INDIANA'S RESPONSE TO INTERVENTION

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Using Response to Intervention (RTI) for Indiana's Students

www.doe.in.gov/rti

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

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LETTER FROM DR. BENNETT

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

February 1, 2009

The Indiana Department of Education (IDOE) is pleased to announce the development of a comprehensive Response to Intervention (RTI) guidance document. This document is designed to facilitate and assist Hoosiers across the great state of Indiana as they implement RTI. It is hoped that each school corporation will take advantage of the opportunity to embrace RTI. The guidance document will provide a conceptual framework and valuable information on developing, designing, and implementing best practices to increase student achievement. The document is also available electronically as well as many other resources at the following Web address: http://www.doe.in.gov/rti.

Never in the history of our state have the stakes been higher for Indiana's educational system. We must develop and execute a plan that puts our state in its rightful place at the top of the nation and on par with the rest of the world. Through RTI's emphasis on the integration of program areas, the application of a problem solving approach, and the use of evidence-based instruction as well as using progress monitoring data, these practices will improve educational outcomes such as academic achievement, behavior, social-emotional health and graduation rates for students in Indiana. Indeed, RTI has programmatic collaboration built into its design since it requires coordinated decision-making and resource sharing among general education, special education, and related services personnel. Similarly, IDOE will be an example of this and how an RTI approach is used to improve school services and therefore improve student learning opportunities in Indiana.

Indiana's OnePlan will create a structure that increases the ability of the state, districts and schools to better align actions with resources resulting in improved outcomes for all students; to improve communication among the organization's staff and constituents; and to provide a dynamic structure to put this plan into action. RTI practices are proactive, incorporating both prevention and intervention and are effective at all levels from early childhood through high school.

Sincerely,

Dr. Tony Bennett
Indiana State Superintendent of Public Instruction

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CHAPTER 1: INTRODUCTION AND OVERVIEW

Definition of Indiana's Vision of Response to Intervention

Response to Intervention is a systemic process that ensures ALL students learn. Indiana's Vision of Response to Intervention is a framework for *prevention, advancement, and* early intervention*, which involves determining whether all students are learning, and progressing optimally* academically, socially, emotionally, and behaviorally when provided with *high quality instruction* that addresses all aspects of students. RTI in Indiana offers the opportunity to integrate, collaborate, and cooperate across various educational initiatives including, but not limited to, school improvement; general education; Title I; special education; high ability students; and family, school, and community partnerships to ensure students are prepared for their futures.

RTI IS…	RTI IS NOT…
A systemic process that supports all school improvement goals.	A stand-alone special education initiative.
Intended to help as many students as possible meet proficiency standards.	A means for just getting more students into special education.
A method to unify the entire educational system in order to benefit students through greater continuity of services.	A method for just increasing or decreasing special education numbers.
Focused primarily on effective instruction to enhance student growth for all students.	Focused primarily on disability determination and documented through a checklist.

(Adapted from South Carolina Department of Education, 2008)

Benefits of RTI

"Taken seriously and implemented effectively, Response to Intervention (RTI) has the potential to transform classrooms into highly effective, highly motivating arenas of learning" (Shores & Chester, 2009). Response to Intervention focuses the entire educational system on the success of all learners. This systemic process enables educators to target instructional interventions in response to children's specific areas of need as soon as those needs become apparent. Before, the education system waited until a child failed "enough" before attempting more intensive instructional interventions (Klotz & Canter, 2007; Wanzek & Vaughn, 2007). Research supported by No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act (IDEA) states that implementing an RTI process through scientifically-based programs and early intervening services reduces the need to label children with learning or behavioral disabilities. This fact results from educators matching instruction and interventions to meet their needs in a general education setting (Batsche, Elliott, Graden,

Grimes, Kovaleski, Prasse, Reschly, Shrag, & Tilly, 2005). In addition, RTI fosters collaboration between teachers, school support personnel, administrators, and families in order to educate all students. Families receive information regarding their child's progress more frequently, and continuous home-school collaboration allows parents to become active and meaningful participants in the school staff's educational efforts (Reschly, 2007). Other benefits of RTI include:

- Documented learning rates across peers on the same instruction.
- Communication of the school's expectations for monitoring of student performance.
- Provision of collaborative teaching experiences.
- Principal leadership with a global picture of instructional practices in the school.
- Prevention efforts needed for children entering kindergarten.
- Guided staff development efforts.
- Coordinated existing intervention efforts.
- Improved identification of students with disabilities.

(Adapted from Commonwealth of Virginia Department of Education, 2007)

In "Why Adopt an RTI Model?" (2008), Dr. David P. Prasse stated, "Adopting an RTI model is about adopting best professional practice, insisting that we do what is best and necessary for all students in our schools, and, finally, rising to the challenge of doing that which is socially just. That is why we must adopt an RTI model and implement it with integrity in every school throughout the nation."

History of Response to Intervention in Indiana

To incorporate these strategies into systemic changes that support student achievement, the Indiana Department of Education and concerned stakeholders have joined to design and implement the initiatives depicted in the timeline below (Chart 1). Appendix G contains further information about these programs.

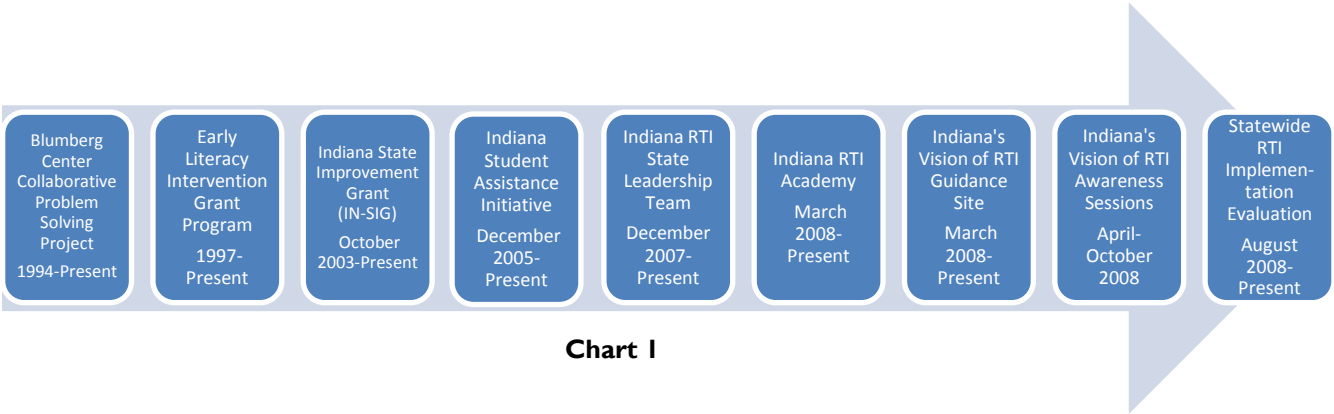


Chart 1

CHAPTER 2: A CLOSER LOOK AT RTI IN INDIANA AND THE CORE COMPONENTS

Visual Representations of RTI

The "Triangle"

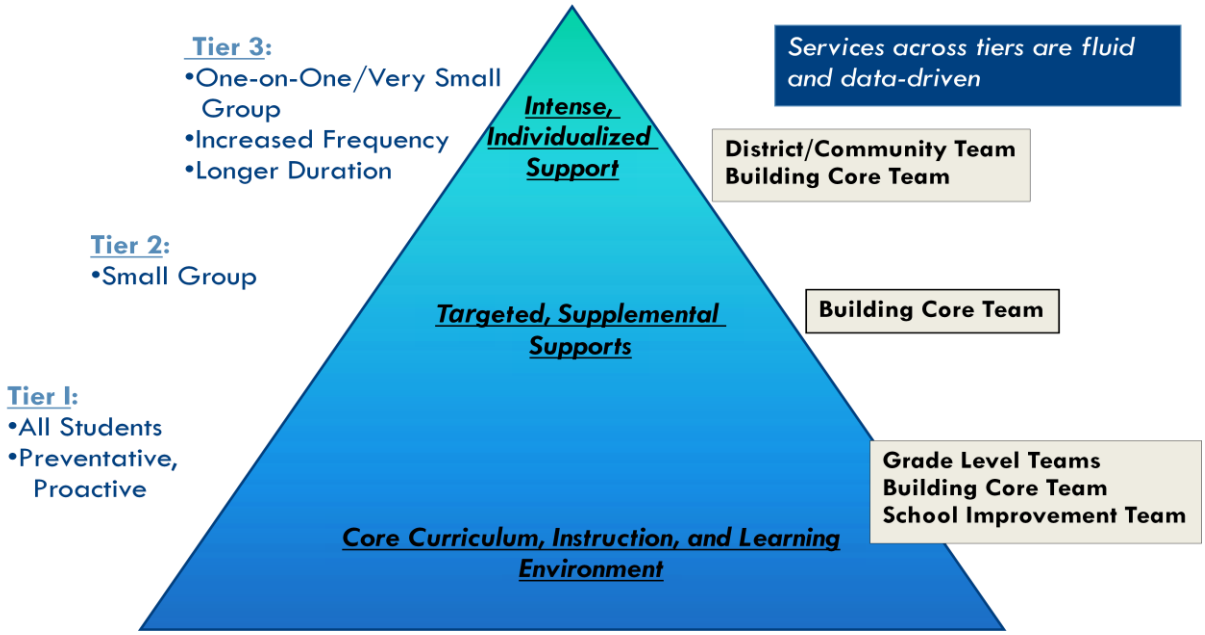


Figure 1

The Office of Special Education Programs (OSEP) Center on Positive Behavioral Interventions and Support, Effective Schoolwide Interventions (www.pbis.org) adopted a visual representation of a tiered intervention framework, which IDOE adapted for its use (Figure 1). The figure suggests that 80-90% of students should be able to be instructionally or behaviorally successful with universal interventions and an additional 5-10% of students should be successful with targeted group interventions. If 80-90% of students do not succeed in Tier 1, educators should evaluate the core curriculum and instructional practices. Within a population of students, only approximately 1-5% of students would need individualized, intensive interventions (Maryland Department of Education, 2008).

All students participate in Tier 1 where they receive evidence-based instruction differentiated to meet student needs and are screened periodically to identify those who need additional support or extensions of the core curriculum. In Tier 2, students not making adequate progress in the core curriculum receive increasingly intensive instruction, while high ability students experience extensions of the core curriculum, both in small-group settings. At Tier 3,

students receive individualized instruction focused on specific skill deficits identified through assessment to remediate those problem areas and prevent more severe ones.

Another RTI Visual Representation

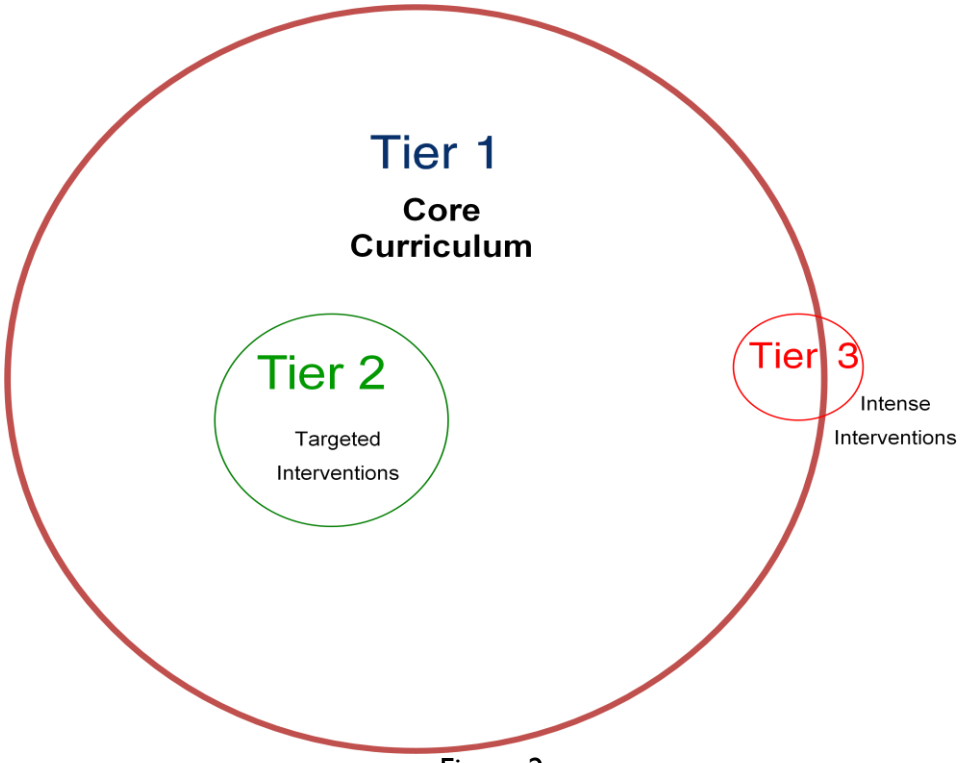


Figure 2

(Ehren, Ehren, & Proly, in preparation)

This visual representation of RTI (Figure 2) echoes the concepts depicted in the "Triangle," but reinforces graphically the fact that students receiving Tier 2 and 3 interventions continue to participate in the core curriculum. The targeted and intense interventions are supplemental to instruction in Tier 1. Although students may receive both targeted and intense interventions for different concepts/skills during the same time frame, they do not experience both Tier 2 and Tier 3 interventions concurrently for the same concept/skill. The tiers indicate intensity of instruction, not a placement. The small portion of Intense Intervention students outside the core curriculum reflect those students whose significant cognitive needs are best addressed through an alternative (or functional) curriculum as specified in their individual education plans (IEP).

Making Decisions: Standard Protocol Model and Problem Solving Method

Application of a problem solving process occurs at multiple levels and serves as a foundational element of RTI in Indiana. While there are numerous problem solving models, most entail an iterative, ongoing process that involves systematically using data to identify needs, planning a

response, and assessing the change or impact. Within the RTI literature, the most frequently referenced problem solving method is that shown in Figure 3. This graphic represents an adaptation of the problem solving approach utilized in Heartland (Grimes & Kurns, 2003). The five stages of this approach include 1) using a variety of data, observations, and information to identify concerns or needs; 2) analyzing available information to better understand what factors or conditions are contributing to or impacting the identified concerns or needs; 3) developing a plan to address the factors hypothesized as contributing to the concern; 4) implementing the developed plan with consistency and fidelity; and 5) evaluating the impact of the plan's efforts on the originally identified concern or need.

Each stage of the process can be applied at each tier of the RTI framework, ensuring a systematic, schoolwide approach for data-based decision making. For example, at Tier 1, where the focus is on the core curriculum and instruction for all students, the five stages of the problem solving method can be seen in the following considerations:

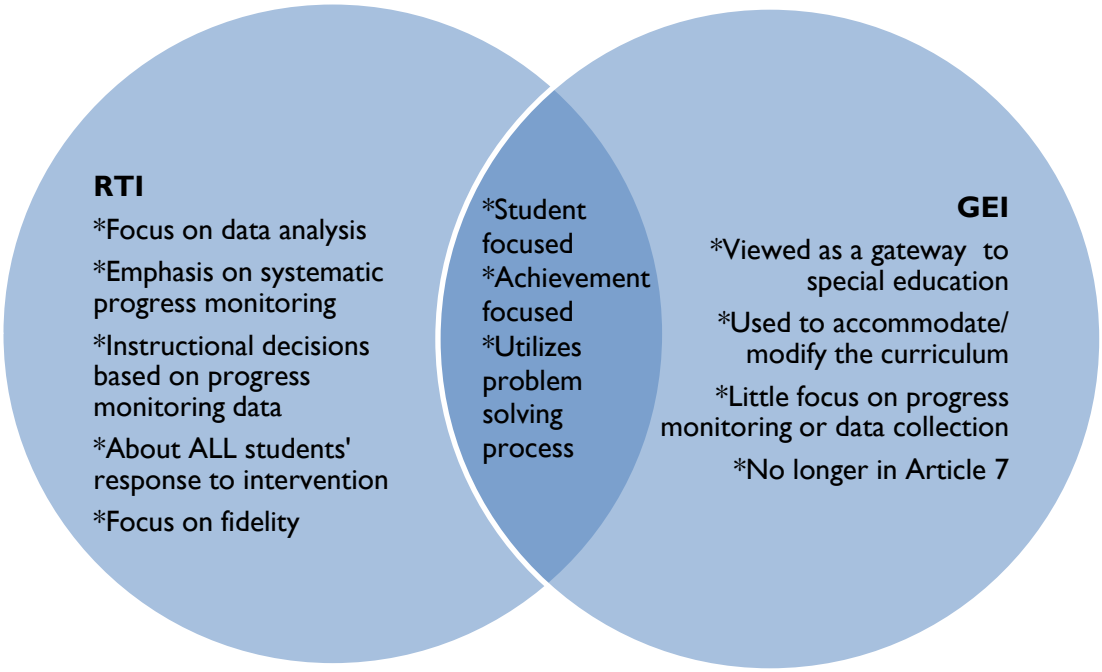
Tier 1, Identifying the Needs:	How effective is the core curriculum and instruction? What percentage of students is at benchmark? What percentage of students is in need of additional interventions/extensions?
Tier 1, Analyzing the Needs:	What curriculum factors are contributing to student performance? What instructional factors are contributing to student performance? What environmental factors are contributing to student performance?
Tier 1, Developing a Plan:	What instructional needs are indicated by the data? What resources/materials are needed?; What actions will we need to engage in? How will we know if progress is being made?
Tier 1, Implementing the Plan:	Are we implementing the plan as intended? Are we collecting progress data?
Tier 1, Evaluating the Impact:	After implementing the plan, do data indicate a desirable change in student performance? What percentage of students is now at benchmark? What percentage of students remained at benchmark levels? What percentage of students progressed to benchmark levels?

Similar considerations for both Tiers 2 and 3 can be articulated and concentrate on small-group and individual perspectives, respectively, as the focus of supports at these tiers becomes increasingly intense and targeted.

While the use of a problem solving approach has clear benefit to a schoolwide and systemic application of RTI, a problem solving approach to determine interventions (stage 3 of the above method) was inherent in Indiana's General Education Intervention (GEI) initiative. This

approach involved a team of educators and specialists meeting to consider a given student's needs and to develop an intervention plan. While necessary in some situations, this individual student approach lacks the efficiency needed in order for a systemic, schoolwide approach such as RTI to be fully beneficial (Chart 2). Additionally, when schoolwide (universal) assessment data is collected and analyzed (stages 1 and 2 above), interventions can be determined for groups of students with similar needs. This approach is more time efficient and allows for better use of resources. Individual student problem solving may occur later if data indicate a need.

RTI vs. GEI

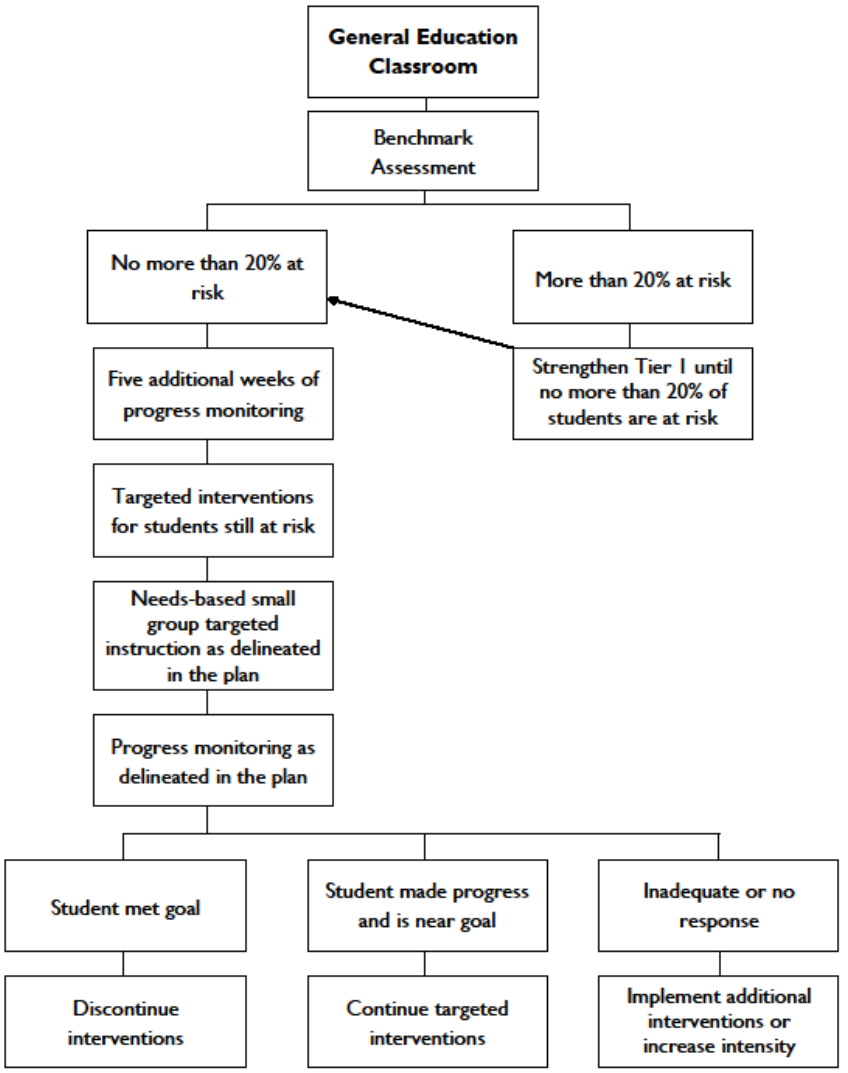


Adapted from MSD Wayne Township Office of Special Services

Chart 2

RTI literature has described the above approach as different models of RTI – standard protocol, problem solving, and mixed models. The following section provides descriptions of each. However, it is important to recognize that these descriptions focus on the determination and delivery of interventions, one part of a larger problem solving approach. While some situations may call for individualized design of interventions, albeit a less efficient approach, many academic, behavioral, and social needs can be addressed through interventions that are designed and delivered through a standard protocol model, a more efficient method. Regardless of the model, it is important that the determination and delivery of interventions occur within a larger problem solving (or data-based decision making) context that entails identifying, analyzing, and evaluating impact in a deliberate and intentional fashion.

Standard Protocol Model



(Adapted from Shore & Chester, 2009)

Chart 3

The name of this method defines its approach: *standard* refers to the same for all students and *protocol* means a predetermined format. The Standard Protocol Model requires schools to develop standard interventions to meet the most common academic needs through identification of patterns of weakness based on school data and to prioritize those needs by the number of students affected. The school RTI Leadership Team identifies options for service delivery, which may require redefining the role of some personnel (e.g. special educators, counselors, school psychologist, speech and language pathologist, paraprofessionals, etc.) and modifying school schedules to include before- and after-school programs, supplemental reading and math classes, or "zero periods" (a scheduled period during the school day during which other students have alternative assignments).

In the Standard Protocol Model of RTI, decision making follows a progression through the tiers:

- Tier 1
  - Effective implementation of the core curriculum for all students
  - Use of benchmark assessments or curriculum-based measurement (CBM) to assess mastery of the core curriculum
  - Referral of students performing below a predetermined level for targeted interventions
- Targeted Interventions
  - Small group instruction in addition to the core curriculum
  - Use of evidence-based interventions that address students' deficit areas for a length of time specified in the Intervention Plan
  - Goals that target expected improvement
  - CBMs administered at regular intervals to monitor progress toward goals
  - Use of data to determine if intervention should be continued, stopped, changed, or increased in intensity (intense interventions)
- Intense Interventions
  - Individual instruction in addition to the core curriculum
  - Use of evidence-based interventions that address students' deficit areas for a length of time specified in the Intervention Plan
  - Goals that target expected improvement
  - CBMs administered more frequently to monitor progress toward goals
  - Use of data to determine if intervention should be continue, stopped, or changed or consider referral for further evaluation
- Benefits
  - Ability to control variables
  - Use of scientific, research-based strategies
  - Reduction of need for large variety of strategies
- Weaknesses
  - Less flexibility with interventions
  - Focus on needs of majority of students
  - Restructuring of school's resources and procedures to allocate time for interventions
  - Application typically in grades K-3; may have limitations with older students

(Shores & Chester, 2009; The Iris Center, n.d.; VanDerHeyden, 2007)

Problem-Solving Method

This model concentrates on individual student needs and provides a greater range of interventions. It includes a team of professionals trained in the problem-solving method using data to determine a student's needs and to create a plan of action to address those needs. The problem-solving model can address both academic and behavioral problems through five steps:

- Identify the problem.
  - Gather information regarding the student's functioning in and out of school.
  - Consider factors relating to disproportionality (English language-learners, African-American students, students from lower socio-economic homes, etc.).
  - Consider medical history, psychological stressors, and other external factors.
- Analyze the problem.

- Examine both formative and summative assessment results.
- Consider data on outside factors.
- Determine the cause of the deficit.

- Create an intervention plan.
  - Select an intervention that specifically addresses the identified problem through the student learning the skill.
  - Train interventionists in implementation (guidelines and procedures).
  - Develop student goal, identify interventionist, determine where and when (time of day and number of sessions/week) the instruction will occur, and length of intervention (minutes/day and number of weeks).
  - Determine how and how often to assess progress with CBM tools chosen by the team.
- Implement the plan with fidelity.
  - Provide instruction as detailed in the Intervention Plan and as designed for the intervention.
  - Assign a team member to monitor fidelity of implementation and record procedures followed to rule out lack of appropriate execution as a reason for inadequate progress.
  - Monitor student progress by charting data.
- Evaluate progress.
  - Use data to determine effectiveness of the intervention.
  - Consider slope and end point in comparison to the goal.
  - Determine next steps (continue the intervention, try a different intervention, increase the intensity of the intervention, or discontinue interventions).

(Shores & Chester, 2009; The Iris Center, n.d.; VanDerHeyden, 2007)

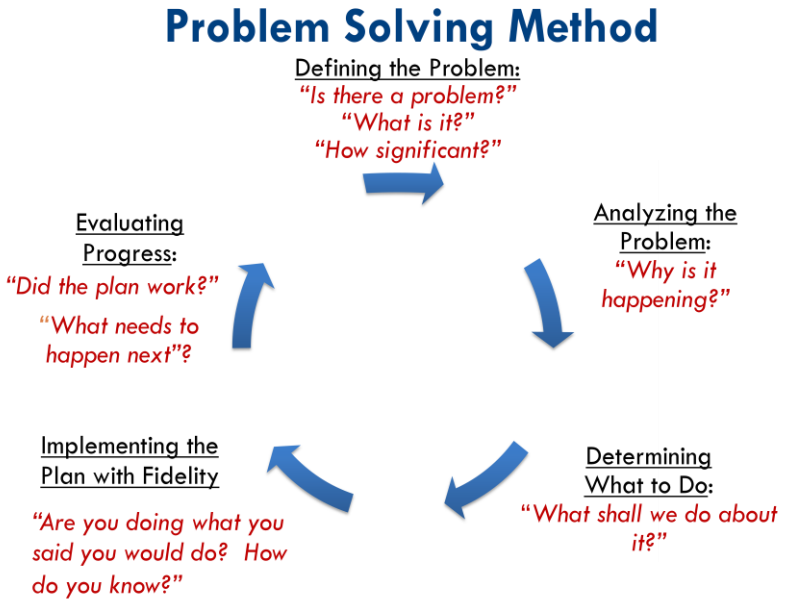


Figure 3

Nellis, Collaborative Problem Solving Project

Comparison of the Standard Protocol Model and the Problem Solving Method

Standard Protocol Model	Problem Solving Model
Evidence-based interventions	Evidence-based interventions
Data-based decision making	Data-based decision making
Progression through tiers to increase intensity	Progression through tiers to increase intensity
Small group implementation	Small group or individual implementation; system change initiatives
Instructional decisions made by interventionist	Instructional decisions made by RTI Team
Interventions established prior to need	Interventions based on needs of learner
Goals based on benchmark criteria	Goals based on benchmark criteria or individual needs

(Adapted from Shores & Chester, 2009)

Table 1

The Mixed Model

In the Mixed Model, schools use the Standard Protocol Model to deal with the most common academic problems, while they employ the Problem Solving Method to meet academic needs not addressed through Standard Protocol and for behavioral issues. Using evidence-based interventions (not accommodations) remains critical when using the Mixed Model, which researchers often recommend.

To implement the Mixed Model, schools must establish all the elements of both of the previous models. Schools should administer a universal screening tool to identify students at risk and ensure the execution of an evidence-based core curriculum delivered with evidence-based instructional strategies for both academic and behavioral skills. After defining a cut-point, educators monitor students achieving below that benchmark to determine progress in the core curriculum. If after five weeks of monitoring they fail to respond to Tier 1 instruction, they receive targeted interventions and monitoring continues to ascertain progress toward grade-level performance.

Schools should also develop strategies to ensure fidelity of implementation at all levels and choose assessment tools for measuring student growth, typically CBMs. They should also decide how those assessment tools will be used and how progress is defined using the dual discrepancy model. The dual discrepancy model examines the student's performance in relationship to a benchmark, class performance, or an established goal and the student's final level of performance in comparison to baseline scores. Finally, schools should identify personnel needed to administer assessments and interventions, make decisions relating to intensity of interventions, and assess fidelity of implementation at all levels (Shores & Chester, 2009; VanDerHeyden, 2007).

Three- to Five-Tier Models

One of the essential components of RTI is implementing a multi-tiered system that provides the opportunity to adjust intensity of instruction (both academic and behavioral) to meet diverse student needs (Horowitz, 2005; IDEA Partnership, 2007; Kovaleski, 2003; Vaughn, 2003). No universal model of RTI exists, but a meta-analysis of the seven prevalent models supports a three- to five-tier version. Vaughn, Fuchs and Fuchs, Sugai and Horner, Batsche, and O'Connor utilize the three-tier model of RTI, while VanDerHeyden prefers the four-tier version (Batsch, 2006; Fuchs & Fuchs, 2006; Marston, 2003; Sugai & Horner, 2002; VanDerHeyden & Snyder, 2006; Vaughn, 2006). Grimes and Tilly, involved in the Heartland Area Education Agency in Iowa, began their studies with a four-tier model, but transitioned to three tiers in 2003 (Tilly, 2003).

In March 2008, Spectrum K12 School Solutions and the Council of Administrators of Special Education (CASE) conducted a survey of K-12 district administrators to determine the level of adoption of RTI, in which their objectives included ascertaining which tier model the districts used (Spectrum K12/CASE, 2008). Chart 4 below represents their findings regarding this issue based on the responses of 424 administrators.

RTI Adoption Survey

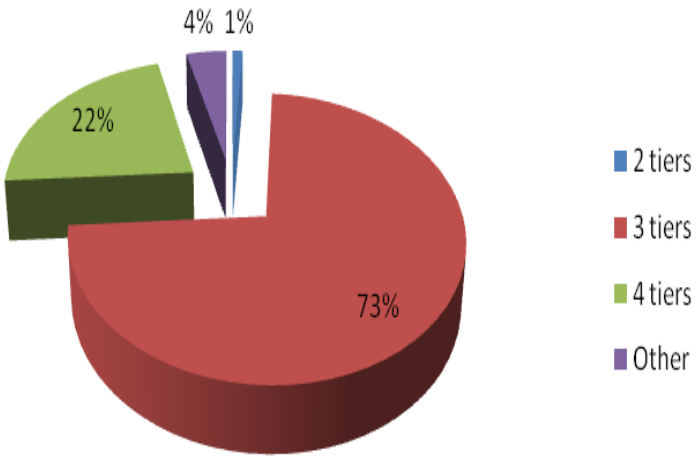


Chart 4

Founded on these data, Indiana has adopted the three- to five-tier models. **Local educational agencies should select a three-, four-, or five-tier approach that best meets the needs of their district and include the six core components (detailed below) in the development of each of the levels.** For example, when addressing Evidence-Based Core Curriculum, Instruction, Interventions, and Extensions, Tier 1 of the three-tier model includes evidence-based core curriculum, instruction, and classroom interventions and extensions. Tier 2 focuses on small-group evidence-based targeted interventions and extensions, while Tier 3 concentrates on one-on-one or very small group evidence-based intense interventions and extensions.

RTI in Indiana Core Components

RTI in Indiana finds its basis in research for implementing systemic change that incorporates six Core Components. These components include the following:

- Leadership
- Cultural responsivity
- Family, school, and community partnerships
- Evidence-based core curriculum, instruction, and interventions/extensions
- Data-based decision making
- Assessment and progress monitoring system

Leadership

Tim Waters (2003) stated that school leaders who demonstrate positive leadership qualities have a significant effect on student learning and behavior. Leadership facilitates the success of all students by helping faculty, staff, parents, community members, and the students themselves to envision, embrace, and realize the possibilities for high achievement through shared vision, collaboration, research-based instructional practices, data-driven decision making, and positive relationships. Leadership is a crucial component for implementing systemic educational reform that results in highly effective schools. Effective school leadership makes a profound difference for students because it lays the foundation for students being successful at the next level of learning and having the ability to pursue quality options in life. After reviewing 5,000 studies concerning the effects of leadership on student achievement, researchers found a significant, positive correlation between effective leadership and student achievement and identified twenty-one leadership responsibilities related to improved student learning.

Characteristics

- Create and sustain a safe learning environment that promotes understanding, responsibility, and compassion for all.
- Listen and clearly communicate the vision and mission of the school.
- Respect people and make them feel and believe that what they do matters.
- Help parents become more informed about and participate in their children's education.
- Advocate research-based instructional philosophies and practices.
- Use formative and summative assessment practices and data to drive curriculum and instruction.
- Have the courage and conviction to do what is right for students even in the face of adversity and resistance.

Leadership in RTI

- Establish vision, policies, and procedures and provide resources.
- Establish a school-based leadership team that reflects the diversity of the school.

- Provide professional development and ongoing support through coaching and consultation.
- Develop and implement evaluations that ensure fidelity of implementation and implementation of data-based decision making and review the effectiveness of instruction and intervention/extension.
- Provide adequate staff to ensure effective implementation.

Cultural Responsivity

Cultural responsivity facilitates the achievement of all students through effective teaching and learning practices grounded in an awareness of cultural context and the strengths that students bring to school. Cultural responsivity permeates every aspect of education: curriculum and instruction, data-based decision making, assessment, communication, and policy decisions.

Gaining cultural competence includes developing the knowledge, skills, experience, and tools necessary to work effectively across cultures. Becoming culturally responsive is a developmental process that includes engaging in conversations about race and equity, reflecting on one's own culture and beliefs, and gaining awareness of other cultures (Lindsey, Robbins and Terrell, 2003; p. 5, 11).

Characteristics

- Validate students' cultural identity in classroom practices and instructional materials.
- Acknowledge students' differences as well as their commonalities.
- Develop an awareness of how one's own cultural views and values influence practice.
- Assess student's ability and achievement with validity.
- Include multiple perspectives in decision making.
- Communicate with families in ways that are culturally meaningful.

Cultural Responsivity in RTI

- Facilitate staff recognition of cultural influences.
- Incorporate multicultural knowledge into curricula.
- Educate students about diversity of the world.
- Develop curricula, activities, and interventions considering students' backgrounds.
- Provide professional development and support to develop cultural competence.
- Represent students' cultures and ethnic backgrounds on posters, books, student work, and displays.

Family, School, and Community Partnerships

Family, school, and community partnerships are collaborative relationships and activities that involve the influences and resources in students' lives to promote success and provide benefit to all partners. Such partnerships are valuable and necessary in all aspects of a student's education and at all levels including the student, classroom, school, district, and state levels. Partnerships are varied and unique reflections of student, family, school, and community characteristics.

Characteristics

- Utilize strategic and collaborative planning, implementation, and evaluation.
- Link partnerships to specific student outcomes.
- Promote advocacy and shared power.
- Identify a variety of roles and activities for families and communities with schools and in education.
- Ensure frequent, two-way communication.
- Develop reciprocal relationships.
- Provide professional development to assist school staff.
- Create an atmosphere of trust and respect for all cultures, abilities, and experiences.
- Support a belief that all families have the desire and ability to contribute to student success.

Family, School, and Community Partnerships in RTI

- Establish a team and plan that reflect the school community and integrate it into school improvement planning and activities.
- Link activities to student learning outcomes.
- Use diverse strategies tailored to families.
- Maintain two-way communication and collaboration.
- Provide families with information and strategies to support student success.
- Include professional development for staff focused on sustaining positive relationships with families and the community.

Evidence-Based Core Curriculum, Instruction, Intervention, and Extension

Evidence-based curriculum, instruction, interventions, and extensions are materials and practices authenticated in research as most effective in supporting children as they learn. Curriculum is the content taught. Instruction is the delivery method or design of what is taught. Interventions or extensions are intensified instructional practices used to teach targeted groups of students or individual students.

Characteristics

- Execute a core curriculum and instruction for all students that is preventative and proactive, with flexible grouping of students.

- Provide research-based core instructional programs delivered by the general education teacher.
- Have empirical evidence that the core curriculum supports at least 80% of the student population.
- Use targeted supplemental supports for students who receive additional instruction and practice on identified skills.
- Use intensive individual interventions for a small number of students who receive explicit, systematic instruction.
- Develop interventions or extensions that support and/or enhance the core curriculum.
- Provide extensions for high ability children when the core curriculum is not meeting their needs.
- Create well-planned, clearly articulated extensions that provide a sequence of experiences as part of a content-based curriculum that is both accelerated and enriched.

Evidence-Based Core Curriculum, Instructions, Interventions, and Extensions in RTI

- Develop and implement core curricula aligned to standards.
- Map curricula to identify when to teach skills/concepts and develop common assessments.
- Practice effective classroom instruction based on evidence- and research-based practices that consider factors that may affect student learning.
- Provide materials that meet the needs of all students.
- Provide a range of interventions and extensions.
- Adjust the school schedule to allow time for interventions and extensions.
- Establish groups to maximize resources and enhance achievement.
- Write interventions and extensions with specificity and implement with fidelity.
- Allocate staff to provide interventions and extensions.
- Ensure interventions and extensions increase with intensity as dictated by students' needs.

Data-Based Decision Making

Data-based decision making refers to an ongoing process of analyzing and evaluating information to inform important educational decisions and actions. Educators utilize this systematic process to address the needs of individual students, small groups, grade levels, and all students in a school or district.

Characteristics (Figure 4)

- Compare data with expected benchmarks or goals. (*Does a problem exist?*)

- Analyze what factors (for example health, curricular, instructional, high ability, emotional, skill gaps, etc.) contribute to the area(s) of concern. (*What causes the problem?*)
- Develop a plan to address the factors hypothesized for the concern. (*What can we do to address the problem?*)
- Implement the developed plan with consistency and as determined necessary (often referred to as fidelity of implementation). *(Are we doing what we said we would do?)*
- Evaluate the impact of the plan and if needs continue develop a new plan. (*Did our intervention or extension work?*).
- Record student progress on charts and/or graphs throughout the process to examine achievement over time and to document students' response to intervention or extension.

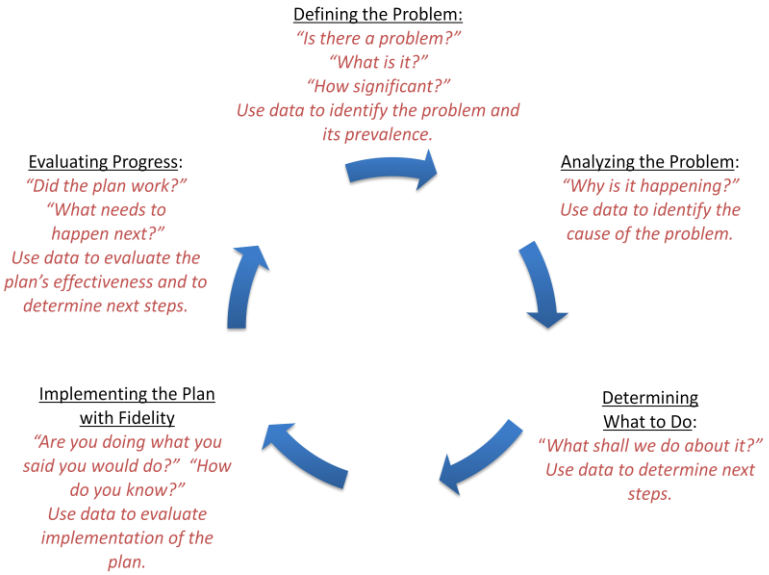


Figure 4
Adapted from Nellis, Collaborative Problem Solving Project

Data-Based Decision Making in RTI

- Create teams that have the expertise to consider student needs and characteristics.
- Graph and analyze student data at all levels (district, school, and individual).
- Review often to evaluate progress and inform next steps.
- Establish criteria for determining intervention intensity and need for further assessment.
- Review fidelity of implementation.
- Compare student data and desired outcomes at all levels.
- Evaluate the effectiveness of the plan.

Assessment and Progress Monitoring

A system of assessment and progress monitoring occurs naturally in teaching and learning and serves as a tool to measure learning and guide decision making. While various approaches for assessing student performance in academic, behavioral, and social/emotional domains exist, educators select the method/tool most appropriate for their students and the purpose for the use of the tool.

Characteristics

- Conduct schoolwide universal screenings with all students to reflect the effectiveness of the core curriculum and instruction and identify those students who are in need of interventions and/or extensions. Universal screenings often occur early in the school year as a time-efficient way to gauge student needs and a minimum of two additional times during the school year to evaluate student progress and the effectiveness of instruction. Once educators identify specific concerns, they can provide scientific-based instruction or intervention to address the need. The interpretation of universal screening data requires an identified criterion or level of performance, sometimes referred to as a benchmark.
- Monitor progress (frequent and ongoing collection of student progress data) for evaluating the effectiveness of instruction and intervention. The frequency of progress monitoring should increase for students who have specific academic, social/emotional, or behavioral needs addressed through scientifically-based interventions.
- Conduct assessment and progress monitoring with fidelity. Fidelity ensures that the assessment tools and processes are implemented as intended and ensures reliability and validity of results.
- Use data-based decision making based on assessment and progress-monitoring data to inform instructional practices and decisions in a way that addresses each student's needs, strengths, and challenges.

Assessment and Progress Monitoring in RTI

- Use evidence-based assessment and progress-monitoring tools and implement with fidelity.
- Utilize universal screening tools to establish baselines and to evaluate curricula/instruction.
- Establish systems for collecting schoolwide behavior/discipline data and student achievement.
- Develop a variety of common assessments.
- Establish and implement a procedure for progress monitoring.
- Assess the instructional environment concerning expectations, strategies, adjustment of practices, etc.

Indiana RTI Inventory and Needs Assessment Overview

The Indiana Response to Intervention Inventory and Needs Assessment (Appendix B) was developed to assist district/school teams in self-assessing their current practices and future needs in the areas of Leadership; Cultural Responsivity; Family, School, and Community Partnerships; Evidence-based Curriculum, Instruction, Interventions, and Extensions; Data-based Decision Making; and Assessment and Progress Monitoring. These six areas serve as the core components of RTI in Indiana (RTI). A team of stakeholders including various professionals with background and expertise in the various components were involved in the development process. In the beginning, a search was conducted for published self-assessment surveys or checklists for Response to Intervention. This search resulted in the identification of a number of surveys, including those listed below in the reference section. In reviewing this pool of surveys, the team found the content to focus primarily on the areas of assessment, data-based decision making, and curriculum, instruction, and intervention.

Given Indiana's broader vision of RTI and the emphasis on systemic change, state experts in family, school, and community partnerships; cultural responsivity; and leadership were contacted to provide consultation on the development of the RTI Inventory and Needs Assessment. Team members wrote indicators for each component to provide a broad-based assessment of each particular area. Thus, the indicators for each component are intended to evaluate the general practices in that area, not to provide an in-depth analysis of any particular component or specific practice/indicator.

During the 2007-2008 academic year, four Indiana school districts used the original version of the needs assessment that was developed as a rubric. Feedback from these districts and supporting project staff was utilized to develop the current version that uses a quantitative, 5-point rating system. In addition, the team added, deleted, or re-wrote indicators to improve the readability of the tool and ensure comprehensive coverage of each component area. School teams participating in the Indiana RTI Academy will use the current version of the tool during the 2008-2009 academic year. Teams will complete the needs assessment two times during the year, one in the fall and the other in the spring. Participating schools will also provide feedback regarding the needs assessment to help in the continued improvement and development of the tool.

Additionally, a member of the RTI State Leadership Team and various state projects are conducting research to inform any needed revisions and ensure that the tool provides valuable information regarding school implementation practices and progress. The end result should be a list of priorities for the leadership team to consider for any needed professional development, implementation, monitoring, and maintenance of the six components of highly effective schools (leadership; cultural responsivity; family, school, and community partnerships; evidence-based curriculum, instruction, interventions, and extensions; assessment and progress monitoring; and data-based decision making). Districts/schools can monitor their progress using the Indiana RTI Inventory & Needs Assessment by reviewing and updating it two to three times a year. References used to develop the Needs Assessment are as follows:

- Colorado Department of Education, Exceptional Student Services Unit, *Implementation of RtI in Colorado: Self-Assessment Tool*

- Florida Problem Solving/Response to Intervention Project**,** *Self-Assessment of Problem Solving Implementation (SAPSI)*
- NCCRESt, *Equity in Special Education Placement: A school self-assessment guide for culturally responsive practice*
- Shinn, M. *Problem Solving/RTI Self Study: Teams and Teaming*
- Sopris West Educational Services. *School Readiness for Response to Intervention (RtI) for All, Some, and Few Students*

CHAPTER 3: STAGES OF IMPLEMENTATION

Before implementing RTI systems, the corporations or schools must first address their preparedness. Each should develop a comprehensive framework for implementing RTI that includes an evaluation of the current infrastructure relative to leadership, teaming, curriculum, screening, and professional development. Excellent resources that provide concrete guidance are the *National Association of State Directors of Special Education (NASDSE) Response to Intervention: Blueprints for Implementation, District and School Building Levels* (Elliot & Morrison, 2008; Kurns & Tilly, 2008). These documents may be found at http://www.nasdse.org/Portals/0/DISTRICT.pdf and http://www.nasdse.org/Portals/0/SCHOOL.pdf.

Based on the *Building Level Blueprints for Implementation*, to implement the use of RTI within a multi-tier system in Indiana, a school's comprehensive framework should involve three components:

- Component 1: Consensus Building
- Component 2: Infrastructure Building
- Component 3: Implementation

Component 1 focuses on schools having time and support available to build consensus, having the tools accessible, and understanding the process and importance of building consensus through these steps:

- Provide information and coordinating with district administration.
- Provide information to school staff and others about RTI.
- Identify consensus level among staff necessary for implementing RTI.
- Determine next steps.
- Plan to support change initiative.

Component 2 includes a school identifying and appointing a building leadership team that has appropriate training and skill development to lead RTI and support the building in working systematically through RTI guiding questions. Critical elements of this component include the following:

- Form a leadership team.
- Provide the leadership team with appropriate training and skill development to lead RTI.
- Work through ten basic questions to develop action plans (completed by the leadership team).

Component 3 focuses on building a master schedule around the needs of the students, including providing interventions and extensions in addition to the core instruction. The team establishes scheduled dates for the assessment system and decision making as well as evaluation. Actions that are part of component three include:

- Provide professional development and ongoing supports for those administering assessments and providing instruction.
- Implement logistics of assessments and periodic data analysis.
- Implement logistics of core, supplemental, and intensive instruction.
- Monitor implementation.
- Collect and summarize program evaluation data.
- Communicate regularly with school staff.
- Celebrate successes.

To incorporate an RTI program fully, schools must expand their comprehensive frameworks to include assessment of their readiness and capacity to adopt and implement RTI practices for all academic areas and behavior. Appendix D includes separate checklists to help assess school districts', schools', and classrooms' readiness for RTI. A district's or school's comprehensive plan is expected to take several years to fully implement, thus districts and schools are encouraged to start small before moving to a district-wide approach. This is due to the considerable amount of professional development that the leadership must provide in the beginning stages of establishing RTI systems to build capacity. It will be equally important for all staff to receive on-going professional development support after implementing an RTI system.

A number of school districts in Indiana have begun using multi-tiered models to provide scientific, research-based interventions to struggling students. These districts will likely transition more easily to a comprehensive RTI framework as they are already using key aspects of an RTI approach. School psychologists, student services personnel, speech and language pathologists, and other specialists who are traditionally involved in the referral process for special education will be key participants in an RTI system at earlier stages. These professionals will be able to provide the data interpretation, assessment, and specialized instructional expertise needed to support an RTI system. It is important that specialists, in addition to general and special education teachers and building principals, receive the professional development necessary to implement each phase of the comprehensive plan.

Technical Assistance

The Indiana Department of Education will provide technical assistance to support the implementation of RTI across the state through the following procedures:

- Continue to update the Indiana RTI Guidance Site to address on-going needs.
- Integrate RTI language and concepts into school improvement initiatives.
- Provide professional development opportunities.
- Refine the Indiana RTI Inventory and Needs Assessment and assist school districts in completing and interpreting the document.
- Evaluate the effectiveness of RTI implementation.
- Provide resources for each of the six core components.
- Assist with development of local implementation strategies.

Fidelity of Implementation (Based on an excerpt cited from Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). *Responsiveness to intervention (RTI): How to do it.* Lawrence, KS: National Research Center on Learning Disabilities)

What is Fidelity of Implementation?

Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000). Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed. In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and the teacher level (e.g., implementation of instruction and progress monitoring).

Why is Fidelity of Implementation Important?

Several studies confirm the importance of fidelity of implementation to maximize program effectiveness (e.g., Foorman & Moats, 2004; Foorman & Schatschneider, 2003; Gresham et al., 2000; Kovaleski, Gickling, Morrow, & Swank, 1999; Telzrow, McNamara, & Hollinger, 2000; Vaughn, Hughes, Schamm, & Klingner, 1998). Although these studies examined various interventions, the results suggest that three related factors may result in positive student outcomes:

- Fidelity of implementation of the process (at the school level)
- Degree to which empirical evidence supports the selected intervention
- Fidelity of intervention implementation (at the teacher level)

Although both common sense and research support the concept of fidelity of implementation to ensure an intervention's successful outcome, studies well document the practical challenges associated with achieving high levels of fidelity. Gresham et al. (2000) and Reschly and Gresham (2006) noted several factors that may reduce the fidelity of implementation of an intervention:

- *Complexity.* The more complex the intervention, the lower the fidelity because of the level of difficulty. (This factor includes time needed for instruction in the intervention.)
- *Materials and resources required.* If new or substantial resources are required, they need to be readily accessible.
- *Perceived and actual effectiveness (credibility).* Even with a solid research base, if teachers believe the approach will not be effective, or if it is inconsistent with their teaching style, they will not implement it well.
- *Interventionists.* Factors in the level of fidelity of implementation include the number, expertise, and motivation of individuals who deliver the intervention.

How Can Schools Ensure Fidelity of Implementation?

When school staffs administer a standardized assessment, the assumption is that they administer the test according to the directions in the test's accompanying manual and that the examiner is qualified. Implementation of RTI must meet the

same standard. Best practice prescribes direct and frequent assessment of an intervention for fidelity. When *researching* the effectiveness of an intervention, it is critical to be able to report the fidelity of implementation so educators may accurately attribute any resulting gains in student achievement to the intervention under scrutiny and so that replication of the intervention may occur. When *implementing* an intervention, it is critical to know whether implementation took place as designed, so that if the intervention is initially unsuccessful, schools can respond appropriately to remedy the deficiency rather than abandoning the entire reform.

Specific proactive practices that help to ensure fidelity of implementation include the following:

- Link interventions to improved outcomes (credibility).
- Definitively describe operations, techniques, and components.
- Clearly define responsibilities of specific persons.
- Create a data system for measuring operations, techniques, and components.
- Create a system for feedback and decision making (formative).
- Create accountability measures for non-compliance.

The ultimate aim of a fidelity system is to ensure that implementation and delivery as intended occur in the school process of RTI, the classroom instruction, and implementation of interventions and extensions. This aim must be balanced with the school's existing resources. Several key components lead to high fidelity, and specific indicators are evidence of implementation with fidelity.

Key components. The key components that lead to RTI fidelity in general education and within interventions and extensions include the following:

- Systematic curriculum
- Effective instruction
- Direct instruction
- Specified instructional materials
- Checklist of key instructional components
- CBM assessments
- Videos and/or observations of classroom instruction
- Data (results) graphed against goals
- Student progress monitored monthly
- Decisions regarding curriculum and instruction based on data

Many initiatives have failed not due to design flaws, but due to failure to execute the plan with integrity (National Research Center on Learning Disabilities, 2006).

Progress Monitoring

Progress monitoring refers to measuring student performance over time to illustrate whether the student is achieving appropriately to the instructional program delivered through research-based strategies and to assess the effectiveness of instruction (National Center on Response to Intervention, 2006). Implementation requires the development of decision rules to determine when a student no longer needs a targeted or intense intervention, when an intervention needs to be changed, or when an intervention should intensify (National Research Center on Learning Disabilities, 2006). These rules may include assessment cut scores, frequency and duration of progress monitoring at each tier, criteria for determining responsiveness to intervention, criteria for adjusting intensity of support for students, and determination for referral for special education and related services (Maryland State Department of Education, 2008).

Referring to these rules, educators can implement RTI through the following steps:

- Identify benchmarks aligned to state standards.
- Select a screening tool for measuring student success toward these benchmarks.
- Screen all students.
- Identify students at risk for failure to meet benchmarks and monitor progress in Tier 1 for the length of time stated in decision rules.
- Identify intervention options for students whose performance continues to demonstrate a risk for failure after progress monitoring in Tier 1.
- Implement intervention and use probes to monitor student progress.
- Use data to decide next steps according to established rules (Wisconsin Department of Public Instruction, 2007).

These guidelines ensure consistency in decision-making and eligibility considerations.

Progress monitoring involves these stages:

- Establish benchmarks for grade-level student performance and plot them at the projected end of the instructional period on a chart.
- Establish the student's baseline performance and plot it.
- Draw an aim line from the student's baseline performance to the benchmark.
- Monitor the student's progress as appropriate for level of intervention (Tier 1, 2, or 3) as stated in the decision rules and plot the data.
- Draw a trend line to document the student's progress.
- Analyze the data and determine next steps according to the decision rules (New Mexico Public Education Department, 2006).

The Center on Student Progress Monitoring offers additional resources at www.studentprogress.org.

Roles and Responsibilities

RTI is a team effort and, as a result, many roles and responsibilities of educators will change. The following responsibilities reflect examples of how roles may transform when implementing RTI. Local Education Agencies (LEA) maintain authority over defining the roles of administrators, general and special educators, student service personnel, and support staff.

RTI District Leadership Team (or name chosen by LEA)

- Team Tasks
  - Assemble a multi-disciplinary team, including administrators, teachers representing all levels and instructional areas, counselors, school psychologists, speech and language pathologists, parents, community leaders, representatives from higher education (if possible), and students.
  - Become familiar with the content of the RTI guidance document.
  - Secure "buy-in" on beliefs of response to intervention as a systemic process from all invested parties in the district.
  - Lead efforts to create infrastructure for implementing RTI in Indiana, including establishing rules to determine when a student is not responding to instruction and to assess effectiveness of instruction.
  - Conceptualize instruction in the tiers and identify instructional supports.
  - Provide necessary technology, materials, and resources.
  - Attend to state and district practices and needs regarding screening and diagnostic assessment of students.
  - Provide initial and continuing professional development/coaching opportunities for new staff and refresher training for other staff.
  - Provide support as needed to principals and other leadership staff.
- Team Needs
  - Develop/enhance team formation skills.
  - Lead group learning.
  - Utilize collaboration skills.
  - Perform a needs assessment with schools.
  - Understand data collection.
  - Expand knowledge of student progress monitoring.
  - Acquire knowledge of existing screening and diagnostic assessments.
  - Collect information from the needs assessment.
- Considerations
  - Anticipate some resistance to the "new" approach.
  - Attend to role defining/clarifying.
  - Expect confusion and frustration and assist in the clarifying process.

- Ensure team access to school performance data.
- Establish consistency of RTI processes across the district.

School-Level RTI Team (or name chosen by LEA)

- Team Tasks
  - Educate parents about RTI practices.
  - Identify needs for professional development.
  - Identify Tier 2 and 3 instructional interventions/supports.
  - Identify strategies for extensions.
  - Write intervention plans.
  - Communicate intervention plans and progress to all personnel involved.
  - Monitor progress of all students receiving targeted and intense interventions.
- Team Needs
  - Develop ways to measure effectiveness.
  - Improve skills for interpreting student performance data.
  - Understand criteria for knowing when to increase or decrease the intensity of a student's interventions.
- Considerations
  - Expect confusion and some frustration.
  - Understand the fine discriminations of writing intervention plans.
  - Take into account limitations of some progress monitoring systems.

Principals

- Principal's Tasks
  - Familiarize school RTI team and staff with the systemic process.
  - Help team procure resources and provide needed professional development.
  - Ensure fidelity of implementation through routine, periodic observation and discussions with staff.
  - Ensure paraprofessionals work under the direct supervision of a highly qualified certified teacher (i.e. the teacher prepares the lessons and plans the instructional support activities that the paraprofessional carries out, and the paraprofessional works in close and frequent proximity to the teacher).
  - Research the availability of CBM options with RTI team (or entire staff) to select appropriate tools and methods.
  - Determine when/whether classroom performance warrants intervention (i.e., entire class performance is considerably lower than other classes in the same grade level).
  - Review aggregate data of classrooms and provide feedback to teachers.

  - Create conditions that enable teachers to be successful (e.g. address reducing other teacher responsibilities, give teachers time to make sense of the process, keep student-teacher ratios favorable, etc.).
  - Lead instructional discussions.
- Principal's Needs
  - Assign a majority of general educators to the RTI team.
  - Include specialists on the team.
  - Utilize skills to help team evaluate its performance and identify its needs.
  - Utilize skills to evaluate evidence-based practices for assessment, progress monitoring, data-based decision making, and evidence-based curricula, instruction, and interventions/extensions.
- Considerations
  - Expect staff confusion about what is general education and what is special education.
  - Meet parents' need for information and explanation.
  - Assist in establishing criteria for increasing/decreasing intensity of student interventions.
  - Provide professional development activities that will advance the implementation of RTI processes.

General Educators

- General Educators' Tasks
  - Implement the system of progress monitoring across content (reading, writing, and math) areas.
  - Administer assessments at least monthly or more frequently (weekly or twice a week, if needed); graph and evaluate results.
  - Identify students for diagnostic testing or for targeted intervention.
  - Provide aggregate data of classroom results to the principal.
  - Provide information to parents if using the results for reporting student progress.
  - Collaborate to align, map, and implement evidence-based curricula, common assessments, and progress monitoring tools.
  - Use evidence-based instructional strategies.
- General Educator's Needs
  - Develop/maintain knowledge of effective instruction and effective supports/interventions.
  - Develop/maintain knowledge of curriculum-based measurement and data collection.
  - Utilize ability to analyze data and represent student progress graphically.
  - Collaborate with colleagues, particularly special educators.

- Considerations
  - Adjust to expanded data collection and interpretation demands.
  - Develop comfort and fluency with new skills.
  - Understand that "new" practices are consistent with effective past practices.

Special Educators

- Special Educator's Tasks
  - Monitor progress of students in secondary/tertiary tiers of intervention in a particular content area.
  - Administer relevant assessments; graph and evaluate results.
  - Identify when a student is making adequate progress in a more intense instructional level.
  - Collaborate with general educators to assist in determination of students for secondary/tertiary tier intervention and to provide suggestions/consultation on instructional strategies for students.
  - Incorporate progress-monitoring goals into IEP development.
  - Collaborate by assisting in planning and delivery of Tier I interventions and differentiated instruction.
  - Provide targeted and intense interventions.
- Special Educator's Needs
  - Develop/maintain knowledge of effective instruction and effective supports/interventions.
  - Develop/maintain knowledge of curriculum-based measurement and data collection.
  - Utilize ability to analyze data and represent student progress graphically.
  - Collaborate with colleagues.
  - Collaborate with general educators concerning instructional strategies.
- Considerations
  - Adjust to expanded data collection and interpretation demands.
  - Develop comfort and fluency with new skills.
  - Incorporate intervention plans into IEPs.

Specialist (Reading and Math Specialists, Guidance Counselor, School Psychologist, School Social Worker)

- Specialist's Tasks
  - Participate as members of the RTI Team to:
    - Provide appropriate behavioral instruction and prevention programs.
    - Analyze school and student data to identify impediments to academic and behavioral achievement.

        - Use a multi-disciplinary team to identify learning, behavioral, and health difficulties for those students not meeting standards.
        - Use a problem solving method to determine most the appropriate interventions for those students.
        - Progress monitor, document, and adjust interventions in light of the student's response.
    - Provide research-based social, emotional, and behavioral supports as needed.
    - ***Speech and Language Pathologists**
        - Assist in the selection of scientifically based literacy intervention.
        - Assist families and other educators in understanding the language underpinnings necessary for reading and successful communication.
        - Offer expertise in the language basis of literacy and learning, experience with collaborative approaches to instruction/intervention, and an understanding of the use of student outcomes data when making instructional decisions.
    - ***Reading and math specialists** – provide support, diagnostics, and interventions.
- Specialist's Needs
    - Develop/maintain knowledge of general instruction supports/interventions.
    - Develop/maintain knowledge of data collection.
    - Develop/maintain knowledge of different purposes for assessment (screening, diagnostic, progress monitoring).
    - Analyze and interpret student performance data.
    - Willingly learn new and different ways of operating.
- Considerations
    - Experience feelings of inadequacy on matters related to classroom instruction.

(Commonwealth of Virginia Department of Education, 2007; Deschler, n.d.; National Research Center on Learning Disabilities, 2006)

Meeting the Needs of All Learners

Low Incidence Students

The goals of education for students with low-incidence disabilities (i.e. blindness, low vision, deafness, hard-of-hearing, deaf-blindness, significant developmental delay, complex health issues, serious physical impairment, multiple disability, and autism) do not differ from those expected for all students: high expectations with access to general education standards and benchmarks, inclusion in the community, and a high quality of life. Although some students with specific needs require specialized curricula and instructional practices, all can learn and most can learn within the general curriculum when appropriate teaching techniques, accommodations, and modifications are utilized (Jackson, 2005). Strategies for using Universal Design to meet the needs of students

with low-incidence disabilities within an RTI process may be found at http://www.cast.org/publications/ncac/ncac_lowinc.html.

High Ability Students

High ability students need appropriately differentiated curriculum and instruction in identified core content areas, K-12. Educators should provide a range of service options that involve utilizing appropriate extensions of the core curriculum in the identified area. These services are determined locally, but should include flexibility and differentiation according to specific needs (Office of Student Services, 2006).

Disproportionality

Culturally responsive educational systems are grounded in the belief that culturally and linguistically diverse students can excel in academic endeavors. National Center for Culturally Responsive Educational Systems (NCCRESt) (2008) presents Response to Intervention (RTI) as a culturally responsive framework for ensuring evidence-based, high-quality opportunities to learn in inclusive settings for all students, including those who are culturally and linguistically diverse. Culturally responsive RTI frameworks have the potential to address issues of disproportionate representation for diverse students in special education programs by providing access to curriculum and instructional practice grounded in research that attends to the powerful role of culture in teaching and learning. Through focusing on outcomes, the individual, procedures and policies (classroom, school, and district), and data, RTI provides a framework to meet the needs of culturally diverse students (Hosp, 2007).

To support effective instruction in a culturally diverse classroom, teachers must understand the knowledge, attitudes, and perceptions that students bring from home and use these characteristics to provide a foundation for learning by building upon students' prior knowledge (Iris Center, 2008). Instruction should reflect the diversity, perspectives, and divergent views of the community. RTI incorporates these strategies to ensure all students learn, and appropriate staff development must support this process (Stith-Williams, 2007).

English Language Learners

"The implementation of a tiered instructional approach for English language learners (ELLs) should include consideration of the process and timelines of second language acquisition, specifically Cognitive Academic Language Proficiency (CALP) development, as well as cultural and linguistic differences among students. The response to intervention framework, with specific regard to English Language Learners, should be designed to reduce threats to the reliability and validity of decisions and inferences that arise due to language and cultural differences." (Ortiz & Ochoa, 2006)

Several Federal and State legal statutes (Lau v. Nichols, 414 U.S., 563, 1974; Title III of the *No Child Left Behind* Act; the Office of Civil Rights; and Indiana Academic Code 5116.1-5-8) require English language development instruction for limited English proficient (LEP) students. In the implementation of a tiered instructional approach such as RTI, Tier I practice for all LEP students includes English language development instruction.

The Indiana English Language Proficiency (ELP) standards and language domain specific LAS Links English Proficiency Assessment data should drive instruction and assessment practices for LEP students. According to the Office of Civil Rights guidelines, educators must document English proficiency level appropriate instruction and assessment modifications and adaptations at all tiers within the RTI model on an Individual Learning Plan (ILP) for each LEP student.

Language development must not be the sole basis for the determination for LEP student placement and/or movement from one intervention tier to another. Guiding questions for LEP student tier placement should include, but are not limited to, the following questions:

- Is the instruction targeted to and appropriate for the student's level of English proficiency and learning needs?
- Is the teacher implementing appropriate research-based practices with fidelity?
- Is the learning environment culturally and linguistically conducive to language development and English language learning?
- Is the student demonstrating appropriate growth in their academic language proficiency and how is progress being measured?

If it is determined that a student has not made adequate progress after receiving appropriate English language development instruction in Tier 1, educators may consider interventions. A multi-disciplinary team, including members with expertise in culturally responsive instruction, should convene to ensure all factors related to the students' background and performance have been considered and to analyze the effectiveness of Tier I instruction. The team will determine appropriate intervention programming of the needed frequency and duration to provide targeted supplemental support aimed at addressing the specific causes of lack of progress. Any LEP students receiving Tier 2 or Tier 3 interventions must continue to receive English language development instruction. All students, regardless of tier placement, must also have access to the general education curriculum and instruction in the most appropriate, least restrictive environment.

Any limited English proficient student considered for special education services must be evaluated in the native language in order to consider the evaluation a valid indicator of academic development delay. A qualified team of ESL professionals should also be included in the evaluation process to help distinguish between the normal language acquisition process, learning differences, and learning disabilities. Detailed guidelines for the referral, evaluation and retention of LEP students are available from the Office of English Language Learning and Migrant Education.

African-American Students

Research identifies RTI as an effective structure to meet the academic and behavioral needs of African-American students and to prevent over identification for special education services. VanDerHeyden, et al. (2001) report that students responded positively to RTI interventions and that African-American students responded more quickly than other ethnic groups, while Marston (2001) identified a 50% decrease in cognitive disability placements of African-American students over a six-year period and a 12% drop in placements in all

exceptionalities over a three-year period. RTI also results in an overall significant decrease in the risk indices for minority students (Batsche, 2006).

Implementation of a tiered instructional approach for African-American learners should include staff development that promotes culturally responsive teaching, respect of students' cultural identity, evidence-based vocabulary instruction, instruction and interventions that reflect population identity, and increased development of family-school partnerships (Cooper, 2008; Klingner, et al., 2005)

Children of Poverty

Robert Pasternack (2007) stated that "If students don't learn the way we teacher, we must teach the way they learn." RTI offers a tool that helps schools monitor the effectiveness of curricula, instruction, interventions, and extensions and a means to meet the differentiated instructional needs of diverse student populations. Children of poverty often enter school with inadequate expressive and receptive vocabularies and limited background of experiences (Horowitz, 2005). They may have limited resources available to them and few learning activities supported in the home. These deficits frequently result in inappropriate placement in special education.

Implementation of a tiered instructional approach for children of poverty should include effective district and school leadership, staff development that promotes understanding the culture of poverty, targeting low-performing students, starting as early as possible and extending instructional time, implementing evidence-based curriculum and instructional improvements (especially vocabulary development and background enrichment), data-based decision making, and engaging families and communities (Parrett, 2005).

CHAPTER 4: LEGAL BASIS AND FUNDING

Federal laws (i.e. No Child Left Behind, the Individuals with Disabilities Education Act of 2004, and Reading First legislation) reference a process of responsiveness to intervention that includes assessment, progress monitoring, and implementation of scientifically-based practices (core instruction and interventions). Indiana's Public Law 221 and Article 7 echo those strategies as essential elements of quality education. The following table compares elements of RTI with both federal and Indiana legislation and identifies the ways in which RTI supports components required in these laws.

Crosswalk of RTI, NCLB 2001, *Reading First*, IDEA 2004, PL 221, and Article 7 — Table 2

	RTI	NCLB 2001	*Reading First*	IDEA 2004	PL 221	Article 7
Statement of Purpose	Provides a schoolwide model of integrated instruction, assessment, and data-based decision making to improve student outcomes.	Requires that all students reach high standards in reading, math, and science and graduate from high school.	Focuses on increased reading achievement for students in Grades K-3.	Improves educational outcomes for students with disabilities.	Requires that all students reach high standards in reading, math, and science and graduate from high school.	Improves educational outcomes for students with disabilities.
Instructional Program Coherence	Requires both horizontal and vertical alignment of instructional practices, screening, and progress monitoring.	Requires an integrated instruction and assessment system. Requires assessment of student progress in the state curriculum.	Requires the use of scientifically-based instruction and assessment in the essential components of reading from Grade K-3, including supplemental support for students with reading difficulties.	Requires the use of research-based interventions, progress monitoring, accountability, and access to the general curriculum, as well as alignment of transition services with post-school opportunities.	Requires an integrated instruction and assessment system. Requires assessment of student progress in the state curriculum. Requires continuous improvement for all schools.	Requires the use of research-based interventions, progress monitoring, accountability, and access to the general curriculum, as well as alignment of transition services with post-school opportunities.
Building Capacity	Focuses on schoolwide systems. Requires greater collaboration of teachers and staff to coordinate efforts of instructional delivery, assessment, and decision making.	Requires data collection and evaluation to determine adequate yearly progress. Requires that teachers are highly qualified.	Emphasizes capacity building through its focus on procuring instructional materials and providing professional development for K-3 teachers in the essential components of reading instruction.	Encourages capacity building through the inclusion of an early-intervening services provision that includes interventions to students at risk and related professional development for teachers.	Requires creating a plan that includes increasing the percentage of students meeting academic standards and that specifies how and to what extent the school expects to make continuous improvement in all areas of the education system.	Encourages capacity building through the inclusion of an early-intervening services provision that includes interventions to students at risk. Requires related professional development for teachers and support personnel.

Based on materials in: *Mellard, Daryl F., Johnson, Evelyn (2008) RTI: A Practitioner's Guide to Implementing Response to Intervention, Public Law 221, and Article 7

Connections to Special Education

Eligibility Determination for Specific Learning Disabilities

Under Article 7, the eligibility determination for specific learning disabilities focuses on insufficient progress, appropriateness of instruction, and instructionally relevant assessment information, not on the discrepancy between academic achievement and global cognitive (intellectual) functioning. A student with a specific learning disability does not achieve at age/grade level and makes insufficient progress when using a process based on his/her response to evidence-based instructional practices or demonstrates a pattern of strengths and weaknesses. These attributes cannot be the result of any of the following factors:

- A visual, hearing, or motor disability
- A cognitive disability
- An emotional disability
- Cultural factors
- Environmental or economic disadvantage
- Limited English proficiency
- Lack of appropriate instruction in reading or math

Therefore, identification requires data documenting the school provided appropriate instruction in general education and administered repeated assessments of achievement at reasonable intervals. These assessments should demonstrate inadequate academic growth when considering grade- and age-level expectations and insufficient progress over time or patterns of deficits in skills and factors related to the area of suspected disability that do not result from the above causes. Schools must also provide evidence of utilization of evidence-based instructional and intervention strategies and fidelity of implementation.

At any time, a parent may request an evaluation to any licensed personnel (teachers, counselors, school psychologists or social workers, principals, or other administrators) either verbally or in writing. The school then has ten instructional days to provide written notice proposing or refusing educational evaluation that includes the evaluation procedure, assessment, record, or report and any other relevant factors on which it based the decision. If an evaluation is proposed, the notice must also include a description of the evaluation process; if denied, the parent may challenge. If educators have monitored the student's response to evidence-based interventions, evaluation must take place within twenty instructional days; if not, the time line changes to fifty instructional days to allow the school time to collect relevant data.

Eligibility Determination for Emotional Disability

Eligibility as a student with an emotional disability in Article 7 includes analysis of the following:

- Current academic achievement
- Emotional and behavioral functioning
- Social and developmental history (including communication skills, social interaction skills, responses to sensory experiences, relevant family and environmental information, patterns of emotional adjustment, and unusual or atypical behaviors)

- A functional behavior assessment that details any interventions used to address the behaviors leading to the referral
- Medical and mental health information that is educationally relevant
- Any other relevant assessments that inform the Case Conference Committee about the student's needs

Therefore, identification requires data documenting the school provided appropriate behavioral and social-emotional evidence-based instructional and intervention strategies in general education, monitored the student's progress toward grade- and age-level expectations, and ensured fidelity of implementation.

Eligibility Determination for Language Impairment

Language impairments refer to deficits in the comprehension or expression of spoken or written language resulting from organic or nonorganic causes that are nonmaturational in nature. These deficits affect the student's primary language systems in one or more of the following components:

- Word retrieval
- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics

Under Article 7, eligibility for special education as a student with a language impairment is based on:

- Assessment of the student's progress in the general education curriculum that includes an analysis of any interventions used to address the academic concerns leading to the referral for the educational evaluation and current academic achievement
- A social and developmental history (communication skills, social interaction skills, responses to sensory experiences, relevant family and environmental information, etc.)
- An observation of the student in his/her learning environment to document the student's academic performance in the area or areas of difficulty
- Available medical information that is educationally relevant
- Any other assessments and information to inform the Case Conference Committee of the student's special education and related services needs

Therefore, identification requires data documenting the school provided appropriate instruction in general education and administered repeated assessments of achievement at reasonable intervals that demonstrate inadequate academic growth when considering grade- and age-level expectations and insufficient progress over time. Schools must also provide evidence of utilization of evidence-based instructional and intervention strategies and fidelity of implementation.

Funding Sources

School corporations have the flexibility to align available resources to support the full implementation of Response to Intervention. School corporations are encouraged to plan for the possible use of the following funding sources to support training and implementation.

Available Federal Funds:

- Title I
- Title II
- Title III
- Title IV
- IDEA

How can Title I Be Involved?

Title I and RTI are both initiatives that focus on giving struggling students extra or supplemental interventions to help them reach grade level proficiency. There is a natural connection with RTI and Title I. However, there are Title I regulations that must be adhered to for Schoolwide Programs and Targeted Assistance Programs. If RTI is a districtwide initiative, anything that Title I is funding must be in addition to the services that all schools receive using general funds. (e.g., if non-Title school A receives a Tier 2 interventionist, then Title I could not be used to fund a Tier 2 interventionist at Title I school B.) The first consideration is to establish if the school operates a schoolwide or targeted assistance program.

Schoolwide Programs:
A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, reach proficiency with grade level standards and on ISTEP+. A school operating a schoolwide program must have at least forty percent poverty and have gone through a year of schoolwide planning to create a schoolwide plan that addresses ten statutory components. The schoolwide plan must explain the RTI process and its implementation. The plan must be implemented, evaluated, and revised yearly.

Targeted Assistance Programs (TAS):
Staff in a targeted assistance program is encouraged to collaborate whenever possible in the RTI process; however, certain regulations must be adhered to. In a targeted assistance program:

- Title I funds must be focused, or targeted, at students who are most in need of extra academic assistance. Therefore, schools must identify eligible students.
- Students must be selected for Title I services based on multiple, educationally related, objective criteria. Educators shall select children from preschool through grade 2 solely based on such multiple criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Children who are migrant, neglected and delinquent, homeless, participated in Head Start, Even Start or Early

Reading First are eligible for services. Eligibility for Title I services is not based on poverty.

- Title I students must receive their core academic instruction from the classroom teacher. Title I services are supplemental and add more instructional time.
- Title I teachers must provide additional, intensified instruction to identified Title I students.
- Title I teachers should progress monitor identified students.
- Title I supplies in a TAS may only be used with Title I students.
- Title I can bring high quality professional development to a school using scientifically-based research strategies and programs.

Title II, Part A: Teacher and Principal Training and Recruiting Fund – These funds are for professional development and can be used for all teachers and paraprofessionals in the district. They allow districts to provide professional development for scientifically research-based instructional classroom strategies, specific academic interventions, and behavior interventions to all staff.

Title II, Part D: Enhancing Education through Technology – These funds support the use of technology, software, hardware, and professional development for technology use and integration. These funds may support assessment, progress monitoring, and data analysis.

Title III: Language Instruction for Limited English Proficient and Immigrant Students – Funds may support interventions for LEP students and for professional development for those interventions.

Title IV: Safe and Drug Free Schools – Funds may support Positive Behavioral Interventions and Supports.

IDEA: School corporations may use up to fifteen percent of Part B IDEA funds to support implementation of RTI, i.e., to develop and implement scientific, research-based interventions for students in grades K-12 not identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment. Only those school corporations determined to have significant disproportionality based on race/ethnicity in the identification, placement, or discipline of students with disabilities must use fifteen percent of their funds for this purpose. Districts may use funds to:

- Deliver professional development (which may be provided by entities other than the LEA) for teachers and other school staff to enable such personnel to deliver scientific, research-based academic and behavioral interventions, including scientifically-based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software.
- Provide information and training for parents.
- Provide educational and behavioral evaluations and assessments, services and supports, including scientifically-based literacy instruction.

Districts may also use general funds to support implementation of RTI.

CHAPTER 5: FREQUENTLY ASKED QUESTIONS

If RTI is not required by law, why do schools "have" to do it?
RTI in Indiana is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. Research supports its success in improving student academic achievement and/or behavior. Why wouldn't you want to do it?

In Indiana, case conference committees will consider these data when evaluating a student for a specific learning disability.

What is IDOE's role in RTI?
IDOE will provide guidance, resources, and professional development opportunities to support the implementation of RTI.

If it is obvious to the teachers that a child needs services, must you go through the series of interventions?
Although all students participate in RTI, educators and parents may refer students suspected of having some disabilities for eligibility testing at any time. Evaluation of students suspected of having specific learning disabilities, emotional disabilities, or language impairments includes an analysis of interventions used to address academic and/or behavioral concerns.

What is RTI expected to look like?
RTI in Indiana is a tiered process designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. Research supports its success in improving student academic achievement and/or behavior.
The tiers may include the following:

1. Core curriculum instruction and learning environments in which students receive high quality, scientifically-based academic and behavioral instruction, differentiated to meet their needs, and are monitored for progress on a periodic basis to identify students who need additional assistance or greater challenges form the foundation of RTI.
2. In targeted supplemental supports, educators provide students not making adequate progress in the core curriculum with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress, while high ability students receive demanding extensions based on their data, interests, and aptitudes.
3. Intense individual support refers to students who receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems or to high ability students

who require intense acceleration and/or compacting of an expanded curriculum to meet their needs.

How will the documentation process evolve?
LEAs will determine how to assess student achievement and procedures for documentation in their RTI framework.

What does Tier I look like?
At both elementary and secondary levels, teachers deliver the components of Tier I of RTI to all students. This tier includes teaching essential skills and strategies using research-based strategies: providing differentiated instruction based on assessment results and adapting instruction to meet students' needs; providing explicit and systematic instruction with lots of practice—with and without teacher support—and feedback, including cumulative practice over time; providing opportunities to apply skills and strategies in meaningful context with teacher support; and monitoring student progress regularly and reteaching as necessary.

Documentation and data-driven decision making are key elements of all tiers. Classroom strategies may include whole group instruction, flexible small groups, learning stations, cooperative learning, and other research- and evidence-based practices.

How do we choose a universal screening tool?
The LEA chooses the universal screening tools used to examine all students to identify those at risk for academic and/or behavior difficulties. Some resources may be found at www.doe.in.gov/rti.

How do educators access research-based interventions?
Multiple resources are available at www.doe.in.gov/rti.

What does RTI look like at the secondary level?
Good resources for implementing RTI at the secondary level may be found on the Center for Comprehensive School Reform and Improvement (http://www.certerforcsri.org/index.php?=com_content&task=view&id=559&Itemid=5#pyramid), the National Center on Response to Intervention (http://rti4success.org), the RTI Action Network (http://www.rtinetwork.org/Learn/Why/Ar/RadarScreen), the NASP website (http://www.nasponline.org/resources/principals/RTI%20Part%201-NASSP%20February%2008.pdf and http://www.nasponline.org/resources/principals/RTI%20at%20the%20Secondary%20Level%20Part%20II%20March%20NASSP.pdf), the Center for Research on Learning (http://www.ku-crl.org), the Stupski Foundation (http://www.stupski.org/documents/Secondary_Literacy_Instruction_Intervention_Guide.pdf), and the National High School Center (http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf).

Where can we go to see a model of RTI at the secondary level?
IDOE will work with several schools during the 2008-2009 school year that will serve as sites of excellence for corporations throughout the state.

What is required of administrators for RTI?
Leadership is vital when initiating a new process; RTI is a systemic change process. Below are other key components about which leaders may think:

- Understand the process of systemic change and allow time for "human sense-making" during this process.
- Motivate the need for change with data.
- Make staffing decisions, for example:
    - Reassign staff as necessary.
    - Plan professional development based on data.
    - Evaluate implementation within each classroom.
- Communicate expectations that are "non-negotiable," for example:
    - All students will be screened.
    - All below-benchmark students will receive intervention.
    - All classroom teachers will assess, analyze data, and teach some of the interventions.
- Establish goals for building, each grade level, and each teacher.
- Assist in problem solving.

What happens if administrators require implementation of RTI without any professional development?
In *Focus on Results*, NASDSE states "…the successful implementation of Response to Intervention (RTI) depends on the ability of general and special educators to use RTI reliably and validly. The reliability and validity with which RTI is implemented will be determined, to a great extent, by the quality of both the pre-service and inservice professional development models used to translate research to practice." Schools cannot implement RTI in Indiana without professional development and staff commitment.

School improvement/leadership teams should work together to design professional development opportunities that include elements essential to RTI implementation:

- Knowledge of national, state, and district policies regarding RTI
- Beliefs, knowledge, and skills that support its successful implementation
- Steps in the problem-solving process, the multi-level model of RTI, and how eligibility is determined using response to intervention
- Fundamental utility of standards-based assessment in RTI
- Relationship between RTI and student achievement
- Need to increase the range of empirically validated instructional practices in the general education classroom

- Technology and other supports available and necessary to implement RTI
- Administrative and leadership support necessary to maximize the implementation of RTI
- Need to provide practical models and examples with sufficient student outcome data

Who is responsible for training administrators in the procedures and implementation of RTI?
LEAs are responsible for providing training and professional development for administrators. LEAs may also send administrators to some IDOE-provided professional development opportunities.

How do we revise what we have been doing instead of starting from scratch?
RTI in Indiana refers to a systemic change of educational beliefs and practices. Teams should evaluate continued use of current strategies to determine their effectiveness as part of implementing RTI. As a result, some schools will need to restructure to meet the needs of all students. For these, "tweaking" will not be sufficient.

How do you know if you have reached "fidelity of instruction" and it is time to move a student in the tiered system?
Fidelity of instruction refers to implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications in all tiers of RTI. Educators should base the decision to move a student to targeted or intense interventions or to refer for evaluation for eligibility for special education services on data that document the student has not mastered presented concepts. LEAs must establish the protocol for these procedures.

How do you document fidelity of instruction?
Drs. Jennifer Kilgrow and Diane Hudson from the Wyoming DOE state that documenting fidelity includes providing an evidence base for instruction, appropriate staff training, delivering research- and evidence-based instruction and interventions (many resources are available at www.doe.in.gov/rti) as intended, basing decisions on collected data, and informing parents regularly at all levels of instruction.

Also, according to the National Research Center on Learning Disabilities, specific proactive practices that help to ensure fidelity of implementation include the following:

- Link interventions to improved outcomes (credibility).
- Definitively describe operations, techniques, and components.
- Clearly define responsibilities of specific persons.
- Create a data system for measuring operations, techniques, and components.
- Create a system for feedback and decision making (formative).
- Create accountability measures for non-compliance.

What happens to my school if we do not do interventions?
Intervention refers to providing scientific, research-based practices to facilitate student academic and/or behavioral achievement. Teachers provide interventions every day in their classrooms, but RTI in Indiana will make those practices more deliberate and focused, more effectively documented, and evaluate for effectiveness.

In the event that a student is evaluated for special education eligibility with a suspected disability of specific learning disability, an analysis of intervention effectiveness (including student progress data) is required.

If a strategy is required in RTI, must educators notify the parent of the intervention and what form should notification take?
The parent of a student who participates in a process that assesses the student's response to scientific, research-based interventions must be provided with written notification when a student requires an intervention that is not provided to all students in the general education classroom. The notification must include:

- Data to be collected and services provided
- Evidence-based strategies to be used
- The parent's right to request an evaluation for eligibility for special education services
- Steps the public agency will take if the student fails to respond to intervention [511 IAC 7-40-2(f)]

What if the parent will not allow the interventions and the child needs assistance?
Although Article 7 requires parent notification of interventions not provided to all students in the general education classroom, it does not require parental consent.

How much additional effort will the process require of general education teachers?
RTI in Indiana focuses on increasing student achievement and assists teachers in refocusing their efforts to that end. It begins with research-based, differentiated classroom strategies and progresses to more intense interventions or extensions based on student needs. This allows for more collaboration between educators, student service personnel, and families.

What roles will special educators, counselors, school psychologist, and paraprofessionals take?
RTI will require a shift in the roles of many educational service providers. *New Roles in Response to Intervention: Creating Success for Schools and Children* discusses some of these changes (http://www.reading.org/downloads/resources/rti_role_definitions.pdf). The Indiana RTI guidance document also includes possible changes in roles and responsibilities.

If a supplemental service provider is assisting a child (or 2-3 children) after school, does this count as Tier 2 interventions?
The key question is not under which tier does this fall, but more importantly, is the child getting what they need in order to be successful. The school is responsible for deciding where interventions fall in each tier. After school or before school could count as an intervention in any tier. The question lies in the intensity and duration of the intervention.

Where do we find additional time to implement RTI?
If you have aligned curricula to Indiana standards, appropriately mapped them, and you employ research-based instructional strategies, you are implementing the first level of RTI.

Regarding increased intensity of interventions and extensions, finding time to do what they need to do always challenges teachers! Careful planning and design, adequate staff and training, effective use of extended time, and a focus on equal access for students to multiple learning opportunities are essential elements of RTI. Educators should never remove students from direct/indirect instruction or guided practice in the first level to participate in an intervention or extension.

Some strategies for "finding time" include the following:

- Work with struggling students while students who "get it" work independently or in groups.
- Schedule interventions during study halls or student resource time.
- Revise schedules to accommodate Tier 2 and Tier 3 interventions.
- Utilize resources available at www.doe.in.gov/indiana-rti. You do not have to start from scratch.
- Develop professional learning communities that work together on data-based problem solving and decision making.
- Redefine the roles of student services personnel and paraprofessionals.

May paraprofessionals carry out the activities under the guidance of the classroom teacher and still maintain "fidelity of instruction"?
The short answer is "Yes." However, LEAs must meet specific criteria to maintain fidelity:

- Paraprofessionals must receive extensive training regarding procedures for effective practices, the implementation of interventions they will use, and strategies to monitor and document progress.
- The paraprofessional must work in close and frequent proximity to and carry out plans prepared by the highly-qualified certified teacher or related services personnel.

How will paraprofessionals receive training about RTI?
LEAs are responsible for providing training and professional development for paraprofessionals. LEAs may also send paraprofessionals to some IDOE-provided professional development opportunities.

From where will the funding come?
RTI in Indiana may require LEAs to reevaluate the distribution of funds. The Indiana RTI guidance document also defines possible funding sources.

Will the funding formula for special education students change?
Legislators and educators will collaborate to determine how RTI will affect the special education funding formula.

CHAPTER 6: MYTHS ABOUT RTI

Myth #1 Response to Intervention isn't required by law, so we don't have to do it.

- RTI in Indiana is designed for use when making educational decisions, creating a well-integrated system of instruction, intervention, and extensions guided by child outcome data. Research supports its success in improving student academic achievement and/or behavior. You may well already be implementing many of these practices.
- The Elementary and Secondary Education Act (No Child Left Behind -NCLB) requires that all students reach high standards in reading, math, and science and graduate from high school. To these ends, NCLB insists on an integrated instruction and assessment system that uses data to determine adequate yearly progress. RTI meets this definition.
- In Indiana, case conference committees will consider these data when evaluating a student for a specific learning disability, emotional disability, or language impairment.

Myth #2 Move slowly because the status quo is not that bad. Some tweaking is needed, but RTI can support the "traditional but tweaked" model.

- RTI refers to a systemic change of educational beliefs and practices. The entire structure of some schools may require reform to meet the needs of all students.
- Tweaking will not be sufficient for some schools. Teams should evaluate continued use of current practices to determine their effectiveness as part of RTI.

Myth #3 RTI focuses on students who are having difficulties in the general education classroom.

- RTI focuses on preventing failure and optimizing learning for all students by offering the most effective instruction possible for the students in the classroom.
- RTI in Indiana serves all students! High quality, scientifically-based instruction differentiated to meet learner needs forms the basis of the first tier in which all students participate.

Myth #4 The outcome and intent of RTI is identification, and therefore special education remains its own entity that "occurs" subsequent to "trying RTI."

- The major ideas in RTI involve the need to enhance the range and diversity of academic and behavioral interventions and extensions in the classroom and to increase the impact of supplemental interventions and extensions. It is not

designed to be the sole determinant in questions of eligibility for special education, but to meet the needs of all students.

- Special and general educators can both provide effective intervention/extension services for students, but all efforts connect inherently to instruction that occurs in general education.

Myth #5 RTI is another name for GEI.

- While the language regarding General Education Intervention (GEI) in the previous Article 7 has been removed, the concept of intervention and instruction designed to meet a student's needs still exists. New language refers to Coordinated and Comprehensive Early Intervening Services and scientific, research-based interventions. RTI and GEI are similar in some ways. For example, both emphasize the use of a problem solving process to address student academic and behavioral achievement. However, there are several key differences between RTI and the traditional implementation of GEI. For example, RTI is much more data-driven in that frequent student achievement data is needed as part of the problem solving process. RTI emphasizes the achievement of all students using a multi-tier system of core instruction and intervention. The biggest difference may be that RTI is not a step on the path toward special education evaluation and placement. Instead, it is a framework for using student data to identify need, provide instruction and intervention, and determine whether meaningful student progress is made.

Myth #6 RTI is only prereferral.

- RTI is a comprehensive service delivery system that significantly changes how a school serves all students and that focuses on data-based documentation maintained on each student.
- It is not the province of special education, but an integration of educational practices focused on the goal of improved outcomes for all students.

Myth #7 Comprehensive evaluations do not change with RTI, so districts should continue to do traditional assessments for identification for special education services.

- The implementation of RTI impacts special education evaluations and services in a number of ways:
    - ❖ Teams have more information, such as student progress monitoring data and knowledge of specific needs, that can be considered as part of the evaluation and eligibility process.
    - ❖ Teams have knowledge about the type and intensity of interventions that a student needs to make progress over time; thus informing the development of IEP goals and objectives for students who are found eligible.

- Teams will have existing information and data that may be used to fulfill required evaluation components.
- For some eligibility categories, the consideration of interventions and student progress data is part of the evaluation and decision making process. For example, this is required for the eligibility category of Specific Learning Disability (SLD) and encouraged for Emotional Disability and Language Impairment.

With the new Article 7 and RTI, the emphasis is on using student data for the continual monitoring of student progress and instruction effectiveness. This will likely change the way special education evaluations are conducted.

- Article 7, Rule 41delineates criteria for identifying students suspected of having a disability, and educators should consult this document to decide proper procedures for evaluation and identification (http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf).

Myth #8 The research base for RTI is limited to beginning reading.

- In public schools across the nation, implementation of RTI occurs that involve multiple grade levels and content areas (e.g. reading, math, and behavior).
- Research-based resources are available on the Indiana's Vision of Response to Intervention Website (www.doe.in.gov/rti).

Myth #9 No student may be referred for special education evaluation without going through all tiers of RTI.

- Although all students participate in RTI, a student may be referred for a special education when a disability is suspected. In fact, schools are required to initiate a special education referral if research-based interventions have been implemented and a student does not make adequate progress (according to local criteria). In this case, the evaluation timeline is shortened because a) interventions have been implemented and b) the student has not made adequate progress. Because the specific learning disability category requires an analysis of interventions and repeated student achievement data, such information will need to be collected either before or during the evaluation process. Therefore if the suspected disability is Specific Learning Disability and if interventions have not been implemented prior to the referral, intervention implementation and repeated assessment of student achievement will need to be collected during the evaluation process so that all required evaluation components are fulfilled at the time of determination.

Myth #10 It is fruitless to spend time and money on struggling adolescents because they have passed the point at which instruction or intervention can make a real difference.

- Not only would it be unconscionable to give up on older students, but it would also be ill informed. Research supports the fact that intervention with

adolescents can enhance academic success and improve behavior. (Examples: O'Connor & Bell, 2004; Scammacca, et al., 2007; Schumaker & Deshler, 1992; Vaughn, Klingner, & Bryant, 2001)

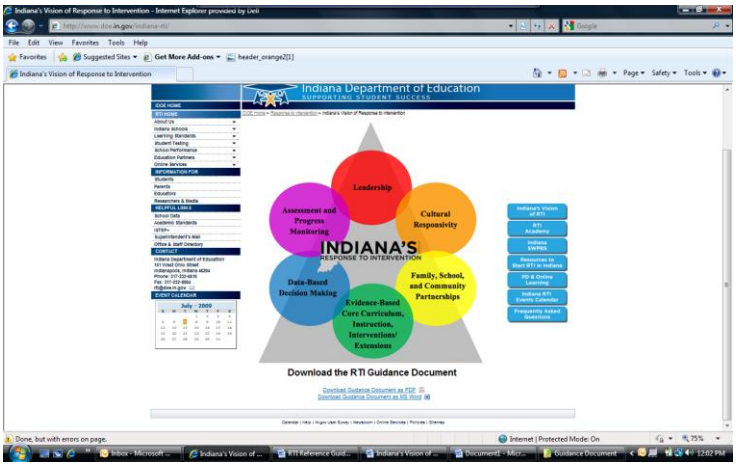
Myth #11 Instruction that works with young children will be equally effective for older students.

- It would be a mistake simply to import models, programs, and techniques from elementary schools into the secondary setting.
- Educators must consider the unique learner and setting characteristics in designing appropriate assessment and instructional approaches at secondary levels.

Myth #12 Little can be done for students who are not motivated to engage in learning.

- Lack of motivation may be masking learning problems.
- Unmotivated, unsuccessful students labeled "lazy" may put forth greater effort if they receive the help they need before they fail.
- In addition, by participating in their progress monitoring, they can track their own gains and can find additional motivation in doing so.
- Sources include John Keller's arcsmodel.com (http://www.arcsmodel.com/home.htm), Relationships matter: Linking teacher support to student engagement and achievement from *Journal of School Health* (http://www.irre.org/publications/pdfs/Klem_and_Connell_2004_JOSH_article.pdf), and Reschly and Appleton's PowerPoint presentation (www.nsttac.org/nsttac_presentations/may08/ContentSessionIVBlue/ReschlyAppleton.ppt) .

Appendix A Indiana Response to Intervention Website Map



www.doe.in.gov/rti

Indiana RTI
- Definition
- CEEP Special Reports

RTI Academy
- Description and Goals
- May Academy 2009
- January Academy 2009
- October Academy 2008
- RTI Academy Schools 2008-2009

Indiana SWPBS
- What is SWPBS?
- SWPBS in Indiana
- State Leadership Team
- School Implementing SWPBS
- Coaches and Trainers
- Early Childhood
- Family and Community
- Getting Started

Resources to Start RTI in Indiana
- Guidance Document
- RTI Reference Guides
- Facilitator's Guide for Inventory and Needs Assessment
- Inventory and Needs Assessment
- Mock Inventory and Needs Assessment

PD and Online Learning
- Professional Development Resources
- Online Learning
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Indiana RTI Events Calendar

Frequently Asked Questions

Leadership
- DOE Resources
- National Resources
- Local Resources
- Reading List
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Cultural Responsivity
- DOE Resources
- National Resources
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Family, School, and Community Partnership
- DOE Resources
- National Resources
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- Reading List

Evidence-Based Core Curriculum, Instruction, Interventions and Extensions
- DOE Resources
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- Reading List
- Extensions
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Data-Based Decision Making
- DOE Resources
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- Reading List

Assessment and Progress Monitoring
- DOE Resources
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Appendix B INDIANA RTI INVENTORY AND NEEDS ASSESSMENT AND FACILITATOR'S GUIDE

Guide for Completing the Indiana RTI Inventory & Needs Assessment

Purpose of the Indiana RTI Inventory & Needs Assessment

The purpose of this document is to support a district/school leadership team in utilizing the Indiana RTI Inventory & Needs Assessment for prioritizing needs for improving student achievement. This assessment addresses issues encompassed in disproportionality, PL 221, and No Child Left Behind by providing a strategy to bring all considerations together. The facilitator's guide is designed for an individual to lead his/her leadership team though the inventory and needs assessment process. This process should result in a list of priorities for the leadership team to consider for any needed professional development, implementation, monitoring, and maintenance of the six components of highly effective schools (leadership; cultural responsivity; family, school, and community partnerships; evidence-based curriculum, instruction, interventions, and extensions; assessment and progress monitoring; and data-based decision making). Districts/schools can monitor their progress using the Indiana RTI Inventory & Needs Assessment by reviewing and updating it two to three times a year. The document may be found electronically at www.doe.in.gov/rti.

Before the Meeting

The facilitator and administrator should:

1. Review and become familiar with each of the six components on the Response to Intervention guidance website.
2. Determine the best membership for the Response to Intervention leadership team. Consider the components and invite members with expertise in the six areas. Members should include administrators, reading/math/behavior specialists, student services personnel, general and special educators, parent representatives, and community representatives. The team should reflect the diversity of the schools and the community.
3. Give copies of the Indiana RTI Inventory & Needs Assessment and a meeting agenda to the Response to Intervention leadership team.
4. Share the purpose of the inventory and needs assessment to staff and team.
5. Determine length of work session(s) and date of session(s) with the leadership team.
6. Determine how information will be captured (charts, computer template, wall postings, etc.).

During the Meeting to Complete the Inventory & Needs Assessment

The facilitator should lead the leadership team to:

1. Establish roles of team members (recorder, timer, facilitator, room set up and materials person, etc).
2. Set the expectations for the meeting of the facilitator and the team.
3. Get the big picture of the needs assessment (discuss six components with team).
4. Rate each of the six components on the Indiana RTI Inventory and Needs Assessment. For instance, each component has numbered indicators listed. For the indicators, ask the team how they would rate their progress:
    a. Not started - The activity occurs less than 25% of the time.
    b. In progress - The activity occurs approximately 25%-74% of the time.
    c. Achieved - The activity occurs approximately 75% to 100% of the time.
    d. Maintaining - The team rated the activity as achieved last time, and it continues to occur approximately 75% to 100% of the time.
5. List evidence for the rating the team picked. Be sure the evidence is appropriate and complete (e.g., see mock inventory & needs assessment at www.doe.in.gov/rti for examples of evidence for each indicator). If there is no evidence, this is a clear sign that data need to be collected and the rating of "not started" may be most appropriate.
6. Keep in mind that this process is a work in progress and that team members will have several areas that need additional evidence before they reach ratings of "achieved" or "maintaining."
7. Set priorities after all the indicators have been evidenced and rated. Team can utilize the "priorities" column to number or mark the indicators and components in which they would like to focus. Some questions to guide setting the priorities include:
    a. What information is jumping out at you?
    b. Where do you feel confident? Pleased? Or Proud?
    c. Where are your initial concerns? Which data worry you? What questions are coming up in your mind?
    d. What connections do you see between the various parts of the inventory and needs assessment? How do the concerns raised from the inventory and needs assessment relate to school initiatives?
    e. What are the recommendations for the highest priority? Are the recommendations doable? Comprehensive?

During the Meeting to Next Steps Based on Priorities Set on the Inventory and Needs Assessment

The facilitator leads the leadership team to:

1. Review priorities and discuss broad ideas for reaching Response to Intervention goals across the next six years. For instance, what components and indicators will be the focus for each year?

2. Consider in detail what they would like to accomplish in the first year of the Response to Intervention. Questions to consider include:
    a. What can the team accomplish by the end of this year?
    b. What specific actions can the team put in place for the next three months?
    c. Who will do what by when?
    d. How will the team monitor each implementation step (fidelity of implementation)?
3. School may want to record year one steps in a table or document that they can review on a regular basis.

After the Meeting

The leadership team will:

1. Regularly meet to discuss/check progress of Response to Intervention implementation steps (recommended to meet at least 1-2 times per month).
2. Update the Indiana RTI Inventory and Needs Assessment at least 2-3 times a year to monitor overall progress.

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Leadership						
1. District vision, policies, and procedures support implementation of the 6 components of effective schools.						
2. District resources support implementation of the 6 components of effective schools.						
3. District level leadership provides active commitment and support (e.g. meets to review data and issues at least twice a year).						
4. District professional development model and focus support the 6 components.						
5. District administration and leadership ensure that an evaluation process is in place and includes:						
- baseline data collected in first year of implementation						
- an evaluation of the impact on student outcomes						
- an evaluation of the impact on staff (e.g. perceptions, beliefs, skills, active involvement)						
- an annual review and revision of the district implementation action plan						
6. School vision, policies, and procedures support implementation of the 6 components to meet systematically the needs of all students.						
7. School leadership has made a long-term commitment of resources to support implementation of the 6 components.						
8. School professional development model and focus support the 6 components.						
9. School professional development includes coaching and ongoing consultation.						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Leadership, continued						
10. School leadership provides training, support and active involvement (e.g. principal participates on school–based leadership team meeting) in the 6 components.						
11. School personnel evaluate the implementation fidelity of curricula, instruction, intervention/extension, and assessment techniques.						
12. School personnel perform ongoing reviews of the effectiveness of instruction and intervention as they relate to student performance.						
13. School administration ensures the availability of adequate staff to assist in implementation of needed interventions.						
14. School administration and leadership ensure that an evaluation process is in place and includes:						
- baseline data collected in first year of implementation						
- an evaluation of the impact on student outcomes						
- an evaluation of the impact on staff (e.g. perceptions, beliefs, skills, active involvement)						
- an annual review and revision of the school implementation action plan						
15. School administration and leadership ensure that data-based decision making occurs :						
- for reading						
- for math						
- for writing						
- for prosocial behavior						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Leadership, continued						
16. Leadership establishes a school-based leadership team that reflects the diversity of the school community and ensures effective implementation of the 6 components.						
17. Leadership guides, promotes, and supports a culture of continuous learning and sharing among staff members.						
Leadership Summary						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Evidence Based Curriculum, Instruction, and Intervention						
1. High quality instruction focuses on the achievement of state standards.						
2. Instructional practices are used which consider factors (classroom organization, active engagement, access to interesting materials) that may affect student learning.						
3. The core reading curriculum addresses the five key components of reading: phonemic awareness, alphabetic principle/phonics, fluency, vocabulary, and comprehension (as appropriate given instructional level).						
4. The core math curriculum addresses the four essential domains of math achievement: problem solving, arithmetic skill/fluency, conceptual knowledge/number sense, and reasoning ability (as appropriate given instructional level).						
5. The district/school establishes an effective core curriculum for writing and spelling.						
6. The district/school establishes an effective evidence-based curriculum for pro-social behavior.						
7. The district/school establishes an effective core curriculum for _____ (other).						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Evidence-based Curriculum, Instruction, and Intervention, continued						
8. Instructional practices include frequent teacher modeling and student practice:						
- For reading						
- For math						
- For writing						
- For prosocial behavior						
- For _____(other)						
9. Instructional practices include immediate reteaching, reinforcement of, and feedback on concepts and skills:						
- For reading						
- For math						
- For writing						
- For prosocial behavior						
- For _____(other)						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Evidence-based Curriculum, Instruction, and Intervention, continued						
10. School personnel teach core curricula with fidelity and high quality across all classrooms:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
11. School leadership ensures the availability of a range of evidence-based interventions/curricular extensions to address student needs:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
- In _____(other)						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Evidence-based Curriculum, Instruction, and Intervention, continued						
12. Instruction includes the use of intensive interventions for individual students with unique needs:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
13. The school adjusts the schedule to include adequate time for interventions.						
14. School personnel establish student groups to maximize intervention resources and enhance achievement.						
15. School personnel write interventions with sufficient detail to support consistent, high quality implementation.						
16. School personnel implement interventions with fidelity:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
17. School leadership ensures the availability of instructional materials/programs that meet the needs of all students.						
18. School leadership allocates staff to provide various interventions (flexible staffing across roles).						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Evidence-based Curriculum, Instruction, and Intervention, continued						
19. The staff is knowledgeable about the frequency, intensity, and duration of intervention needed to reach goals/desired outcomes.						
20. The staff is knowledgeable regarding interpretation of data to drive instruction.						
Evidence-based Curriculum, Instruction, and Intervention Summary						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Assessment and Progress Monitoring						
1. School personnel use research-based assessment tools and strategies.						
2. School personnel conduct universal screening:						
- For reading						
- For math						
- For writing						
- For prosocial behavior						
- For_____(other)						
3. School personnel administer universal screening tools with fidelity :						
- In reading						
- In math						
- In writing						
- In _____(other)						
4. The school uses a system for collecting schoolwide behavioral and disciplinary data						
5. School personnel conduct progress monitoring at increasing frequency, based on the intensity of student(s) needs:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Assessment and Progress Monitoring, continued						
6. School personnel administer progress monitoring tools with fidelity:						
- In reading						
- In math						
- In writing						
- In prosocial behavior						
- In _____(other)						
7. School personnel use a variety of assessments to measure student performance (i.e. structured observations, running records, performance assessments, Curriculum Based Measurement).						
8. School personnel involve students in graphing and interpreting progress monitoring data.						
9. School personnel conduct regular assessment of the instructional environment (i.e. classroom expectations, instructional strategies, and adjustment of classroom practices).						
10. Data management system and technology supports exist.						
Assessment and Progress Monitoring Summary						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Data-Based Decision Making						
1. The school leadership team ensures use of data-based decision making to support implementation and sustainability of the 6 components.						
2. Data-based decision making team membership reflects the necessary expertise as indicated by the student's need and cultural and/or linguistic background.						
3. School personnel graph student data to aid in decision making at the student, class/grade, and school levels.						
4. School personnel review progress monitoring data regularly and frequently to evaluate student progress in response to intervention and to inform next steps.						
5. School personnel adjust interventions based on student progress and need.						
6. The district leadership team establishes criteria for determining the need to modify the intensity of interventions/supports.						
7. The district leadership team establishes specific criteria for determining when a child's needs warrant further evaluation and assessment.						
8. School personnel use assessment and progress monitoring data to inform special education eligibility decisions.						
9. School personnel review data regarding the fidelity of core instruction at the following levels:						
- school						
- grade/small group intervention						
- individual student						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Data- Based Decision Making, continued						
10. School personnel review student benchmark and/or progress monitoring data at the following levels:						
- school						
- grade/small group intervention						
- individual student						
11. School personnel make comparisons between student data and desired outcomes/goals at the following levels:						
- school (e.g., 80% students at benchmark/goal)						
- grade/small group intervention (e.g. benchmark/goal)						
- individual student (benchmark, peer, rate of progress)						
12. Data review results in the identification of areas in need of improvement at the following levels:						
- school						
- grade/small group intervention						
- individual student						
13. School personnel develop action plans to target identified needs and include a date for review of progress at the following levels:						
- school						
- grade level/small group intervention						
- individual student						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Data- Based Decision Making, continued						
14. School personnel evaluate the effectiveness of the action plan at each of the following levels:						
- school						
- grade/small group intervention						
- individual student						
Data-based Decision Making Summary						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Family, School, and Community Partnerships						
1. A team that is reflective of the broader school community and a strategically developed plan coordinate and sustain an effective partnership. The team routinely assesses the effectiveness of the partnership team and plan for impact and revises as necessary.						
2. All other school improvement activities reflect the partnership team and plan.						
3. Family and community partnership activities link specifically to student learning outcomes.						
4. School personnel engage families in activities as advocates for and participants in student learning and success.						
5. School vision, policy, practices, and culture promote trust and respect between families and school personnel. School personnel demonstrate attitudes and behaviors that enable them to work effectively across the cultures, abilities, and experiences that are a part of the broader school community.						
6. The school maintains a welcoming, safe, and accessible (to all families) facility.						
7. School personnel engage families through diverse strategies tailored to the realities of families within the broader school community.						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Family, School, and Community Partnerships, continued						
8. School personnel's efforts to partner with families reflect a belief that all families have the desire and ability to support student success.						
9. Families, the school, and the community conduct open and regular communication regarding student-learning outcomes.						
10. Communication with families includes the following characteristics: easily accessed and understood, frequent, and two-way concerning academic and behavioral expectations, strengths, needs, and progress of their children.						
11. School personnel provide families with information and strategies necessary to support student success.						
12. Families and community partners participate in collaborative efforts to support student academic and behavioral outcomes, needs, and concerns.						
13. Leadership provides professional development for school personnel to support the development and maintenance of family, school, and community partnerships.						
14. Leadership routinely evaluates the effectiveness of school personnel to collaborate with families and community members and revises professional development as necessary to increase impact.						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Family, School, and Community Partnerships, continued						
15. Families and community representatives participate in a variety of activities that have an impact on school decision-making, governance, and improvement.						
16. Home and community resources coordinate with school services to develop an integrated and comprehensive continuum of supports for student success.						
Family, School, and Community Partnerships Summary						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Cultural Competency and Responsivity						
1. School personnel recognize that culture influences classroom learning and experiences.						
2. School personnel incorporate multicultural knowledge into curriculum and instruction.						
3. School personnel educate students about the diversity of the world around them.						
4. School personnel develop interventions with consideration of the student's cultural and linguistic background.						
5. School personnel teach students to understand and appreciate their own and others' cultural heritages.						
6. School personnel incorporate home and community practices of students into the curriculum and instruction.						
7. School personnel consider the impact of a student's cultural and linguistic backgrounds on learning.						
8. School personnel use instructional materials that are responsive to diverse students' cultural and/or ethnic backgrounds and values.						
9. School personnel use materials that foster respect and understanding for diverse racial, ethnic, cultural, language and ability groups.						
10. The staff has resources and access to ongoing professional development and support to develop cultural competence and culturally responsive instruction.						
11. School personnel use learning activities and discussions that are responsive to diverse students' cultural and/or ethnic backgrounds and values.						

Indicator	Rating				Evidence	Priority
	Not Started	In Progress	Achieved	Maintaining		
Cultural Competency and Responsivity						
12. School personnel represent students' cultures and ethnic backgrounds posters, books, student work, and classroom displays.						
Cultural Competency and Responsivity Summary						

Appendix C SCIENTIFICALLY-BASED INTERVENTIONS AND INSTRUCTION v. ACCOMMODATIONS v. MODIFICATIONS

	Definition	Examples
Scientifically-Based Interventions and Instruction	An intervention is a specific skill-building strategy implemented and monitored to improve a targeted skill (i.e. actual knowledge) and to achieve adequate progress in a specific area (academic or behavioral). This often involves changing instruction or providing additional instruction to a student in the area of learning or behavior difficulty. A scientifically-based intervention refers to specific curriculum and educational interventions proven effective for most students as reported in scientific, peer-reviewed journals.	**Reading:** Wilson Reading System & Fundamentals Peer Assisted Learning Strategies (PALS) Paths to Achieving Literacy Success (PALS) Michael Heggerty Phonemic Awareness 6 Minute Solution Reading Mastery SRA/Corrective Reading Reading A-Z Jolly Phonics Read Naturally Road to the Code Earobics Lexia Software Solioquy Software Great Leaps Bringing Words to Life Adding additional time of effective instruction **Math:** Touch Math Great Leaps Math Corrective Math PALS Math McGraw-Hill Number Worlds **Social-Emotional:** Second Step Skillstreaming Aggression Replacement Training Strong Kids/Strong Teens I Can Problem Solve

Accommodations	An accommodation eliminates obstacles that would interfere with a student's ability to perform or produce at the <u>same standard</u> of performance expected of general education students	Reading a test to the student (w/no additional help) Allowing extra time to take the same test or complete the same assignments Signing an assignment notebook Breaking down work into small segments but still expecting all segments to be completed Staying after school for homework help Preferential seating Providing an extra set of books at home Home-School Communication Journal Books on tape
Modifications	A modification is a change that actually <u>lowers the standards</u> of performance (i.e. what is expected to be known)	Reading test and rewording/re-explaining questions on the test Changing multiple-choice answers from 4 to 3 options Shortening the spelling list Using a different grading scale for a student Reducing homework/number of assignments needed to be completed

Appendix D SAMPLE FORMS

The resources listed in this document are not intended to be comprehensive or all-inclusive and are not endorsed by IDOE, but rather to supplement efforts by Indiana schools to implement Response to Intervention. Districts/schools may use the following example forms during the implementation of RTI and may revise or replace them as deemed appropriate.

Form	Purpose	Page
Data Tracking Form	Completed by teachers to organize assessment data	79
Fidelity Assessment – District	Completed by district administration to determine fidelity of implementation in RTI	81
Fidelity Assessment – School	Completed by school administration to determine fidelity of implementation in RTI	82
Fidelity Assessment – Classroom	Completed by teachers to determine fidelity of implementation in RTI	84
Functional Behavior Assessment	Completed by a teacher referring a student to the RTI Team for behavioral targeted or intensive intervention	85
Intervention Plan A	Completed by the RTI Team for targeted or intensive academic or behavioral intervention	88
Intervention Plan B	Completed by the RTI Team for targeted or intensive academic or behavioral intervention	89
Intervention Plan C	Completed by the RTI Team for targeted or intensive academic or behavioral intervention	91
Minor Incident Report	Completed by a classroom teacher to document classroom-managed inappropriate behaviors and interventions	92
NCA/RTI Crosswalk	Alignment of Indiana RTI Inventory and Needs Assessment and NCA AdvancED standards	93
Principal Walk-Through – Elementary	Completed by building administrator during a classroom "walk-through"	103
Principal Walk-Through – High School	Completed by building administrator during a classroom "walk-through"	104
Probes – Elementary Examples	Examples of elementary progress monitoring probes for reading comprehension and math	105
Probes – Secondary Examples	Examples of secondary progress monitoring probes for reading comprehension and math	107
Referral Form	Completed by a classroom teacher or RTI Team when referring a student for further evaluation/identification for a learning disability	110
RTI Team Referral	Completed by a teacher referring a student to the RTI Team for academic or behavioral targeted or intensive intervention	113
Tiered System for Academics Flow Chart	Example of steps in RTI decision making	114

Data Tracking Form

Student: _____ Teacher: _____

School Year:_____

Assessment Scores:

Assessment	Score/ Grade	Year1 Date	Score/ Grade	Year2 Date	Score/ Grade	Year3 Date	Score/ Grade	Year4 Date
ISTEP+ Language Arts	P+/P/D NP		P+/P/D NP		P+/P/D NP		P+/P/D NP	
ISTEP+ Mathematics	P+/P/D NP		P+/P/D NP		P+/P/D NP		P+/P/D NP	
NWEA Reading (fall)								
NWEA Math (fall)								
NWEA Language (fall)								
NWEA Reading (winter)								
NWEA Math (winter)								
NWEA Language (winter)								
NWEA Reading (spring)								
NWEA Math (spring)								
NWEA Language (spring)								
STEEP/Wireless Generation (Fall)								

Assessment	Score/ Grade	Year1 Date	Score/ Grade	Year2 Date	Score/ Grade	Year3 Date	Score/ Grade	Year4 Date
STEEP/Wireless Generation (Winter)								
STEEP/Wireless Generation (Spring)								
1st Semester Reading								
1st Semester Language								
1st Semester Math								
1st Semester Science								
1st Semester Social Studies								
2nd Semester Reading								
2nd Semester Language								
2nd Semester Math								
2nd Semester Science								
2nd Semester Social Studies								

Please attach a tier 1 documentation form to this tracking form each year. Attach a tier 2 form if applicable.

Teacher Comments:

_____

_____

_____

_____

_____

District Fidelity Self-Assessment

As a district-level team, complete this self-assessment quarterly to assess and document what essential components are "not yet implemented", those "in progress", and those components that are "firmly established and embedded". These components are critical for effectively implementing school reform, RTI, and ensure academic and behavioral success for all students.

District _____ Date _____ Quarter 1 2 3 4

A. Scientific, Research-based Instruction and Intervention	Ratings and Comments		
	Not Yet 0	In Progress 1	Embedded 2
District leadership has selected and provided scientific, research-based core curriculum in content areas and behavior/social-emotional instruction			
District leadership has provided professional development for instructional leaders and support staff regarding scientific, research-based instructional strategies (academic & behavioral)			
District leadership has provided training for instructional leaders and support staff in the areas of differentiated and explicit instructional strategies			
District leadership has provided training for instructional leaders and support staff in the areas of scientific, research-based interventions/extensions			
B. Fidelity			
District leadership advocates for RTI and the multi-tiered model of student intervention as a comprehensive school improvement model			
District has developed an RTI Leadership Team to address issues of alignment to district goals, re-thinking resources, sharing, collaboration, etc.			
C. Progress Monitoring			
District leadership has ensured that a district-wide universal assessment program is implemented in language arts, math, and behavior two to three times per year in Tier 1			
District leadership has provided resources, including materials, training, and technology, to ensure that Curriculum Based Measures (CBM) are incorporated into classroom progress monitoring procedures at Tier 2			
District leadership has ensured that school leaders have the tools they need to effectively collect, analyze, and publish progress monitoring data from short-cycle assessments and CBMs			
District leadership has provided professional development opportunities and resources regarding remediation and intervention strategies for instructional leaders and support staff.			

(Adapted from New Mexico Department of Education, 2006)

School Fidelity Self-Assessment

As a school-level team, complete this self-assessment quarterly to assess and document what essential components are "not yet implemented", those "in progress", and those components that are "firmly established and embedded". These components are critical for effectively implementing school reform, RTI, and ensure academic success for all students.

School _____ Date _____ Quarter 1 2 3 4

A. Scientific, Research-based Instruction and Intervention	Ratings and Comments		
	Not Yet 0	In Progress 1	Embedded 2
Administrator has ensured that evidence-based core curriculum in content areas and behavioral/social-emotional instruction is provided			
Administrator has provided resources and professional development necessary for teachers to implement evidence based instructional strategies			
Administrator has ensured that implementation fidelity is addressed			
Administrator has provided teachers with resources and professional development to ensure that all students are instructed at their respective levels			
B. Fidelity			
Administrator has attended professional development trainings regarding the appropriate implementation of the core curriculum/ curricula (including behavioral)			
Administrator ensures that critical components of core curriculum and behavioral instruction are implemented, as defined by the publisher's implementation design			
Administrator ensures that evidence-based instruction and interventions and extensions are implemented in Tier 1 and Tier 2			
Administrator has attended professional development trainings regarding evidence based interventions			
Administrator ensures that a functional building-based RTI process is in place			
Administrator uses a variety of classroom observation methods and tools on a frequent basis			
C. Progress Monitoring			
School participates in a universal assessment program (academic and behavioral) two to three times per year in Tier 1			
Administrator has provided training for staff related to the use of Curriculum Based Measures (CBM) as classroom progress monitoring procedures at Tier 2 to determine efficacy of student intervention			

Administrator uses schoolwide progress monitoring information gathered from universal (academic and behavioral) and CBM assessments to make appropriate resource allocation decisions			
Administrator continuously monitors and analyzes schoolwide student achievement and behavior data			
Administrator uses the school-based RTI team to provide support for teachers and students at Tier 2			
Administrator ensures that parents are informed, in an understandable manner, regarding their child's performance on measures of academic achievement and behavior			
Administrator disseminates schoolwide progress monitoring data and charts/graphs to all stakeholders			
Administrator participates in professional development opportunities and collaborates with staff regarding school improvement			

(Adapted from New Mexico Department of Education, 2006)

Classroom Fidelity Self-Assessment

As a grade-level team or individual teacher, complete this self-assessment quarterly to assess and document what essential components are "not yet implemented", those "in progress", and those components that are "firmly established and embedded". These components are critical for effectively implementing school reform, RTI, and ensure academic success for all students.

Teacher(s) _____
Date _____ Quarter 1 2 3 4 School _____

A. Scientific, Research-based Instruction and Intervention	Ratings and Comments		
	Not Yet 0	In Progress 1	Embedded 2
Teacher implements scientific, research- based core curriculum in content areas taught and behavior/social-emotional instruction			
Teacher implements scientific, research-based instructional strategies			
Teacher implements scientific, research-based intervention strategies			
Teacher bases instruction/intervention/extension upon assessment/progress monitoring data and assists students in devising personal plans for reaching desired performance level(s)			
Teacher ensures that all students are instructed at their respective instructional levels using a variety of instructional methods			
B. Fidelity			
Teacher implements core curriculum, as defined by the publisher's implementation design			
Teacher has attended professional development trainings regarding the appropriate implementation of the core curriculum/curricula (including behavior)			
Teacher has attended professional development trainings regarding scientific, research-based interventions			
Teacher implements evidence based interventions in Tier 1 and Tier 2			
Teacher works collaboratively with the school's RTI team at Tier 2 to implement student intervention plans, when necessary			
C. Progress Monitoring			
Teacher participates in universal assessment program (academic and behavioral) two to three times per year in Tier 1			
Teacher has incorporated Curriculum Based Measures (CBM) into classroom progress monitoring procedures at Tier 2 to determine efficacy of student intervention			

Teacher uses progress monitoring information gathered from universal and CBM assessments to make appropriate instructional adaptations			
Teacher continuously monitors student achievement and behavior with appropriate nonstandard measures			
Teacher understands the role of the RTI team in his/her school and uses it appropriately to provide support at Tier 2			
Teacher informs parents in an understandable manner regarding student performance regarding both informal and formal measures of academic achievement and behavior			
Teacher disseminates progress monitoring data and charts/graphs to the building administrator			
Teacher disseminates progress monitoring data, including charts/graphs with classroom performance, to the RTI or IEP team			
Teacher participates in professional development opportunities regarding progress monitoring and CBM			

(Adapted from New Mexico Department of Education, 2006)

NAME OF SCHOOL
FUNCTIONAL BEHAVIOR ASSESSMENT

(Completed by referring teacher)

Date_____

Student_____ Grade____ Referring Teacher_____

Current Area of Eligibility (if applicable)_____

1. What is the student's current schedule? (attach a copy)

2. List past and present Tier I interventions used to address the problem. With what results?

3. Were the implementations implemented with fidelity? Please explain if not.

4. Are there any changes that could be made to student's educational plan that would be helpful in addressing the current problems?

5. Are there medical factors that affect the student's behavior (medication, seizures, etc)?

6. What are the strengths/likes and dislikes of the child?

Student: _____Functional Behavior Assessment

What is the problem behavior?	
Where does the behavior occur?	
What is the frequency of the problem behavior?	
What events precede the problem behavior?	
What does the student get or avoid because of the behavior?	

(Adapted from Colorado Department of Education, 2008, and Centerville-Fayette-Rush Special Education Cooperative, 2007)

Intervention Plan A

Name of School Intervention Plan	
Student _____ **Grade** _____ **DOB** _____ **Age** _____ **Referred by** _____	
Intervention Plan Question/Reflection	**Intervention Plan Response** **(Include details about the intervention plan question)**
1. WHAT is the research-validated INTERVENTION?	
2. WHO will implement all or which parts of the intervention?	
3. WHEN will the intervention be implemented? (e.g., minutes per session, sessions /day, days per week)	
4. HOW will PROGRESS be MONITORED on an ON-GOING basis? (Who will collect what type of data? When will data be collected?)	
5. WHEN and HOW will the data be VISUALLY SUMMARIZED? WHO will do it?	
6. How and when will DATA-BASED DECISIONS be made? Who will make them?	
Specific tasks related to this intervention:	1. 2. 3. 4.
Follow-up Date: _____	Outcomes:
Follow-up Date: _____	Outcomes:
Follow-up Date: _____	Outcomes:

(University of Tennessee, 2008)

Intervention Plan B

INTERVENTI0N ACTION PLAN

Student Name: _____
Area of Concern/Subskill: _____
Goal: _____
_____
Date(s) of Data Review Meeting(s): _____

Date: _____
Progress Monitoring Tool(s): _____
_____
How Often? _____
Who will Progress Monitor? _____

Interventions	Resources	Intervention Intensity	Plan for Implementation Fidelity	Baseline Data	Actual Implementation Dates	Implementation Fidelity Summary Data	Progress Monitoring Data 1 (May Attach Graph)	Progress Monitoring Data 2 (May Attach Graph)	Progress Monitoring Data 3 (May Attach Graph)
INTERVENTION 1	Who: Materials:	Frequency: Duration: Start Date:	How: Who: Frequency:			1 2 3 A B C D E	Date of Review: Data: □ Continue plan □ Intensify interventions □ Develop new interventions	Date of Review: Data: □ Continue plan □ Intensify interventions □ Develop new interventions	Date of Review: Data: □ Continue plan □ Intensify interventions □ Develop new interventions
INTERVENTION 2	Who: Materials:	Frequency: Duration: Start Date:	How: Who: Frequency:			1 2 3 A B C D E	Date of Review: Data: □ Continue plan □ Intensify interventions □ Develop new interventions	Date of Review: Data: □ Continue plan □ Intensify interventions □ Develop new interventions	Date of Review: Data: □ Continue plan □ Intensify interventions □ Develop new interventions

☐ **Special Education Referral Initiated Date, if applicable:** _____

Action Plan A
Developed by the Collaborative Problem Solving Project of Blumberg Center at Indiana State University, Rev. 10.25.07

STRENGTHS:	CRITICAL QUESTIONS SELECTED:

Action Plan A
Developed by the Collaborative Problem Solving Project of Blumberg Center at Indiana State University, Rev. 10.25.07

Intervention Plan C

INTERVENTION PLAN - ACADEMIC			Date:
Student	Grade	Teacher	Case Coordinator
Problem Identification:		Hypothesis:	
Goal:			

Intervention(s):	Measure Used	Start Date	End Date	How Often	Who

EVALUATION OF INTERVENTION		
Results of Data Collection (Include progress monitoring information)	**Pre-Test** Date: Results:	**Post-Test** Date: Results:

DECISION MAKING CONCLUSION				
	Acceptable Progress:	Monitor (see below)	Modify Plan	Dismiss
	Slow Progress:	*Modify Plan	*Change Intervention	
	No Progress:	*Modify Plan	*Change Intervention	Seek Entitlement

***If plan is modified, see additional sheet**

Monitor Only	Start Date:	End Date:
Results of Data Collection:		Next Meeting:

Classroom Minor Incident Report

Name of School **Minor Incident Report**	
Student _____ Grade _____ Date _____ Teacher _____ Location _____	
☐	Classroom disruption
☐	Dress code violations
☐	Electronic devices
☐	Failure to have school ID
☐	Food or drink in the classroom
☐	Inappropriate comments
☐	Inappropriate tone/attitude
☐	Public display of affection
☐	Refusal to follow adult request
☐	Refusing to do work
☐	Spitting on school or personal property
☐	Talking back/disrespect
☐	Tardy to class
☐	Throwing objects
☐	Unprepared for class
☐	Other _____
Interventions used:	

(Adapted from Krueger Middle School, 2006)

NCA/RTI Crosswalk

Standard 1 – Vision & Purpose
The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

1.1 Establishes a vision for the school in collaboration with its stakeholders **(***School vision, policies, and procedures support implementation of the 6 components to systematically meet the needs of all students.)**	**1.2** Communicates the vision and purpose to build stakeholder understanding and support **(***School vision, policy, practices, and culture promote trust and respect between families and school personnel. School personnel demonstrate attitudes and behaviors that enable them to work effectively across the cultures, abilities, and experiences that are a part of the broader school community.)**	**1.3** Identifies goals to advance the vision
1.4 Develops and continuously maintains a profile of the school, its students, and the community	**1.5** Ensures that the school's vision and purpose guide the teaching and learning process	**1.6** Reviews its vision and purpose systematically and revises them when appropriate
*****District vision and policies and procedures support implementation of the 6 components of effective schools.**		

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Standard 2 – Governance & Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

2.1 Establishes policies and procedures that provide for the effective operation of the school	**2.2** Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school	**2.3** Ensures compliance with applicable local, state, and federal laws, standards, and regulations
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness **(***School administration and leadership ensures that data-based decision making occurs for reading. ***School administration and leadership ensures that data-based decision making occurs for math. ***School administration and leadership ensures that data-based decision making occurs for writing. ***School administration and leadership ensures that data-based decision making occurs for prosocial behavior.)**	**2.5** Fosters a learning community (***School leadership provides training, support, and active involvement (e.g. principal participates on school-based leadership team meeting) in the 6 components)	**2.6** Provides teachers and students opportunities to lead. **(***A school based leadership team reflecting the diversity of the school community is in place and ensures effective implementation of the 6 components**.)
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership **(***Families and community representatives participate in a variety of activities that have an impact on school decision making, governance, and improvement.)**	**2.8** Controls curricular and extracurricular activities that are sponsored by the school	**2.9** Responds to community expectations and stakeholder satisfaction
2.10 Implements an evaluation system that provides for the professional growth of all personnel	*****District level leadership provides active commitment and support (e.g. meets to review data and issues at least twice a year)**	

A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 3 – Teaching & Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

3.1 Develops and implements curriculum based on clearly-defined expectations for student learning. **(***Core reading curriculum addresses the five key components of reading: phonemic awareness, alphabetic principal/phonics, fluency, vocabulary and comprehension (as appropriate given instructional level. ***Core math curriculum addresses the four essential domains of math achievement: problem solving, arithmetic skill/fluency, conceptual knowledge/number sense, and reasoning ability (as appropriate given instructional level. ***Core curriculum established and effective for writing and spelling. ***Evidenced-based curriculum established and effective for pro-social behavior)**	**3.2** Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher order thinking skills and investigate new approaches to applying their learning	**3.3** Gathers, analyzes, and uses data and research in making curricular and instructional choices (***Assessment tools and strategies used are research-based)	**3.4** Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice **(***High quality instruction is focused on the achievement of state standards. ***Instructional practices include frequent teacher modeling and student practice for reading, math, writing and pro-social behavior. ***Instructional practices include immediate re-teaching reinforcement of, and feedback on concepts and skill for reading, math, writing, and pro-social behavior. ***Interventions are written with sufficient detail to support consistent, high quality implementation)**
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity **(***School staff recognize that culture influences classroom learning and experiences. ***Multicultural knowledge is incorporated into curriculum and instruction. ***Students are educated about diversity of the world around them.)**	**3.6** Allocates and protects instructional time to support student learning (***School schedule is adjusted to include adequate time for interventions.)	**3.7** Provides for articulation and alignment between and among all levels of schools	**3.8** Implements interventions to help students meet expectations for student learning. **(****Core curricula taught with fidelity and high quality across all classrooms in reading, math, writing, and pro-social behavior. ***Range of evidence based interventions/curricular extension available to address student needs in reading, math, writing, and pro-social behavior. ***Use of intensive interventions for individual students with unique needs in reading, math, writing and pro-social behavior. ***Interventions are implemented with fidelity in reading, math, writing and pro-social behavior)**

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning **(***Instructional practices are used which consider factors -classroom organization, active engagement, access to interesting materials - that may affect student learning)**	**3.10** Provides comprehensive information and media services that support the curricular and instructional programs	**3.11** Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program	**Culture, interventions, activities - ***Interventions are developed with consideration of student's cultural and linguistic background. ***Home and community practices of students are incorporated into the curriculum and instruction. ***The impact of students' cultural and linguistic backgrounds on learning is considered. ***Learning activities and discussions that are responsive to diverse students' cultural and/or ethnic backgrounds and values are used.**

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 4 – Documenting & Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free	**4.2** Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning **(***Variety of assessment are used to measure student performance (i.e. structured observations, running records, performance assessment, curriculum based measurement. ***School administration and leadership ensures that an evaluation process is in place and includes: baseline data is collected in first year of implementation, an evaluation of the impact on students outcomes, an evaluation of the impact on staff -e.g. perceptions, beliefs, skills, active involvement, and an annual review and revision of the school improvement action plan.)**	**4.3** Uses student assessment data for making decisions for continuous improvement of teaching and learning processes **(***School leadership team ensures use of data-based decision making to support implementation and sustainability of the 6 components. ***Progress monitoring data is reviewed regularly and frequently to evaluate student progress in response to interventions and to inform next steps. ***Assessment and progress monitoring data are used to inform special education eligibly decisions.888Data review results in the identification of areas in need of improvement at the following levels: school, grade/small group intervention, individual student. ***Staff is knowledgeable regarding interpretation of data to drive instruction. ***Data-based decision making team membership reflects the necessary expertise as indicated by student's need and cultural and/or linguistic background)**
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance **(***Regular assessment of the instructional environment (i.e. classroom expectations, instructional strategies, and adjustment of classroom practices) is conducted. ***Data regarding the fidelity of core instruction is reviewed at the following levels: school, grade/small group intervention, individual student. ***Student benchmark and/or progress monitoring data is reviewed at the following levels: school, grade/small group interventions, individual student. ***School evaluates the implementation fidelity of curricula, instruction, interventions, and assessment techniques. ***Ongoing review at the school level of the effectiveness of instruction and intervention as they relate to student performance.)**	**4.5** Communicates the results of student performance and school effectiveness to all stakeholders **(***Students are involved in graphing and interpreting progress monitoring data. ***Student data is graphed to aid in decision making at the student, class/grade, and school level.)**	**4.6** Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness **(***Comparisons are made between student data and desired outcomes/goals at the flowing levels (school, grade/small group intervention, individual student)**

4.7 Demonstrates verifiable growth in student performance	**4.8** Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations **(***Data management system and technology support exists)**	***District Administration and Leadership ensures that an evaluation process is in place and includes: baseline data collected in first year of implementation
***District Administration and Leadership ensures that an evaluation process is in place and includes: an evaluation of the impact on student outcomes	***District Administration and Leadership ensures that an evaluation process is in place and includes an evaluation of the impact on staff (e.g. perceptions, beliefs, skills, active involvement)	***District Administration and Leadership ensures that an evaluation process is in place and includes an annual review and revision of the district implementation action plan.
***Universal screen conducted for reading, math, writing, and pro-social behavior.	***Universal screening tools are administered with fidelity in reading, math, writing, and pro-social behavior	***System for collecting schoolwide behavior and disciplinary data.
***Progress monitoring conducted at increasing frequency based on intensity of student needs in reading, math, writing and pro-social behavior.	***Progress monitoring tools are administered with fidelity in reading, math, writing, and pro-social behavior.	***Student groups are established to maximize intervention resources and enhance achievement.

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Standard 5 – Resources & Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities	**5.2** Assigns professional staff responsibilities based on their qualifications(i.e., professional preparation, ability, knowledge, and experience) **(***Staff are knowledgeable about the frequency, intensity, and duration of intervention needed to reach goal/desired outcome. ***Professional development is provided for school personnel to support the development and maintenance of family, school and community partnerships.)**	**5.3** Ensures that all staff participate in a continuous program of professional development **(***Staff has resources and access to ongoing professional development and support to develop cultural competence and culturally responsive instruction. ***School professional development mode and focus supports the 6 components. ***School professional development includes coaching and ongoing consultation.)**	**5.4** Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school. **(***Staff are allocated to provide various interventions -flexible staff across roles. ***Adequate number of staff are available to assist in implementation of needed interventions)**
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement. **(***Data-based decision making team membership reflects the necessary expertise as indicated by student's need and cultural and/or linguistic background. ***Instructional materials/programs are available that meet the needs of all students. *** Instructional materials that are responsive to diverse students' cultural and/or ethnic backgrounds and values are used. ***Materials which foster respect and understanding for diverse racial, ethnic, cultural, language and ability groups are used***Student's cultures and ethnic backgrounds are represented on posters, books, student work, and classroom displays.)**	**5.6** Monitors all financial transactions through a recognized, regularly audited accounting system	**5.7** Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants **(*** School facility is welcoming, safe, and accessible for all families)**	**5.8** Possesses a written security and crisis management plan with appropriate training for stakeholders

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning	**5.10** Provides appropriate support for students with special needs	***District resources support implementation of the 6 components of effective schools	***District professional development model and focus support the 6 components.

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Standard 6 – Stakeholder Communications & Relationships

The school fosters effective communications and relationships with and among its stakeholders.

6.1 Fosters collaboration with community stakeholders to support student learning. **(***Effective partnerships are coordinated and sustained a team that is reflective of the broader school community and a strategically developed plan. Effectiveness of the partnership team and plan is routinely assessed for impact and revised as necessary. ***Families and community partners are involved in collaborative efforts to support student academic and behavioral outcomes, needs, and concerns. ***Home and community resources are coordinated with school services to develop an integrated and comprehensive continuum of supports for student success. ***Family and community partnership activities link specifically to student learning outcomes.)**	**6.2** Has formal channels to listen to and communicate with stakeholders	**6.3** Solicits the knowledge and skills of stakeholders to enhance the work of the school. **(**Families are engaged in activities as advocates for and participants in student learning and success. ***School personnel's efforts to partner with families reflect a belief that all families have the desire and ability to support student success.)**
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders. **(***Families are provided with information and strategies necessary to support student success)**	**6.5** Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders **(***Communication with families is easily accessed and understood, frequent, and two-way concerning academic and behavioral expectations, strengths, needs and progress of their children. ***Families, the school, and the community are engaged in open and regular communication regarding student learning outcomes.)**	

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Standard 7 – Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)**(***Action plans are developed to target identified needs and include a date for review of progress at the following levels: school, grade level/small group intervention, individual student.)**	**7.2** Engages stakeholders in the processes of continuous improvement**.(***Partnership team and plan are integrated into all other school improvement activities. ***Families are engaged through strategies that are diverse and tailored to the realities of families within the broader school community.)**	**7.3** Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning **(***Leadership guides, promotes, and supports a culture of continuous learning and sharing among staff members. *** Criteria are established for determine when the intensity of interventions/supports is modified)**
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals	**7.5** Monitors and communicates the results of improvement efforts to stakeholders	**7.6** Evaluates and documents the effectiveness and impact of its continuous process of improvement **(***Effectiveness of the action plan is evaluated at each of the following levels: school, grade/small group intervention, individual student. ***The effective of school personnel to collaborate with families and community members is routinely evaluated and professional development is revised as necessary to increase impact. ***Interventions are adjusted based on student progress and need. ***Specific criteria are established for determining when a child's needs warrant further evaluation and assessment.)**

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Principal Walk-Through Observation Feedback Form for Elementary Schools

School_____ Date_____ Time_____ Observer_____

The Students Were:	The Teacher Was:
_____On task in challenging/engaging work (80% or more)	_____Specifying expectations & desired behavior
_____Writing or creating original work	_____Lecturing or assigning to whole group
_____Taking a test or quiz	_____Conferencing with readers
_____Revising or editing work	_____Conferencing with writers
_____Completing an assignment	_____Facilitating small groups
_____Completing worksheets	_____Providing direct instruction (individual or small group)
_____Using technology	_____Reading to students
_____Listening to the teacher	_____ Asking knowledge-level or procedural questions
_____Answering rote or knowledge-level questions	_____Asking higher order questions
_____Answering higher order questions	_____ Using ample wait time
_____Initiating higher order questions	_____Modeling or demonstrating a task
_____Self-directed, self-initiated	_____Modeling or assisting with technology
_____Correcting homework assignment	_____Circulating about classroom
_____At the overhead projector	_____Transitioning students between activities
_____Reading	_____At the overhead projector
_____Speaking in front of, or presenting to, class	_____Checking papers or homework
_____In class, downtime	_____Sitting/standing behind desk or podium
_____Transitioning between classes or activities	_____In class, downtime
Evidence of Schoolwide & District Expectations:	**Evidence of Positive Climate & Teacher Efficacy:**
_____Objectives displayed on board	_____Procedures in place and being used
_____Objectives stated by teacher	_____Appropriate student praise
_____Standards-based lesson	_____Instruction appropriate to students
_____ Student portfolios	_____Student work displayed
_____Process or strategy charts in room and used by students	_____Respectful behavior/positive regard
_____Reading: decoding instruction	_____Specific constructive feedback
_____Reading: comprehension strategy instruction	_____Room without clutter, including walls
_____Guided reading	_____Effective time management
_____Shared reading	_____ Efficient use of materials
_____Self-selected reading	_____Personal, positive interactions with students
_____ Writing process (prompts, independent, conferencing)	_____Connections with prior learning (spiraling)
_____Shared or interactive writing	_____Equitable, consistent application of rules
_____ Word Wall (evidence of use by students, timely update)	_____Real-world connections / student interests
_____Spelling	_____Real-world connections/student interests
_____Handwriting	_____Assessment of learning (rubrics, self-assessment)
_____Math activities	_____Reteaching/relearning material
_____Collaborative grouping	
_____Problem of the day	

Notes: _____

_____

_____

(Adapted from West Clermont Local School District, 2002)

Principal Walk-Through Observation Feedback Form for High Schools

School_____ Date_____ Time_____ Observer_____

The Students Were:	The Teacher Was:
_____On task in challenging/engaging work (80% or more)	_____Specifying expectations & desired behavior
_____Writing or creating original work	_____Lecturing or assigning to whole group
_____Taking a test or quiz	_____Helping individual students
_____Completing projects	_____Facilitating small groups
_____Completing worksheets	_____Demonstrating or modeling a task
_____Using technology	_____Reading to or with students
_____Listening and / or responding	_____Using multiple questioning strategies
_____Answering rote or knowledge-level questions	_____Asking higher order questions
_____Answering higher order questions	_____Asking knowledge-level or procedural questions
_____Initiating higher order questions	_____Using wait time effectively
_____Working in groups	_____Using or modeling technology
_____Self-directed, self-initiated	_____In front of class
_____Completing or correcting homework assignment	_____Circulating among students
_____At the overhead projector	_____Sitting or standing behind desk (or podium)
_____Reading	_____Giving direct instruction
_____Speaking in front of, or presenting to, class	_____At the overhead projector
_____In class, downtime	_____In class, downtime
_____Transitioning between classes or activities	_____Transitioning between classes or activities
Evidence of Schoolwide & District Expectations:	**Evidence of Positive Climate & Teacher Efficacy:**
_____Objectives clearly stated or cited	_____High expectations for all
_____Standards or curriculum objectives evident	_____Appropriate student praise
_____Student data posted	_____Instruction appropriate to students
_____Critical thinking / questioning skills used	_____Student work displayed
_____Process or strategy charts in room and used by students	_____Specific constructive feedback
_____Reading: comprehension strategies	_____Equitable, consistent application of rules
_____Emphasis on non-fiction	_____Respectful behavior / positive regard
_____Writing process (e.g., prompts, conferencing)	_____Relearning or reevaluation of material
_____Differentiation of instruction	_____Room was without clutter
_____Student agenda used & updated	_____Effective time management
_____Problem of the Day (DOL, DOM, OPT)	_____Efficient materials management
_____Character initiatives / respect	_____Real-world connections / student interests
_____Cooperative/collaborative classroom	_____Assessment (rubrics, student-generated)
_____Personalization	_____Relearning or reevaluation of material
_____Instruction focused on school's curriculum	_____Cooperative/ collaborative classroom
_____Curriculum integration	_____Positive personal interactions with student
_____Rubrics in use	_____Procedures in place and being used

Notes: _____

_____

(Adapted from West Clermont Local School District, 2002)

Probes – Elementary Examples (Reading Comprehension and Math)

Reading Comprehension Probe (4th Grade Example)

The pond Sam had discovered on _____ spring morning was seldom visited by
that red them
_____ human being. All winter, snow had _____ the ice; the pond lay
in any all jumped but covered
cold _____ still under its white blanket. Most _____ the time there wasn't a
in and fort as good of
sound to _____ heard. The frog was asleep. The _____ was asleep.
as kind be chipmunk bed had
Occasionally a jay would _____ out. And sometimes at night the _____ would
cry see day machine fox could
bark. Winter seemed to last _____.
under breath forever

But one day a change came _____ the woods and the pond. Warm
over help under
_____, soft and kind, blew through the _____. The ice, which had softened
lamp hide air forces very trees
during _____ night, began to melt. Patches of _____ water appeared. All the
an great the as open ground
creatures that _____ in the pond and in the _____ were glad to feel the warmth.
lived understood form rain in woods
_____ heard and felt the breath of _____, and stirred with new life and
Up They It late spring as
_____. There was a good, new smell _____ the air, a smell of air,
good fun hope in with year
_____ smell of earth waking after its _____ sleep. The frog, buried in the
those a great old hold long
_____ at the bottom of the pond, _____ that spring was here. The chickadee
many post mud did knew reed
_____ and was delighted (almost everything delights _____ chickadee). The
had good knew them sit a
vixen dozing in her _____ knew she would have kits. Every _____ knew that
den yawn more farm is creature
a better, easier time _____ at hand—warmer days, pleasanter nights. _____
done ear was Smokes In Trees
were putting out green buds; the _____ were swelling. Birds were arriving from
buds words help
_____ south. A pair of ducks flew _____. The red-winged blackbird arrived
donkey the an as hunt in
and _____ the pond for nesting sites.
and grew scouted

From: White, E. B. (1942). The Trumpet of the Swan. Dale Chall level 4.9

Math Probe (6th grade example)

Sheet #1 Computation 6

Password: ARM

Name: _____ Date: _____

A $\frac{3}{5} - \frac{1}{3} =$	B 2.66×5.4	C $5\frac{3}{5} - 3\frac{4}{5} =$	D $15961 + 92307$	E $23281 - 16754$
F $2.591 + 7.6588$	G $65983 + 56937$	H $.13\overline{)884}$	I $122\overline{)8614}$	J $3 \times \frac{1}{2} =$
K 5952×246	L $7\frac{4}{7} + 1\frac{2}{3} =$	M $45\overline{)65}$	N $3\frac{1}{3} + 8\frac{2}{3} =$	O $3.4423 - 1.33$
P $\frac{2}{5} \times \frac{2}{5} =$	Q $81\overline{)9301}$	R 1.292×1.7	S $1.3\overline{).598}$	T $\frac{7}{9} + \frac{2}{3} =$
U 3596×168	V $7 \div \frac{1}{5} =$	W $\frac{3}{4} \div \frac{7}{9} =$	X $9\frac{3}{10} - 3\frac{3}{5} =$	Y $55867 - 32719$

Probes – Secondary Examples (Reading Comprehension and Math)

Reading Comprehension Probe (8th Grade Example)

About the story: Read this story to find out some things that happened to Lewis Sweet when he became trapped on a drifting ice floe.

The next time it was Hog Island, much bigger _____ also without a
day but wind
house _____ any kind, that seemed to _____ in his path. But
and yet of **lie down under**
_____ the wind and lake _____ their tricks, and he was
snow again island **played jumped water**
_____ past, little more than a stone's throw away from the beach. As if to
snowed carried wind
_____ him deliberately, a solitary _____, a holdover from the
amuse teach tantalize **hat gull dog**
_____ flock that bred there _____ the summer, flew out
big fish tease **under above in**
_____ the ice hummocks heaped _____ the shore, alighted for a
hit from ice **table more along**
_____ minutes on his floe, _____ then soared casually back to
few much under **bird and can**
the _____.
alone more island

"That was the first _____ in my life I ever _____ for
time can large **over great wished**
wings!" Sweet said _____.
afterward many from
That night was pretty _____. The storm mounted to a
between open bad
_____ blizzard. With the winter _____ coming down, the
raging happy happily **close darkness copy**
section of _____ where Sweet had built his _____ shelter
gull after ice **able snow come**
broke away from the _____ field suddenly and without _____.
main alight beach **fragile went warning**
He heard the splintering noise, saw the crack starting to widen in the dusk

only a few yards away.

Math Probe (Algebra example)

Name _____ **Date** _____

Algebra

Solve by factoring.

1. $9x^2 - 42x + 49 = 0$	**2.** $x^2 - 10x + 25 = 0$	**3.** $x^2 - 4x - 5 = 0$

Solve each system of equations.

4. $x - 7y + 3z = -43$ $12x + 10z = -50$ $2x - 5y - 5z = 5$	**5.** $-4x - 4y + 2z = 54$ $-x - y - 6z = -32$ $9x - 5y + 6z = 64$	**6.** $-2x - 2y + z = 5$ $-4x + 11y + 8z = -59$ $9x - 8y - 11z = 53$

Complete.

7. Dylan and Alexandra drove together for nine hours. So far, they have driven three hundred sixty-nine miles. Dylan drove the first three hours. Alexandra drove the rest of the way at a speed twenty-one less than two times Dylan's speed (in miles per hour). What was Alexandra's average driving speed?	**8.** The sum of two numbers is twenty-six. Their difference is six. What are the numbers?

Multiply.

9. $(7x^6 + 2x^2)(-10x^2 - 7x + 8)$	**10.** $(12x^2 - 2x - 9)(-6x + 4)$	**11.** $(-6x^7 - 4x^5 - 7x^3)(-5x^2 + 6x - 12)$

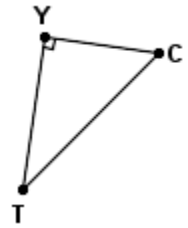
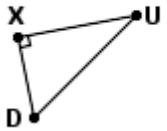
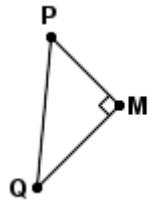
Solve each equation by factoring.

12. $32x^2 + 288x - 292 = 28x - 40$	**13.** $x^2 - 4x - 5 = 0$	**14.** $21x^2 - 85x + 84 = 0$

Write the slope of the line passing through the two points.

15. (5,7), (-6,-5)	**16.** (6,8), (-2,3)	**17.** (-3,3), (-6,6)

Complete. Round to the nearest hundredth.

18.  $\overline{TC} = 8$ $\overline{TY} = 6.4$ $\overline{CY} = 4.8$ tan _____ = $\frac{6.4}{4.8}$	**19.**  $\overline{UX} = 7.5$ $\overline{DU} = 9.07$ $\overline{DX} = 5.1$ cos _____ = $\frac{7.5}{9.07}$	**20.**  $\overline{QM} = 6.4$ $\overline{MP} = 5.3$ $\overline{QP} = 8.31$ sin _____ = $\frac{6.4}{8.31}$

Rewrite the number in scientific notation.

21. 680,000,000,000	**22.** 0.0000073	**23.** 20,000,000,000

Referral Form

Date Form Completed_____
Initial Meeting Date_____
Data Review Date(s)_____;

Background Information/Referral Form

CONFIDENTIAL

A. General Information for Student: _____ **Grade:** _____
Birthdate: _____ **School:** _____ **Teacher:** _____
Race/Ethnicity:_____ **Primary Language: Student** _____; **Home:** _____
Gender: _____ **Parents:** _____ **Home Phone:** _____
Reason for Referral: _____
_____
What are the student's strengths, talents or specific interests?_____
_____
_____

B. Primary Concern
1. Check the primary area(s) of:

Academic Concern
- ☐ Reading
- ☐ Listening Comprehension
- ☐ Written Expression
- ☐ Math
- ☐ Oral Expression
- ☐ Other_____

Functional Concern
- ☐ Responsibility/Self-Management
- ☐ Interpersonal Skills
- ☐ Physical Skills
- ☐ Personal care Skills
- ☐ Problem solving

2. In what settings does the concern appear most/least often:
Most Often _____ **Least Often** _____
_____ _____

C. Teacher Observations- for each area, rate the student in comparison to classmates using a scale from 0-5.
(If NA-use 0; in lowest 10%-use 1; below average-use 2; average-use 3; above average-use 4; in highest 10%-use 5.)

Physical & Communication
_____ Generally appears healthy
_____ Normal energy level
_____ Gross motor coordination
_____ Fine motor coordination
_____ Speech (articulation)
_____ Spoken language
_____ Written language
_____ Other (please specify)

Participation
_____ Completes assignments
_____ Concentrates and able to attend
_____ Participates in class
_____ Functions independently
_____ Follows directions
_____ Sensitive to social cues
_____ Other (please specify)

Social
_____ Age-appropriate self-help skills
_____ Displays feelings appropriate to situation
_____ Sensitive to social cues
_____ Relates well to adults
_____ Relates well to peers
_____ Other (please specify)

Other Educationally Relevant Concerns:

Developed by the Collaborative Problem Solving Project of Blumberg Center at Indiana State University Rev. 07.30.07

1

D. Background Information

1. Attendance

1. Last Yr:____Days Pres._____Absent
   This Yr:____Days Pres._____Absent
2. Number of schools attended_____
3. Number of Tardies Current Year _____
4. Retentions: Yr(s)_____ Gr(s)_____
5. Previous Enrollment in Special Ed Programs/Section 504 OR current enrollment in Title I, ELL or Special Ed referral.
   Explain:_____
   _____

2. Discipline Records

1. Number of Discipline Reports
   Current Year: _____
   Previous Year: _____
2. Number of Office Referrals: _____
3. Numbers of suspensions:
   In school: _____
   Out-of-school: _____
   Total # of day(s): _____

3. Health/Medical

Screenings:	Date	Results
Hearing	____	_____
Vision	____	_____
Other	____	_____

Medical History _____
_____
Health Conditions_____
_____
Allergies_____
Medications_____

4. Testing Information

a. ISTEP+

Grade	Date	E/LA Score/Cut	Math Score/Cut
____	_____	_____	_____
____	_____	_____	_____

b. Other District/Building Assessments

Instrument	Grade	Date(s)	Score
_____	_____	_____	_____
_____	_____	_____	_____

c. Grades

	Current	Previous Year		Current	Previous Year
Reading	_____	_____	Social Studies	_____	_____
Writing	_____	_____	Science	_____	_____
Math	_____	_____	Health	_____	_____

Other _____

d. Classroom Level Assessments: Record any available assessment information from the classroom or additional tutoring/instructional support (i.e. Title I) (may attach graphs/charts)

Subject	Source of Data	Date(s)	Score(s)
Reading			
Vocabulary Development			
Fluency & Phrasing			
Comprehension			
Phonics			
Phonemic Awareness			
Written Expression			
Writing Application			
Language Conventions			
Genres/Modes of Writing			
Handwriting/Fine Motor			
Math			
Number Sense			
Computation			

Developed by the Collaborative Problem Solving Project of Blumberg Center at Indiana State University Rev. 07.30.07

Subject	Source of Data	Date(s)	Score(s)
Math			
Algebra & Functions			
Geometry			
Measurement			
Data Analysis & Probability			
Problem Solving			
Listening & Speaking			
Listening Comprehension			
Oral Communication			
Speaking Application			
Functional Concerns			
Responsibility/Self-Management			
Interpersonal Skills			
Physical Skills			
Personal Care Skills			
Problem Solving			
Technology Use			

e. Previous/Current attempts to meet student's needs. Please list interventions/strategies in categories below.

In General Education Classroom	Additional Tutoring Instructional Support	Home/Community
Dates: Intervention: Impact:	Dates: Intervention: Impact:	Dates: Intervention: Impact:
Dates: Intervention: Impact:	Dates: Intervention: Impact:	Dates: Intervention: Impact:
Dates: Intervention: Impact:	Dates: Intervention: Impact:	Dates: Intervention: Impact:

RTI Team Referral

Please complete the information below for student referral to SAT. Completed forms are due by the end of the day on Friday in order to be added to the following week's agenda.

Student Name: _____ Grade: _____ Date: _____

Date of Birth: _____ Age: _____ Counselor: _____

Parent/Guardian: _____ Phone: (H) _____ (W)_____

Referred By: _____ Approx. amount of time needed for meeting _____

Services: ☐ Special Ed ☐ 504 ☐ AIS ☐ Related Services (Please Specify)_____

_____

Please attach attendance report, recent report card, Minor Incident Report, office referrals, Functional Behavior Assessment, other behavioral data, work samples, IEP or 504 as appropriate to referral.

Staff members requested to attend: _____

_____

1. **Presenting Concerns (check all that apply):** ○ Behavioral ○ Academic ○ Social/Emotional ○ Attendance ○ Other at-risk issues Give specific examples, including conditions where the concern is evident:

2. **Describe student areas of strength:**

3. **What instructional strategies or accommodations have been used to address the presenting concern?**

Check all that apply:

_____ Use of strength area(s) to support concern
_____ Materials Modification/Management
_____ Environmental Modifications
_____ Direct Instruction
_____ Interventions
_____ Individualized Instruction
_____ Use of Incentives
_____ Cooperative Learning
_____ Differentiated Instruction
_____ Other

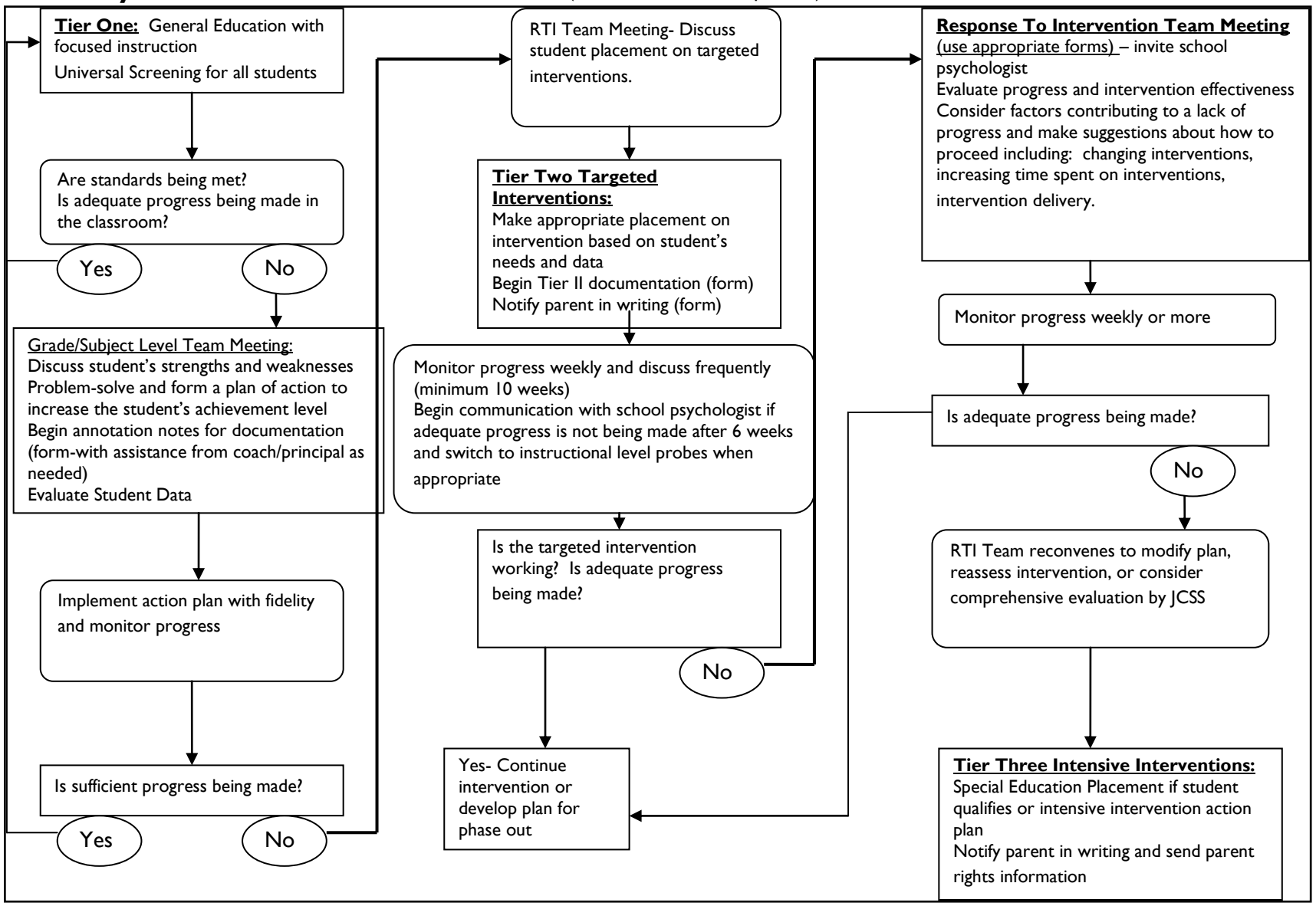
Of all listed above, what works and what does not work?

4. **Describe collaborative efforts: (i.e. parent contact, team meetings, student conferencing)**

5. **Other comments/concerns:**

(Adapted from Albuquerque Public Schools, 2007, and Jefferson County Schools, 2008)

Tiered System for Academics Flow Chart (MSD of Pike Township, 2008)



Appendix E FAMILY BROCHURE

Districts/schools may adapt the following brochure to inform families and members of the community about efforts concerning Response to Invention.

What if my child is referred to the school's "Team"?

- Attend team meetings. Remember, you are the expert of your child!
- Ask what interventions the school is using for academic and/or behavioral problems.
- Ask what techniques the school is using to monitor student progress and the effectiveness of the implemented interventions.
- Ask your school to provide you with regular progress monitoring reports.
- Praise your child for any progress or general improvement in the area(s) of concern.
- Implement or reinforce any strategies or interventions at home.
- When possible, make suggestions for strategies or interventions based on what you know works well at home.
- Always ask questions when things are not clear!
- Your consent is required for the school to evaluate or implement special services.

How can families be involved?

- Frequently communicate with your child's teacher(s).
- Attend school functions such as parent-teacher conferences.
- Monitor and assist with your child's homework assignments.

What if my child is having difficulty with academics or behavior in school?

- Ask whether your school uses an RTI Process, and get information on how the process works at your particular school.
- Discuss with your child any concerns you and/or the teacher have regarding academics or behavior.

For More Information Contact:

Name of School Corporation or School

Contact Person and information

A Family's Guide to

INDIANA'S RESPONSE TO INTERVENTION

vison of

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

January 2009

Introduction

Changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting.

These new laws emphasize the importance of providing high quality, scientifically-based instruction and interventions and hold schools accountable for the adequate yearly progress of all students.

This process of providing interventions and extensions to students to ensure each one learns is RTI (Response to Intervention), which addresses academic, behavioral, social, and emotional factors.

What is RTI?

RTI is a process designed to help schools focus on high quality instruction and interventions that match student needs and on monitoring student progress on a frequent basis. School personnel and parents use the information gained from an RTI process to adapt instruction and to make decisions regarding the student's educational program.

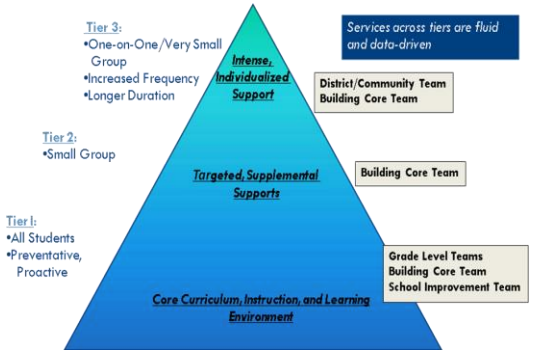
What are the benefits of RTI?

Perhaps the greatest benefit of an RTI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. As soon as assessment data indicate a need for a student or a group of students, educators put into place interventions or extensions to address these concerns.

While the supplemental instruction takes place, school staff monitors any progress that these students are making. These progress-monitoring techniques used within the RTI process provide information that allows teachers to better evaluate student needs and match instruction, resources and interventions/extensions appropriately.

What is the RTI Process?

Experts divide most RTI systems into a multi-tier intervention model as illustrated below:



Tier 1: -Core Curriculum – 80-90%
-Whole Group/Core Instruction
-For All Students in the Class

Tier 2: -Small Group Interventions 5-10%
-For Some Students (At-Risk)
-Done in Addition to Tier 1

Tier 3: -Intense Interventions – 1-5%
-Customized Interventions
-For a Very Small # of Students
-Done in Addition to Tier 1 & Tier 2

Appendix F IMPLEMENTATION RESOURCES

(Additional resources available online at www.doe.in.gov/rti)

Assessment and Progress Monitoring
Center on Student Progress Monitoring
http://www.studentprogress.org

Curriculum-Based Measurement: A Manual for Teachers
http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf

Curriculum-Based Measurement Warehouse
http://www.interventioncentral.org/htmdocs/interventions/cbmwarehouse.php

National Center of Response to Intervention: Tools/Intervention
http://www.rti4success.org/index.php?option=com_content&task=view&id=20&Itemid=71

National Center on Student Progress Monitoring: Review of Progress Monitoring Tools
http://www.studentprogress.org/chart/chart.asp

Research Institute on Progress Monitoring
http://progressmonitoring.org

Behavior
Positive Behavioral Interventions and Supports
http://www.pbis.org/main.htm

Effective Educational Practices
http://www.successfulschools.org

Cultural Responsivity
Critical Behaviors and Strategies for Teaching Culturally Diverse Students
http://www.hoagiesgifted.org/eric/e584.html

Indiana Department of Education Office of English Language Learning and Migrant Education: Effective Practices for the Mainstream Classroom
http://www.doe.state.in.us/lmmp/pdf/effectivepractices.pdf

Curriculum
Indiana Standards and Resources
http://dc.doe.in.gov/Standards/AcademicStandards/resources.aspx

Selecting a Scientifically Based Core Curriculum for Tier 1
http://www.rtinetwork.org/Learn/Research/ar/SelectingCoreCurriculum-Tier1

Tools for Designing Curriculum through Mapping and Aligning
http://www.doe.in.gov/TitleI/docs/tools-for-designing_curriculum.doc

Data-Based Decision Making
IPLA Newsletter: Test Data….Now What?
http://www.doe.in.gov/ipla/docs/SpEdition-2003-02.pdf

Measured Effects: The Efficacy of Education
http://measuredeffects.com

National Center on Response to Intervention: Data-Based Decision Making
http://www.rti4success.org/index.php?option=com_content&task=view&id=635&Itemid=2

RTI Action Network: Data-Based Decision Making
http://www.rtinetwork.org/Essential/Assessment/Data-Based

Extensions
The Indiana Association for the Gifted Presents: A Gifted Education Resource Guide for Indiana Parents and Educators
http://www.doe.in.gov/exceptional/gt/docs/IAGResourceGuide.pdf

Family, School, and Community Partnerships
Indiana State Board of Education: What a Local Family Involvement Policy Should Include
http://www.fscp.org/upload/newsletters/Family_Involvement_Policy.pdf

School-Parent-Community-Partnerships Resource Book
http://www.doe.in.gov/publications/pdf_other/SFCPnarrative.pdf

Fidelity
Fidelity of Implementation
http://www.rti4success.org/images/stories/RTIManual/rtimanualsection4fideltyofomplementation.pdf

Interventions
Best Evidence Encyclopedia
http://www.bestevidence.org

Center on Instruction
http://www.centeroninstruction.org

Intervention Central
http://www.interventioncentral.org

National Center of Response to Intervention: Tools/Intervention
http://www.rti4success.org/index.php?option=com_content&task=view&id=20&Itemid=71

Promising Practices Network
http://www.promisingpractices.net

What Works Clearinghouse
http://ies.ed.gov/ncee/wwc/reports

Leadership
ASCD: Educational Leadership
http://www.ascd.org/publications/educational_leadership.aspx

National Implementation Research Center
http://www.fpg.unc.edu/~nirn

Office of School Leadership Development
http://www.doe.in.gov/ipla/welcome.html

Roles and Responsibilities
National Research Center on Learning Disabilities: Fidelity of Implementation
http://www.rti4success.org/images/stories/RTIManual/rtimanualsection4fideltyofomplementation.pdf

New Roles in Response to Intervention: Creating Success for Schools and Children
http://www.reading.org/downloads/resources/rti_role_definitions.pdf

Secondary Implementation
Center for Comprehensive School Reform and Improvement
http://www.certerforcsri.org/index.php?=com_content&task=view&id=559&Itemid=5#pyramid

National Center on Response to Intervention
http://rti4success.org

RTI Action Network
http://www.rtinetwork.org/Learn/Why/Ar/RadarScreen)

NASP website
http://www.nasponline.org/resources/principals/RTI%20Part%201-NASSP%20February%2008.pdf
http://www.nasponline.org/resources/principals/RTI%20at%20the%20Secondary%20Level%20Part%20II%20March%20NASSP.pdf

Center for Research on Learning
http://www.ku-crl.org

Stupski Foundation
http://www.stupski.org/documents/Secondary_Literacy_Instruction_Intervention_Guide.pdf

National High School Center
http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf

Appendix G Previous and Current Projects

Blumberg Center for Interdisciplinary Studies in Special Education: Collaborative Problem Solving Project

The Blumberg Center's Collaborative Problem Solving Project (CPSP) is funded by the Indiana Department of Education, Center for Exceptional Learners, and is centered at Indiana State University. The CPSP supports schools to develop and implement systems of tiered prevention and intervention that actively engage school personnel and families in the task of creating academic and behavioral success for all students.

Tiered prevention and intervention systems:

- Provide high-quality instruction and intervention matched to student need.
- Monitor progress frequently to inform instruction and intervention.
- Use student data to inform important educational decisions.

Assessment, instruction and intervention, and problem-solving are core components of tiered prevention and intervention models and are also integrally related to larger school improvement efforts.

The CPSP conducts research and provides professional development opportunities that promote research-based and culturally responsive practices in the areas of assessment, instruction and intervention, and problem solving. A variety of written resources are available or under development to support schools interested in utilizing tiered prevention and intervention systems or a Response to Intervention (RTI) approach.

The CPSP services are not all inclusive to support every school's needs for implementation of tiered systems, but it is the CPSP's intention to collaborate with other professionals and technical assistance centers to fill in the gaps and expand services over time.

Early Literacy Intervention Grant Program

To improve the literacy skills of students in preschool through grade 2 who are at risk for future academic failure due to poor reading skills, the Indiana Department of Education established the Indiana Early Literacy Intervention Grant Program (ELIGP) in 1997. The grant program was a component of a statewide reading and literacy initiative advanced by the Indiana Department of Education (IDOE) and Dr. Suellen Reed, then State Superintendent of Public Instruction. Current State Superintendent of Public Instruction Dr. Tony Bennett continues to support the grant.

From its inception, the ELIGP has emphasized local school control in the selection of literacy interventions. The state of Indiana funds these interventions through a competitive grant process. Schools interested in receiving ELIGP funds must complete a detailed application

describing the early literacy intervention they will use and implementation procedures; the applications are then reviewed and assessed on the proposed implementation plan and program objectives. The grant also funds professional development activities for school personnel directly related to the literacy intervention. As a part of the grant application for the 2006-2007 school year, applicants also agreed to administer a fall and spring assessment to determine if program implementation proceeded as planned, to identify any implementation challenges that needed addressing, and to submit student literacy achievement data for state compliance and evaluation.

Indiana RTI Academy

The Academy is designed as a series of professional learning and coaching opportunities for building level teams to:

- Develop school capacity to improve student outcomes through implementation of the six Core Components: leadership; evidence-based core curriculum, instruction, interventions, and extensions; assessment and progress monitoring; data-based decision making; cultural responsivity; and family, school, and community partnerships.
- Build knowledge and skills necessary for implementation of the six components.
- Facilitate the use of a systems-change and problem-solving approach for school improvement.

The Indiana Department of Education has developed this plan to support Indiana schools in a systematic and comprehensive way. This model will provide guidance in aspects of school improvement that align to implementing a tiered system of prevention and intervention. Experts in each of the six core areas provide professional learning opportunities for how to put the Core Component practices into action in schools/districts.

The participating staff from each school/district has made a commitment to improving their schools' capacity to provide excellent educational services to all children. Each of the participating schools/districts has an implementation coach that works with them to provide technical assistance and assist them as they develop their plans at the local level. In May 2008, each of the participating schools will highlight their work and share with other educators throughout the state the progress they have made and the lessons learned.

The goal of the Academy is to give schools the knowledge and the tools to assist them to implement effectively the six Core Components of Highly Effective Schools, which result in positive academic, behavioral, social, and emotional outcomes for all students. The ultimate outcome is that the participating schools will have a knowledge base to

create local capacity to meet the needs of their students and become model sites for other schools/districts with the state providing on-going technical assistance. The Academy will meet these objectives through the following:

- Provide information, resources, professional learning, and technical supports upon which the local school/district may build its plan.
- Develop a system to create a capacity throughout the state for sustainability of best practices.
- Collect a wide array of concrete deliverables that schools can use.
- Offer a consistent focus and message regarding RTI in Indiana.
- Provide a coach to help schools set their priorities and focus in their professional learning.
- Collect data from schools that are utilizing the six components to meet students' needs and developing their response for early intervention to measure the impact they have on student performance.
- Provide trainings through the collaboration of IDOE, the Indiana Principal Leadership Academy, the Equity Project at Indiana University, the Indiana State Improvement Grant, and the Collaborative Problem Solving Project at the Blumberg Center.
- Differentiate the delivery system to meet the needs of our learners by:
    - Using facilitated and focused conversations.
    - Coaching a structured team problem-solving time.
    - Providing the expertise of state and national presenters.
    - Giving schools a forum to share the work they have accomplished over the past year to educators throughout the state.
    - Putting research into practice.

Indiana RTI State Leadership Team

In December 2007, a team including Indiana Department of Education personnel and representatives from parent advocacy groups and the teacher organizations (ISTA and IFT) traveled to Washington, D.C., for a National Summit on Response to Intervention, where they received information on the purpose, design, and implementation of RTI, as well as collaborated on the creation of a state implementation plan.

The following year the team grew to include members representing superintendents, principals, speech-language pathologists, school psychologists, special education administrators, post-secondary educators, and mental health to ensure the voices of all stakeholders was heard. This group has established the direction of RTI in Indiana and assisted in developing a guidance document to provide support and resources for Indiana educators, parents, and community members. The team will also support and provide assistance for the implementation and evaluation of RTI at the Local Educational Agency (LEA) level as well as develop and

disseminate technical assistance and professional development statewide. The role of the team will continue to evolve with the new direction of education in the State of Indiana.

Indiana State Improvement Grant (IN-SIG)

IN-SIG is a five-year improvement initiative funded through the United States Department of Education Office of Special Education Programs and located at Indiana University. The purpose of IN-SIG is to support professional development that will assist Indiana school districts in reforming educational practices, including early intervention and transitional services that will improve the success of students in Indiana. IN-SIG established five goals to accomplish its purpose:

- Assist students to meet successfully challenging academic and behavior standards.
- Improve early childhood programs and transitions.
- Improve and enhance post-secondary education and employment outcomes for students with disabilities.
- Improve system-level partnerships and collaborations among families, schools, and community agencies.
- Improve the quantity and quality of personnel to meet student needs.

To reach these goals, IN-SIG launched the following initiatives:

- The Indiana Education Leadership Initiative: Increasing Student Achievement Through Leadership and Change
- The Indiana Task Force on Increasing Student Achievement through Family, School and Community Partnerships
- The Indiana Schoolwide Positive Behavior Support Initiative
- The Transition Initiative (including The Indiana Post School Follow-Up System and The Indiana Employability Skills Assessment and Reporting Initiative)
- The Indiana Early Childhood Initiative (including The Early Childhood Transition Video and The Early Childhood Environmental Rating Scale)

Indiana Student Assistance Initiative: Collaborating for Student Success

The Student Services Advisory Board worked to create a framework for the most effective and efficient model for student assistance delivery as defined in 511 IAC 4-1.5-5 and recommended by the President's New Freedom Commission on Mental Health's recommendation to strengthen mental health in schools, the No Child Left Behind Act of 2001 regarding continuous student improvement, and the requirement of the IDE(I)A of 2004 and 511 IAC 7-40-2 (Article 7 2008) for providing "Comprehensive and Coordinated Early Intervening Services" for students at risk. This framework focuses on best practice student service delivery aligned with current and past research addressing the areas of identification, referral, assessment, and intervention services. It places an emphasis on developing a system of collaboration between school, community, and state professionals that ensures limited duplication of effort and service. This system assists professionals in the school setting who coordinate the initial

interactions between students and assistive services. The process of service provision is streamlined, maximizing the use of all related services and service providers. Legal authority for student assistance services helps clarify the role of student service providers and secures support for service delivery. Most importantly, this system makes the link between student assistance service delivery and student success specifically with regard to the elimination of barriers to student learning and academic achievement.

The work of this committee became the focus for the Indiana Department of Education – Office of Student Services' efforts to conduct consistent and relevant professional development to colleagues in the area of student assistance services, including school counseling, school social work, school psychology, and school nursing. The elimination of barriers to learning in order to increase academic achievement and ending fragmentation of student service delivery to maximize resources are the cornerstones of a framework that ensures efficient and effective student support and student success. The framework reflects the National Association of Student Assistance Programs - Nine Components of Effective Student Assistance Programs as well as the American School Counseling Association, the School Social Work Association of America, the National Association of School Psychologists, and the National Association of School Nurses' models for best practice and identifies the following goals:

- Develop the framework for effective social, emotional, behavioral (SEB) health service delivery initiated in the school setting and including the cooperation of community service providers.
- Ensure identification and delivery of SEB health service delivery and support services in the school setting when appropriate.
- Ensure a process for appropriate referral to community resources and support systems when appropriate.
- Train/Educate/Communicate with practitioners on developing and evaluating a well coordinated, comprehensive, effective, service delivery system using the positive elements in place and streamlining existing resources.
- Monitor the implementation of this delivery system.

Indiana's Vision of Response to Intervention Awareness Sessions

In April 2008 representatives from the Indiana Department of Education, Indiana State Teachers Association, and the Indiana Federation of Teachers met together to determine how to best inform educators across Indiana about the basic aspects of Response to Intervention. The team organized awareness sessions addressing RTI in Indiana from both national and local practitioner viewpoints.

In October, the team sponsored sessions in Merrillville, Indianapolis (2 sessions), and Elizabeth that were attended by approximately 1,400 educators. At each location Dr. Patricia Ralabate, NEA, and Brian Baker, AFT, delivered a joint keynote address. Morning breakout sessions included presentations by national experts in each of the six core components of RTI in Indiana,

while the afternoon sessions focused on local implementation strategies presented by Indiana practitioners in those same components.

Questions and session evaluations from those meetings have driven further development of professional development strategies and initiatives. The Indiana's Vision of RTI website includes videos from the keynote address and six breakout sessions (http://www.doe.in.gov/indiana-rti/Video-Fall08.html).

Indiana's Vision of Response to Intervention Guidance Site (map in Appendix A)
To support the implementation of Response to Intervention in Indiana, IDOE called together a group of stakeholders to develop an online guidance site to provide information and resources. The team included individuals with expertise in the six core components of RTI in Indiana: leadership; cultural responsivity; family, school, and community partnerships; evidenced-based core curriculum, instruction, interventions, and extensions; data-based decision making; and assessment and progress monitoring.

This group worked together over a period of seven months to design the website and identify relevant IDOE, national, and local resources and selected readings; develop an inventory and needs assessment; and plan additional information appropriate for the site.

The result was the Indiana RTI Guidance Site found at www.doe.in.gov/rti. In addition to links and descriptions of the resources and a downloadable inventory and needs assessment and facilitator's guide, the site offers the following:

- Descriptions of RTI in Indiana and each of the core components
- Highlights of RTI around Indiana
- Information about the Indiana RTI Academy
- A calendar of events for Indiana RTI
- Frequently asked questions about RTI and an online discussion board

Statewide Response to Intervention (RTI) Implementation Evaluation - Center for Evaluation & Education Policy (CEEP), Indiana University
The Indiana Department of Education (IDOE) contracted the Center for Evaluation & Education Policy (CEEP) at Indiana University in August 2008 to conduct a multi-year study on the implementation of RTI in the state of Indiana. In the current 2008-09 evaluation study, CEEP will use various qualitative and quantitative techniques to gather information regarding the degree to which school districts/schools have implemented RTI, assess the degree to which participating districts/schools have successfully implemented RTI so that improved student outcomes can be realized, and evaluate the effects on academic and behavioral outcomes for participating students. A statewide survey has been created and distributed to help gauge current attitudes and level of commitment of schools and personnel toward RTI. The survey

will help provide information about the types of universal screening and progress monitoring assessments used by schools, types of intervening services or programs used, and the level and effectiveness of training and professional development activities. The survey also gauges practitioners' views on the role of the IDOE in supporting local implementation of RTI and local funding mechanisms.

LEA case studies will be used in spring 2009 to examine local implementation and success with RTI. Both effective and ineffective practices will be identified in the twelve schools chosen to participate (half from the Indiana RTI Academy and the other half from outside the Academy). In order to fulfill these tasks, the CEEP RTI Project Team, with the guidance and assistance of IDOE staff and members of the RTI State Leadership Team, will produce a number of deliverables including:

- A series of three Special Reports on RTI that can be electronically distributed to IDOE leadership committees and statewide to teachers, principals, superintendents, specialists, and school board members, through their respective membership associations.
- A comprehensive report that summarizes all aspects of the evaluation study. These findings will be the basis for a series of recommendations intended to inform state-level decision makers on the effectiveness of the program and strategies to enhance guidance, administration, and implementation.

Appendix H GLOSSARY

Accommodation – A practice or procedure that provides a student equitable access during instruction and to assessments.

Adequate Yearly Progress (AYP) – A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the US Department of Education.

Acceleration – Interventions implemented to increase the speed at which students acquire skills.

Accommodation – A practice or procedure that provides a student with a disability equitable access during instruction and to assessments in the areas of presentation response; setting; and scheduling. Accommodations do not reduce learning expectations.

Alignment – The degree to which assessments, curriculum, instruction, textbooks and other instructional materials, teacher preparation and professional development, and systems of accountability all reflect and reinforce the educational program's objectives and standards.

Aim Line – A line graph that illustrates a student's progress toward a benchmark. Student progress is plotted from one assessment to the next.

Appropriate instruction – Instruction that meets the needs of students.

Assessment – The administration of tests and other methods of gathering and integrating information to determine a student's current level of performance to illustrate whether the student is achieving appropriately to the delivered instructional program. Assessment information will aid in instructional and or intervention planning.

At Risk – Refers to any student who is struggling and who may need supplementary instruction to accelerate skill development in targeted areas.

Back mapping – Tracking general education outcomes across the curriculum.

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress; level of performance at the "start" of data collection.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Samples of student work often represent benchmarks. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.

CBM – Curriculum Based Measurement. CBM is a distinctive form of curriculum-based assessment. Each CBM test is an alternate form of equivalent difficulty that samples the yearlong curriculum in exactly the same way using prescriptive methods for constructing the tests. Educators conduct CBMs with "generic" tests, designed to mirror popular curricula. The second distinctive feature of CBM is that it is highly prescriptive and standardized. This guarantees reliable and valid scores. CBM provides teachers with a standardized set of materials researched to produce meaningful and accurate information.

Collaboration – A process to reach goals not achieved acting singly (or, at a minimum, not reached efficiently). As a process, collaboration is a means to an end, not an end in itself. The desired end is more comprehensive and appropriate services that improve family outcomes. Collaboration includes all of the following elements: jointly developing and agreeing to a set of common goals and directions; sharing responsibility for obtaining those goals; and working together to achieve those goals, using the expertise of each collaborator.

Community of Practice – Concept referring to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations.

Core curriculum – A course of study, which is deemed central and usually made mandatory for all students of a school or school system.

Co-teaching – (as an instructional improvement strategy) A collegial process wherein two colleagues share responsibility for instruction, assessment, and student progress for a particular classroom of students.

Cultural responsivity – A process that facilitates the achievement of all students through effective teaching and learning practices grounded in an awareness of cultural context and the strengths that students bring to school.

Curriculum – The planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. In RTI, educators must align the curriculum to standards and map the concepts to determine when educators present them.

Curriculum Based Measurement (CBM) – Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics and written language.

Curriculum Mapping – A systemic process that can improve student performance by sharpening the alignment of all aspects of the curriculum to reduce repetitions, gaps, and strengthen the articulation of skills.

Data-Based Decision Making – An ongoing process of analyzing and evaluating information to inform important educational decisions and actions. Educators utilize this systematic

process to address the needs of individual students, small groups, grade levels, and all students in a school or district.

Data Points – Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

Differentiated Instruction – A process of designing instruction that meets the varied needs of a group of learners. Differentiated instruction includes, but is not limited to, varying the instructional strategies, groupings or materials and student assignments based on student skill levels, learning preferences and interest levels.

Dimensions of Reading – The five research-based dimensions of reading as outlined in the Elementary and Secondary Education Act of 2001 (NCLB) are:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Discrepancy – Difference between two outcome measures or the difference between pre-test and post-test on a criterion-referenced test. **IQ-Achievement discrepancy –** difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test.

Disproportionality – Over-identification, or under-identification, of students from minority populations who are served through special education.

Effective Family, School, and Community Partnerships – Collaborative relationships and activities that involve the influences and resources in students' lives to promote success and provide benefit to all partners.

ESEA/NCLB – Elementary and Secondary Education Act/No Child Left Behind; the Elementary and Secondary Education Act (ESEA) [original passage in 1965], renamed the "No Child Left Behind" (NCLB) Act of 2001; federal statute relative to K-12 public education.

Evidence-Based – Practices that utilize existing evidence from worldwide research and literature on education and related subjects or established by sound evidence where existing research is lacking or of a questionable, uncertain, or weak nature.

Explicit Instruction – Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis; essential components of well designed explicit instruction include (a) visible delivery features of group instruction with a high level of teacher and student interactions, and (b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Extension – An instructional strategy that challenges and meets the needs of high ability students through acceleration, grouping, etc.

Fidelity of Implementation – Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications.

Formative Assessment/Evaluation – Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making.

Functional Behavior Assessment – The systematic process of gathering information to guide the development of an effective and efficient behavior intervention plan for a student's problem behavior.

Highly Effective Schools – Can acknowledge problems and seek solution; establish a systemwide approach to improving instructions; instill visions that support student success and improved instructions; make data-based decisions; provide effective professional development; redefine leadership roles; and sustain reform efforts.

Intensive Interventions – Individualized, intensive instruction that focused on students' skill deficits for remediation and the prevention of more severe problems.

Intervention – Instruction that supplements and intensifies classroom curriculum/instruction to meet students' need (academic or behavioral); not accommodations.

LEA – Local Educational Agency.

Learning Rate – Average progress over a period of time (i.e. one year's growth in one year's time).

Positive Behavior Supports – Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.

Primary Levels of Intervention – Interventions that are preventive and proactive; implementation is schoolwide or by whole-classroom; often connected to broadest tier (core or foundational tier) of a tiered intervention model.

Probe – A quick sampling of a basic skill, such as reading fluency or math calculation, which provides data to help judge the effectiveness of instruction/interventions. Depending on the measured skill, educators can administer probes one-on-one or in a group setting.

Problem-solving Approach to RTI – Assumes that no given intervention will be effective for all students; generally has five stages (problem identification, problem analysis, plan

implementation, fidelity check, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions.

Problem-Solving Team – Group of education professionals coming together to consider student specific data, brainstorm possible strategies/interventions; and develop a plan of action to address a student-specific need.

Progress Monitoring – Measuring student performance over time to illustrate whether the student is achieving appropriately to the instructional program delivered with research-based strategies.

Response to Intervention – A systemic process that ensures that all students learn. RTI is a framework for prevention, advancement and early intervention, which involves determining whether all students are learning, and progressing optimally academically and behaviorally when provided with high quality instruction.

Scaffolding – An instructional process that involves identification of prerequisite skills that needed a student to achieve grade level standards.

Schoolwide Program – A schoolwide program school may use its Title I, Part A funds coupled with other Federal education funds to upgrade the school's entire educational program, rather than to target services only on identified children. The school must have a schoolwide plan based on the comprehensive needs assessment and is updated, revised, and evaluated yearly. The school must have at least 40% poverty and have gone through a year of schoolwide planning.

Scientifically-Based Research – Research involving the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.

Screening – A brief procedure used to identify a particular set of knowledge, skill, or ability gaps.

Standard Protocol Intervention – Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control.

Strategic Interventions Specific to Needs – Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions.

Summative Assessment/Evaluation – Comprehensive in nature; provides accountability and is used to check the level of learning at the end of a unit of study.

Systematic Data Collection – Planning a timeframe for and following through with appropriate assessments to set baselines and monitor student progress.

Systemic Change – Change that occurs in all aspects and levels of the educational process and that affects all of the people included in this process: students, teachers, parents, administrators, and community members. This dynamic process requires constant communication and evaluation and has implications for curriculum, instruction, assessment, and professional development.

Targeted Assistance Program (TAS) – The term "targeted assistance" signifies that the services are provided to a select group of children—those identified as failing, or most at risk of failing—to meet the State's challenging content and student performance standards rather than for overall school improvement, as in schoolwide programs.

Targeted Interventions – Supplemental instruction provided with services that are more intensive and interventions matched to students' needs based on performance and rates of progress. Educators provide these services in small group settings and in addition to instruction in the general curriculum.

Tertiary Levels of Intervention – Interventions that relate directly to an area of need. They are supplementary to and different from primary and secondary interventions, are usually implemented individually or in very small group settings, may be individualized, and are often connected to the narrowest tier of a tiered intervention model.

Tiered Instruction – Levels of instructional intensity within a tiered model.

Tiered Model – Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

Trendline – Line on a graph that connects data points; compare against aim line to determine responsiveness to intervention.

Universal Design for Learning (UDL) – Process of designing instruction that is accessible by all students. UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement. The focus in creation of UDL curricula is on technology and materials.

Universal Screening – School or district-wide type of assessment of age appropriate critical academic and/or behavior skills to determine which students may be "at risk" or high ability. Students identified as "at risk" may need closer monitoring, interventions, or more in-depth assessment, while high ability students may need extensions of the core curricula. Universal screening, if administered at regular intervals throughout the year, would enable the ongoing evaluation of a student's performance relative to his/her peers in the mastery of grade level expectations.

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