



Response to Intervention (RtI) Manual

Adopted by the Ripon Area School District
Board of Education
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Introduction

Purpose of this Document

The purpose of this document is to provide an overview of Response to Intervention (RtI) practices in the Ripon Area School District (RASD), and to explain the essential components of RtI. The manual is designed to assist staff, the Board, and families in understanding RtI, the value of this framework to student achievement, and how this multi-tiered approach for academic and behavioral concerns will be implemented.

Why RtI?

RtI is based on the idea of intervening early to prevent failure and to maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality curriculum and instruction to all students, and intervention support for some students. The Ripon Area School District believes that comprehensive RtI implementation will provide all students with the best opportunities to succeed in school by improving instructional quality, will allow early identification of learning and behavioral problems, and will assist with the identification of specific learning disabilities and other disabilities.

Core Principles of RtI

RtI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective research-based instruction and access to a standards-based curriculum. A comprehensive system of tiered interventions is essential for addressing the full range of students' academic and behavioral needs. Collaboration among educators and families is the foundation for effective problem solving based on ongoing academic and behavioral performance data that inform instructional decisions. Effective leadership at all levels supports RtI implementation.

What is Response to Intervention (RtI)?

Response to Intervention Definition

RtI is an integrated approach that provides high-quality instruction for general, remedial, gifted, and special education that is matched to individual student needs. It is based on a three-tiered model that monitors student progress with different levels of intervention intensity. By providing evidenced-based interventions to students, monitoring progress of all interventions, and using this information to determine who is in need of more intensive services, RtI builds on the requirements of the No Child Left Behind (NCLB) Act. The Individuals with Disabilities Education Act (IDEA) 2004 encourages the use of the RtI framework as an alternative approach for the identification of students with learning disabilities. In Wisconsin, Individualized Education Plan (IEP) teams no longer use significant discrepancy as a Specific Learning Disability (SLD) eligibility criterion, and must use progress-monitoring data collected during intensive scientific research-based or evidence-based interventions to make SLD eligibility decisions for public school students.

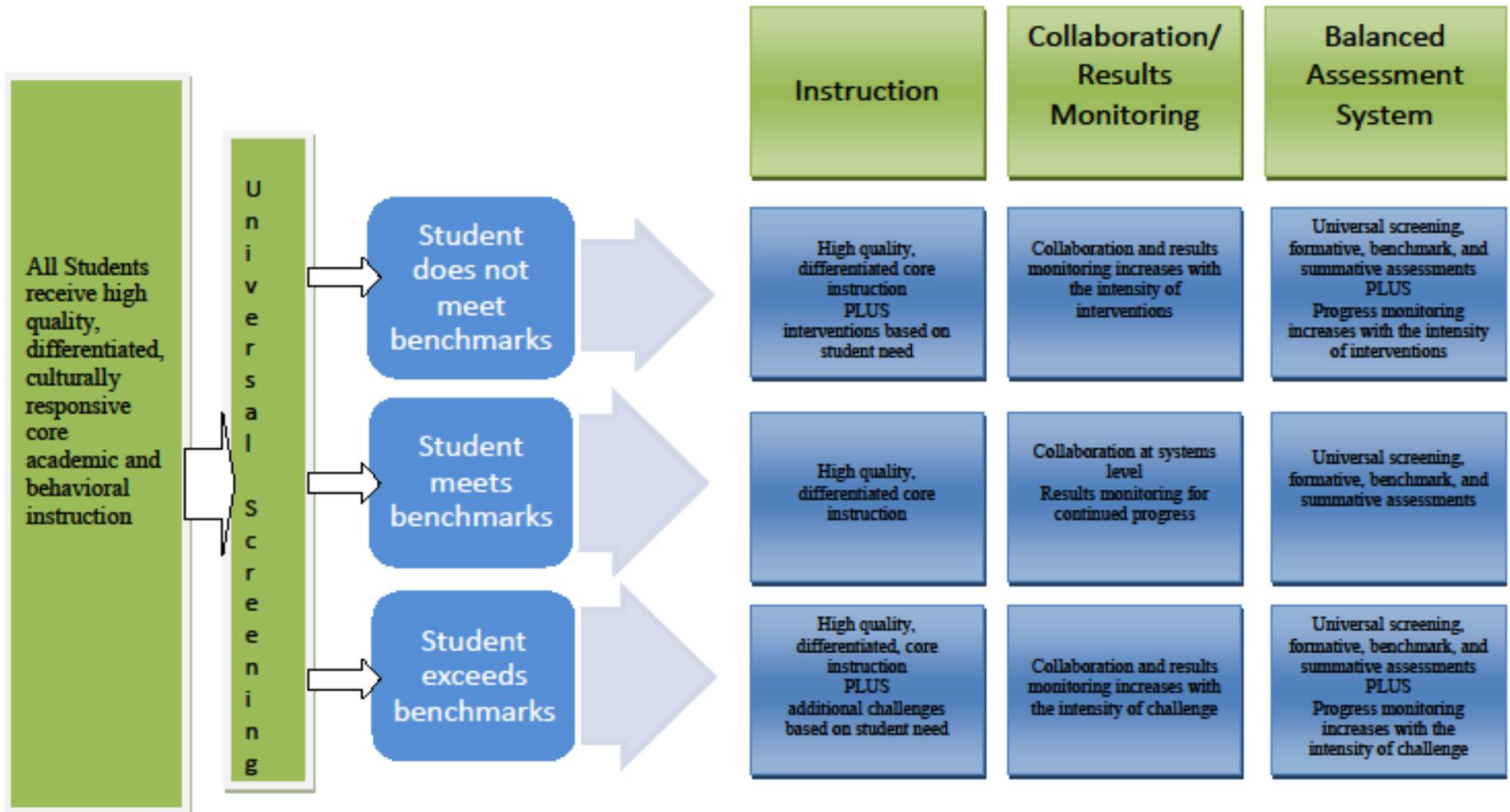
RASD uses data to:

- identify students who are at-risk for poor learning outcomes,
- monitor student progress,
- provide evidence-based interventions and adjust the intensity and nature of those interventions, depending on a student's responsiveness, and
- identify students with specific learning disabilities or other disabilities.

There are four essential components of RASD RtI:

1. A school-wide, multi-level instructional system for preventing school failure;
2. Universal screening;
3. Progress monitoring of all interventions;
4. Data-based decision making for instruction, movement within the tiered system

Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices



Revised March 4, 2010

Essential Components of RtI

A rigorous system provides the early identification of learning and behavioral challenges and timely intervention for students who are at risk for learning problems. This system includes three levels of intensity. RASD uses more than one intervention within a given level of instruction.

- a) Universal Instruction: high quality differentiated core instruction within the general education classroom that meets the needs of most students (80-85%),
- b) Supplemental Interventions (Tier II): evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most students (15-20%) who are at risk of not meeting grade level benchmark,
- c) Intensive Intervention (Tier III): evidence-based intervention(s) of increased intensity for students (5%) who show minimal progress to intervention.

At all levels, attention is on fidelity of intervention implementation, with consideration for cultural responsiveness and recognition of student needs. Classroom teachers use research-based curricula in all subjects. When a student is identified as requiring additional intervention by the screening, evidence-based interventions of moderate intensity are provided. These interventions (Tier II), which are provided in addition to the universal instruction, may involve small-group instruction to address specific identified problems, and are implemented with fidelity. Students, who do not make expected gains to the Tier II interventions based on progress monitoring results, will receive more intensive interventions (Tier III). Students who respond to Tier II intervention return to universal instruction (the core curriculum), with ongoing progress monitoring. All instructional and behavioral interventions are selected with attention to evidence of effectiveness and with sensitivity to culturally diverse students.

Instruction at the Universal Level. Instruction at the least intensive level of the RtI framework includes the core curriculum and the instructional practices used for all students. Universal instruction includes:

- A core curriculum that is research-based;
- Accommodations to ensure all students have access to the instructional program;
- Differentiated learning activities to address individual needs;
- Instructional practices that are culturally responsive;
- Universal screening three times per year to determine students' current level of performance;
- Problem solving to identify interventions to address behavior problems that prevent students from demonstrating the academic skills they possess.

Students who require interventions due to learning difficulties continue to receive instruction in the core curriculum. The core curriculum is the course of study that is used for all RASD students.

Instruction at the Tier II Level. Instruction at the Tier II level involves small-group instruction that uses evidence-based interventions that incorporate systematic instruction. Interventions include specified duration (a minimum of 8 weeks of 20 to 30 minute sessions, as needed) and frequency (2 to 4 times per week) of instruction. Tier II interventions are implemented with fidelity and are progress monitored at least every two weeks. These interventions are provided in addition to the core instruction.

Instruction at the Tier III Level. Instruction at the Tier III level is the most intensive and targets each student's specific area(s) of need. At this level, the teacher(s) may begin with a more intensive version of the intervention program used in Tier II (e.g., longer sessions, smaller group size, more frequent sessions), or begin a new, more intensive, evidenced-based intervention that focuses on improving discrete skills. The length and duration of the interventions are determined by the intervention design. The teacher also conducts weekly progress monitoring with each student to quantify the effects of the intervention and to depict the student's rate of improvement over

time. When the progress monitoring data indicates the student's rate of progress is unlikely to achieve the established learning goal, the teacher and the buildings' student support teams (SST) engage in a problem-solving process. The teacher then modifies components of the intervention, and continues to use weekly progress monitoring to evaluate which components increase the rate of student learning.

Screening

The screening process identifies struggling students. Universal screening is an assessment for all students conducted three times a year. For students who score below the district benchmark on the universal screening, the student support team collaborates to determine specific student needs and interventions. The STAR is the screening tool used for grades third through twelve. PALS is used as a screening in 4PS through grade 2.

Progress Monitoring

Progress monitoring is used to assess students' performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness, and, for students who are least responsive to effective instruction, to formulate effective individualized interventions. Progress monitoring is done frequently (every two weeks in Tier II and weekly progress monitoring in Tier III). This will provide educators with the information needed to determine the intervention effectiveness.

Data-Based Decision-Making

RASD uses the progress-monitoring data to determine when a student has or has not responded to instruction at all levels of the intervention system. After several weeks of data collection, the student support team examines the student's progress graph to determine if the intervention is effective. The team compares the student's rate of progress (e.g. trend line) with the projected rate of progress (e.g. goal line). In other words, how is the student doing compared to how the student should be doing? If the trend line is lower than the projected rate of progress, the team should make an instructional change or modification to boost the student's performance. If the trend line is the same or higher than the goal line, the team should consider whether the intervention needs to continue. Data based decision-making should occur at each tier. The data is the basis for every decision that is made. Some students may display significant progress and others may need continued support.

Decision Rules

Having a consistent decision-making rule is crucial to monitoring progress. The school psychologist will guide the team through the trend line and gap analysis.

Four-point rule (Tier II): This rule is quick but a less accurate method of gap analysis based on the four most recent consecutive data points. It can be used for Tier II interventions.

- If the four data points are all above the goal line, keep the current intervention and increase the goal or discontinue the current intervention and move the student to the prior tier.
- If the four data points are all below the goal line, keep the current goal and modify the intervention.
- If the four data points are not consistently above or below the goal line, maintain the current goal and intervention and continue collecting/reviewing data.

Trend line rule (gap analysis): Calculated by dividing the data points into three equivalent sections. The median scores from the first section and the last section are marked and connected by a line. This is the trend line. When one compares the trend line to the goal line, if the trend line is steeper, raise the goal or discontinue the current intervention and move the student back to the prior tier.

- If the trend line is consistently around the goal line, continue interventions. This may be an indicator that the intervention is working but maintenance of the skill has not been established.
- If the trend line is decreasing or "flat-lined," it is time to reevaluate or change interventions.

Special Considerations in RtI

Students who are identified as Gifted & Talented

A tiered model of programming is a historical framework for the field of gifted and talented education. Students who are gifted require special provisions because of their strengths and above-grade instructional level or potential. Given that RtI supports setting targets or trend lines for individual students, long term planning and monitoring of student progress allows students to learn and grow toward accelerated expectations.

Students with Disabilities (SwD)

Since RtI encompasses all students, students with disabilities are always considered to be part of the three-tiered model. It is imperative to include special education staff in the problem-solving process in order to review student eligibility, individual goals and objectives, and modifications of the IEP.

Referral for Individualized Evaluation for Special Education Services

For students who do not make adequate progress in Tier III interventions, the student support team may consider a referral for an evaluation for special education services. The data collected in the RtI process will be considered.

Implementation of RtI in the Ripon Area School District

Elements	Tier I Core Curriculum and Instruction	Tier II Supplemental Instruction	Tier III Intensive Instruction
What	<ul style="list-style-type: none"> Tier I is for every student in a general education setting. Tier I is the core instructional program provided to all students by the general education teacher in the general education classroom. Tier I should meet the needs of 80%-85% of students. This means that instruction is differentiated including flexible grouping to meet diverse needs of students in each classroom. 	<ul style="list-style-type: none"> Tier II offers support in addition to the core instructional program. Tier II should have no more than 5-15% of students who were not meeting the Tier I benchmark. Tier II instruction will occur in small group settings at the student's instructional level. 	<ul style="list-style-type: none"> Tier III offers a high level of instructional intensity in time and frequency, and focuses on discrete skills Tier III is typically reserved for approximately 1-5% of students in a class who will receive more intensive instruction in addition to their core instruction.
Who (Student)	<ul style="list-style-type: none"> Whole class Small-group Individual 	<ul style="list-style-type: none"> Small group instruction (3-5 students) 	<ul style="list-style-type: none"> Individualized or small group instruction (1-2 students)
Who (Teacher)	<ul style="list-style-type: none"> Classroom teachers Co-teachers (where appropriate) EL Teacher 	<ul style="list-style-type: none"> Reading Teacher (Title 1) EL Teacher Classroom Teacher 	<ul style="list-style-type: none"> Reading teacher or Title 1 EL teacher Math teacher Classroom teacher
When	<ul style="list-style-type: none"> Reading or math block (this includes whole group instruction and other flexible grouping opportunities). 	<ul style="list-style-type: none"> <u>In addition to Tier I</u>, allowing the student to receive instructional opportunities and targeted support that extends these efforts (advisory, RtI time, etc.) 	<ul style="list-style-type: none"> <u>In addition to Tier I</u>, highly intensive intervention in very small or individual settings.
Where	<ul style="list-style-type: none"> General education setting 	<ul style="list-style-type: none"> General education setting or an alternative location 	<ul style="list-style-type: none"> General education setting or an alternative location
How	<ul style="list-style-type: none"> Flexible grouping options are offered in the general education setting that will include whole group activities as well as small group and one-to-one learning experiences. 	<ul style="list-style-type: none"> Tier II occurs in small group homogenous settings of 3-5 students Students should receive core instruction plus 20-30 minutes of supplemental interventions 2-4 days per week aligned to student needs. 	<ul style="list-style-type: none"> Tier III provides greater individualized instruction in a small group setting (1-2 students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week.
Frequency of Progress Monitoring	<ul style="list-style-type: none"> Universal Screening three times per year (fall, winter, spring) Progress monitoring of students initially identified as at-risk by classroom teacher 	<ul style="list-style-type: none"> Every 2 weeks Baseline of 3 different probes (PM) Keep anecdotal records 	<ul style="list-style-type: none"> Varies, but more continuous and no less than once a week Baseline of 3 different probes (PM) Keep anecdotal records

Frequency of Intervention Provided	<ul style="list-style-type: none"> Daily literacy or math blocks 	<ul style="list-style-type: none"> Varies, but no less than two times per week for a minimum of 20 minutes per session (depending on intervention) 	<ul style="list-style-type: none"> Varies, but more frequently than Tier II for a minimum of 30 minutes per session depending on its intervention implementation fidelity Consistent with intervention design
Duration of Intervention	<ul style="list-style-type: none"> General education interventions and progress monitoring by classroom teacher should last eight weeks per intervention 	<ul style="list-style-type: none"> Minimum of 8 weeks, depending on the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to the initiation of the intervention 	<ul style="list-style-type: none"> Consistent with intervention design Need one data point per week of intervention if considering special education referral
Intervention Examples (list will be updated regularly)	<p>Literacy:</p> <ul style="list-style-type: none"> Guided Reading Word Work Strategies to practice skills Modeling Think Aloud Read Aloud Paired Reading Graphic Organizers <p>Math:</p> <ul style="list-style-type: none"> Math Expressions extension activities 	<p>Literacy:</p> <ul style="list-style-type: none"> Sound Partners Leveled Literacy Intervention (LLI) Stepping Stones to Literacy Earobics SIPPS Rewards HELPS Research-based strategies Words Their Way Soar to Success <p>Math:</p> <ul style="list-style-type: none"> V-Math 	<p>Literacy:</p> <ul style="list-style-type: none"> Sound Partners Stepping Stones to Literacy Rewards Specially-designed research-based interventions Earobics My Sidewalks Corrective Reading <p>Math:</p> <ul style="list-style-type: none"> V-Math

Student Support Team(s) Decision Making

Team Meetings

Student support team (SST) meetings occur as often as needed. All meetings adhere to the following procedures.

- A printed agenda is provided which defines the meeting purpose.
- Pertinent data is reviewed.
- Data drives decisions.
- If data indicates a higher level of intervention is needed, interventionists are notified
- Student goals and staff expectations are clearly defined and outlined for the next meeting
- Meetings may be held less frequently when there is less need.
- Notify the students' parents regarding interventions.

Roles of team Members

(Members' roles will be determined at the building level.)

The team has four roles: facilitator, recorder, timekeeper, and case manager. Each role is crucial to the success of the team decisions. Below are operational definitions of each role.

- **Facilitator:** The principal or school psychologist will serve as the facilitator of meetings. The facilitator opens the meeting with a brief overview of the goals of the meeting. One of the main roles of the facilitator will be to encourage participation from all members, keep the discussion on task, and clarify and summarize information being communicated during the meeting.
- **Recorder:** The recorder is responsible for completing the meeting minutes. It is important for the recorder to accurately capture the important information shared at the meeting so he/she may need to occasionally stop for clarification about various items under discussion.
- **Timekeeper:** Due to the large number of tasks that must be accomplished in a short span of time at the meeting, keeping track of time is essential. The timekeeper's role is to monitor the team's use of time.
- **Coordinator:** This is the school psychologist or school counselor (secondary). The coordinator supports the referring teacher throughout the problem-solving process. They may perform roles such as:
 - Helping the referring teacher complete the RtI request form;
 - Consulting with the teacher about the types of student information that might be useful during the meeting.
 - Assisting the teacher in collecting student data before the initial and subsequent meetings.
 - Notifying team members of days, times, and locations of meetings.
- **Other:** Staff(s) who work with the students.
 - Special Education teachers
 - Interventionists
 - School Counselors
 - Speech/Language Pathologist
 - Nurse
 - G/T, Reading Specialist, EL teacher
 - Consultants

After the meeting, the coordinator will consult with the referring teacher to ensure that he/she is able to implement the intervention plan developed.

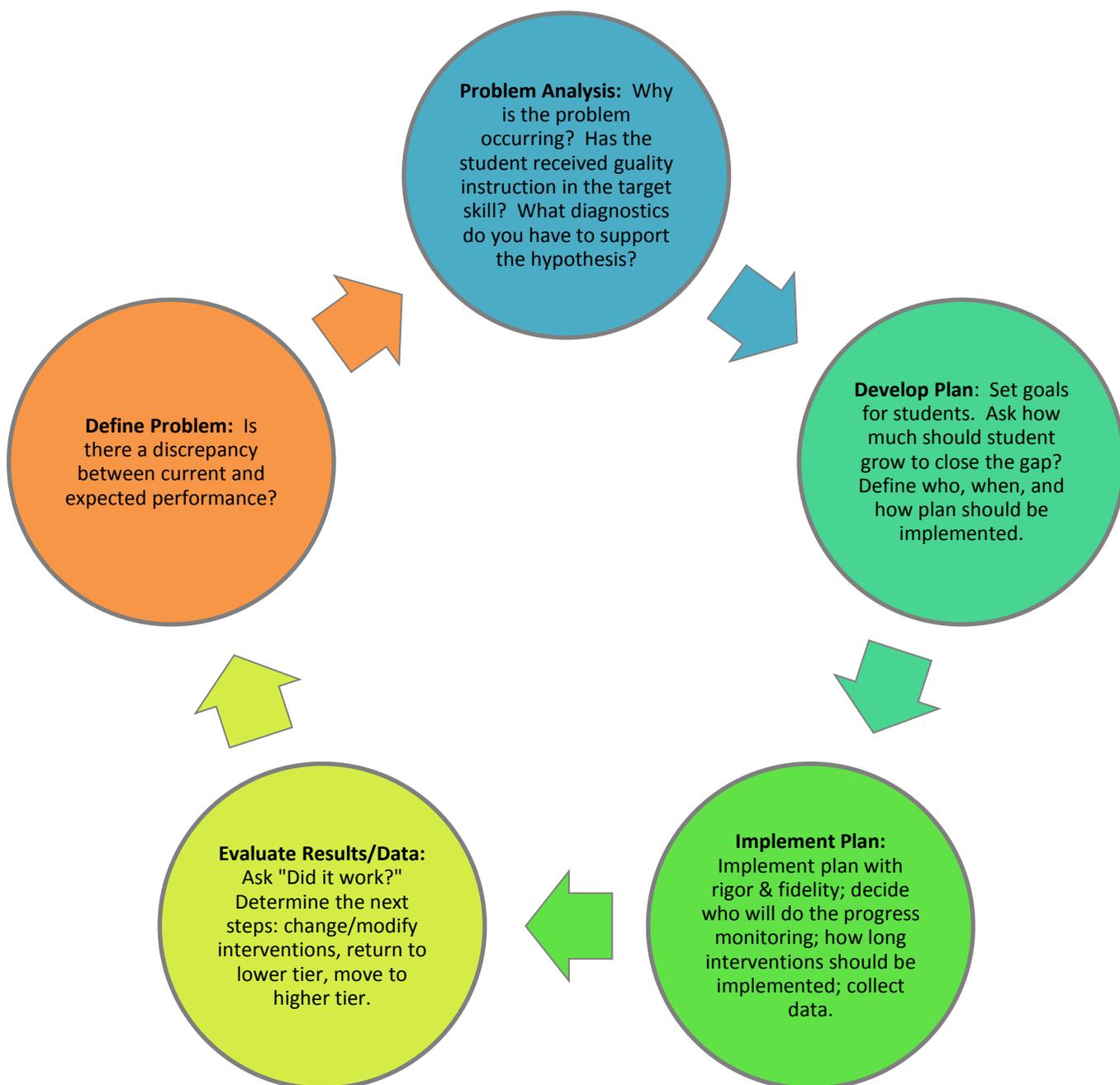
Effective Intervention Planning

A proactive decision-making team focuses attention, time, and effort identifying appropriate interventions and/or strategies. It is important that all interventions be directly related to the identified skill deficit(s), and that teachers feel comfortable implementing the planned intervention(s). The role of the team is to help teachers find

effective intervention strategies and provide the support necessary to implement the interventions. When developing achievable intervention plans, the team should:

- Identify the resources needed for implementation
- Identify who will conduct the intervention and monitor progress
- Identify where it will occur
- Determine how long the sessions will be
- Designate who will see that the intervention is carried out as planned
- Schedule when the team will meet again to discuss the progress

Student Support Team Problem Solving



TIER 1 FLOWCHART

Professional Educators use Best Practices with All Students

Initial Student Concern Meeting

1. Identify top two concerns at student support team meeting
 - Using screening or current data (**refer to flags below for student recommendations**) Academic: STAR/PALS/DRA, fluency checks, work samples, classroom assessments indicating discrepancies; Behavior: ODR data and attendance records)
2. Teacher completes *Tier 1 Strategies Checklist* (data collection, implementation date, follow-up team meeting date)
3. Use strategies, and document for a minimum of four weeks after baseline has been determined
4. Referring teacher notifies parent(s) of concern

Follow-Up Team Meeting

1. After eight weeks, bring quantitative and qualitative data collected to the meeting (refer to data sources above)
2. If consistent use of strategy is not closing the gap, based on performance data and teacher professional judgment, then the strategy is considered unsuccessful

Adequate Progress

Document progress and contact parents; continue strategies as long as necessary



Insufficient Progress

1. Make sure strategies are implemented with fidelity
2. Choose additional Tier 1 strategy(ies) to implement in the classroom.
3. Revise *Tier 1 Strategy Checklist* with implementation and revisit dates noted.
4. Use strategies and document for a minimum of eight weeks
5. Referring teacher contacts parents
6. Convene a second follow up meeting

After second follow-up meeting, move to Tier 2 process and maintain Tier 1 strategies and process.

Student will receive the intervention that is consistent with the level of severity as identified by the flags.

Tier 2 Flags

Student performs below 25th percentile on universal assessment(s)

Student inconsistently meets classroom benchmarks.

Tier 2 Plus Flags

Student performs between 76th and 89th percentile on universal assessment(s)

Student performs above classroom benchmarks

Ripon Area School District Tier 1 Strategy Checklist

Student: _____

Date: _____

Teachers: _____

Environment

- Flexible Seating
- Planned Seating/Board Proximity
- Alter physical room arrangement
- Define areas concretely
- Reduce/minimize distractions
- Teacher positive rules for use of space
- Other: _____

Presentation of Subject Matter

- Teacher to student's learning style
- Individual/small group instruction
- Authentic application of learning to real situations
- Tape lectures/discussions for replay
- Provide notes
- Address gaps in learning
- Emphasize critical information
- Pre-teach vocabulary
- Offer Lexile appropriate reading materials
- Use turn and talk opportunities in instructional design
- Use visual sequencing, diagramming, modeling
- Notes/note taker
- Other: _____

Materials

- Arrangement of material on page
- Enrichment opportunities (online options)
- Highlighted tests/study guides
- Annotating text with sticky notes
- Use supplementary materials
- Large print
- Special equipment/technology
- Other: _____

Assignments

- Give directions in small, distinct steps
- Use written backup for oral directions
- Differentiated demonstration of learning
- Differentiate assignments (number/length of learning task)
- Read or record directions
- Give extra cues or prompts
- Allow student to record or type assignments
- Focus on demonstration of understanding (avoid penalizing for spelling errors/sloppy papers/penmanship)
- Other: _____

Self-Management/Follow Through

- Visual daily schedule
- Calendars (syllabus, timelines for projects, rubrics)
- Check often for understanding
- Have student repeat directions
- Teach study and test taking skills/strategies
- Use graphic organizers to organize materials
- Brainstorm/overcome barriers to daily attendance
- Teach organizational systems (locker, binder, etc.)
- Facilitate prioritization of tasks

Other: _____

Testing Adaptations

- Oral response
- Taped/computer format
- Read test to students
- Preview language of test questions
- Test administered in alternative, distraction-free environment
- Extend time frame
- Other: _____

Social Interaction Supports

- Structure activities to create opportunities of social interaction
- Cooperative learning groups
- Use multiple/rotating peers
- Facilitate/mediate friendship skills/sharing/negotiation
- Model positive social communication skills
- Other: _____

Motivation and Reinforcement

- Offer choices
- Positive reinforcement
- Planned motivating sequence of activities
- Use strength/interests often
- Use of peer tutor
- Other: _____

Supports implemented at Tier 1 need consistent application for 3 weeks, with data collection, to determine next steps.

Exit Criteria: How will we know if this is working? Discussion.

TIER 2 FLOWCHART

Initial Tier 2 Meeting

1. Coordinator meets with student support team
 - Make sure strategies are implemented with fidelity
 - Use student data and decision rules to select an intervention and progress monitoring tool
 - Complete academic Instructional Planning Form (goal, schedule, data) or behavior daily point sheet
2. Team determines who will contact parent to participate in plan development (and students where appropriate)
3. Implement Intervention
 - Behavior: 3-6 weeks; no more than 12 weeks
 - Academic: Minimum of 8 weeks (≥80% of recommended)

Follow-Up Tier 2 Meeting

1. Bring quantitative and qualitative data collected to the meeting
 - Progress monitoring data
 - Academic: STAR, FAST, CBM
 - Behavior: Daily point sheet
2. Coordinator meets with team
 - Review *Intervention Record Form* and offer additional supports if necessary
 - Team makes decision about adequate progress using Decision Rules*

Adequate Progress

Document progress and contact parents; continue as long as necessary based on Decision Rules*

Insufficient Progress

1. Use student data and Decision Rules* to modify frequency/duration or select different intervention
2. Convene a follow up meeting
3. Team determines who will contact parents

After second follow-up meeting, move to Tier 3 process, if progress monitoring demonstrates that intervention is not closing gap.

* Decision Rules: Four-point rule is a method of gap analysis based on the four most recent consecutive data points (a minimum of eight data points).

- If the four data points are all above the goal line, keep the current intervention and increase the goal or discontinue the current intervention and move the student to the prior tier.
- If the four data points are all below the goal line, keep the current goal and modify the intervention.
- If the four data points are not consistently above or below the goal line, maintain the current goal and intervention and continue collecting/reviewing data.

Example: Tier II - Intervention Record Form

Group Name:	Interventionist:
Students Name: 1. 2. 3. 4. Skill to be addressed:	

Goal(s) for this Tier:

Strategies/ Interventions Selected for Implementation

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency
Example: XX	FAST reading fluency	Mrs. S.	Tier II-Every other week

Intervention Log (30 minutes X 5 days per week)

Date					
Student Name	Date (begin-end time)				
Sarah Example	9/22 9-9:30am	9/23 9-9:30am	9/24 (9-9:30am)	Absent on 9/25	9/26 9-9:30am

Please make note if students did not attend

Please checked if apply:

Every other week progress monitoring was done

TIER 3 FLOWCHART

Initial Tier 3 Meeting

1. Coordinator meets with student support team
 - Make sure interventions are implemented with fidelity
 - Use student data and decision rule to select an intervention and progress monitoring tool
 - Complete academic Instructional Planning Form (goal, schedule, data) or behavior daily point sheet
2. Team determines who will contact parent (and students, where appropriate) to participate in plan development
3. Implement Intervention
 - Behavior: minimum of 3-6 weeks
 - Academic: Consistent with intervention design
4. Coordinator will check fidelity every three weeks

Follow-Up Tier 3 Meeting

1. Bring quantitative and qualitative data collected to the meeting
 - Progress monitoring data
 - Academic: FAST, STAR, CBMs
 - Behavior: Check-in/Check-out, daily point sheet
2. Coordinator meets with student support team
 - Review *Intervention Fidelity Checklist* and offer additional supports, if necessary
 - Team makes decision about adequate progress using Decision Rules*

Adequate Progress

Document progress and contact parents; continue as long as necessary based on Decision Rules*

Insufficient Progress

1. Use student data and Decision Rules* to modify frequency/duration or select different intervention
2. Convene a follow up meeting
3. Team determines who will contact parents

After second follow-up meeting, continue Tier 3 process and/or refer for consideration of special education services.

* Decision Rules: Trend line rule (gap analysis): Calculated by dividing the data points into three equivalent sections. The median scores from the first section and the last section are marked and connected by a line. This is the trend line. When one compares the trend line to the goal line, if the trend line is steeper, raise the goal or discontinue the current intervention and move the student back to the prior tier.

- If the trend line is consistently around the goal line, continue interventions. This may be an indicator that the intervention is working but maintenance of the skill has not been established.
- If the trend line is decreasing or “flat-lined,” it is time to reevaluate or change interventions.

Example: Tier III - Intervention Record Form

Student Name:	Grade:
Interventionist:	

Area of academic concern being addressed:

- | | |
|--|---|
| <input type="checkbox"/> Basic Reading | <input type="checkbox"/> Mathematic Calculation |
| <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematic Problem Solving |
| <input type="checkbox"/> Reading Fluency | <input type="checkbox"/> Oral Expression |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Listening Comprehension |

Intervention(s) selected for Implementation: (Cite research-based. Attach additional information as needed)

Intervention Log (Make more table as needed)

Date (Begin-end time)	Attendance (please check)	Date (begin-end time)	Attendance (please check)

Please make note if students did not attend

Progress monitoring measure: e.g. FAST, STAR, CBMs

Please checked if apply:

- Weekly progress monitoring was done: please attach progress monitoring data results (graph)**

**Ripon Area School District RtI Process
Parent Information Letter**

Dear Parent/Guardian:

The Ripon Area School District believes in providing interventions to students who are not meeting standards for their grade level. Research has shown that approximately 80% of students are successful within the general education classroom, however some students' learning styles require different strategies or materials in addition to the materials used. Some students learn by hearing, some by reading, some by doing, and some by watching. All of us learn differently and at different rates.

To provide the most effective education for ALL students, we believe we must provide an effective education for EACH student. In the Ripon Area School District (RASD), we utilize a three-tiered approach with varying levels of support beyond the core curriculum. In the first tier (Tier I), the classroom teacher will use different strategies and may use additional or different materials so that your child is successful. We use a grade-level or student support team approach, where school staff meet to review your child's progress and to tailor an individual academic support plan that provides supplemental instruction to your child in the area of need. The Tier II interventions are applied for a minimum of eight weeks. During this period, we give your child additional instruction using research- or evidenced-based strategies or interventions to allow your child to achieve the educational standards that are necessary for educational success. At this tier, your child's schedule may need to be altered so that educational interventions can occur. Many children respond well to Tier I and Tier II interventions, and are successful in meeting the standards.

In the event that your child needs additional help to meet the standards, we will use a third tier (Tier III), which provides additional and more frequent help. A student support team meets to address your child's needs and to review the progress of your child during the intervention period. We encourage you, as the person who best knows your child, to join us as a member of this team. We will inform you of the times and dates of the meeting and will keep you informed of our progress and your child's progress with the interventions. At this tier, it may be necessary to again alter your child's schedule and make some choices regarding subjects and provision of courses so that educational interventions may occur. In other words, it may be necessary to excuse your child from music class in order to receive more reading instruction, as an example. As you can see, to provide your child with intensive instruction per day may require making some choices within the curriculum during the time period.

We believe that we have the responsibility to make ALL students successful and we do that one child at a time. Please do not hesitate to contact me with questions.

Sincerely,

Principal
Contact information

**Ripon Area School District RtI Process
Parent Information Letter- Tier II**

Date
Address

Dear Parent/Guardian:

Please be informed that we will have an intervention team meeting to discuss beginning Tier II interventions with _____ (insert name) on _____. You may remember that we sent a letter home to all parents, describing our intervention team approach in our general education program, so that we can ensure that all students receive a sound educational program that is designed to create student success and meet the state standards. In Tier I, your child’s teacher used different strategies and/or materials with your child and collected data to see if this approach provided more success for him/her. Due to limited success with these interventions, we implemented Tier II intervention on _____. In Tier II we provided an additional 30 minutes of supplemental instruction to your child at least three times per week for a minimum of eight weeks. These interventions did not allow him/her to succeed at the level or pace necessary to achieve the state standards.

To allow your child the best opportunity for success, we will discuss implementing Tier III interventions on _____. We encourage you to join us as a member of the problem-solving team meeting to be held on _____ at _____ in _____. We value your input about your child’s experiences at home. Your child may be excused from another class in order to receive these interventions.

Area of need: _____ (i.e. reading)

If you have any questions about the problem solving team process, please contact _____ at _____.

Sincerely,

Principal

**Ripon Area School District RtI Manual
Parent Information Letter- Tier III**

Date
Address

Dear Parent/Guardian:

Please be informed that we will have a student support team meeting to discuss beginning Tier III interventions with _____ (insert name) on _____. You may remember that we sent a letter home to all parents, describing our intervention approach in our general education program, so that we can ensure that all students receive a sound educational program that is designed to create student success and meet the state standards. In Tier I, your child’s teacher used different strategies and/or materials with your child and collected data to see if this approach provided more success for him/her. Due to limited success with these interventions, we implemented Tier II intervention on _____. In Tier II we provided supplemental instruction to your child. These interventions did not allow him/her to succeed at the level or pace necessary to achieve the state standards.

To allow your child the best opportunity for success, we will discuss implementing Tier III interventions on _____. We encourage you to join us as a member of the student support team meeting to be held on _____ at _____ in _____. We value your input about your child. Tier III interventions require intensive interventions. Your child may be excused from another class in order to receive these interventions.

Area of need: _____ (i.e. reading)

If you have any questions about the problem solving team process, please contact _____ at _____.

Sincerely,

Principal

Appendix 1. Ripon Area School District RtI Manual

Roles and Responsibilities

Principal

- Is knowledgeable about RtI philosophy including curriculum, instruction, assessments, and interventions as well as the RtI process.
- Facilitates building-level meetings and discussions on RtI topics and processes.
- Organizes data-management team meetings within two weeks after each benchmark period (3X/year) and identify how information is shared with all staff.
- Maintains fidelity checks for core instruction and curriculum.
- Monitors student support team discussions and outcomes.
- Provides a schedule that accommodates the RtI process.
- Delegates responsibilities of staff within the RtI framework (i.e. who is designated as an interventionist).
- Develops building-level goals for improvement at least annually and shares with staff.
- Advocates and always looks for change that increases student learning.

Classroom Teachers

- Are knowledgeable of curriculum, instruction, and Tier 1 interventions. Have some knowledge of assessment and Tier II/III interventions but consult with student services staff or administrators with questions, if need assistance.
- Deliver core curriculum using best practices.
- Identify student skills and sub-skills and compares them to local and national standards.
- Identify specific areas of skill deficits and students' placement in the learning hierarchy.
- Administer progress-monitoring assessments when acting as the interventionist.
- Are active participants in the RtI process and retain ownership for students who receive interventions from another source and asking questions as they arise.

Student Services Staff

- Is knowledgeable about RtI philosophy including curriculum, instruction, assessments, and interventions, as well as the RtI process.
- Supports teachers in Tier I, II, and III processes- acts as coordinator and assists with the entire process. This may include completing interviews or observations.
- Assists in development of a progress-monitoring system for individual students.
- Actively researches new trends and resources that may be appropriate for our District.

Interventionists

- Provide interventions, as assigned, with fidelity.
- Collects baseline using three probes
- Begins intervention no more than one week after the identification of a student in need

Appendix 2. Frequently Asked Questions

What impact does RtI have on students who are not struggling?

An important component of an effective RtI framework is the quality of the universal level (the core curriculum), where all students receive high-quality instruction that is culturally responsive and aligned to standards. This allows teachers and parents to be confident that a student's need for more intensive intervention or referral for special education evaluation is not due to ineffective classroom instruction. Universal instruction should be effective and sufficient for about 80 percent of the student population.

What are culturally responsive practices?

The use of culturally responsive practices by teachers and other school staff involves purposeful consideration of the cultural, linguistic, and socioeconomic factors that may have an impact on students' success or failure in the classroom. Attention to these factors, along with the inclusion of cultural elements in the delivery of instruction, will help make the strongest possible connection between the culture and expectations of the school and the culture(s) that students bring to the school. Instruction should be differentiated according to how students learn, build on existing student knowledge and experience, and be language appropriate. In addition, decisions about Tier II and Tier III interventions should be informed by an awareness of students' cultural and linguistic strengths and challenges in relation to their responsiveness to instruction.

What are differentiated learning activities?

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, co-teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is NOT the same as providing more intensive interventions to students with learning problems.

What is the difference between evidence-based interventions and research-based curricula?

An evidence-based intervention refers to an intervention for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. Research-based curricula may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design, as defined by the Elementary and Secondary Education Act.

Is RtI a special education program?

No. RtI is not synonymous with special education. Rather, special education is an important component of a comprehensive RtI framework that incorporates multi-tiered levels of prevention. All school staff (e.g., principal, general educators, special educators, content specialists, psychologists) should work together to implement their RtI framework and make decisions regarding appropriate intensity of interventions for students. Movement to less intensive levels of the prevention framework should be a high priority, as appropriate.

What does RtI have to do with identifying students for special education?

IDEA 2004 allows states to use a process based on student's response to scientific, research-based interventions to determine if the child has a specific learning disability (SLD). In an RtI framework, a student's response to or success with instruction and interventions received across the levels of RtI would be considered as part of the comprehensive evaluation for SLD eligibility.

Can students move back and forth between levels of the intervention system? Yes, students should move across the levels of the system based on their success (response) or difficulty (minimal response).

What’s the difference between Rtl and PBIS?

Rtl and PBIS are related frameworks that rely on multi-level system of interventions, with increasing intensity of support for students with learning or behavioral problems. Schools should design their Rtl and PBIS frameworks in an integrated way to support students’ academic and behavioral development.

Appendix 3. Glossary

Accommodation: Accommodations are changes in instruction that enable children to demonstrate their abilities and provide equity for children. Accommodations might include assistive technology as well as alterations to presentations, student response, scheduling, or settings. When used appropriately, they reduce or eliminate the effects of a child’s area of needs, but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Aim/Goal Line: It is the line on a graph that connects the intersections of the student’s year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

Benchmarks: Important student outcomes or goals for grade or within a particular domain (i.e. reading) that students should be achieving during the course of a school year in order to be on target for end-of-grade performance. Universal screening benchmarks are established and used to determine whether a student needs intervention support.

Core Curriculum: The core curriculum is the course of study that is mandatory for all students of a school or school system.

Criterion-Referenced Assessment: Criterion-referenced assessment measures what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student’s specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

Curriculum-Based Assessment (CBA): CBA is a broader term than Curriculum-Based Measurement (CBM), as defined by Tucker (1987). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school’s curriculum; (2) measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions (Tucker, J., 1987).

Curriculum-Based Measurement (CBM): CBM is a form of measurement that is used to monitor student academic progress. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student shows limited progress to the instructional program, CBM indicates that an intervention revision is needed.

Data Point: A data point is one score on a graph or chart, which represents a student’s performance at one point in time.

Differentiated Instruction: Differentiated instruction refers to educators tailoring the curriculum, environments, and practices to create different learning experiences for students in order to meet each

student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Evidence-Based Practice: Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

Fidelity of Implementation: Fidelity refers to the accurate and consistent delivery of instruction in the manner in which it was designed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative Assessment: Formative assessment is a form of evaluation used to plan instruction. Student progress is systematically assessed to provide continuous feedback to both the student and the teacher. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, CBA, pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Intensive Intervention: Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

Modifications: Modifications are curricular variations that change, lower, or reduce learning expectations.

Learning Disability: The IDEIA 2004 definition of a Specific Learning Disability is: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:

- i. Oral expression
- ii. Listening comprehension
- iii. Written expression
- iv. Basic reading skill
- v. Reading fluency skills
- vi. Reading comprehension
- vii. Mathematics calculation
- viii. Mathematics problem solving.

Norm-Referenced Assessment: Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

Problem-Solving Approach within RtI: Within RtI, a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

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

Response to Intervention (Rti): Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With Rti, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Screening: Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Students at Risk for Poor Learning Outcomes: At risk students are students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

Supplemental Level of Intervention: Secondary intervention supplements primary intervention (the universal core program) such that students receive additional research-based instruction. Secondary level interventions are implemented in small group settings.

Strategies: Instructional strategies include all approaches that a teacher may take to actively engage students in learning (i.e. graphic organizers, flash cards, etc.). These are not considered evidenced-based interventions. (See *Tier I Strategies Checklist* in this document.)

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

Tiered Instruction: Tiered instruction describes levels of instructional intensity within a multi-tiered system.

Trend Line: A trend line is a line on a graph that represents a line of best fit through a student's data points. The trend line can be compared against the aim/goal line to help inform responsiveness to intervention and to tailor a student's instructional program.

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

Appendix 4. Resources

ASCD (differentiated instruction):

<http://www.ascd.org/research-a-topic/differentiated-instruction-multimedia.aspx> - dvds

Building and District Implementation Blueprints: www.nasde.org

CAST: <http://www.cast.org/udl/>

Chart Dog 2.0: http://www.jimwrightonlin.com/php/chartdog_2_0/chartdog.php

FL RtI Manual: www.fldoe.org/schools/rti.asp

FL RtI/Problem-solving Model Project: www.floridarti.usf.edu

Intervention Central: <http://www.interventioncentral.org>

Model RtI Policies and Procedures:

http://www.osepideasthatwork.org/toolkit/ta_responsiveness_intervention.asp

My Florida Behavior Resources: <http://apd.myflorida.com/behavioral/>

National Center for Response to Intervention: <http://www.rti4success.org>

National Center on Universal Design for Learning: <http://www.udlcenter.org>

National Research Center on Learning Disabilities: www.nrcld.org

PBISWorld.com: <http://www.pbisworld.com>

Scientificallly–based interventions: <http://www.gosbr.net/>

Technical assistance Progress Monitoring: www.progressmonitoring.org

The National Center on Response to Intervention: www.rti4success.org

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

Wisconsin PBIS Network: <http://www.wisconsinpbisnetwork.org>

Wisconsin RtI Center: <http://www.wisconsinrticenter.org>



RASD Student Support Team Request Form

Student Name:	Date of Birth:
Grade:	Teacher:
Parent/Guardian Name:	Phone:
Person Requesting SST:	Date of Request:

List the student's strengths:

Define the concern in specific behavioral or academic terms:

Parent/guardian comments related to the concern and contact dates and method (at least 2 contacts required):

List or attach strategies/interventions (include tier) used, data, duration and outcome:

_____ **Date received**

Approved:

Further evidence needed:

Reason:



RASD Student Support Team Meeting

Student:	Grade:	Date:
Participants:		

STEP 1: Problem Identification (From the request form)

Data reviewed
1-2 Identified area(s) of concern
Student's current performance (baseline)
Goal for performance (average)

STEP 2: ANALYZE THE CONCERN

√ What is the function of the behavior or what is the reason this student is not achieving?
--

Hypothesis Statements:

A. [The concern] occurs because [possible reason].

B. "If _____ happens, then _____ will happen"
--



RASD STUDENT SUPPORT TEAM PLANNING

STEP 3: DEVELOP AND IMPLEMENT A PLAN

√ **What is the goal in observable and measurable terms?** *(Use a separate sheet for each goal)*

Goal # ____:

--

√ **What intervention(s) will be implemented to move the student toward the goal?**

What will be done? (Select research based interventions)	Who will do it?	When will they do it?	Check √ when completed.

√ **How will the progress toward the goal be monitored?**

Method(s) of Progress Monitoring	Who is responsible?	Interval (hourly, daily, weekly)	Check √ when completed

√ **Who will graph the progress monitoring data and bring it to the follow up meeting?**

√ Date, time, and location of the Follow-up Meeting:



RASD STUDENT SUPPORT TEAM FOLLOW-UP MEETING

Student:	Grade:	Date:
Participants:		

STEP 4: EVALUATE THE PLAN

√ Analyze the data:

√ Select response to intervention: Ø Goal achieved Ø Some progress made Ø Limited or no progress

Next step:

If necessary, date and time of the next follow up meeting: