

## Response to Intervention

### Model District General Education Response to Intervention Procedures

The district is currently using the Response to Intervention (RTI) model as the multi-tiered reading intervention model at the elementary school for Kindergarten through sixth grade. Although the data generated from this model is used to support referrals to special education, it is not used as a methodology for determining eligibility for specific learning disability (SLD). The district continues use the severe discrepancy approach for identifying students with SLD.

The district provides information about its RTI policy and procedures via the district website which includes a description of parents' rights under a RTI process consistent with WAC 392-172A-03055(4)(b) and WAC 392-172A-03080(1)(g)(ii)(A)-(C) at <http://www.k12.wa.us/SpecialEd/regulations.aspx>.

#### Tier I: Core Classroom Instruction

High quality, effective and engaging Tier I instruction is delivered in the general education setting, by a general education teacher and is designed to meet the needs of all students. Tier I includes the research-based core curriculum. Curriculum is implemented and instruction is delivered as planned and intended (i.e., with fidelity), as determined through regularly scheduled monitoring of fidelity by the building principal or designee.

##### A. Universal Screening

Universal Tier I instructional screenings in the areas of reading are conducted at least three times throughout the school year at fixed intervals to identify each student's level of proficiency. Universal screenings are administered and scored by the paraprofessionals, school psychologist, principal and school counselor. Universal screening results are aggregated at the building, grade level, classroom, and student level, and provided to the building principal and the school based team within two weeks from the time the screenings are administered.

#### Tier I: Intervention

If 80 percent or more of children in a classroom score below benchmark on any instructional screening, the school-based team, including the building principal, will meet to consider the need for additional classroom supports and interventions at Tier I.

##### A. Students Below Cut Score

The district's established cut scores, based upon accurate and efficient universal screening measures, identify which students are at academic risk. After confirming that Tier I instruction was monitored and implemented with fidelity, students who score below the district's cut scores will receive Tier II strategic interventions. Students who score below benchmark, but above the established cut score will be reviewed by the school based team as described below.

## B. Students Below Benchmark, But Above Cut Scores

Following each universal screening administration during the school year, the Reading Intervention Team will review the program and progress of any student who does not score at benchmark on any instructional screening, but who does score above the district's established cut score, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include the fidelity of program implementation, pacing and appropriateness of instructional groupings.

### **Tier I: Progress Monitoring**

Using curriculum based measures and/or assessments (CBMs or CBAs), monitoring of the student's progress toward end-of-year benchmarks will occur biweekly until progress monitoring data consistently demonstrates the student is on a trajectory to meet end-of-year benchmarks. Student progress monitoring at Tier I is administered and scored by the general education teacher. If, after six weeks of progress monitoring, the student is not on a trajectory to meet end-of-year benchmarks, the student will be provided Tier II strategic interventions, unless the school based team specifically determines and can substantiate, based on the progress monitoring data, that further progress monitoring is required before Tier II strategic interventions are provided.

For students who have "exited" from a higher level of intervention, general education teachers will monitor the progress of those students for 6 weeks to ensure they are continuing to make sufficient progress.

### **Tier II: Strategic Interventions**

Tier II strategic interventions will be designed by the Reading Intervention Team and delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific reading intervention at grades K-6. Tier II interventions are scientifically, research-based, matched to student need and implemented with fidelity and monitored by the principal or his or her designee. Tier II interventions will be described on a student intervention plan using the form generated by the district's data management software.

Tier II interventions are provided in addition to regularly scheduled core instruction in the general education curriculum and will be delivered in groups of no more than six students, ideally, at least three times each school week for not less than 30 minutes per session. Tier II interventions will be delivered for at least six weeks, unless progress monitoring data reveals a need for a change in intervention, frequency or duration.

### **Tier II: Progress Monitoring**

Using CBMs and/or CBAs, progress will be monitored at least every two weeks, or more frequently as determined by the school based team, against established benchmarks. Tier II progress monitoring measures are administered, scored and results are charted by the reading specialist and paraprofessionals delivering reading intervention instruction. The student's parents will be provided results

of these repeated assessments of achievement at six week intervals using forms generated by the district's data management software.

**A. Responsiveness and Non-Responsiveness to Tier II Intervention**

If, after six school weeks of Tier II intervention, the student has made no progress toward benchmarks based on at least three progress monitoring data points below the aim line, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, the Reading Intervention Team will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

1. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
2. Additional changes to the instructional or behavioral interventions are required;
3. The Tier II intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
4. The student should return to Tier I core instruction with continued progress monitoring because the student has met benchmarks; or
5. The student requires Tier III intensive intervention.

If, after an additional six weeks of Tier II intervention using the same, modified or different strategies (or up to a total of 12 school weeks of Tier II intervention) the student has made no progress toward benchmarks, the student will begin receiving Tier III intensive interventions. If not yet administered, diagnostic assessments will be conducted by the reading specialist and reading intervention instructors and results will be utilized in designing the Tier III intensive intervention.

If the student has made progress, but is not on a trajectory to meet end-of-year benchmarks, (A) through (E) above will be revisited by the school based team accordingly.

**Tier III: Intensive Interventions**

Tier III intensive interventions will be designed by the Reading Intervention Team and delivered primarily in the general education setting, by a general education teacher and additional staff, but is likely to be delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. Tier III intensive interventions are scientifically, research-based, matched to student need, and implemented with fidelity, as monitored by the principal or his or her designee. Tier III interventions will be in addition to regularly scheduled core instruction in the general education curriculum, and will be delivered in group settings smaller than those for intervention delivered in Tier II, and with an increased frequency (i.e., five times per week), duration, but not less than six weeks, and/or intensity (i.e., 60 minutes per session) than provided within Tier II. Tier III intensive interventions will be described in the student's intervention plan.

**Tier III: Progress Monitoring**

Using CBMs or CBAs, progress will be monitored weekly against established benchmarks. Tier III progress monitoring measures are administered, scored and results are charted by the Reading specialist, building principal and school psychologist. The student's parents will be provided results

of these repeated assessments of achievement at six week intervals.

A. Non-Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of combined Tier II or III interventions), the student has made no progress toward benchmarks as indicated by at least three data points below the aim line, the Reading Intervention Team will consider a referral for an initial evaluation for special education services or other long-term planning, such as an evaluation for services under Section 504 of the Rehabilitation Act. If appropriate, the Tier III intervention will be continued after any necessary modification during the evaluation process, if the student has not received at least two phases of Tier III intensive interventions.

B. Responsive to Tier III Intensive Intervention

If, after six school weeks of Tier III interventions (or up to a total of 18 school weeks of intervention), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the Reading Intervention Team will meet to review the student's program and progress, to assure the student is receiving differentiated, needs-based instruction. In addition, the team's review will include fidelity of program implementation, pacing and appropriateness of instructional groupings. Based on its review, the team will determine whether:

1. Additional diagnostic assessments are warranted, and if so, in what areas and by whom;
2. Additional changes to the instructional or behavioral interventions are required;
3. The Tier III intervention should continue because progress monitoring data indicate the intervention is working even though the student has not yet met benchmarks;
4. The student should return to Tier I or Tier II with continued progress monitoring, as prescribed above, because the student has met or is on trajectory to meet end-of-year benchmarks; or
5. A referral for an initial evaluation for special education is required.

If, after an additional six school weeks of Tier III interventions (or up to a total of 24 school weeks of combined Tier II and Tier III interventions), the student has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, Reading Intervention Team will refer the student for an initial evaluation for special education services.

These procedures are designed to permit students to move between Tiers of intervention based on the student's progress against benchmarks as determined by the Reading Intervention Team. Student intervention plans and progress monitoring and diagnostic data will be provided to the special education evaluation group at the time of referral.