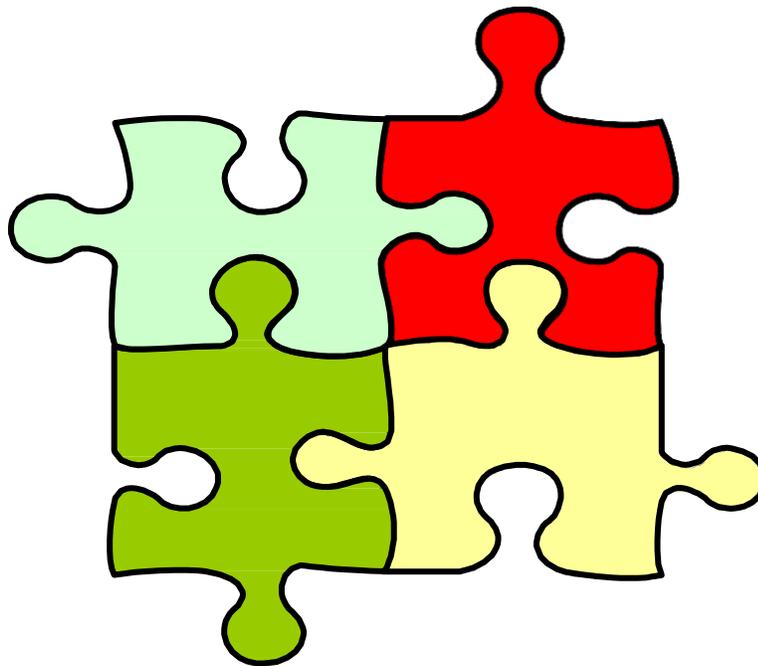


RtI

Response to Intervention

“A Problem-Solving Approach to Student Success”



Implementation Guide



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INTRODUCTION

Purpose of this Guide

The purpose of this document is to provide an overview for Response to Intervention (RtI) practices in Wisconsin Rapids Public Schools and explain the essential components of RtI. This RtI implementation document is designed to assist parents and teachers in understanding RtI, its origins in educational practice and research, its usefulness and value, and how it will be implemented.

Defining RtI

In Wisconsin, Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for *all* students. Rigorous implementation of RtI includes a combination of high quality instructional practice, balanced assessment, and collaboration, all of which are infused with culturally responsive practices. Further, RtI uses a multi-level system of support to identify and respond to student need. Implementation of a multi-level system of support includes meaningful family involvement, data-based decision making, and effective leadership. Comprehensive RtI implementation will contribute to increased instructional quality, equitable access to effective programming, and will assist with the identification and support of learners with varied abilities and needs. The Wisconsin RtI Roadmap (Appendix E) illustrates how the essential elements function within an enacted RtI system and how the system adjusts to meet the needs of students.

Why RtI?

RtI is built on the idea of intervening early to prevent failure and to maximize the effectiveness of grade level curriculum and instruction providing enhanced educational opportunities. It is a framework for providing high quality curriculum and instruction to all students and intervention support or challenge for some students.

RtI and the Specific Learning Disabilities Rule

RtI is a system for increased success for *all* students, and universal screening and progress monitoring are central to this system. The process of RtI will be used prior to identifying students with specific learning disabilities (SLD). As a student moves further toward a process of an SLD determination, by rule, the criteria of progress monitoring tools becomes more stringent to ensure strict contingency, fidelity, and reliability across the state. In order to meet the definition of adequate fidelity, the intervention must be implemented for a minimum of 80% of the recommended number of weeks, sessions, and minutes per session. Making educational decisions based on multiple types of data is equally important to this process. For more information on the SLD determination process as it relates to the RtI system, see <http://dpi.wi.gov/sped/ld.html>.

RtI and Specific Learning Disabilities (SLD) Criteria

Wisconsin's SLD rule specifies the following criteria:

- Inadequate classroom achievement: The student does not achieve adequately for his or her age, or meet state-approved grade level standards in one or more of eight areas when provided with age-appropriate learning experiences and instruction.
- Insufficient progress: The student has made insufficient progress as documented by insufficient response to intensive, scientific, research-based, or evidence-based intervention.
- Exclusionary Factors: The findings of inadequate classroom achievement or insufficient progress cannot be primarily due to certain exclusionary factors specified in the rule. The IEP team considers exclusionary factors as part of the analysis of each of the other two criteria.

The eight areas of potential eligibility for a specific learning disability are listed below. Detailed definitions of these eight areas are found in Appendix A.

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skill
- Reading Fluency
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving

If the IEP team finds a student meets the eligibility criteria for the impairment of SLD, it still must consider whether the student has a need for special education before determining the student is a "child with a disability."

RtI and the Gifted

The RtI model provides an effective framework for meeting the needs of students who are gifted and talented. A collaborative data-based system of assessments and decision-making will be used to select and monitor tiered intervention challenges to ensure that advanced students experience continual growth in learning. See Appendix G.

For more information, please refer to the WRPS Gifted and Talented Educational Services Plan.

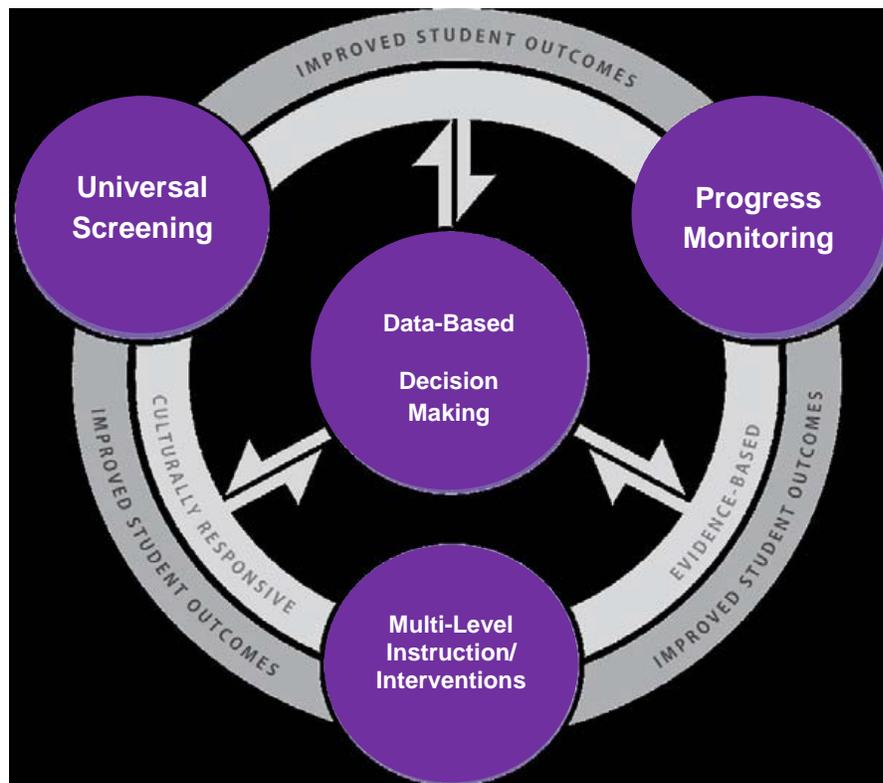
FOUR ESSENTIAL COMPONENTS OF RtI

There are four essential components of RtI within Wisconsin Rapids Public Schools:

1. **Multi-level instructional system/interventions**
2. **Universal Screening**
3. **Progress Monitoring**
4. **Data-Based Decision Making**

The graphic below represents the relationship among the essential components of RtI. Data-based decision making is the essence of good RtI practice; it is essential for the other three components: **universal screening**, **progress monitoring**, and **multi-leveled instruction/interventions**.

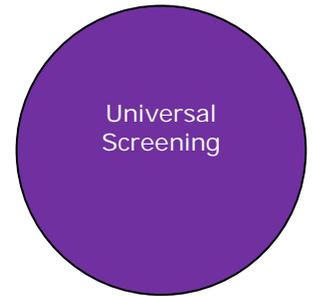
All components must be implemented with **fidelity** using **culturally-responsive** and **evidence-based** practices.



Component 1: Universal Screening

A process in which data from multiple measures are analyzed to determine whether each student is likely to meet, not meet, or exceed academic benchmarks or behavioral expectations.

This screening process is also used to gauge the effectiveness of our universal level of instruction and support.



Component 2: Data-Based Decision Making

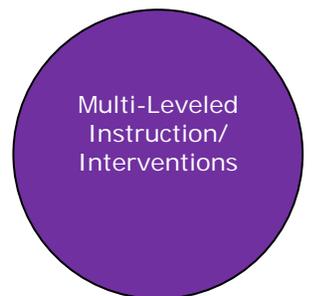
Data-based decision making is a process where people work together using multiple sources of information to address student learning needs.

Collaboration is a part of data-based decision making and includes educators, families, and communities working together both formally and informally. Collaborative protocols such as problem-solving processes and professional learning communities (PLC) can be used to systematize discussions of student, class, grade, school, district, and state-level data. The frequency and intensity of collaborative teaming should increase with the intensity of student need.



Component 3: Multi-Leveled Instruction/Interventions

Multi-leveled instruction/interventions provides for the early identification of learning challenges and timely intervention for students who are at risk for long-term learning problems, or in need of additional academic challenges. This system includes levels of intensity which represent a continuum of supports.



- Tier 1:** High quality core instruction that meets the needs of most students.
- Tier 2:** Evidence-based intervention(s) of moderate intensity that address(es) the learning needs of students requiring additional support or academic challenges.
- Tier 3:** Targeted and skill-specific intervention(s) for students who do not meet, or exceed, Tier 2 benchmarks (as established within the individual Tier 2 interventions).

At all Tiers, attention is on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Instruction at the Tier 1 Level

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

- a research-based core curriculum;
- instructional practices that are culturally and linguistically responsive;
- universal screening to determine student's current level of performance;
- differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs;
- accommodations to ensure all students have access to the instructional program;
- problem solving to address behavior concerns that prevent students from demonstrating the academic skills they possess.

Core curriculum stems from and is directly shaped by the standards, the District curricular framework, and the effective use of formative, summative, and benchmark assessments. Students who require interventions to meet benchmarks continue to receive instruction in the core curriculum.

Instruction at the Tier 2 Level

The Tier 2 level of the RtI framework typically involves small-group instruction that relies on scientific, research-based, or evidence-based interventions with specified instructional procedures, duration, and frequency of instruction. Progress monitoring occurs on a regular basis. Interventions must be administered by certified professionals and for students below benchmarks must supplement, not supplant, the core curriculum.

Instruction at the Tier 3 Level

Tier 3 interventions are used with individual or small groups of students focusing on single or small numbers of discrete skills. Interventions at Tier 3 are scientific, research-based, or evidence-based, and more intensive than Tier 2 interventions. Progress monitoring occurs on a weekly basis. Interventions must be administered by certified professionals and for students below benchmarks must supplement, not supplant, the core curriculum.

Component 4: Progress Monitoring

A process used to measure student responsiveness to interventions or additional challenges.

Progress monitoring is also used to evaluate the effectiveness of our interventions and additional challenges to meet the needs of our students.



WRPS RESPONSE TO INTERVENTION PROCESS

STEP 1: Differentiated Core Instruction

Teacher provides differentiated core instruction. See Appendix F and RtI Form 1.

STEP 2: Universal Screening

Teacher/interventionist collects student data (universal screener, assessments, behavior, course failures, etc.).

STEP 3: Collaborative Team Meeting

The interventionist meets with colleagues (e.g., grade level team or department) to determine appropriate Tier 2 intervention(s), using a collaborative process. Following an analysis of the screening data, the team will also identify appropriate behavior interventions to address identified needs. At this meeting, the student data may also indicate a need to go directly to Step 6.

STEP 4: Parent Contact

Classroom/subject area teacher contacts parent(s)/guardian(s) to inform them of student need for intervention(s). The classroom/subject area teacher must make at least two attempts to contact the parents and document the attempts.

STEP 5: Tier 2 Intervention

Tier 2 intervention(s) implemented and progress monitoring data is collected.

Parent/guardian communication continues on a regular basis.

The person administering the intervention completes WRPS RtI Forms 2, 3, and 4.

STEP 6: SIT Referral

If the data collected in Step 5 does not indicate adequate progress, the professional administering the intervention completes the Student Intervention Team (SIT) Referral Form (WRPS RtI Form 5), and submits this form to the Elementary Lead Interventionist or the Secondary Interventionist to initiate the SIT progress.

STEP 7: Parent Notification

The person who administered the intervention notifies parent(s)/guardian(s) of the SIT referral.

STEP 8: SIT Meeting Scheduled

Interventionist sets date for the SIT meeting and invites school psychologist, building principal, classroom teacher, interventionist, counselor, and parent(s)/guardian(s). Additional team members will be invited as needed (e.g., school social worker, ELL teacher, nurse, gifted and talented coordinator).

Interventionist mails invitation letter and SIT brochure (WRPS RtI Forms 6 and 7) to parent(s)/guardian(s).

STEP 9: SIT Meeting

SIT meeting:

- Interventionist serves as meeting facilitator.
 - School psychologist completes documentation during meeting (WRPS RtI Form 8).
 - Team reviews data provided by the teacher.
 - Team selects appropriate learning goal, intervention, and method of progress monitoring.
 - Date is set for a follow-up SIT meeting to review student progress.
 - If parent(s)/guardian(s) did not attend the SIT meeting, interventionist notifies parent(s)/guardian(s) of plan, and WRPS RtI Form 9 is mailed to parent(s)/guardian(s).
-

STEP 10: Implementation of Tier 3 Intervention

Intervention plan as determined by the SIT team is implemented.

STEP 11: Follow-Up — Possible SLD Referral

Follow-up meeting is held to review progress and determine next steps.

When a student demonstrates insufficient progress on two intensive, scientific, research-based, or evidence-based interventions that address the same one of the eight academic areas of potential eligibility, the student may be referred for a Special Education evaluation.

STAFF RESPONSIBILITIES RELATED TO RtI

Elementary Lead Interventionist

1. Compiles and analyzes screening process data, and shares data with principal
2. Provides additional diagnostic testing as necessary
3. Analyzes screening process results with classroom teacher and collaborative team and identifies students for Tier 2 interventions
4. Works with collaborative team to determine appropriate Tier 2 intervention and who will provide the intervention
5. May provide Tier 2 intervention and progress monitoring
6. Completes all necessary documentation and requirements for students he/she is providing an intervention (attendance, parent contact, etc.)
7. Analyzes progress monitoring data along with other data and calls Student Intervention Team (SIT) meeting, if necessary
8. Facilitates SIT meeting and works with team to identify appropriate interventions for students
9. May provide Tier 3 intervention and progress monitoring
10. Works with SIT members to determine if a referral for special education is appropriate

Elementary Interventionist

1. Analyzes screening process results with lead interventionist, classroom teacher, and collaborative team
2. Provides additional diagnostic testing as necessary
3. May provide Tier 2 intervention and progress monitoring
4. Completes all necessary documentation and requirements for students he/she is providing an intervention (attendance, parent contact, etc.)
5. If providing Tier 2 intervention, analyzes progress monitoring and other data, and refers student to lead interventionist for SIT meeting, if necessary
6. Participates on Student Intervention Team (SIT)
7. May provide Tier 3 interventions and progress monitoring
8. Works with SIT members to determine if a referral for special education is appropriate

Elementary Classroom Teacher

1. Provides differentiated instruction for all students
2. Administers universal screener
3. With interventionists and others as deemed necessary, analyzes screening data and identifies students for Tier 2 interventions
4. Works with collaborative team to determine appropriate Tier 2 intervention and who will provide the intervention
5. Provides initial contact to parents of students who will be receiving Tier 2 interventions
6. May provide Tier 2 intervention and progress monitoring
7. If providing Tier 2 intervention, completes necessary documentation and requirements for students (attendance, parent communication, etc.)
8. If providing Tier 2 intervention, analyzes progress monitoring and other data, and refers student to interventionist for SIT meeting, if necessary
9. Participates on Student Intervention Team (SIT)

Secondary Interventionist

1. Compiles and analyzes screening process data and shares data with principal
2. Provides additional diagnostic testing as necessary
3. Analyzes screening process results and calls collaborative team meetings to identify students for Tier 2 interventions
4. Facilitates collaborative team meetings
5. Analyzes progress monitoring data along with other data, and calls Student Intervention Team (SIT) meeting, if necessary
6. Facilitates SIT meeting and works with team to identify appropriate Tier 3 interventions for students
7. Works with SIT members to determine if a referral for special education is appropriate
8. May provide interventions

Secondary Reading, Math, and Language Arts Teacher

1. Provides differentiated instruction for all students
2. Administers universal screener
3. Works with interventionist and collaborative teams to analyze student data
4. Provides initial contact with parents of students who will be receiving a Tier 2 intervention
5. Administers Tier 2 interventions and progress monitoring
6. Participates on SIT to analyze data from interventions
7. Administers Tier 3 interventions and progress monitoring

Secondary Content Area Teachers

1. Provides differentiated instruction for all students
2. Integrates disciplinary literacy into classroom instruction
3. Participates in collaborative team meetings and data analysis when needed
4. For gifted students, may participate in identification process and provide Tier 2 and Tier 3 interventions

School Counselor

1. Contributes to the screening process by providing student data
2. Participates in collaborative team meetings to identify students for Tier 2 interventions
3. If behavior intervention is needed, follow usual procedures to address behavior issues
4. Participates in SIT meetings to identify students for Tier 3 interventions
5. Makes necessary scheduling changes to accommodate interventions in student schedules and contacts parents (secondary)
6. Works with SIT to determine if special education referral is appropriate

Psychologist

1. Analyzes screening data with interventionist/data team
2. Contributes to the screening process by providing student data
3. Invited to participate in collaborative team meetings to identify students for Tier 2 interventions and reviews the integrity and fidelity of the intervention and progress monitoring process
4. Participates in SIT meetings to identify students for Tier 3 interventions and reviews the integrity and fidelity of the intervention and progress monitoring
5. Provides additional diagnostic testing as necessary throughout the process
6. Facilitates special education referral

Building Principal

1. Ensures the RtI process is effectively implemented in his/her building as prescribed by the WRPS RtI Implementation Guide
2. Participates on collaborative teams and the SIT
3. Works with the Curriculum Department and WRPS RtI Implementation Committee to develop a building schedule that meets student needs and dictates of the District RtI Implementation Guide
4. Meets regularly with building interventionists to be kept informed about the RtI process

Classroom Differentiation Documentation

Student Name:

Classroom/Subject Area Teacher:

Classroom strategies attempted with student:

1. _____

2. _____

3. _____

4. _____

5. _____

Intervention Parent/Guardian Contact Log

2012-2013

Student Name: _____ Grade: _____

Intervention Teacher: _____ School: _____

Math/Language Arts/Classroom Teacher: _____

Parent/Guardian Name(s): _____

Phone (H): _____ Phone (W): _____

Phone (C): _____ Email: _____

Classroom Teacher Contact: _____
(Date/Time/Type)

Interventionist Initial Contact: _____
(Date/Time/Type)

Parent/Teacher Conference Contact: Yes No

Semester 1 Progress Report: Yes No

Portfolio Night: Yes No

Semester 2 Progress Report: Yes No

Additional Contacts (list date, time, type of contact, and a brief description):

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Submit to Ann Killian at Central Office at the end of the school year.

A = Attendance
T = Time (# of minutes)

INTERVENTION ATTENDANCE — 2012-2013

Please complete and submit to Ann Killian at Central Office monthly

Month: _____ Teacher: _____ Intervention: _____

Tier 2 _____ Tier 3 _____

	STUDENT	Grade	Monday		Tuesday		Wednesday		Thursday		Friday		Total # of Minutes
			A	T	A	T	A	T	A	T	A	T	
Week of: _____													
Week of: _____													
Week of: _____													
Week of: _____													

Attendance Codes:

- TA = Teacher Absent
- CA = Child Absent
- √ = Present

- *TU = Teacher Unavailable
- *CU = Child Unavailable
- *GU = Group Unavailable

DATE	REASON

2012-2013 School Year

Name of Student: _____ Gr: _____ School: _____

Intervention : _____

Intervention Teacher: _____

Tier 2 Tier 3 Intervention to be used:

Size of group how often minutes/session duration

Person responsible:

Progress monitoring tool:

How often: Person responsible:

Measureable goal: will increase/decrease

Baseline data:

Date Intervention Starts: _____

Date Intervention Ended & Reason (moved, successfully met benchmark, not making progress, tried another intervention, other):

Intervention : _____

Intervention Teacher: _____

Tier 2 Tier 3 Intervention to be used:

Size of group how often minutes/session duration

Person responsible:

Progress monitoring tool:

How often: Person responsible:

Measureable goal: will increase/decrease

Baseline data:

Date Intervention Starts: _____

Date Intervention Ended & Reason (moved, successfully met benchmark, not making progress, tried another intervention, other):

Intervention ◀ : _____

Intervention Teacher: _____

Tier 2 Tier 3 Intervention to be used:

Size of group how often minutes/session duration

Person responsible:

Progress monitoring tool:

How often: Person responsible:

Measureable goal: will increase/decrease

Baseline data:

Date Intervention Starts: _____

Date Intervention Ended & Reason (moved, successfully met benchmark, not making progress, tried another intervention, other):

Intervention ▶ : _____

Intervention Teacher: _____

Tier 2 Tier 3 Intervention to be used:

Size of group how often minutes/session duration

Person responsible:

Progress monitoring tool:

How often: Person responsible:

Measureable goal: will increase/decrease

Baseline data:

Date Intervention Starts: _____

Date Intervention Ended & Reason (moved, successfully met benchmark, not making progress, tried another intervention, other):

TESTING DATA	DATE	SCORE	DATE	SCORE	DATE	SCORE	DATE	SCORE
STAR Reading								
STAR Math								
PALS								
Benchmark Books								
SRI								
Math Assessment								
Other								
Other								
Other								

Describe your ACADEMIC concerns in detail:

N/A

Please attach WRPS RtI Forms 1-4. Submit to Interventionist.

DATE

Dear Parent/Guardian:

Wisconsin Rapids Public Schools believes it takes a strong partnership between families and schools to create the best possible learning opportunities for our children. This letter is inviting you to participate as a member of the choose a school Student Intervention Team for your child.

What:

When:

Where:

A brochure explaining the Student Intervention Team process is enclosed. As a parent/guardian you have many insights into your child's development and are a valuable member of the team.

Please check in at the office upon arrival. If you are unable to attend, please let us know as soon as possible. Thank you.

Sincerely,

Interventionist

Enclosure



WHAT PARENTS NEED TO KNOW

Your role of a parent is unique. No one knows your child the way you do. You are the expert when it comes to your child and you are a valued member of the Student Intervention Team (SIT).

This brochure is intended to provide an overview of the Student Intervention Team (SIT) process. Preparation ahead of the SIT meeting helps ensure that time spent during the meeting most benefits your child. Before the meeting you may want to consider the following questions:

- What are your child's interests, strengths, and abilities?
- What concerns you most about your child's school experience?
- What has and hasn't worked so far in addressing these concerns?
- Are there family or community issues that may be related to your child's difficulties at school?
- Has anyone (e.g., doctor, psychiatrist, therapist, social worker, tutor) been involved in addressing these concerns? Would their feedback be helpful in determining an intervention plan for your child?

It can be difficult for parents to discuss concerns about their child with school professionals. Be assured that the privacy of information shared by parents during a SIT meeting is respected by all members of the team.

Wisconsin Rapids Public Schools
510 Peach Street
Wisconsin Rapids, WI 54494
(715) 424-6700

Student Intervention Team



Wisconsin Rapids Public Schools



Student Intervention Team

The goal of education is to maximize learning for students, recognizing that each student possesses unique

- social/emotional experiences,
- academic experiences,
- learning styles, and
- cultural backgrounds.

For this reason, Wisconsin Rapids Public Schools offers a Student Intervention Team.

The Student Intervention Team (SIT) is a team that works collaboratively with parents and teachers to address educational concerns. This is a solution-focused problem-solving process. The role of the SIT is to provide assistance to students and their teachers when a student's needs are not being met. Primary areas addressed through a SIT meeting include academic, behavioral, attendance, and gifted/talented needs.

THE PROCESS

Prior to convening a SIT meeting, the classroom teacher has:

1. identified a need
2. collected data about the need
3. differentiated classroom instruction
4. contacted parent(s)/guardian(s)

During a SIT meeting, the team will:

1. complete documentation of the student's need(s) and review data
2. establish a learning goal in the area of need
3. select appropriate intervention(s) and method(s) of monitoring progress toward the learning goal
4. assign an individual who will be responsible for administering the intervention and progress monitoring
5. set a date for review of progress

THE STUDENT INTERVENTION TEAM

Team Members:

- ◆ School Psychologist
- ◆ School Counselor
- ◆ Building Principal
- ◆ Classroom Teacher
- ◆ Interventionist/Reading Specialist
- ◆ Parents

Additional Team Members (as needed):

- ◇ School Social Worker
- ◇ ELL Teacher
- ◇ Nurse
- ◇ Gifted and Talented Coordinator

SIT MEETING DOCUMENTATION

Student Name:

Grade:

School:

Date:

Present at meeting:

Student strengths:

Student needs:

Data and Evidence:

Contributing issues:

Tier 2

Tier 3 Intervention to be used:

Size of group

how often

minutes/session

duration

Person responsible:

Progress monitoring tool:

How often:

Person responsible:

Measureable goal:

will increase/decrease

Baseline data:

Follow-up Student Intervention Team date:

DATE

Dear Parent/Guardian:

We are sorry you missed the Student Intervention Team meeting for your child that was scheduled on (date).

The team met and developed an intervention plan that we think will address the concerns about your child's academic performance. The intervention(s) the team assigned for your child are described below. We will continue to remain in contact with you regarding your child's academic performance and hope you are able to attend future team meetings. Our next meeting is scheduled for . Please contact me as soon as possible if this day and time do not work for your schedule.

Interventions selected:

If you have any questions or concerns regarding the selected interventions, please contact your child's teacher or the building principal.

Thank you for your continued support of your child's educational success!

Sincerely,

Interventionist

EIGHT ELIGIBILITY AREAS OF SPECIFIC LEARNING DISABILITY

A student may have a specific learning disability because of inadequate achievement and insufficient progress in one or more of eight areas of achievement, which are listed in federal and state statute. The following is a brief description of the eight areas of achievement:

ORAL EXPRESSION

The ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

LISTENING COMPREHENSION

The understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

WRITTEN EXPRESSION

The communication of ideas, thoughts, and feelings which involves two separate components: Composition, or the generation of ideas; and the written production of handwriting and spelling. Required skills include using oral language, thought, grammar, text fluency, sentence construction and planning, and execution of the writing process. **Spelling difficulties alone cannot** be considered to represent a specific learning disability in written expression.

BASIC READING SKILLS

Includes phonemic awareness, sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them; identification of printed letters and sounds associated with letters; and decoding of written language.

READING FLUENCY SKILLS

The ability to read words accurately, using age appropriate chunking strategies and a repertoire of "sight" words, and with appropriate phrasing and expression (prosody). Reading fluency facilitates reading comprehension.

READING COMPREHENSION

The ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations and other details. Reading comprehension is significantly affected by basic reading skills.

MATHEMATICS CALCULATION

The knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

MATHEMATICS PROBLEM SOLVING

The ability to use decision-making skills to apply mathematical concepts and understandings to real world situations. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

Sources:

Colorado Department of Education. 10/7/08. *Guidelines for Identifying Students with Specific Learning Disabilities*. Pgs. 67-104.

Minnesota Department of Education. *Determining the Eligibility of Students with Specific Learning Disabilities: A Technical Manual*. Pgs. 7-4 and 7-5.

UNIVERSAL SCREENERS

Language Arts

UNIVERSAL SCREENER

K-1	PALS
2-5	STAR
6-12	SRI

Math

UNIVERSAL SCREENER

K	District
1-12	STAR

INTERVENTIONS AND PROGRESS MONITORING

For a list of [interventions](#) and [progress monitoring](#) tools, please see the interventions link on the Build Your Own Curriculum (BYOC) site.

RESOURCES ON IMPLEMENTING RtI

- National Center on Intensive Intervention at American Institutes for Research [www.intensiveintervention.org]

The National Center on Intensive Interventions (NCII) is housed at the American Institutes for Research, and works in conjunction with many of our nation's most distinguished data-based individualization (DBI) experts.

The mission of the NCII is to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for students who require intensive interventions.

- Wisconsin RtI Center [www.wisconsinrticenter.org]

Collaborative project between DPI and the 12 CESAs to provide high quality RtI professional development and technical assistance regionally throughout Wisconsin. The Wisconsin Positive Behavioral Interventions and Supports (PBIS) [www.wisconsinpbisnetwork.com] Network operates within the RtI Center.

- Culturally Responsive Education for All: Training and Enhancement (CREATE) [www.createwisconsin.net]

DPI funded statewide project to provide supports to districts with the goal of transforming schools and unlocking the potential of all students.

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

Practice guides on reading and mathematics interventions available under "Publications and Products" and reviews of the evidence base for published interventions.

- Common Core State Standards for English Language Arts and Mathematics [<http://dpi.wi.gov/>]

Newly adopted (June 2010) Wisconsin English and mathematics standards.

- RtI Action Network [www.rtinetwork.org/essential/assessment]

Articles on progress monitoring and data-based decision making are available.

GLOSSARY

Additional Challenges

Additional challenges are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to exceed benchmarks.

The intensity of the challenge is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Benchmarks

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards.

Core Instruction

Core instruction refers to the curriculum, instruction, and assessment that all students receive.

Criterion-Referenced Assessment

Criterion-referenced assessments measure 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.

Culturally Responsive Practices

Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture within Wisconsin schools and prepare all students for a multicultural world. Within Wisconsin's vision for RtI, culturally responsive practices are evident in and infused throughout all levels of each of the three essential elements.

Differentiated Instruction

Differentiated instruction is culturally and linguistically appropriate and reflects a dynamic adjustment to student needs such as readiness, interest, or learning style.

Evidence-Based Practice

Educational practices/instructional strategies supported by relevant scientific research studies.

Fidelity of Implementation

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

Formative Assessment

Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessments, the teacher can 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, quizzes, teacher observations, and teacher/student conferencing.

Gifted and Talented

There are multiple definitions of Gifted and Talented. Wisconsin Rapids Public Schools will use the definition provided in Wisconsin School Law, Chapter 118.35: "Gifted and talented pupils" means pupils enrolled in public schools, who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

Intervention

Academic or behavioral interventions are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to not meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Norm-Referenced Assessment

Norm-referenced assessments compare a student's performance to that of an appropriate peer group.

Progress Monitoring

Progress monitoring is a process used to assess student academic and behavioral performance, to measure student improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. The frequency of progress monitoring increases with the intensity of an intervention or additional challenge.

Research-Based Instruction/Intervention

A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of students, the students can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/intervention must be considered “best practice” based on available research and professional literature.

Scientific, Research-Based Instruction

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Scientifically-Based Research

Education related research that meets the following criteria:

- Analyzes and presents the impact of effective teaching on achievement of students.
- Includes study and control groups.
- Applies a rigorous peer review process.
- Includes replication studies to validate results.

Specific Learning Disability (SLD)

Sec. 300.8(c)(10) Specific learning disability. (i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perpetual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

For information on using an RtI model for identifying students with a specific learning disability (SLD), see <http://dpi.wi.gov/sped/ld.html>.

Student Intervention Team (SIT)

A Student Intervention Team is a collection of staff directly involved in providing a specific intervention plan to the student. This collaborative team will:

- determine the format, the specific nature, and the intensity of the instructional intervention selected by the SIT for use by the Intervention Team;
- establish the frequency of progress monitoring;
- be responsible for the documentation of all scores received during the intervention;
- create the communications within the intervention management system that shares the growth or lack of growth through the intervention with the rest of the SIT.

Summative Assessments

These forms of evaluation are used to describe the effectiveness of an instructional program or intervention, that is, whether the intervention had the desired effect. With summative assessments, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Tiered Instruction

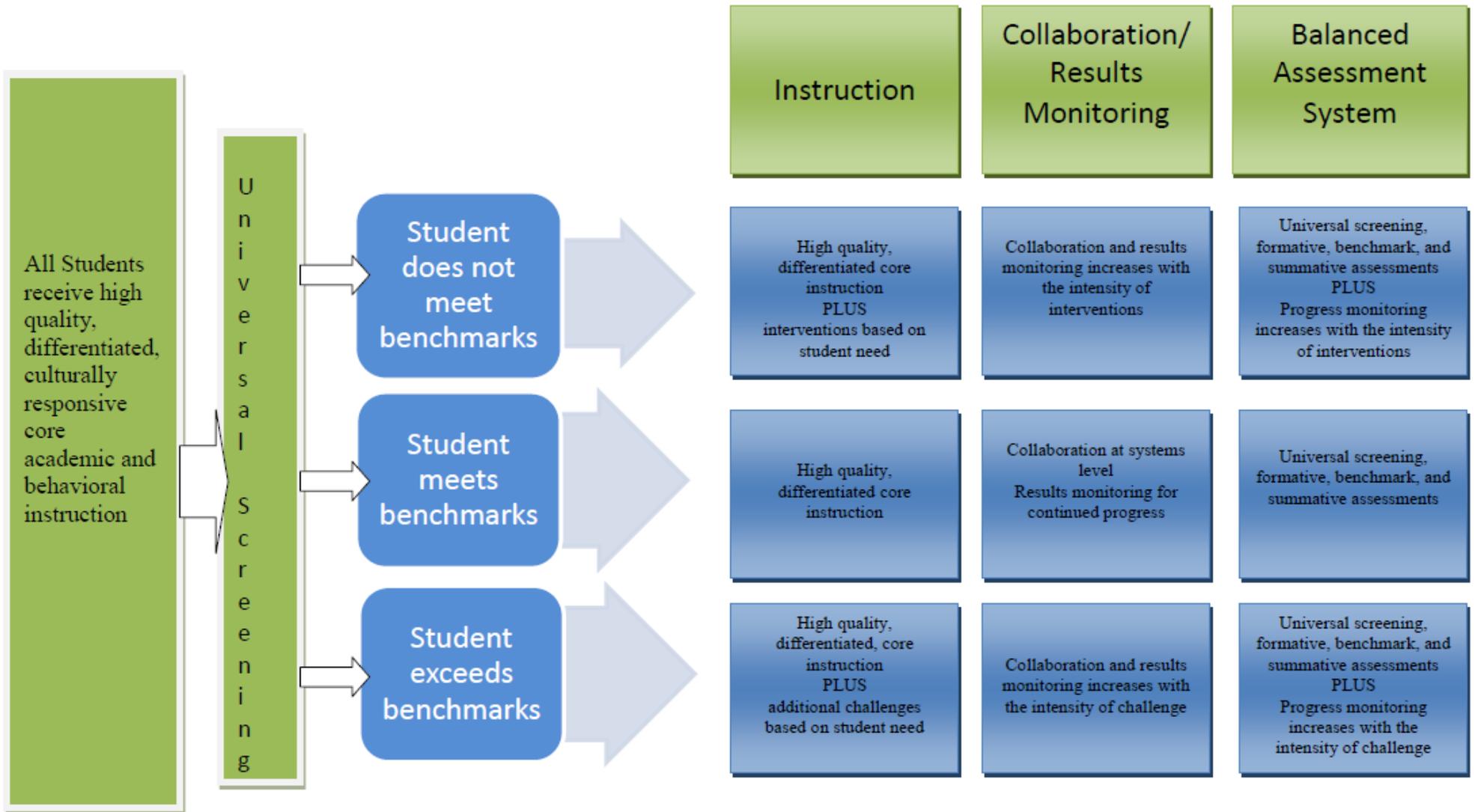
Tiered Instruction describes levels of instructional intensity within a multi-tiered system of support.

- Tier 1** Tier 1 is high quality, culturally responsive core academic and behavioral instruction that is differentiated for student need and aligned with the Common Core State Standards (CCSS) for mathematics and English language arts and other state and local standards. Core instruction refers to the curriculum, instruction, and assessment that all students receive.
- Tier 2** Tier 2 interventions supplement Tier 1 interventions in that students receive additional research-based intervention or additional challenges. Tier 2 interventions are often implemented in small group settings.
- Tier 3** Instruction at the Tier 3 level is more intensive than Tier 2, and is individualized to target each student's area(s) of need. Targeted and skill-specific interventions accompanied by weekly progress monitoring at Tier 3.

Universal Screening

A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.

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



The Wisconsin RtI Roadmap (<http://dpi.wi.gov/rti/pdf/rti-roadmap.pdf>) illustrates how the three essential elements function within an enacted RtI system and how the system adjusts to meet the needs of students.

EXAMPLES OF TIER 1 DIFFERENTIATION STRATEGIES

PHYSICAL ARRANGEMENT

- Seat student near teacher or by role model
- Avoid distracting stimuli
- Different grouping of desks
- Allow different positions for activities (bean bag chairs, laying, standing)
- Adjust grouping of students
- Different stations within the classroom

ORGANIZATIONAL

- Question at end of each sentence/paragraph to help focus on important information
- Allow additional time to complete task
- Highlight main facts in the book
- Organize a notebook or provide folder for organization that is kept in classroom
- Allow student extra set of books at home
- Send daily/weekly progress reports
- Develop incentive system for work completion
- Check in and Check out with assignment notebooks
- Conference weekly with student concerning needs, production, evaluation of progress
- Home/School communication system for assignments
- Tiered lessons
- Tiered centers
- Learning contracts
- Small group instruction

BEHAVIORAL

- Immediate reinforcement of correct response
- Keep graphs and charts of student progress
- Use of timers to facilitate task completion
- Structure the unstructured times
- Allow for short breaks
- Allow student time out of seat/room
- Ignore inappropriate behaviors not drastically outside of acceptable limits
- Implement self-monitoring strategies
- Provide a quiet place to retreat
- System to monitor behavior and rewards

LESSON PRESENTATION

- Give assignments orally and visually
- Record lessons so student can listen
- Provide other student examples for students to refer to
- Include a variety of activities within the lesson
- Peer tutoring
- Peer note taking
- Provide organizational tools
- Utilize multiple intelligences
- Jigsaw content

CURRICULUM

- Provide alternative materials
- Provide opportunities for extra drill
- Study guides
- Reduce quantity and focus on quality
- Provide a variety of leveled projects/assessments
- Provide enrichment choices in addition to or in lieu of the regular assignments
- Plan for self-selected, interest, or need-based tasks
- Compacting
- Literature circles
- Varied texts
- Varied supplementary materials

TEST TAKING

- Allow students to have sample or practice test
- Give exam orally
- Use additional objective items (less essay)
- Give frequent formative assessments vs long summative assessments
- Provide additional time
- Create alternative forms of assessment (not just pencil and paper)

ASSIGNMENTS

- Simplify complex directions
- Match reading level of students with assignments
- Allow oral responses
- Provide study skills/learning strategies
- Grade on content, not on spelling
- Varied journal prompts
- Varied homework
- Independent study

