

TAYLOR COUNTY SCHOOL DISTRICT

“EVERY CHILD, EVERY DAY”

SYSTEM OF INTERVENTIONS



PROCEDURAL MANUAL

TAYLOR COUNTY SCHOOL DISTRICT
1209 EAST BROADWAY
CAMPBELLSVILLE, KY 42718

JANUARY 2013

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Taylor County School District
“Every Child, Every Day”

MISSION STATEMENT

**The Taylor County School District
strives to provide an equal
opportunity for ALL students to reach
their maximum potential.**

“Everyone in Taylor County is focused on meeting the needs of individual learners so more children will graduate with skills needed to be ready for colleges and careers.”

- Dr. Terry Holliday, Kentucky Commissioner of Education

“The board and superintendent have set a very clear and high standard for the behavior of students in Taylor County.”

- Mr. Bill Scott, Executive Director Kentucky School Boards Association

Taylor County School District System of Interventions

OVERVIEW

The Kentucky System of Interventions (KSI) framework emphasizes optimizing instruction through targeted accelerated learning, the development of teacher expertise and responsiveness to the needs of all learners. What is effective for every learner is a systematic and ongoing assessment of their academic and behavioral needs and using the data in collaborative conversations with guardians and educators in the interest of preparing students to be college and career ready to live and work in a global society (www.education.ky.gov).

The Taylor County School District (TCSD) has implemented Performance Based Education (PBE) and Response to Intervention (RTI) models, which provide individualized educational planning for students from pre-k through high school. The PBE and RTI models provide continuous progress monitoring for every student to allow for individual needs to be targeted through differentiation within the core instructional practice or with research-based interventions at the applicable intensity for the individual student. PBE allows for students to pursue individualized instruction at their ability level. Students are accelerated based on the TCSD board approved acceleration policy and all other pertinent data. Both models hinge on good core instruction that is implemented by highly effective teachers within the general education setting.

The TCSD focuses on student transitions providing continuous support through good communication and collaboration among each school. School administrators provide solid leadership at the school level for seamless RTI and PBE implementation. The Taylor County Board of Education (TCBE) and the Superintendent provide unwavering support for both models at the district level, which ensures that the needs of “Every Child, Every Day” are met within the TCSD.

Taylor County School District

PERFORMANCE-BASED EDUCATION

“TCSD strives to provide an equal opportunity for **ALL** students to reach their maximum potential.”

Performance-Based Education (PBE) is a system of teaching and learning that places students in grade-level content areas based on mental ability rather than chronological age. District schools achieve this goal by operating as performance-based institutions. Students are accelerated based on the district acceleration policy along with various other pertinent data. The PBE system is based on a 3-tier model that allows for fluid movement from tier to tier as necessary for student success. Students are monitored by a variety of sources including triennial benchmark assessment, classroom performance, teacher observation, progress monitoring, formative assessment and a variety of formal assessments (e.g. state assessments, entrance/exit exams, standardized tests). Students may move from Tier 1 (core instruction) to Tier 2 (acceleration within their grade level) or to Tier 3 (acceleration above grade level).

By challenging students to perform based on their mental ability, teaching and learning can successfully focus on both rigor and relevance. This enables teachers to directly connect the common core standards to college and career readiness standards. In doing so, the TCBE recognizes that failures and/or dropping out of school are not viable options in the successful transition to life. Therefore, the TCBE will not allow students to: 1) drop out of school; 2) fail classes and be held back; or 3) accept zeros for incomplete work. A system of interventions facilitated by district and school administrators, school counselors and a district dropout prevention specialist target academically at-risk students on an individual basis to meet their educational needs. Students are accelerated or provided supplemental instruction based on their individual progress within the curriculum. Within the PBE system all students are challenged at their level of academic functioning and encouraged to move forward at a rate tailored to their individual learning profile. Students are monitored closely through district data analysis to ensure that all students are provided with individualized instruction to meet their unique needs.

TCSD promotes highly effective teaching and learning through acceleration and key instructional components throughout the district. In addition to the acceleration policy, TCSD provides a virtual program that allows students to pursue alternate routes to graduation and to complete early college coursework. Students may enroll in the virtual program and work at their own pace toward individual goals. This allows a student to work on individual goals that may not be available within the regular classroom. Additionally, the district places an emphasis on technology. Students are provided with laptops, iPad's, Kindles, and Nooks for daily use. A district wide e-library system is in place which features thousands of e-books that deliver content electronically to students and parents on demand. Various other uses of technology are provided for all students. Students are encouraged to incorporate technology into daily instruction.

There are numerous programs that are specifically designed to target at-risk students within the district. The Students Teaching And Re-teaching (STAR) program allows for student tutors/mentors to assist struggling students within the district. Students are matched with tutors based on the individual needs of the struggling student. A student may have needs in a specific academic area or may have specific social skills that need to be honed. The STAR students provide a wealth of support and knowledge to those at-risk students. The STAR students are chosen based on set criteria and are monitored closely by a certified teacher to ensure a positive learning experience for the both the STAR student and the at-risk student. Response to Intervention (RTI) is implemented district-wide to meet the needs of students who may struggle academically or behaviorally (see a detailed description of RTI within this manual). The "Cooks Kids" program targets at-risk students at the elementary and middle school level that come from lower income families. This program provides enrichment activities on a monthly basis. The program also incorporates STAR students to allow for additional mentoring time for the identified at-risk student. "Cooks Kids" are provided with various opportunities throughout the school year that may not be available to them otherwise (e.g. having a meal in a restaurant, bowling, one-on-one time with STAR students).

There are programs within the district that encourage all students to excel as they work toward individual academic goals. At the high school level all freshmen are exposed to nine career clusters through a Career Pathways class to allow the student an opportunity to view a multitude of career choices as they begin their high school career. District-wide, students are rewarded for academic performance with a yearly Academic Pep Rally that allows for all students who are performing well academically a chance to win thousands of dollars in prizes. All district programs are continually enhanced to provide the most relevant support to students as individual needs change.

To provide encouragement to our teachers, the TCBE allows for many opportunities for high quality teacher training, individual and group support as well as individual teacher recognition. Teachers within the district are provided with a two-hour professional learning community time during Early Release Friday (ERF) that allows for teachers to analyze data and align curriculum with entry/exit requirements. Teachers are provided with high quality, relevant professional development. Teachers have access to district support staff including a dropout prevention specialist, college and career readiness specialist, reading/math specialists, and virtual program teachers. Teachers are empowered through district “On the Bus” awards and peer recognition. “Roger Awards” are provided to teachers each year, which includes \$500.00 merit pay. For this award, teachers are nominated by their colleagues with the following selection criteria: evidence of student growth, differentiated instructional practices, successful collaboration with others, use of technology, school and extra-curricular involvement, relationship building and creating a welcoming classroom. Additionally, parents and community leaders are recognized and encouraged to participate in District Parent Advisory Council (DPAC) meetings. These meetings provide the community with updates on school events and promote parent involvement within the school setting.

Taylor County School District

RESPONSE TO INTERVENTION

“TCSD strives to provide an equal opportunity for **ALL** students to reach their maximum potential.”

Response to Intervention (RTI) is the practice by which students receive high quality core instruction and individualized research-based interventions to meet specific student needs. RTI is based on a 3-tier model that allows for fluid movement from tier to tier as necessary for student success. Students are monitored by a variety of sources including triennial benchmark assessment, classroom performance, teacher observation and progress monitoring. Students may move from Tier 1 (core instruction) to Tier 2 (below 10th percentile on benchmark assessment + additional supporting data) or to Tier 3 (little to no success within Tier 2). Progress monitoring is completed frequently to assist with decision-making regarding instructional and/or intervention change. If a student is not improving according to the intervention specialist and progress monitoring data then the intervention intensity is increased and/or a new intervention is employed and monitored for effectiveness. Fidelity of core instruction as well as intervention implementation is essential for success within the RTI framework.

The TCSD believes that the implementation of research-based interventions is essential for struggling students and that the RTI process is an effective way to meet the needs of those students prior to failure. The RTI process can meet student needs immediately, which is in contrast to the previously mandated Learning Disability (LD) model that utilizes the ability - achievement discrepancy to identify a student with a learning disability. The Individuals with Disabilities Education Act (IDEA) reauthorization of 2004 removed the requirement of the LD discrepancy model as the only way to identify students with learning disabilities. Prior to IDEA 2004, students could only be identified under the LD discrepancy model. This model compares the student's intelligent quotient (IQ) with achievement scores and if a significant discrepancy is found between the two scores then the student is eligible for Exceptional Child Education (ECE) services under Specific Learning Disability (SLD). A major problem with this approach is that the student must fail before the discrepancy is typically large enough for identification.

Under IDEA 2004, RTI was identified as an alternate system of identification for SLD. RTI is a problem solving approach that allows for early identification of student deficits with early intervention to prevent failure. RTI is typically designed as a 3-tier model that provides a gradual increase in the implementation and intensity of research-based interventions. Research-based interventions simply mean interventions that have been empirically reviewed and determined to be effective through stringent research studies. The RTI process provides immediate, individualized assistance for students who are struggling academically or behaviorally. Many features of the RTI process have been embedded within the schools for many years such as pre-referral teams, teacher assistance teams, problem solving models, and school-based consultation teams. What has changed is the fact that we now have federal laws that have mandated this RTI process to ensure a data driven method of monitoring student learning within our schools.

Under the RTI process at TCSD, a disability is not suspected until the student demonstrates a lack of response to research-based interventions. Multiple research-based interventions may be utilized and the intensity and duration of those interventions are tailored to meet the individual needs of the student. Frequent data collection is essential for determining if an intervention is effective for each student. Curriculum Based Measurement (CBM) is utilized to monitor academic progress weekly for all students identified under RTI. In many cases early intervention can prevent the mislabeling of a student as learning disabled as their individual needs are met within the general education setting. TCSD has adopted the RTI model as an alternate way to identify students under SLD.

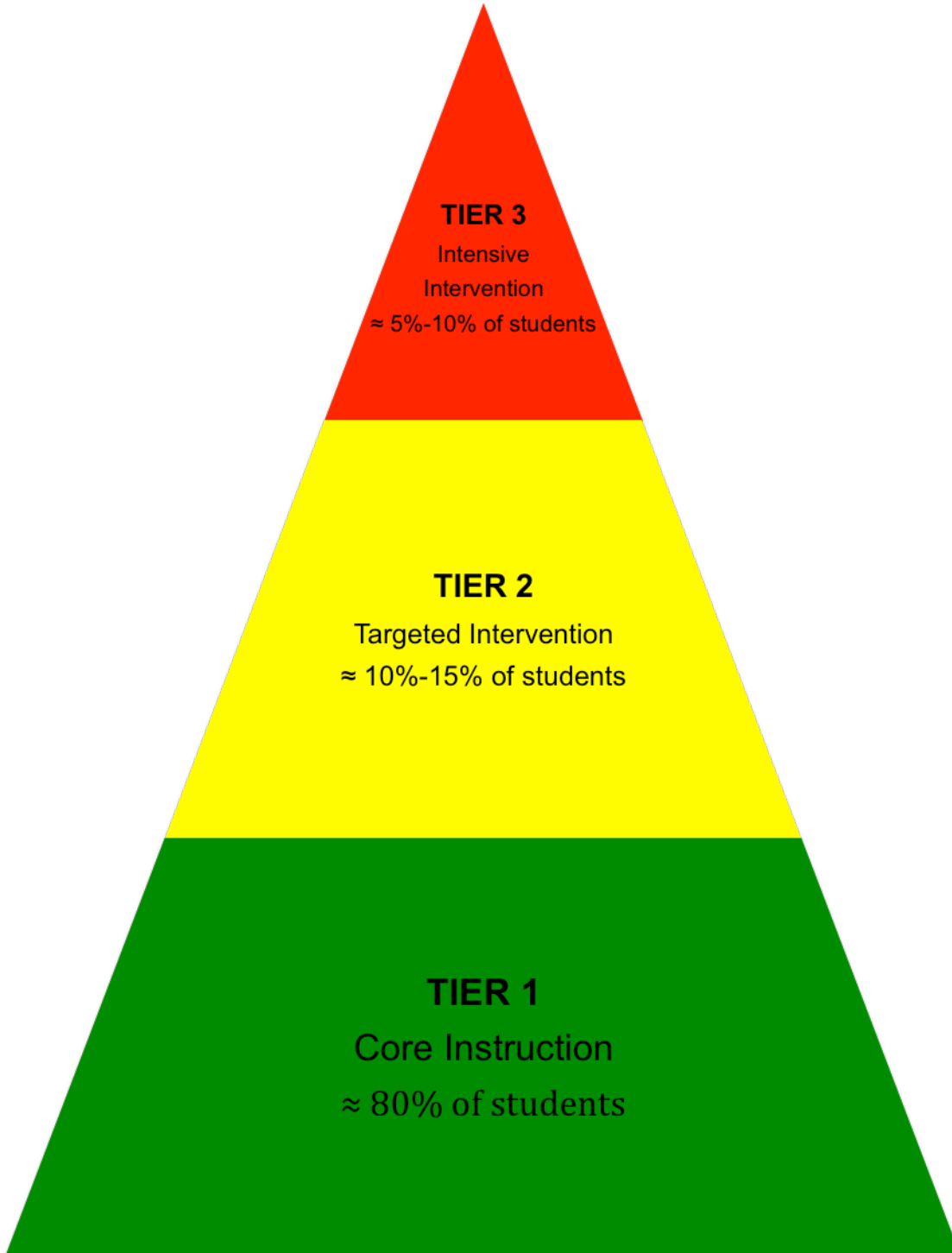
Parents are initially informed of their child's participation within the RTI process through a letter sent home with the student as the student enters Tier II. The letter details the RTI process and provides individualized information regarding the student. Parent of students receiving additional classroom support in Tier I are not notified. Parents are asked to contact school administrators in the event that they have questions or concerns regarding the RTI process. Parents are continuously encouraged to participate in the education of their child. Parent permission is always obtained before any formal assessment is completed for consideration of ECE services.

The TCSD initiated a RTI process at the elementary level during the 2007-2008 school year that focused on the implementation of high quality research-based instruction and research-based interventions at each grade level. A RTI team was developed at the school level to oversee the program and assist with implementation. The district wide benchmarking assessment was initiated. The RTI initiative was expanded to include the middle and high schools for the 2008-2009 school year. Improvements were made each year to improve implementation of the model. For the 2013-2014 school year, the TCSD was given the distinct honor of being the first KSI/RTI district model site within the state of Kentucky.

The TCSD continues to improve PBE and the RTI process on a daily basis to ensure that students are met where they are academically and/or behaviorally and provided individualized plans that target their unique needs. All students are provided an equal opportunity to succeed and are encouraged to reach their maximum potential.

Taylor County School District

3-Tier System of Interventions Model



THIS MODEL EMBRACES ALL STUDENTS WITHIN THE TCSD

System of Interventions - Core Components

UNIVERSAL SCREENING – All students within the district are screened using a universal screener to assist with determining individual student needs. The universal screener is given three times per school year (fall, winter, spring). The universal screener is the primary assessment tool used to determine which students are making academic or behavioral progress as expected. The screener identifies students in need of additional support to maintain an age appropriate learning rate or students who need to be accelerated within a specific academic area.

DEFINITION OF THE PROBLEM – Before providing essential early intervention services to students with academic or behavioral difficulties, the area of concern is defined in measurable terms and baseline data is obtained.

EARLY INTERVENTION – Intervening before the student fails is essential for student remediation. Students surpassing grade level standards are discovered early to maximize their potential.

INDIVIDUALIZED RTI PLAN – A written RTI plan of intervention is developed for students performing below grade level standards. This plan details accountability and documents the RTI process in detail for each identified student.

RESEARCH-BASED INSTRUCTION & INTERVENTIONS – Teachers employ high quality research-based core instruction and research-based interventions to meet student needs. Research-based interventions are based on scientific evidence for effectiveness. Interventions are individualized to the student deficit and can be increased in intensity as necessary. Students above grade level standards are accelerated at an individual pace specific to the student's potential.

PROGRESS MONITORING – Progress monitoring is utilized to assess student progress within the area of concern so that instruction/interventions can be modified as necessary to accommodate the student. Data obtained during progress monitoring is used to make decisions regarding student needs throughout the RTI process. Curriculum Based Measurement (CBM), which is a brief assessment (1-8 minutes) that can be administered frequently and is sensitive to small changes in student progress, is utilized. Accelerated students are monitored through district benchmark assessments along with teacher observation, classroom performance and entry/exit exams.

DATA DRIVES INSTRUCTION – A student’s pre-intervention data and progress monitoring data during the intervention or acceleration process is utilized for decision-making. Data driven decisions are essential for an effective System of Interventions.

FIDELITY IS ESSENTIAL – All aspects of PBE and RTI processes must be implemented with fidelity. This includes the research-based core curriculum, research-based interventions, weekly progress monitoring probes and triennial district-wide benchmark assessments. If any aspect of these components is compromised by poor fidelity the matter should be rectified with school or district administration immediately.

LEADERSHIP – The TCSD System of Interventions must have effective leadership at the district as well as the school level. Leadership is critical for fully implemented PBE & RTI programs that function with fidelity. TCSD maintains a solid leadership team at the district level that ensures fidelity of implementation for all programs through direct observation and data analysis. This team maintains dedicated support for each aspect of TCSD’s System of Interventions. The superintendent provides direct support for PBE & RTI through steadfast leadership as well as financial support.

System of Interventions - Procedures

PBE PROCEDURE SUMMARY

Teachers and administrators utilize time during ERF to review and analyze benchmark assessment data for all students, which is obtained triennially. Weekly, data from common assessment results, scores from state mandated assessments, MAP results and classroom work are reviewed. Students who have met the learning targets at Tier 1 are considered for acceleration to Tier 2 (acceleration within the grade level) or Tier 3 (acceleration above grade level). Teachers meet consensus in content-level Professional Learning Communities (PLC). PLC groups meet weekly. This information is reviewed with the building administrators before the student is accelerated. The district acceleration policy is followed. Student acceleration is documented and tracked. Monitoring of the student's performance is continuous.

RTI PROCEDURE SUMMARY

The school based RTI team meets to review data collected through the district-wide benchmark assessment. Data from various other venues is also reviewed (classroom teacher, cumulative folder, infinite campus, previous RTI records, special education records, parent input, screenings, observations, etc.) and used to identify the specific area of concern as well as to identify potential factors that may be contributing to the area of concern. At this initial meeting, the RTI team may request additional information, refer to the Section 504 team, initiate the RTI process or terminate the RTI process. If the RTI team initiates the RTI process given documented lack of progress at Tier 1 then the student is assigned to the appropriate interventionist. The interventionist may complete additional screenings or assessments to determine appropriate intervention placement. A detailed RTI intervention plan is developed to meet the individual needs of the student. Baseline data is obtained and weekly progress monitoring is initiated. The RTI team meets at minimum every 6 weeks to monitor student progress.

RTI TEAM MEMBERS

Each school within the TCSD has a school based RTI team that includes the following required members:

- 1) School Administrator or Designee
- 2) Regular Education Teacher (teacher from area of concern - teacher may participate via written documentation provided to the team or via telephone or in person)
- 3) School Psychologist or Designee
- 4) Interventionist (academic) and/or At-Risk Coordinator or Designee (behavior)

Any other person(s) deemed necessary to meet the student's needs might be invited to attend the RTI meeting. This may include (but not limited to) the following: Parent/Guardian, Speech Language Pathologist, Occupational Therapist, Physical Therapist, Vision Specialist, Hearing Specialist, School Nurse, Exceptional Education Teacher, Exceptional Education Director, Assistant Exceptional Education Director, School Counselor, Transportation Director, Director of Pupil Personnel, Instructional Supervisor, Assistant Superintendent, or the Superintendent.

UNIVERSAL SCREENINGS - PBE/RTI

Measures of Academic Progress (MAP) is given three times per year for grades P-11 to determine the educational performance for each individual student. This data allows teachers to target students who are in need of academic programs that are not found within the research-based core curricula at Tier 1. This may include students that need to be moved into TCSD's Performance Based Education (PBE) process, as they are well above their same age peers in one or more areas. This may include students that are below their same age peers and are in need of sound, research-based interventions in one or more areas and may need to enter TCSD's Response To Intervention (RTI) process. A teacher (P-12) may request screenings for behavior at any time if behavior becomes a concern within Tier 1. TCSD employs an At-Risk Coordinator that oversees behavior intervention. If a student enters the RTI process for behavior the school RTI team will work in conjunction with the At-Risk Coordinator or Designee to develop a plan to meet the individual student needs. Various other data are collected and considered within the TCSD System of Interventions before a student is provided with interventions or before acceleration is considered.

TEACHER INITIATED REFERRAL - PBE/RTI

Before making a referral to the school based RTI team or for consideration of PBE, a teacher will need to gather data, identify area(s) of weakness or strengths, and attempt additional instructional or behavioral strategies and/or modifications within the regular classroom at Tier 1. The teacher should gather information from the following (as relevant): MAP benchmark assessment, AIMSweb assessment data, state assessment, any formal assessment, parent report, medical documentation, observations, information provided by previous teachers, or any other relevant information. The teacher may consult with other teachers, guidance counselor, school psychologist, gifted and talented coordinator or other school personnel for intervention and/or acceleration strategies that may be beneficial for the student. Once this has been completed and the concern persists, the teacher may request assistance from the school based RTI team or request that the student be accelerated. If referring to the RTI team, the teacher shall submit accumulated data to the RTI team for consideration for additional intervention services. Benchmark cut scores should be met for consideration of either RTI or PBE processes. The MAP cut score for the RTI process is a student scoring below the 10th percentile and the MAP cut score for the PBE process is a student scoring above the 90th percentile; however, other assessments and factors are always considered at both ends.

REFERRAL BASED ON BENCHMARK ASSESSMENTS - PBE/RTI

A referral to the school based RTI team or consideration for acceleration can also occur based on a student's performance on district-wide benchmark assessments. If the student scores below a cut score at the 10th percentile on the district benchmark assessment and other data (AIMSweb, observations, formal assessments, state assessments, etc.) confirm the suspected deficit then the student should enter the RTI process. The RTI team will gather information from the following (as relevant): AIMSweb assessment, MAP assessment, state assessment, any formal assessment (ACT, PLAN, psychological evaluation, state assessment), parent report, medical documentation, information provided by previous teachers or any other notable information. The team will verify that Tier 1 research-based core instruction and interventions have been implemented with fidelity. Once this has been completed, the RTI team will make a decision based on data. The RTI team may request additional information (i.e. outside institutions, further assessment, etc.), refer to the Section 504 team, terminate the process

(student would return to Tier 1) or initiate the RTI process. If the student scores above a cut score at the 90th percentile on the district benchmark assessment and other data (AIMSweb, observations, formal assessments, state assessments, etc.) confirm the area of strength then the student should enter the PBE process for acceleration within grade level or above grade level. The TCSD acceleration policy would need to be followed and teachers would need to provide accumulated data to support acceleration to the building administrator. The student would be accelerated based on his/her individual needs.

TIER 1 - PBE/RTI

Tier 1 is universal, highly effective, research-based core instruction that is provided to all students within the TCSD. Core instruction is implemented by regular education teachers with fidelity and includes academic and behavioral instruction within the general education classroom. Principals ensure fidelity of core instruction through daily observation and continuous data analysis. Tier 1 is designed to meet the needs of the majority of students (≈ 80%).

Some key components within Tier 1 include:

- Core academic and behavioral instructional strategies that are aligned with Kentucky's Program of Studies & Core Academic Standards and accessible to ALL students
- Vertical and horizontal alignment across content areas and grade levels
- Effective professional development for teachers and interventionists
- A fluid intervention model where students move from core instruction to PBE or to the RTI process based on individual needs
- Differentiated instruction
- Daily use of technology within the classroom
- "Flipped" classrooms
- Weekly professional development time for teachers to work on core standards and alignment (Early Release Fridays)
- Triennial benchmark assessments to monitor progress
- Fidelity of core instructional strategies must be verified prior to referral for Tier 2
- Student involvement in his/her individual educational plan

TIER 2 - PBE/RTI

Tier 2 is designed for students who may be struggling within an academic or behavior area and need additional support to meet grade level expectations OR for students who have exceeded the core instructional standards and need to be accelerated (\approx 10% - 15%). Tier 2 students are targeted in small group sessions (maximum 5 students) for students who are struggling within an academic area. Behavior interventions are individualized. Students who are performing above grade level standards are provided with differentiated instruction to challenge them within the grade level to promote skills and accelerate the student within the core curriculum.

Some key components within Tier 2 include:

- Highly effective, research-based interventions
- Differentiated instruction
- Small group instruction for RTI student - group size will vary between 1:3 - 1:5 teacher - student ratio
 - Intensity - minimum of 30 minutes per session in the area of concern
 - Frequency - minimum of 4 sessions per week
 - Duration - minimum of 6 weeks
- Interventions are chosen to meet specific student needs
- Individualized plan to detail accountability for the struggling student
- Weekly professional development time for teachers and interventionists to analyze student response to interventions (Early Release Fridays)
- Weekly progress monitoring to monitor progress for struggling students and formative assessments for accelerated students
- Fidelity of interventions is essential
- Before proceeding to Tier 3 failure to progress within the RTI process or exceeding grade level expectations within the PBE process must be evident

TIER 3 - PBE/RTI

Tier 3 is most intensive level of intervention and is designed for students who continue to have considerable difficulty in mastering academic or behavior skills with the support of Tier 1 & Tier 2 interventions OR for students who are well above the core instructional standards and require immediate promotion to a higher level of curricula - typically above grade level (\approx 5% -

10%). Tier 3 interventions are provided at 1:1 or 1:2 ratio for students who continue to struggle after implementation of Tier 1 & Tier 2 interventions. Tier 3 interventions are provided for students who continue to accelerate within an identified academic area(s) with Tier 1 & Tier 2 interventions on an individual basis. The student will likely be moved to the next grade level within the identified academic area(s).

Some key components within Tier 3 include:

- Highly effective, research-based interventions
- Multiple resources at the district level to support teachers and students
- Small teacher - student ratio (1:1 or 1:2) for RTI students
 - Intensity - minimum of 30 minutes per session in the area of concern with an individual session (two 30 minute sessions may be an option with small group intervention)
 - Frequency – minimum of 4 sessions per week
 - Duration – minimum of 6 weeks
- Interventions are chosen to meet specific student needs
- Individualized plan to detail accountability for the struggling student
- Weekly progress monitoring to monitor progress for struggling students and formative assessments for accelerated students
- Weekly progress monitoring
- Gifted & Talented Coordinator closely observes accelerated students
- Formative assessments
- Fidelity of interventions is essential

TIER 3 EXPEDITED PROCESS - PBE/RTI

There may be certain situations when a student may need an expedited PBE or RTI process. This would entail placing the student directly in Tier III with weekly progress monitoring for a minimum of 6 weeks under the RTI process or accelerating a student bypassing some or all acceleration criteria. The following provides conditions for implementing an expedited intervention process:

- Students identified as “at risk” in 2 or more academic areas** - a student who scores below grade level standards on a CBM probe (typically below the 10th percentile) in two academic areas should be considered for an expedited process. If a student has difficulty in two areas, it is difficult to provide the necessary intense interventions to complete the RTI process in both areas concurrently (especially at Tier 3). Since reading is fundamental to most other academic areas, it is recommended that the student begin the Tier 3 reading intervention first. If unsuccessful at Tier 3 in reading, then the RTI team can place the student in Tier 3 for the second area immediately upon completion of the Tier 3 reading intervention. If no progress with reading is evident, an Admissions and Release Committee (ARC) meeting would be held to consider Exceptional Child Education (ECE) services. The Tier 3 intervention for the second area of concern would occur concurrently with the evaluation for ECE services (if an evaluation is recommended by the ARC).
- Students who are identified under the ECE program in one area and are now “at-risk” in another academic area**

If an ECE student is identified as “at risk” within a non-eligible area (under ECE state and federal guidelines) the student can immediately be placed in Tier 3 for the second area of concern (student must score below the 10th percentile in the second area on the district-wide benchmark assessment along with other supporting data). If the student lacks progress at Tier 3 in the second area after appropriate intensive interventions have been implemented, an ARC would be held for consideration of ECE services for the second academic area of concern.
- Students who were previously identified under ECE guidelines for Specific Learning Disability, Developmental Delay or Language Impairment yet were discharged from the program**

An expedited RTI process may be utilized if a student who previously received services under an ECE program yet was exited from the program because they no longer met state and federal qualifications AND is currently scoring below grade level standards (student must score below the 10th percentile on district-wide benchmark assessment).

- **Students currently receiving ECE services under Developmental Delay (DD) and will be turning nine**

If a student is receiving direct ECE services in a collaborative or resource setting under DD and will be aging out of the ECE program for DD, an expedited RTI process can occur if the student has scores below the 10th percentile on the district-wide benchmark assessment and are not receiving ECE interventions for that academic area of concern (if receiving ECE interventions for the identified academic area - interventions should meet Tier 3 intensity, duration and shall be implemented with fidelity).

- **Students may be accelerated without meeting all criteria on rare occasions**

A student may be accelerated to a higher academic level without technically meeting all acceleration criteria (may miss one criteria, etc.) on rare occasions. It is understood that the student will have to move back if he or she does not show success at the accelerated level.

PROGRESS MONITORING PBE/RTI

Progress monitoring is used to monitor the progress of students who fall below the 10th percentile on grade level CBM screenings and meet the criteria for intervention under the RTI process. Progress monitoring is obtained once per week as long as the student remains in RTI. Students accelerated through PBE are monitored through triennial benchmark assessments, formative assessments and ongoing teacher observation.

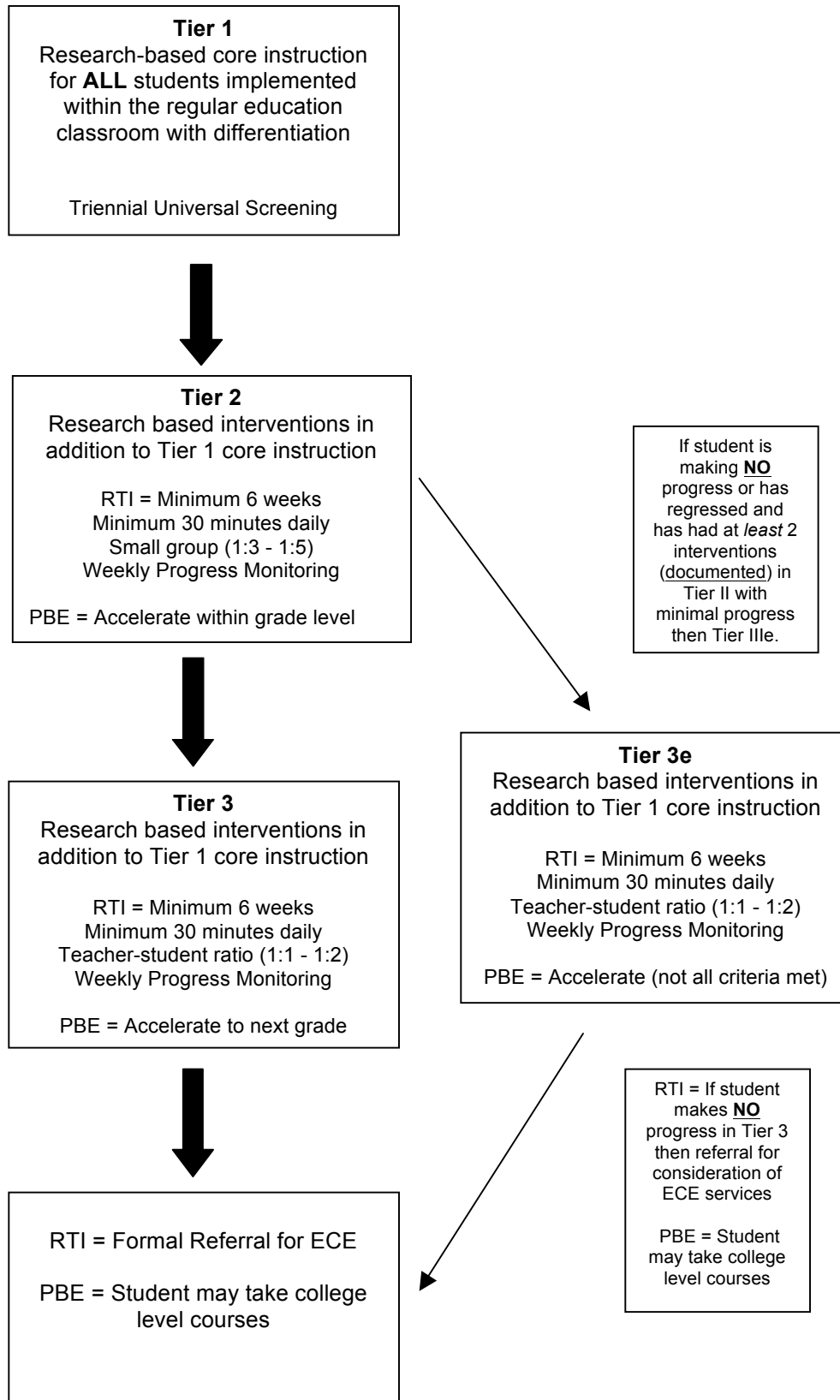
STRATEGIC MONITORING RTI

The RTI team may initiate strategic monitoring for a student who may be struggling within an academic area based on benchmark assessments with verification through multiple sources of data yet does not meet criteria for RTI services. Strategic monitoring is obtained once per month. Frequency of monitoring may be altered as deemed necessary by the teacher, interventionist, school administrator or RTI team. Students monitored through strategic monitoring may have supplemental instruction or intervention to target their specific area of weakness.

PARENT INVOLVEMENT - PBE/RTI – Parents are provided written notice when a student enters Tier 2 of the RTI process. Parents are encouraged to contact school administrators with any questions or concerns regarding the RTI process. Parents are always encouraged to participate in the RTI process. School administrators, teachers or interventionists contact parents throughout the RTI process as necessary to meet student needs. At each RTI meeting, progress reports are developed and sent home providing parents a quick reference for student progress within the academic or behavioral area of concern. Parent permission is always obtained for evaluation for formal consideration for exceptional education services. For PBE, parents are notified before a student is accelerated and the parent must agree to the acceleration.

Taylor County School District

System of Interventions Flow Chart



Taylor County School District

RTI & ECE Consideration

REFERRAL FOR ECE

If a student is making ***adequate*** progress within ***any*** Tier (1,2 or 3), the student should stay within that tier and continue with the instruction and/or intervention before progressing to another tier. Movement within the RTI process is determined by the student's acquisition of skills and rate of improvement or lack thereof. The goal of RTI is to bring the student's academic skills up to grade level expectations or to improve behavior in order to maintain compliance with school discipline codes. If the student fails to progress after completion of Tier 3, then a disability may be suspected and further evaluation may be necessary that will provide additional information to assist with consideration of ECE placement. At this point an Admissions and Release Committee (ARC) meeting should be scheduled to discuss the documentation accumulated during the RTI process and to determine the area of suspected disability. A formal referral for the ECE program is made and parental consent is obtained for formal evaluation. The ARC will recommend an appropriate assessment battery to further assess in the area of concern that may include cognitive, achievement, behavior ratings, adaptive, or any other assessment necessary given the formal data obtained during the RTI process. The ARC will reconvene no later than 60 school days from the date of consent with the results of the multidisciplinary evaluation.

EXCLUSIONARY FACTORS

The ARC will address exclusionary factors for SLD which are as follows: vision, hearing, communication, motor disability, mental retardation, lack of appropriate instruction, emotional disturbance, cultural factors, environmental factors, economic factors, and/or limited English proficiency. These factors must always be considered when considering placement for SLD under ECE services.

ECE RE-EVALUATION

If the student's benchmark assessment within the area of identified disability are below the 10th percentile (and the benchmark data is consistent with all other relevant data) there is no need for formal evaluation. The student should continue with ECE services under SLD; however, the ARC should analyze data to determine if other disabilities are suspected. If the student's benchmark assessment within the area of identified disability is above the 10th percentile the ARC should gather all available data to determine continued placement. Formal assessments are always an option that may be decided upon by the ARC to determine continued eligibility.

ECE RE-EVALUATION – DD (TURNING 9)

If a student's benchmark assessment is below the 10th percentile within any academic area the student should enter Tier 3 of intervention at least 6 weeks prior to his/her re-evaluation date to target skill deficits within the identified area (if the area is not already targeted under ECE services). If the area is targeted under ECE services the intervention must meet Tier 3 intensity, duration and must be implemented with fidelity. Progress monitoring should be obtained weekly. A referral for a suspected disability may be considered if the student does not progress within Tier 3 (minimum 6 weeks with intensive intervention). If progress is evident the student should remain in the intervention with weekly progress monitoring. All student data shall be considered prior to placement decision. If the student's benchmark assessment is above the 10th percentile the ARC should consider all academic data and relevant factors to determine if the student needs to enter the RTI process, be referred for further evaluation or consider removal from ECE services. Formal assessments are always an option that may be decided upon by the ARC to determine continued eligibility.

TWICE-EXCEPTIONAL

A student may be identified for ECE services based on state and federal guidelines in one or more areas and also be identified under PBE as a student who is accelerated in one or more areas. Students who meet this criterion are provided with individualized opportunities within the district to accommodate their unique needs.

Taylor County School District

System of Interventions Key Terms

Acceleration

Acceleration is considered if a student meets or exceeds grade level content and/or passes grade-level entry/exit exams and is allowed to move more quickly through course requirements and pursue higher skill development (student can be accelerated within the grade level or moved to a higher grade level).

Accommodation

Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability, however, they do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Adequate Yearly Progress (AYP)

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

Advanced Placement

A student may take a course that will provide college credit upon completion. If the AP course taken by the student is not dual-credit through an accredited college or university, the student must earn credit via an AP exam.

Aim Line

The aim line on a graph that connects the intersection of the student's initial performance level and date of that initial performance level to the intersection 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. Often referred to as the student's goal line.

AIMSweb

AIMSweb is a complete web-based data management system that allows for universal screening, progress monitoring, and data management for Grades P-10. AIMSweb provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.

At-Risk Student

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.

Baseline Data

Baseline data refers to the data collected on an individual student prior to the implementation of interventions. The baseline data represents the student's current level of performance on the specified skill.

Benchmark Assessment

A benchmark assessment is a brief assessment given three times a year (fall, winter, spring) to establish baseline achievement data and progress for students P-12.

BYOD

Bring Your Own Device (BYOD) allows all students to bring their mobile devices to enhance the learning experience using the campus wide wireless internet.

“Cooks Kids”

This program provides enrichment opportunities for at-risk students within the district.

Core Curriculum

The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education. As mandated by No Child Left Behind, core curricula must represent scientifically research-based practice.

Course Credit By Examination

A student may achieve course credit by successfully completing an end of course examination that verifies course mastery.

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 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.

Curriculum-Based Measurement (CBM)

CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers can assess individual responsiveness to instruction. CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented.

Cut Score

A cut score is the point or score at which students are divided between those who are at grade level and those who are below or above grade level.

Data Point

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

Diagnostic Assessment

A more in-depth formal assessment used to determine the strengths and weaknesses of students who may be struggling within the RTI process or who for those who are being considered for acceleration.

Differentiated Instruction

Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately 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.

Discrepancy

Discrepancy is the difference between two outcome measures.

Disproportionality

Disproportionality is the over- or under-representation of racially, culturally, ethnically or linguistically diverse groups of students in special education, restrictive learning environments, or school disciplinary actions (e.g., suspensions and expulsions) in comparison to other students.

Dual Enrollment

A student may take a course at one level and received dual credit for that course at a higher level (e.g. middle school student could take algebra and receive high school as well as middle school credit OR high school student could take a course for high school credit and receive university hours for the same course).

Duration

The duration is the length of time that a student stays within an intervention.

Early Admission to Kindergarten

Preschool students are allowed to enter kindergarten when they have exceeded grade level expectations and have mastered skills for success at the kindergarten level.

Early Graduation

A student may graduate early from high school by increasing the amount of courses taken each year or via dual enrollment (approval from superintendent is required).

Early Intervening Services

Early intervening services are the preventative components of No Child Left Behind and the Individuals with Disabilities Education Act of 2004. Early intervening services are implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services.

Early Release Friday

Early Release Friday allows for a two-hour professional learning community time for all teachers. Teachers use this time for aligning curriculum, development of entry/exit requirements, data analysis, professional development, or other relevant activities.

Evidence-Based Practice

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

Evidence-Based Instruction

Evidence-based instruction is instructional practices and curriculum that are supported by scientific research studies.

Extended School Services (ESS)

Students may enroll in after school/summer programs or courses that allow for supplemental instruction or advanced instruction/credit.

Fidelity of Implementation

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

Flexible Grouping

Flexible grouping refers to the idea that students may move among different groups based on their potential.

Flipped Classroom

A teacher videos a class presentation to allow students to view the presentation at home. Students complete homework assignments at school where the teacher is available to help and the student views the next day's lesson in the evening. Parents are encouraged to assist their child or learn more about what they are studying by accessing the videos. This approach can be used for supplemental or remedial instruction.

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 assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include: CBM, CBA, pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Frequency

Frequency is the number of times a student receives an intervention in specified timeframe.

Gifted

Student possesses the potential or demonstrates the ability to perform at an exceptionally high level (general intellectual, academic, visual/performing arts, creativity and leadership).

Goal

A way to measure a student's long-term expectations.

Goal Line

See Aim Line

Graph

A graph provides a visual representation of data. The student's progress can be shown visually using a graph.

IDEA

IDEA stands for Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEIA 2004. It was originally passed in 1975 with the latest reauthorization in 2004. It is a federal statute related to providing a free, appropriate, public education and early intervening services to students with disabilities from age 3 through 21.

Inclusion

Inclusion is a service delivery model where students with identified disabilities are educated with general education age/grade-level peers.

Individualized Curriculum

Students are provided with instruction that could entail less time than normal (completing a one-year course in one semester) or students are provided with tailored instruction through an individualized learning plan that may include fewer instructional objectives with advanced content instruction and/or enrichment activities.

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.

Internet Courses

Students may enroll in online courses that are provided outside of the normal school day. These courses are self-paced yet they do have specific deadlines.

Intervention

An intervention is an instructional strategy or curricular components that are specifically designed to remediate a particular skill.

Kentucky System of Interventions (KSI)

A framework for providing systematic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12.

Learning Disability

The IDEA 2004 definition of a Learning Disability/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

Local Education Agency (LEA)

LEA refers to a specific school district or group of districts in a cooperative or regional configuration.

Measure of Academic Progress (MAP)

MAP is a computer-based program that provides detailed academic assessment data to allow teachers to understand where each student is on his/her unique learning path. MAP data is obtained triennially at TCSD.

Modifications

Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Mentoring

At-risk students are paired with STAR students within the TCSD to allow for guidance within the social or academic realm.

Norm-Referenced Assessment

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

“On the Bus” Award

This award recognizes outstanding performance for TCSD staff with a small token of appreciation to promote staff empowerment.

Pace

The rate of student learning.

Percentile Rank

A percentile rank refers to a number that is assigned that denotes the percentages of scores below that score.

Performance-Based Education (PBE)

PBE is a system of teaching and learning that places students in grade-level content areas based on mental ability rather than chronological age.

Primary Level of Intervention

Primary intervention is the universal core program that all students receive.

Probe

A brief (1-8 minutes) work sample that assesses basic curricular skills under standardized conditions. Probes are taken frequently to measure student progress.

Problem-Solving Model

Within RTI, a problem-solving model can be used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

Professional Learning Communities

Teachers work collectively to align teaching strategies with current research in order to meet the needs of the students they serve.

Progress Monitoring

Progress monitoring is used to assess students' academic performance, to quantify a students' rate of improvement or responsiveness to instruction/intervention, and to evaluate the effectiveness of instruction/intervention.

Research-based Intervention

Interventions or instructional strategies used to improve student learning. The research-based intervention must have evidence of an experimental research design that used empirical methods, reported in peer reviewed reputable journals and had a large research sample. The research must also show that the researchers used appropriate data analysis and that there is a direct correlation between the intervention and the student success it cites.

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 within the TCSD identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based instruction/interventions and adjust the intensity and nature of the instruction/interventions depending on a student's responsiveness. RTI is also used as a method to identify students with disabilities.

Roger Awards

The superintendent recognizes teachers annually with a \$500 merit prize. Teachers nominate one another based on criteria such as: evidence of student growth, differentiation, successful collaboration, use of technology, relationship building, etc. There are nine winners each school year.

Scaffolding

Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

Secondary Level of Intervention

Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment. Secondary level interventions are often short-term, implemented in small group settings, or they can be individualized.

Self-Paced Instruction

A student may proceed through learning activities at his/her own pace. The student determines the progression rate. Self-paced instruction allows students to learn at their individual rate of learning. Videos are available for self-paced instruction.

Specific Learning Disability

See Learning Disability.

Split Classroom

A classroom that has a split number of students from two grade levels (e.g. half 3rd grade and half 4th grade) to allow the younger students to interact academically and socially with older peers.

Standard Protocol Intervention

Standard protocol intervention relies on the same, empirically validated intervention for all students with similar academic or behavioral needs. Standard protocol interventions facilitate quality control.

STAR Student

Students Teaching And Re-teaching (STAR) other students. The STAR program allows for high school students to mentor younger students to help meet the individualized needs of such students. STAR students are assigned and monitored by a certified teacher to ensure that students are paired to efficiently meet the needs of our younger students and to maximize the learning experience for the STAR student.

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).

Tertiary Level of Intervention

Tertiary interventions supplement primary and secondary interventions to intensify instruction. A tertiary level of intervention is usually implemented individually or in very small groups. Tertiary level of intervention also occurs under the auspices of special education. Individualized education program (IEP) goals are established; individualized student programs are developed formatively using systematic progress monitoring; and student progress data are also used to determine when a student may return to secondary or primary prevention.

Tiered Instruction

Tiered instruction describes levels of instructional intensity within a multi-tiered prevention 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 line to help inform responsiveness to a specific intervention and to tailor a student's instructional program.

Twice-Exceptional

A student identified as “twice-exceptional” is a student who is identified as gifted and talented in one or more areas and is also identified as having a disability as defined by current state and federal guidelines within one or more areas. These students are provided with individualized opportunity that best meets their unique needs at each level.

Universal 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.

Validity

The assessment is considered to measure what it was intended to measure.

Virtual School Program

A student may pursue alternative routes to graduation and complete early college courses through the TCSD Virtual Program.

Taylor County School District

System of Interventions Resources/References

Florida Center for Reading Research

The Florida Center for Reading Research provides extensive information on the science of reading and reviews of curriculum materials.

www.ferr.org

IRIS Center

The IRIS Center is a national center that provides free, online, interactive training about the RTI process as well as the education of students with disabilities.

www.iris.peabody.vanderbilt.edu

Kentucky Department of Education

The Kentucky Department of Education provides a guidance document that outlines the Systems of Interventions for Kentucky.

www.kde.org

Live Binders

Live Binders is a website that provides an organized way to digitally organize thousands of resources in one place for teachers, parents and administrators.

www.livebinders.com

Knowmia

Knowmia is a website that allows access to over 30,000 video lessons. It allows teachers to post lessons online and initiate interactive assignments with their students.

www.knowmia.com

National Center on Response to Intervention

The National Center on Response to Intervention provides technical assistance to states and districts in implementing proven models for RTI and early intervening services.

www.rti4success.org

Oregon Reading First

Oregon Reading First provides resourceful information on reading instruction and reviews of curriculum materials.

www.oregonreadingfirst.uoregon.edu

Reading Rockets

Reading Rockets offers a wealth of reading strategies, lessons, and activities designed to assist parents, teachers, and other educators in working with struggling readers.

www.readingrockets.org

RTI: A Practitioners Guide to Implementing Response to Intervention

RTI: A Practitioners Guide to Implementing Response to Intervention is a valuable resource that provides educators with insight into RTI within the school setting.

Mellard, D. & Johnson, E. (2008). RTI: A Practitioners Guide to Implementing Response to Intervention. Thousand Oaks: Corwin.

US Department of Education

The US Department of Education provides detailed information regarding the Individuals with Disabilities Act (IDEA).

www.idea.ed.gov

What Works Clearinghouse

What Works Clearinghouse was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.

www.ies.ed.gov/ncee/wwc

APPENDIX A - RTI FORMS

TAYLOR COUNTY BOARD OF EDUCATION

1209 East Broadway
Campbellsville, KY 42718
Phone (270) 465-5371
Fax (270) 789-3954

ROGER D. COOK
Superintendent

“Every Child, Every Day”

School Year 20XX-XX

Dear Parent/Guardian,

In efforts to improve student achievement, Taylor County School District (TCSD) has implemented district-wide screenings for all students (K-12) that are administered three times a year (fall, winter, and spring) to monitor student progress within the curriculum. Screenings are completed for reading, math, and writing to help identify students who may be having difficulty with one or more of these important skills. Your child has been identified as having a weakness in one or more of these areas according to our most recent screening.

A research-based intervention program has been implemented to assist your child with improving the identified area(s) of weakness. This intervention process coincides with the Response To Intervention (RTI) model that has been adopted within the TCSD. RTI is the practice by which students receive high quality instruction and research-based interventions to meet individual student needs. Students are monitored weekly to assist with decision-making regarding instructional and/or intervention change. Regular team meetings are held to determine progress for your child. You will be provided updated progress for your child as team meetings are held.

Your child will receive instructional strategies and interventions designed to meet his/her individual needs. Your child will enter what is referred to as Tier 2 of the RTI process, which means he/she will be provided with a research-based intervention in addition to the core curriculum provided to all students. Please contact your child's school principal or counselor with any questions/concerns regarding the RTI process. We value your help in improving your child's academic skills for optimal school success.

Thank you,

Stephanie Wilkerson
Nationally Certified School Psychologist
Taylor County School District

An Equal Opportunity Employer

TAYLOR COUNTY SCHOOL DISTRICT RTI INITIAL PLACEMENT MEETING

NAME:	DOB:	GRADE:
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MEETING DATE: _____ SCHOOL: _____

REFERRAL SOURCE: BENCHMARK DATA TEACHER GUARDIAN OTHER

AREA(S) OF CONCERN: READING WRITING MATHEMATICS BEHAVIOR
 LANGUAGE MEDICAL SPEECH COGNITIVE OTHER: _____

- YES NO RECORD REVIEW COMPLETED
- YES NO CORE CURRICULUM IMPLEMENTED WITH FIDELITY
- YES NO PARENT CONTACT LETTER MEETING
- YES NO BASELINE DATA OBTAINED
- YES NO WEEKLY PROGRESS MONITORING INITIATED

MAP PERCENTILES: ____ READING ____ MATH ____ LANGUAGE

SECOND DATA SOURCE OBTAINED: YES NO

AFTER REVIEW OF RELEVANT DATA THE RTI TEAM RECOMMENDS THE STUDENT:

- REMAIN IN TIER 1 (NO INTERVENTION - CORE INSTRUCTION IS SUFFICIENT)
- ENTER TIER 2 (30 MIN DAILY SMALL (<5) GROUP)
- ENTER TIER 3 (30 MIN DAILY 1:1 OR 1:2 RATIO OR 60 MIN DAILY SMALL (<5) GROUP)
- ENTER TIER 3e (SAME AS TIER 3 - MUST MEET TIER 3e ENTRY CRITERIA)

INTERVENTION: _____ START DATE: _____

COMMENTS:

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

TAYLOR COUNTY SCHOOL DISTRICT RESPONSE TO INTERVENTION (RTI) PARENT PROGRESS REPORT

NAME:	DOB:	GRADE:
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MEETING DATE: _____ SCHOOL: _____

CURRENT RTI TIER: TIER 2 TIER 3 TIER 3e

AREA(S) OF CONCERN: READING WRITING MATHEMATICS BEHAVIOR
 LANGUAGE MEDICAL SPEECH COGNITIVE OTHER: _____

MAP PERCENTILES: ____ READING ____ MATH ____ LANGUAGE

AS YOU ARE AWARE, YOUR CHILD IS PARTICIPATING IN THE RTI PROCESS AT TAYLOR COUNTY SCHOOL DISTRICT BECAUSE WE HAVE IDENTIFIED AN AREA OF CONCERN THAT REQUIRES INTERVENTION IN ADDITION TO THE CORE INSTRUCTION. WE HAVE MET TO DISCUSS PROGRESS FOR THE AREA OF CONCERN. PROGRESS IS NOTED BELOW. IF YOU HAVE ANY QUESTIONS PLEASE CONTACT ANY ADMINISTRATOR AT YOUR CHILD'S SCHOOL.

- STUDENT IS PROGRESSING (STUDENT WILL CONTINUE WITH CURRENT INTERVENTION AND TIER LEVEL WITHIN THE RTI PROCESS OR MAY EXIT RTI)
- PROGRESS IS SPORADIC (INTERVENTION AND/OR TIER MAY BE ADJUSTED OR CHANGED TO IMPROVE PROGRESS)
- THERE IS MINIMAL PROGRESS (WE WILL BE CONTACTING YOU FOR A MEETING TO DISCUSS HOW WE CAN MEET YOUR CHILD'S CURRENT NEEDS)

COMMENTS:

SCHOOL ADMINISTRATOR

DATE

TAYLOR COUNTY SCHOOL DISTRICT RTI PROGRESS MEETING

NAME:	DOB:	GRADE:
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MEETING DATE: _____ SCHOOL: _____

CURRENT TIER: TIER 2 TIER 3 TIER 3e

AREA(S) OF CONCERN: READING WRITING MATHEMATICS
 BEHAVIOR LANGUAGE MEDICAL SPEECH COGNITIVE OTHER: _____

MAP PERCENTILES: ____ READING ____ MATH ____ LANGUAGE

- YES NO INTERVENTION IMPLEMENTED WITH FIDELITY
 YES NO PROGRESS MONITORING DATA REVIEW (ATTACH DATA CHARTS)
 YES NO PARENT CONTACT (RTI PROGRESS SHEET TO PARENT)

AFTER REVIEW OF RELEVANT DATA THE RTI TEAM RECOMMENDS THE STUDENT:

- EXIT RTI AND ENTER TIER 1 (STUDENT ACHIEVED 20TH PERCENTILE)
- ENTER OR REMAIN IN TIER 2 (TIER 2 INTERVENTION IS SUFFICIENT)
- REMAIN TIER 2 (CHANGE OR MODIFY TIER 2 INTERVENTION)
- ENTER TIER 3 (SAME INTERVENTION INCREASE INTENSITY)
- ENTER TIER 3 (CHANGE INTERVENTION INCREASE INTENSITY)
- REMAIN TIER 3 (CHANGE OR MODIFY TIER 3 INTERVENTION)
- REFER FOR CONSIDERATION OF SPECIAL EDUCATION

INTERVENTION: _____ START DATE (IF NEW): _____

COMMENTS

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

RTI TEAM MEMBER DATE

TAYLOR COUNTY SCHOOL DISTRICT RTI RECORD REVIEW

NAME:	DOB:	GRADE:
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DATE OF REVIEW: _____ AREA OF CONCERN: _____

MAP PERCENTILES: READING _____ MATHEMATICS _____ LANGUAGE _____

KPREP SCORES: READING _____ MATHEMATICS _____

- YES NO CURRENT/PREVIOUS ECE SERVICE (ATTACH IEP)
- YES NO CURRENT/PREVIOUS SECTION 504 PLAN (ATTACH 504 PLAN)
- YES NO CURRENT MEDICAL CONDITION (ATTACH MEDICAL DOCUMENT)
- YES NO MULTIPLE ABSENCES/TARDIES (ATTACH ATTENDANCE RECORD)
- YES NO RETENTION - GRADE REPEATED: _____
- YES NO EXCESSIVE SCHOOL-TO-SCHOOL TRANSFERS (TRANSIENT)

RELEVANT SCREENINGS:

- PASS FAIL NA HEARING - DATE: _____
- PASS FAIL NA VISION - DATE: _____
- PASS FAIL NA COMMUNICATION - DATE: _____
- PASS FAIL NA MOTOR - DATE: _____

ANY OTHER RELEVANT INFORMATION: _____

SCHOOL ADMINISTRATOR

DATE

