Overview of RtI

FREDONIA ELEMENTARY SCHOOL

APRIL 18, 2016

Individuals with Disabilities Education Act in 2004 (IDEA 2004)

- (1) "…when determining whether a child has a specific learning disability as defined in section 602, a local educational agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability…" [P.L. 108-446, §614(b)(6)(A)] ;

Definition of RtI

- RtI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions.

Four essential components of RTI:

1. A school-wide, multi-level instructional and behavioral system for preventing school failure

2. Screening

3. Progress Monitoring

4. Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

(National Center on Response to Intervention, 2010)

Fredonia Elementary Procedures for RtI

- Step One:

- Benchmark Assessment 4x/year
  - Aimsweb
  - STAR
  - Interim Assessments
  - Local Assessments (sight words, classroom assessments)

Data Analysis Meetings – Step 2

- Review ELA data first
  - Establish cut-scores for Tier 2 and Tier 3
    - AIMSWeb
    - STAR
    - Interim Assessment
  - Review individual scores and areas of strengths and weaknesses
    - RtI groups are based on skill deficit areas

Data Analysis Meetings

- Review Math data second
  - Establish cut scores for Tier 2 and Tier 3
    - AIMSWeb
    - Interim Assessment Results
    - Chapter/Module test results
  - Review individual scores and areas of strengths and weaknesses
    - RtI groups are based on skill deficit areas

SAT process (Student Assistance Team)—Step 3

- Full day of meetings (scheduled every 45 minutes)
- 2 subs for the day (1 for GE teacher/1 for SE teacher)
- Members:
  - Classroom Teacher
  - Special Education Teacher Representative
  - Parent
  - RtI teacher (reading and/or math)
  - OT/PT/Speech Teachers, if appropriate
  - School Psychologist
  - School Counselor
  - Run by Principal

SAT Process

- Referral comes from Data Analysis Team
- Parents notified by Classroom Teacher
  - Phone Call
  - Informational Brochure

- Teacher completes initial portion of SAT form and sends it to the principal

SAT Form

Fredonia Central Schools
Student Assistant Team/ Response to Intervention Form

Name of Child: Grade: Date of Birth:

Name of Parent(s)/Legal Guardian:

Address: Phone #:

Name(s) and Position(s) of Person(s) Making Referral:

Previous Retention: N   If yes, grade:_____
Medical Issues:_____ _____
Medication:_____
Other Services: Response to Intervention services in ELA and Math
Date of meeting:
In attendance:

SAT form

What can the student do? (List at least 3 skills that the student displays to some degree of competency)

What would you like the student to do? (List one or more areas which the student needs to improve to be successful in school—AREAS OF CONCERN)

Description of Concern:

Present Level of Performance: (Include AIMSWeb, Classroom Assessments, Sight Words, etc.)

2014-15 Fall AIMSweb:

Other Assessments / Screens:

SAT

- Interventions and Goal set
  - **Brainstorm Possible Strategies/Interventions**
  - (The intervention must be a teaching strategy, not a person or a place.)

  - *Description:* (Who is completing the intervention and what specifically is being done?)

  - *Performance Goal and Timeline:* (For example "120 wpm by January 1, 2009.")

SAT

- Progress Monitoring scheduled
- Follow Up Meeting scheduled
- Minutes printed and given to parent immediately
- Minutes e-mailed to SAT team

SAT Follow-Up meetings – Step 4

- GOAL:
- Current Tier Level:
-
- Was the Intervention implemented as planned?
- If no, explain:
-
-
-
- Was the goal reached?
-
-
-
- Are there any other accommodations that may be needed for this student to be successful in your class?
-
-
-
-
- Are there any new concerns not previously discussed?
-
-
-
-
-
-
- SAT's recommendations:

Referral to CSE

- Only for students with possible Learning Disabilities, especially in reading
- Use of Dual Discrepancy Model

Benchmark Assessment Supports Identifying "Dual Discrepancies"

Data-Based Decision Making Begins by Looking for <u>Dual Discrepancies</u>:

1. *Educational Need (Discrepancy from Other Students)*, and

2. *Lack of Significant Improvement with "Standard" Intervention — General Education Program*

Benchmark Progress Monitoring: DUAL DISCREPANCY & Educational Need?

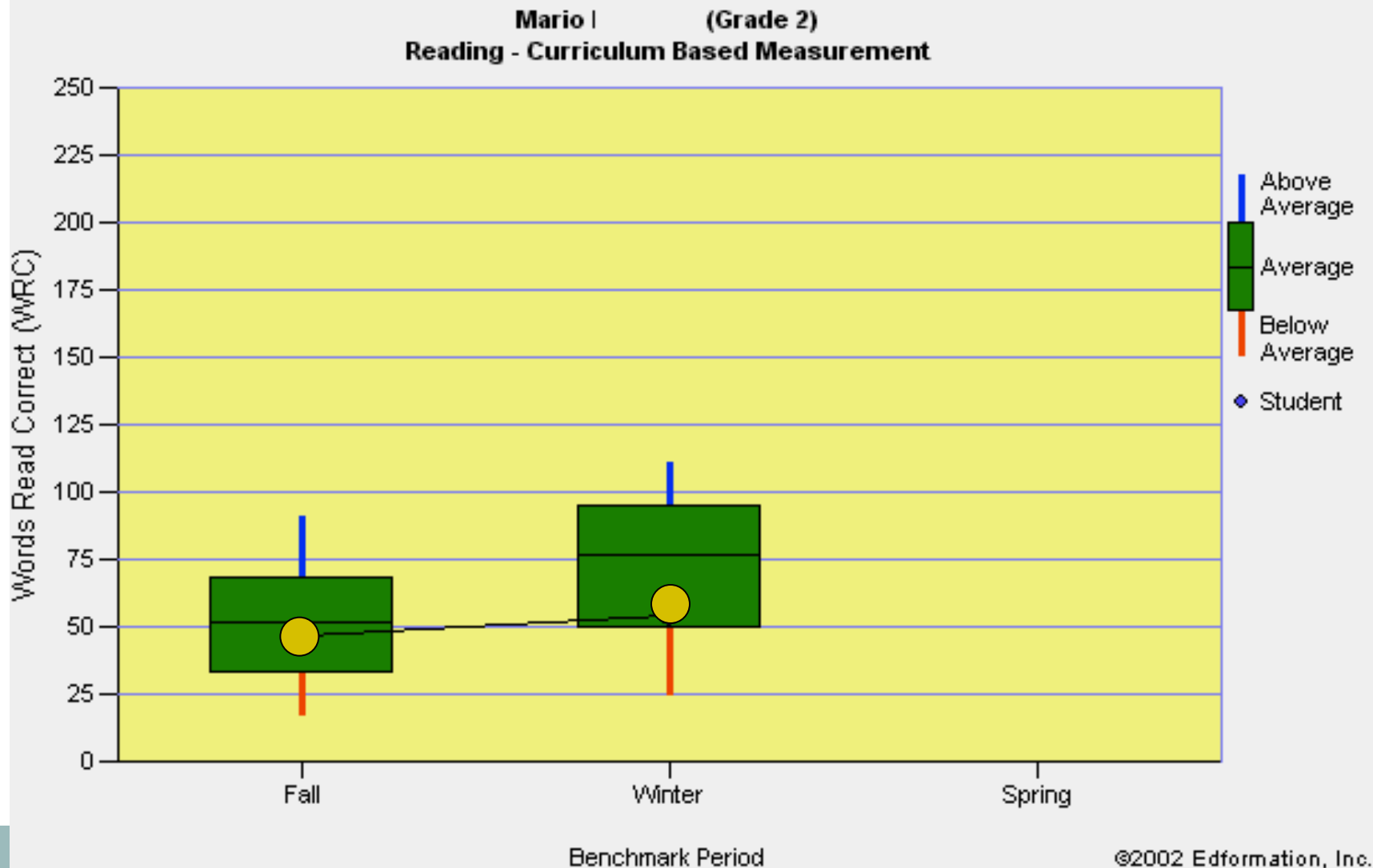Andrew I   (Grade 2)
Reading - Curriculum Based Measurement

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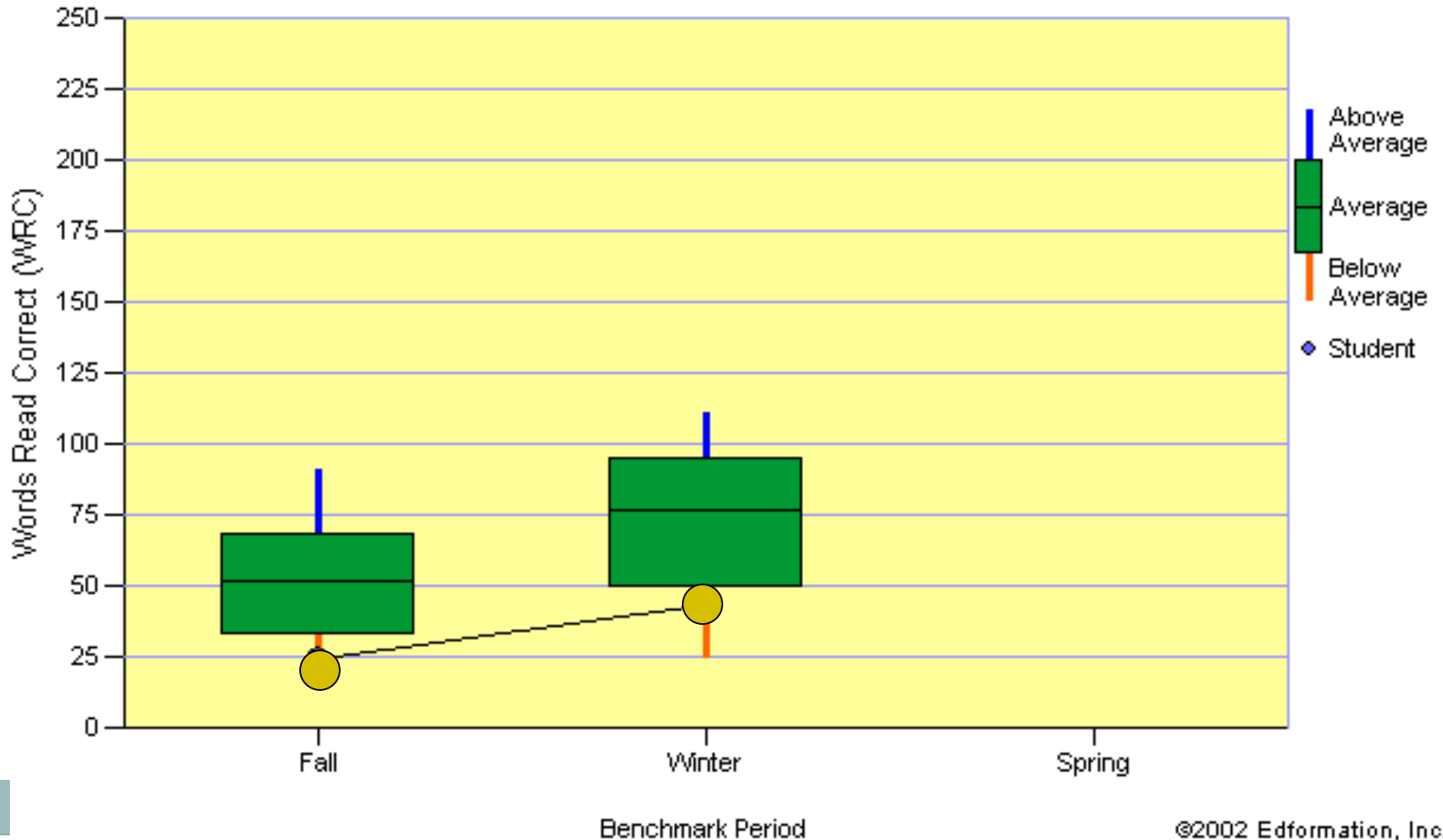
Dual Discrepancy and Need for RTI?

Hartford School District - Wilson Elementary
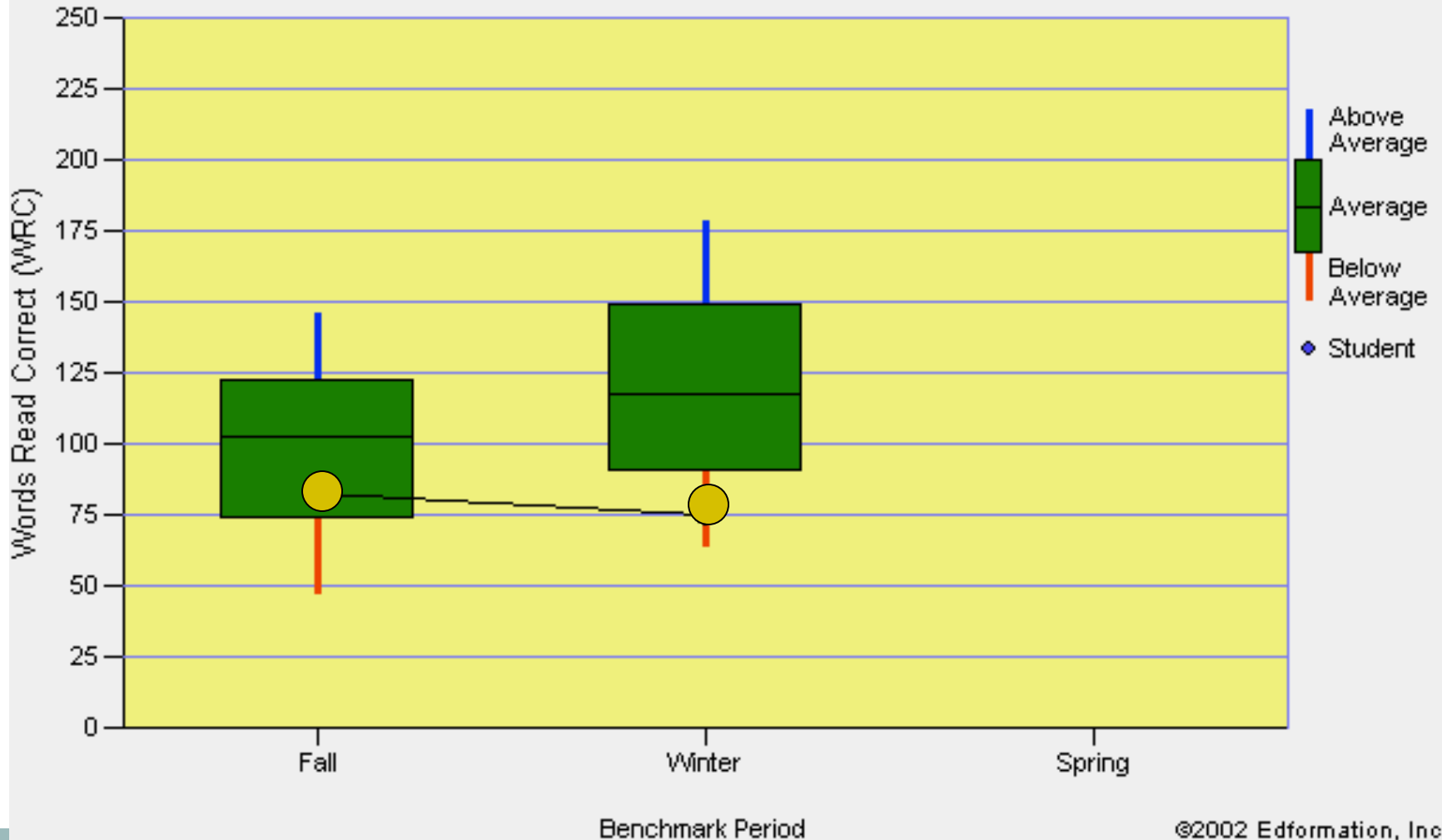U. Boardman (Grade 3)
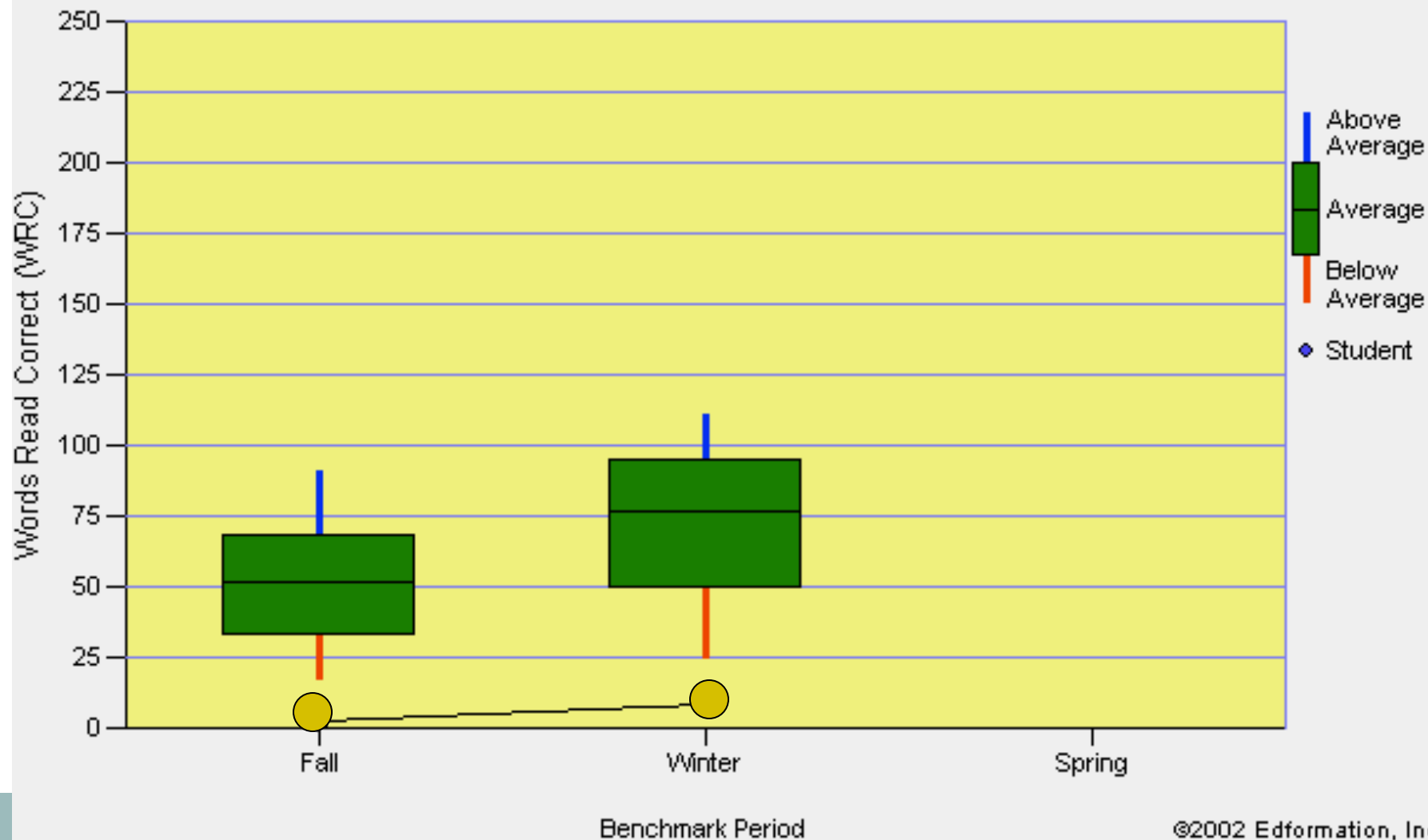Reading - Standard Benchmark Passages

Benchmark Period

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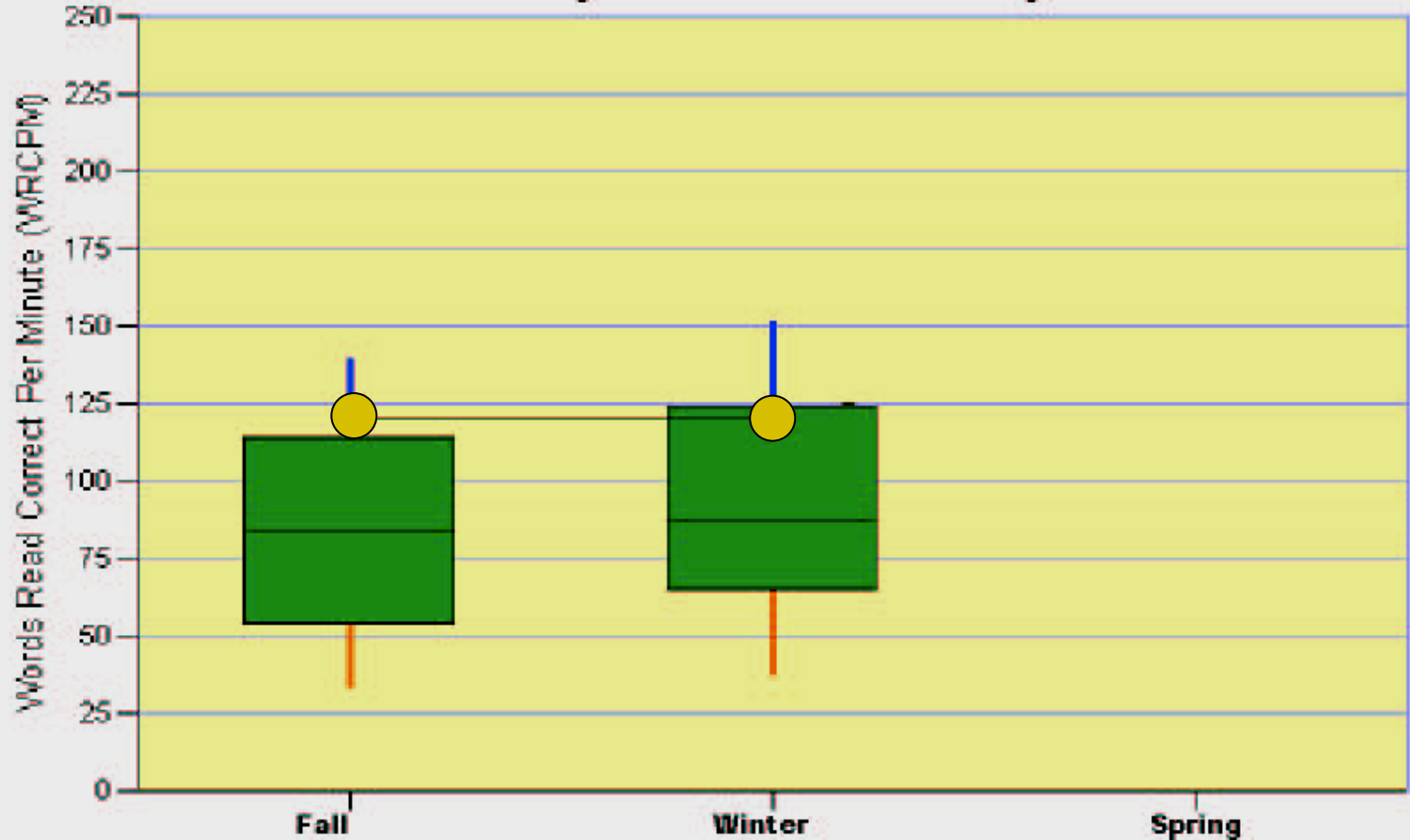
Dual Discrepancy and Need for RTI?

Benchmark Progress Monitoring: Educational Need?

Patricia   Grade 4)
Reading - Curriculum Based Measurement
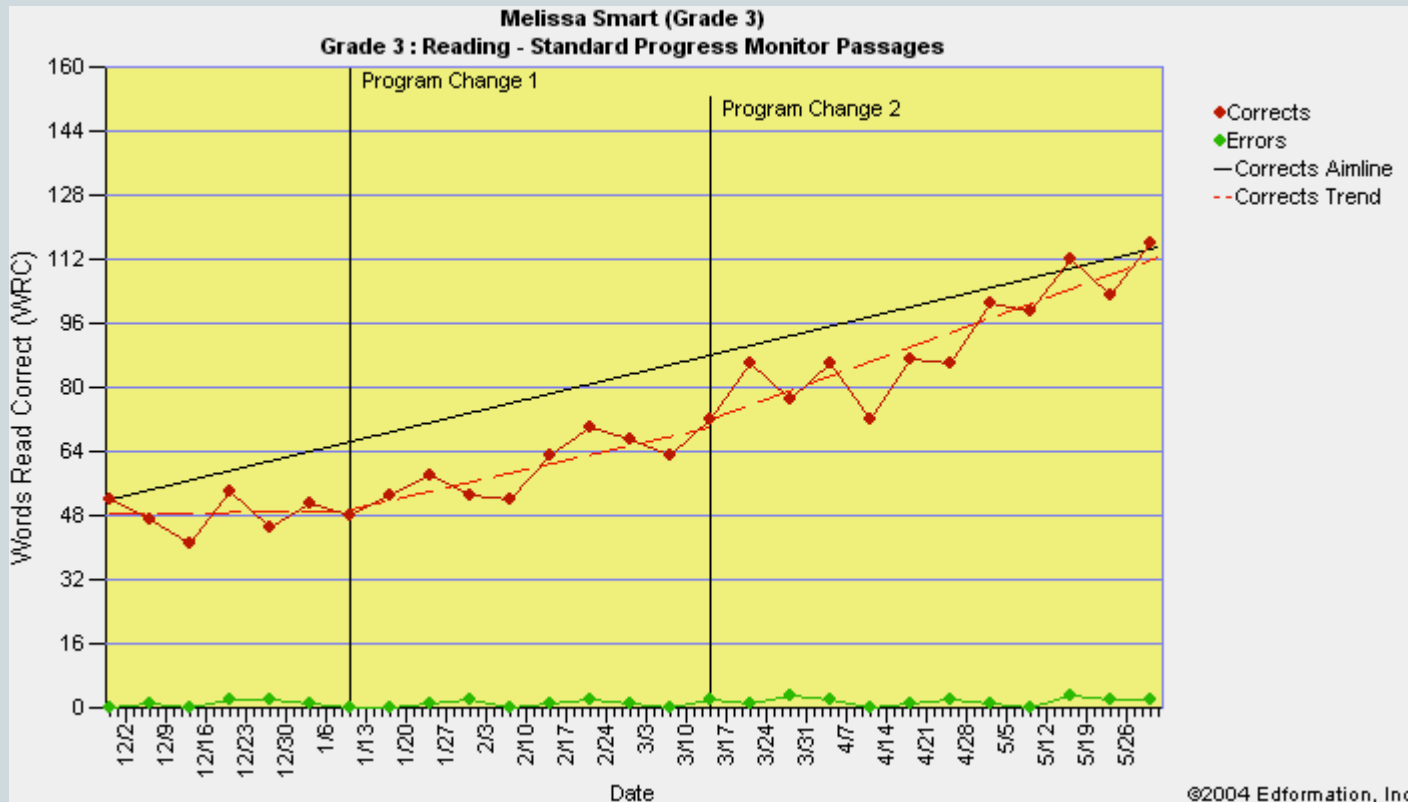
Benchmark Period

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Educational Need?

Deor (Grade 2)
Reading - Curriculum Based Measurement

Intensive Progress Monitoring & Goal Setting

Referral to CSE

- If a student is receiving intensive, targeted interventions and continues to indicate a dual discrepancy with no extenuating factors (attendance concerns, mental health concerns, major life events, etc.), a student should be referred to CSE for a possible LD classification.

- If the interventions recommend ARE NOT implemented with fidelity and consistency, and are not specific to the identified deficit area, a student should NOT be referred to CSE, but should be given intensive, targeted interventions with fidelity.