

The impact of RtI on School Improvement and Student Achievement

The district has made significant strides in implementing a Response to Intervention program as required by the newest iteration of the federal Individuals with Disabilities Education Act (IDEA) legislation. The interventions in place are helping students improve their performance. Effectively, for students to be labeled as learning disabled under the newest version of IDEA, there must be documentary evidence that the student has not responded to one or more research based instructional interventions that were provided to the student over a period of time. The district was required to create an RtI plan by January 2010. However, that hadn't been done upon my arrival. We did work on a district plan during the 2010-2011 School Year, but reworked that plan and the associated documents during the 2011-2012 School Year. Kim Moore was instrumental in putting the original plan together and Lindsay Abbeduto joined her in leading the district's efforts since then. The current plan is attached as an appendix to this report.

What is Response to Intervention?

Response to Intervention, or RtI, is one of the most recent—and in some ways the most promising—reform movements in education today. Focused on improving the quality of teaching and learning in the general education classroom, RtI serves a dual purpose:

- ✓ to develop more valid ways of identifying students with reading and learning disabilities,
- ✓ to provide early intervention for students at risk of reading failure.

RtI allows teachers to determine which students need special education services based on the ongoing assessment of student performance, rather than the results of one or two days of testing by a school psychologist. Special education placement is recommended only when a student fails to respond well to reading instruction and to subsequent focused tutoring in the general education classroom.

Teachers use RtI to determine if instructional support and intervention delivered in the general education classroom—such as small-group instruction or pre-teaching of relevant foundational skills—improve a student's learning rate prior to referring the student for special education. For example, if a student struggles to acquire reading skills during appropriate core reading instruction, the classroom teacher and/or reading interventionist may provide intensive small-group instruction on key skills such as decoding and word-reading fluency.

RtI also provides a decision-making framework that uses assessment to drive instruction. An important premise of RtI is that reading instruction in the general education classroom, as well as subsequent instructional supports, are based on validated and research-proven approaches. Educators identify students with reading disabilities only when the student's response to a research-based intervention is dramatically different from those of their peers. Once educators have determined that the student needs additional support and have placed the student into an intervention group, ongoing assessment (or progress monitoring) assists teachers in determining how well the student is responding to instruction. Teachers use assessment data to flexibly group

students based on their individual needs and to determine whether to continue with current strategies or to provide additional levels of instructional scaffolding.

RtI is based upon scaffolding up to three tiers of interventions and supports for the individual student. Tier I is the core curriculum within a given subject area. Until 80% of the students at any given level/class/section/ etc. are meeting or exceeding standards, the instructional focus needs to be on improving or revising the curriculum until that threshold level of achievement is met or exceeded.

Tier 2 interventions provide scaffolded support for students who are not responding well to the evidence-based instruction delivered through the core reading program in the general education classroom. In Tier 2, students receive intensive, small-group instruction using a curriculum that can be aligned to the scope and sequence of the core reading program. Intervention materials should continue to incorporate the systematic, explicit features of an effective, research-validated reading program. Ideally, students receive intervention instruction at least two times per week for a minimum of 20 minutes each time. This is in addition to their Tier 1 core reading instruction. This is a departure from previous practices in many schools where students receiving ELL or special services were pulled out of reading for reading support, effectively ensuring that they would remain behind their peers. Our current model effectively doubles the amount of instruction they are receiving in areas of concern.

Tier 3 Interventions involve longer-term, more intensive reading interventions than are provided in Tier 2. Educators may deliver instruction through Title I or other district-provided remediation programs. For example, if a student's reading difficulties result from a lack of adequate or sufficient reading instruction, Tier 3 intervention may be provided by programs other than special education. Ideally, students receive intervention instruction at least four times per week for a minimum of 20 minutes each session.

Once students are placed in Tier 2 or 3, teachers monitor their progress bi-weekly to determine if they are responding to the evidence-based intervention program. This could vary depending on personnel available. Students whose reading skills reach a predetermined level of accuracy, or benchmark, will be dismissed from Tier 2 instruction and return to Tier 1 (the regular classroom's core instruction). Once dismissed, their progress is monitored once per month to ensure that they continue to respond to the reading instruction provided in core instruction. Students who continue to experience difficulty may receive another round of Tier 2 interventions or be moved to Tier 3, where they receive additional time and/or depth of instruction.

According to Matt Klett, RtI has been a great thing for Capron as it has forced us to meet as a staff on all students. These meetings include classroom teacher, sp ed teacher, reading specialist, principal, Title I teaching assistants and ELL teaching assistants. To take this one step further, we have developed PLC's - professional learning communities. This means we are meeting often (every two - three weeks) to ensure collaboration between all parties involved with

a student, reviewing our interventions and the proper Tier placement of our /students. Capron was the first building to meet in regular data team meetings. This began during the 2010-2011 School Year.

One of the outcomes of RtI has been a reduction in the number of students identified for special education. Many students who previously would have been identified as special education students (mostly under the category of Learning Disabled) are now served more efficiently through RtI interventions. According to Dr. Olds, *A big change that I have noticed is that we tend to wait longer to refer someone for Special Ed (2nd grade or after) because we have more systems in place.* Effectively, the students are receiving the same or better instruction they would have received under special education in the past, but without the burdensome overhead of special education regulations. The number of students identified as needing IEP services at Capron has been reduced from 14 to 7 over the past five years.

At the middle level, NBMS identified 38 students for RtI Tier 2 or Tier 3 interventions during the 2011-2012 School Year. On average, “typical expected growth” on MAPs assessments is about three points at 7th and 8th grade in reading. Our students who received either level of intervention averaged significantly higher gains. With two exceptions (students who dropped significantly ~ and therefore most likely didn’t put forth real effort) all of the students involved in interventions made position growth. The interventions were provided by Special Education teachers.

RtI Groups	Group 1 (n=7)	Group 2 (n=7)	Group 3 (n=4)	Group 4 (n=3)	Group 5 (n=9)	Group 6 (n=8)
Range	4 to 18	-7 to 11	0 to 8	8 to 10	-18 to 16	6 to 18
Average Growth	11.5	6 (7.3 without the -7)	4.5	9	4.5 (7.4 without the -18)	8.25

This year, we are pulling out groups of students as well. Students are identified as needing additional interventions based upon MAPs performance. Of the 41 students identified this year for reading intervention (either Words their Way or 6 Minute Solution), all of the students have increased their reading fluency this year. The spring MAP scores aren’t available yet this year.

Halfway through this school year, we took the carry-over Title I funding and added a math interventionist to assist teachers in conducting Tier 2 & Tier 3 interventions at Title I schools.

Manchester’s RtI Data also focused on reading during both the 2012 & 2013 School Years. During the 2012 year, we actually provided whole group instruction to the Kindergarten as many

of those students entered without much prior knowledge. A subgroup of 14 students received additional RtI assistance and four of them were back to grade level of the end of fall.

Grade	Fall 2011	Fall Exited	Winter 2012	Winter Exited
Kindergarten—whole group Jolly Phonics	30	30	0	0
Kindergarten	14	4 2 moved out	8	0
1 st grade	7	3	5 2 moved in	0
2 nd grade—whole group Anna Plan	--	--	24	0
2 nd grade	10	2	11	1
3 rd grade	9	0	9	5

Manchester has benchmarking and assessment systems in place that include: AIMSweb, Fountas & Pinnell reading, and Words Their Way spelling that are given in Fall, Winter, and Spring.

In 2012-13, Manchester has 6 people who are perform interventions: 1 reading specialist, 3 teaching assistants, and 2 community volunteers.

At Capron, Poplar Grove and NBUE, the RtI program over the past couple of years to now include Math and Behavior (this year). We primarily use Aims, Dibels and MAP. Aims is our Universal Screener and progress monitoring tool K-4. However, we do use MAP as more of a screen in 2-4. F and P Reading levels are also important as they are a big gauge of comprehension.

Next Steps:

We generally need a more flexible schedule at the secondary level to better implement RtI type instruction along with a longer instructional day. I believe that we are doing a better job in this area than two years ago, but there is still need for improvement.

Principals generally feel we need more manpower to increase the effectiveness of the RtI beyond its current reach. We have asked ECRA to provide an analysis of the effectiveness of the RtI program at 5-8 since we have the largest number of students at that level.

Attached is a representative list of the interventions currently being used throughout the district. Mrs. Abbeduto and I are working with ECRA to gauge the effectiveness of the program and we will share that data when we have it in a usable form.

Math Interventions used 7th and 8th Grade

Math Plus- This class is an additional math class that uses data to drive instruction. This class meets daily for 50 minutes. The teachers use fastt math, focus math and other topical resources to deliver extra instruction for a quarter. AIMSweb is used for monitoring student progress as well as the focus math benchmark assessments.

FocusMATH (tier2 or 3) is an intensivemath intervention program designed to fit any Response to Intervention (RtI) framework and work with any math program. *focusMATH* identifies at-risk students early and accelerates their learning with instruction that is intensive, balanced, and individualized. All grade levels consist of three units, each built around a specific NCTM Focal Point.

FASTT Math (tier 3) combines research-validated methods and technology to help struggling students develop fluency with basic math facts in addition, subtraction, multiplication, and division. Using built-in, ongoing assessment, the software provides a continuously adaptive program that efficiently increases fluency in customized, 10-minute sessions. FASTT Math, which stands for Fluency and Automaticity through Systematic Teaching with Technology, delivers individualized instruction and practice that helps students develop automatic recall of basic math facts from numbers 0-9 or 0-12. Computerbased, customized practice activities and worksheets help students achieve math-fact fluency. In addition, the Fact Fluency Foundations Guide provides instruction in number sense and operations for those students who lack a foundation in basic math concepts. FASTT Math employs a proven approach called “expanding recall” to help students move newly acquired math facts from working to long-term memory. No more than three new facts are introduced during any given 10-minute session. Students practice holding new facts longer and longer in working memory until they make the leap to automatic retrieval. Developing automatic recall of basic facts provides the foundation needed for later development of higher-order math skills.

Math Interventions used 5th and 6th Grade

Pull out math from Math interventionist- (tier 2 or 3)- the math interventionist meets with a small group of students 4 days a week for 30 minute sessions in addition to the daily math class in order to backfill information that isn’t solidified. Focus Math is used in conjunction with the current Envision series to complete the entire math picture.

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Ten Marks (tier 1, 2 or 3) TenMarks is a personalized math program that will help students learn, review, and master math concepts. Students can learn at their own pace, in their own time. It is geared for students from grade 3 through high school and is designed to meet individual state standards, based on where the student lives.

How it Works: TenMarks offers personalization for every student. There is an assessment that students take to help determine their level or their understanding of the concepts according to grade. TenMarks creates the personalized program for the student. The student can also go to other grade levels and do "practice" worksheets.

Compass Learning (tier 1, 2 or 3) CompassLearning Odyssey includes lessons and activities that are based on current and confirmed research about the way today's students think and learn. Odyssey curricula for primary and secondary students facilitate Response to Intervention, differentiated and personalized instruction, and formative assessment that helps drive data-based decision making.

K-4 Reading Intervention List

Heggerty Phonemic Awareness: Used as a whole group scripted phonemic awareness program in K-1, students identify and manipulate individual sounds in words. The program also includes larger parts of spoken language that include words, syllables, onsets and rimes, and compound words. Intended to be used as a whole group Tier 1 intervention, but can be repeated as a Tier 2 small group intervention to boost phonemic awareness in struggling readers, as well as older struggling readers.

Jolly Phonics: Teaches the phonemes (smallest unit of spoken language) in a multi-modality way. Each phoneme has a song and action that helps children connect learning in their preferred learning styles. Students are taught the 42 phonemes of the English language through a playful setting, and then begin to write the letters that connect to the sounds. Can be used whole group as Tier 1 (K-1) or in small group Tier 2 with struggling readers (K-4).

Reading Eggs: An interactive technology intervention (K-1) that helps students in the areas of phonemic awareness, phonics, fluency, and comprehension. It is presented with animations, activities, and a reward system. Students are given a placement quiz to determine reading levels, so it is completely individualized instruction. Tier 1, 2 or 3 intervention.

Leveled Literacy Intervention: A small group intervention (3 students only) for grades 1-2 that is modeled after Reading Recovery. The program is very fast-paced and includes lessons in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students are taught in a guided reading format that includes extensive word work and writing lessons. This program includes a strong parent component that involves nightly reading and word work at home to reinforce daily learning. Used as a Tier 2 intervention.

Fountas & Pinnell's Phonics: Can be used as a Tier 2 intervention for those students who struggle with phonics and word work. Students are given lessons from a grade level lower than where they are placed to improve deficit skills.

Early Interventions in Reading (EIR): A Tier 2 phonemic awareness, phonics, fluency, and comprehension intervention for students in Guided Reading Levels F-K. Students receive word work, fluency, writing practice, and comprehension strategies while reading short stories.

HELPS: A Tier 3 fluency intervention for grades 2-4. Students are given a placement exam to determine at which passage level to begin. Program includes multiple student readings, teacher modeling, phrase drilling to correct errors, and an incentive program with rewards for student motivation.

Stop To Think: A Tier 2 comprehension intervention for grades 3-4. Program teaches the basic comprehension strategy of visualization to help readers make meaning from text through modeling and guided practice. There is a 3-stage module to scaffold student growth to independence.

Compass Learning: An interactive technology intervention (2-4) that helps students in the areas of phonemic awareness, phonics, fluency, and comprehension. It is presented with animations, activities, and a reward system. Students are given the MAP assessment to determine reading levels, so it is completely individualized instruction based on their MAP scores. Tier 1, 2 or 3 intervention.

Reading Specialist Pull-out: Tier 2 intervention that focuses on best practices in reading, using diagnostic interventions geared toward K-4 students' needs.

7th Grade RtI Math Results 2012-2013

Quarter(s) in Math Plus	Fall MAP score	Winter MAP score	Spring MAP score	Projected End of Year
3,4	212	214	225 +13	219
3,4	206	212	211 +5	213
1,2,3,4	209	210	222 +13	215
1,2	212	224	224 +12	215
2	213	226	223 +10	216
2,3	209	214	228 +19	218
2	212	219	221 +9	217
3	215	217	220 +5	220
3	219	214	222 +3	224
2,3,4	205	207	209 +4	217
3,4	209	211	214 +5	218
3,4	213	213	Absent	219
2	212	208	215 +3	216
1,2,3,4	205	205	Absent	209
1	222	226	Moved	216
2,3,4	207	205	240 +33	219

Yellow = student made growth

Green = student met or exceeded projected target

8th Grade Math Plus MAPS Scores 2012-2013						
Fall '12	Winter '13	Spring '13	Projected spring	FtoW Gains	WtoS Gains	Total Gains
209	215	216	224	6	1	7
212	215	230	222	3	15	18
214	218	222	219	4	4	8
214	214	227	moved in	0	13	13
216	217	230	219	1	13	14
215	221	227	228	6	6	12
216	216	217	217	0	1	1
Fall '12	Winter '13	Spring '13		FtoW Gains	WtoS Gains	Total Gains
216	215	220	215	-1	5	4
224	229	229	219	5	0	5
212	213	220	215	1	7	8
214	226	222	217	12	-4	8
205	220	210	217	15	-10	5

met/surpassed goal

Made more than 1 yr worth of gains

NBCUSD 200

RTI Plan

2011-2013



Helping ALL students reach their fullest potential

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Teachers use RtI to determine if instructional support and intervention delivered in the general education classroom—such as small-group instruction or pre-teaching of relevant foundational skills—improve a student's learning rate prior to referring the student for special education. For example, if a student struggles to acquire reading skills during appropriate core reading instruction, the classroom teacher and/or reading interventionist may provide intensive small-group instruction on key skills such as decoding and word-reading fluency.

RtI also provides a decision-making framework that uses assessment to drive instruction. An important premise of RtI is that reading instruction in the general education classroom, as well as subsequent instructional supports, are based on validated and research-proven approaches. Educators identify students with reading disabilities only when the students' responses to a research-based intervention is dramatically different from those of their peers. Once educators have determined that the student needs additional support and have placed the student into an intervention group, ongoing assessment (or progress monitoring) assists teachers in determining how well the student is responding to instruction. Teachers use assessment data to flexibly group students based on their individual needs and to determine whether to continue with current strategies or to provide additional levels of instructional scaffolding.

How is RtI implemented in our schools?

There are two models for implementing RtI in the schools. NBCUSD will be using the **standardized protocol model**. This model features standardized procedures and specific guidelines for assessment and instruction. For example, educators would implement consistent instructional methods for predetermined lengths of time. Rather than using individual reading plans for students who do not respond well to reading interventions, the standardized protocol model provides the same supplemental instruction (e.g., intensive practice in phonemic segmentation and letter-sound recognition) for all students who have not been making progress at expected levels. In other words, small-group instruction would be the same for all of the struggling readers in a given classroom. One strength of the standardized protocol model is that there are clear procedures for RtI that everyone in the school can follow. Overall, the consistent, predetermined RtI guidelines and procedures eliminate any ambiguity in the instructional decision-making process.

What is a Tiered Approach?

For RtI to be effective, it must incorporate a multi-tier prevention model. **Tier 1** is comprised of core instruction that uses the best available evidence on how to teach reading. It is critical that a strong,

sustained professional development process be in place to ensure that teachers are implementing the core reading program with fidelity.

The purpose of **Tier 2** is to provide scaffolded support for students who are not responding well to the evidence-based instruction delivered through the core reading program in the general education classroom. In Tier 2, students receive intensive, small-group instruction using a curriculum that can be aligned to the scope and sequence of the core reading program. Intervention materials should continue to incorporate the systematic, explicit features of an effective, research-validated reading program. Ideally, students receive intervention instruction at least two times per week for a minimum of 20 minutes each time. **This is in addition to their Tier 1 core reading instruction.**

Tier 3 of the Response to Intervention model involves longer-term, more intensive reading interventions than are provided in Tier 2. Educators may deliver instruction through Title I or other district-provided remediation programs. For example, if a student's reading difficulties result from a lack of adequate or sufficient reading instruction, Tier 3 intervention may be provided by programs other than special education. Ideally, students receive intervention instruction at least four times per week for a minimum of 20 minutes each time.

What is the Role of Progress Monitoring in RtI?

Progress monitoring is an integral part of the Response to Intervention model. The purpose of progress monitoring is to determine whether or not students are responding successfully to reading instruction and/or intervention. They are most often brief assessments that test phonemic awareness, as well as fluency in identifying letter sounds, nonsense words, high-frequency words, and connected text.

In Tier 1, all students take benchmarking assessments 3 times per year. The purpose of this universal screening is to identify students who may be at risk for reading failure. After these students are identified they will be brought up at a problem solving team meeting. Students whose performance continues to indicate that they are not progressing at the expected rate may be placed in the more intensive interventions.

After students are placed in **Tier 2 or 3**, **teachers monitor their progress bi-weekly** to determine if they are responding to the evidence-based intervention program. This could vary depending on personnel available. **Students whose reading skills reach a predetermined level of accuracy, or benchmark, will be dismissed from Tier 2 instruction and return to Tier 1. Once dismissed, their progress is monitored once per month to ensure that they continue to respond to the reading instruction provided in core instruction. Students who continue to experience difficulty may receive another round of Tier 2 intervention or be moved to Tier 3, where they receive additional time and/or depth of instruction.**

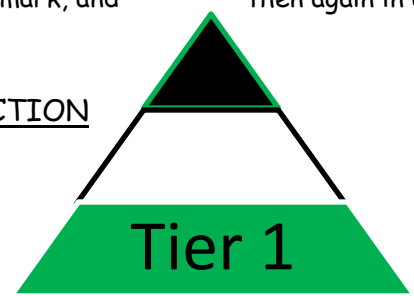
NBCUSD's Universal Screeners for Reading

Grade Level	Screeners Used	Purpose
Kindergarten	*AIMSweb LNF *AIMSweb LSF *ISEL *Words Their Way Spelling Assessment (January) *Fountas & Pinnell's Benchmark	*Letter Identification *Letter/sound identification *Letter/sound identification *Developmental Spelling Stage identification *Guided reading level

	Assessment (Jan.)	identification
First Grade	<ul style="list-style-type: none"> *AIMSweb LNF *AIMSweb LSF *AIMSweb PSF *AIMSweb NWF *AIMSweb R-CBM *Words Their Way Spelling Assessment *Fountas & Pinnell's Benchmark Assessment 	<ul style="list-style-type: none"> *Letter Identification *Letter/sound identification *Phoneme segmentation *Phonics *Fluency *Developmental Spelling Stage identification *Guided reading level identification
Second Grade	<ul style="list-style-type: none"> *AIMSweb NWF *AIMSweb R-CBM * Fountas & Pinnell's Benchmark Assessment *Words Their Way Spelling Assessment *MAP Assessment 	<ul style="list-style-type: none"> *Phonics *Fluency * Guided reading level identification *Developmental Spelling Stage identification *Reading/Lexile Levels
Third Grade	<ul style="list-style-type: none"> *AIMSweb R-CBM *AIMSweb MAZE * Fountas & Pinnell's Benchmark Assessment *Words Their Way Spelling Assessment *MAP Assessment *ISAT 	<ul style="list-style-type: none"> *Fluency *Comprehension * Guided reading level identification *Developmental Spelling Stage identification *Reading/Lexile Levels *Reading/Lexile levels
Fourth Grade	<ul style="list-style-type: none"> *AIMSweb R-CBM *AIMSweb MAZE * Fountas & Pinnell's Benchmark Assessment *Words Their Way Spelling Assessment *MAP Assessment *ISAT 	<ul style="list-style-type: none"> *Fluency *Comprehension * Guided reading level identification *Developmental Spelling Stage identification * Reading/Lexile Levels * Reading/Lexile levels
Fifth & Sixth Grades	<ul style="list-style-type: none"> *MAP Assessment *ISAT *Aimsweb-RCBM Maze 	<ul style="list-style-type: none"> * Reading/Lexile Levels * Reading/Lexile levels Fluency Comprehension
Seventh & Eighth Grades	<ul style="list-style-type: none"> *MAP Assessment *ISAT Explore 	<ul style="list-style-type: none"> * Reading/Lexile Levels * Reading/Lexile levels
Ninth & Tenth Grades	<ul style="list-style-type: none"> *MAP Assessment Practice ACT PLAN PSAE 	<ul style="list-style-type: none"> * Reading/Lexile Levels

All AIMSweb benchmarks, Words Their Way, and Fountas & Pinnell's benchmarks are given 3x/year in September, January, and May. Reading First PA assessment is given twice: first as a benchmark, and then again in a few months to measure growth in phonemic awareness skill areas.

K-4 Tier 1 Reading Accommodations **IN ADDITION TO CORE INSTRUCTION**



GUIDED READING: at the students' zones of proximal development is a tier one intervention for all five pillars of reading.

Phonemic Awareness: Teachers may have students play PA games during station time, particularly with a more adept student. Teachers have students spend time on a phonics computer game in the classroom—Reading Eggs, Starfall.com, etc. Teachers have volunteers work with students; some teachers have volunteers scheduled every day.

Phonics: Teachers may have students play phonics games during station time, particularly with a more adept student. Teachers have students spend time on a phonics computer game in the classroom—Reading Eggs, Starfall.com, etc. Teachers have volunteers work with students; some teachers have volunteers scheduled every day.

Vocabulary: Teachers may assign students vocabulary games during station time using vocabulary from Making Meaning Vocabulary.

Fluency: Teachers may have students participate in small group Readers' Theater in the classroom. In the future, those groups may use Audacity and/or make podcasts. Teachers may have students participate in Poetry Academy in the classroom.

Comprehension: Teachers may have students listen to and read along with books on tape during station time and demonstrate their understanding through words and/or pictures. Teachers may have students read books during station time and demonstrate their understanding through words and/or pictures.

5th-12th Tier 1 Reading Accommodations IN ADDITION TO CORE INSTRUCTION

Think-Pair-Share

QAR

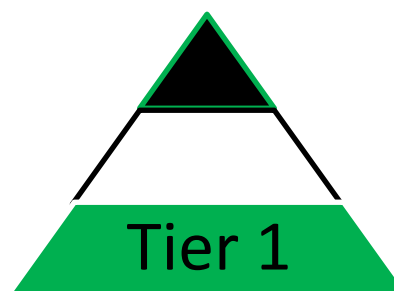
RAFT

Use of Graphic Organizers

6 minute solution

Small group reteaching

Exit slips



Reading Intervention List

Intervention	Areas Covered	Description	Grade Level(s)	Tier(s)
Heggerty	Phonemic awareness	Whole group scripted PA program	K-1, can be used in grades 2-4	1 (Tier 2 in grades 2-4)
Jolly Phonics	Phonemic awareness, phonics	Explicit, systematic phonics program	K-1, can be used in grades 2-4	1 (Tier 2 in grades 2-4)
Reading Eggs	Phonemic	Interactive	K-1, can be	3

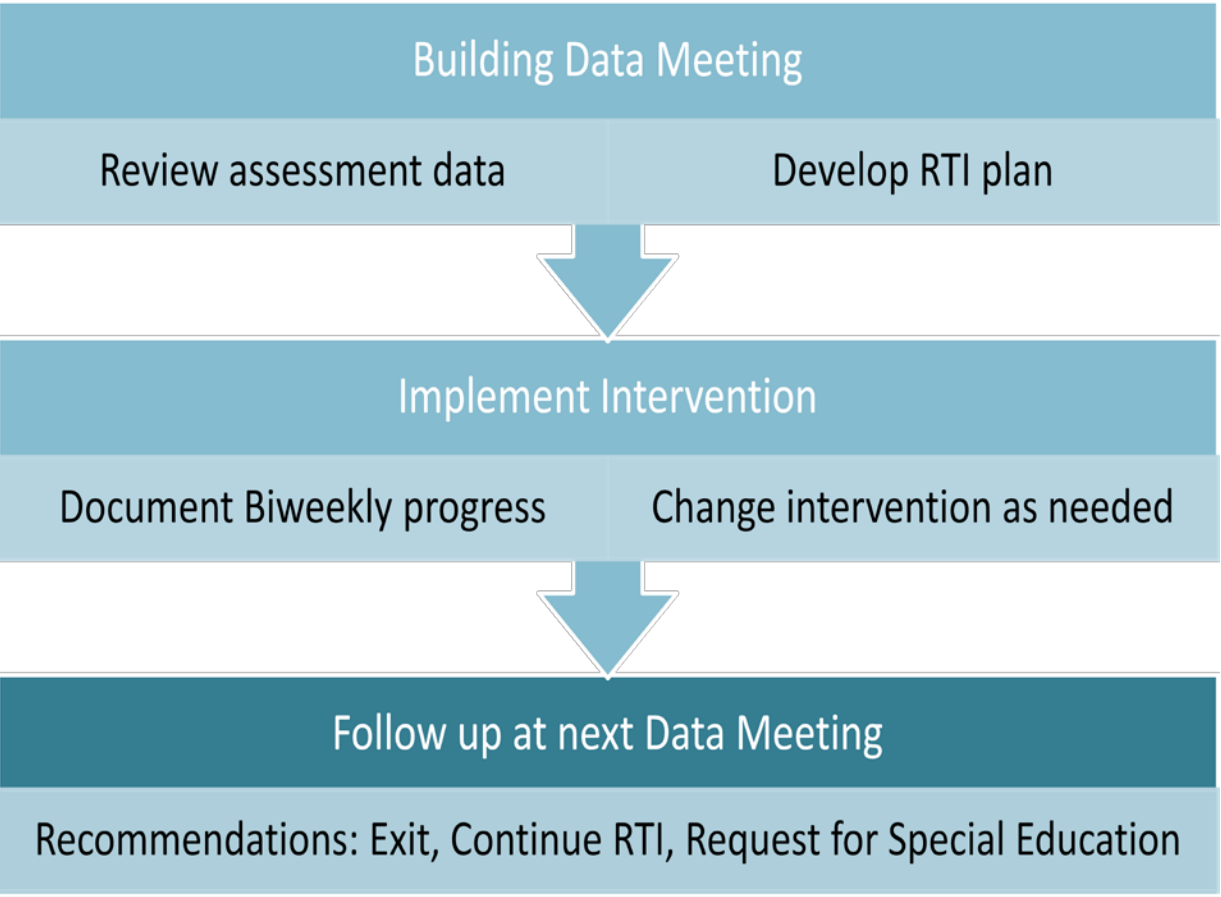
	awareness, phonics, fluency, comprehension	technology program that is individualized at student level	used in 2 nd grade	
Leveled Literacy Intervention (LLI)	Phonemic awareness, phonics, fluency, comprehension, and vocabulary	Small group intervention based on Reading Recovery (3 students maximum)	1-2	2
Fountas & Pinnell's Phonics	Phonics	Small group phonics instruction at a grade level below actual grade	1-4	2
Early Interventions in Reading (EIR)	Phonemic awareness, phonics, fluency, comprehension	Small group intervention focused on word work and comprehension strategies	2-3 students who are at Guided Rdg. Levels F-K	2
HELPS	Fluency	1-on-1 fluency practice w/modeling	2-4	3
Stop To Think	Comprehension	Small group instruction in visualizing strategies	3-4	2
Compass Learning	Phonemic awareness, phonics, fluency, comprehension	Interactive technology program that is individualized at student level	2-4	3
Reading Specialist Pull-out	Phonemic awareness, phonics, fluency, comprehension, vocabulary	Best practices in reading, using diagnostic methods geared toward student need	K-4	2,3

Grade Level	Phonemic Awareness	<u>Phonics</u>	Comprehension & Vocabulary	Fluency
K	Free Reading; Heggerty; Smart Tutor (tech) OR Compass Learning (tech) F&P LLI	Free Reading; Smart Tutor (tech) OR Compass Learning (tech) F&P LLI	F&P LLI (very limited # of students); Compass Learning (tech)	Great Leaps; Compass Learning (tech)

1st grade	Free Reading; Heggerty; Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech); F&P LLI	Free Reading; Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech); F&P LLI; Catching Readers	Catching Readers; F&P LLI; Compass Learning (tech)	My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech); Great Leaps; Making Connections
2nd grade	Heggerty; Free Reading; Smart Tutor (tech) OR My Reading Coach (tech)OR Compass Learning (tech)	Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech); Catching Readers; Free Reading	Smart Tutor (tech)OR Compass Learning (tech); Catching Readers; Making Connections	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech); Great Leaps; Making Connections
3rd grade	Heggerty; Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech)	Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech) Catching Readers	Smart Tutor (tech)OR Compass Learning (tech); Primary Comprehension Toolkit & Texts;Stop to Think!Catching Readers; Making Connections	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech); Great Leaps; Making Connections
4th grade	Heggerty; Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech)	Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech); Phonics Funnies	Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech) OR FLRT (tech); Primary Comprehension Toolkit & Texts; Stop to Think!; Making Connections	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech) Great Leaps; Making Connections
5th grade	Heggerty; Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning (tech)	Smart Tutor (tech)OR My Reading Coach (tech)OR Compass Learning; Phonics Funnies;	Smart Tutor (tech)OR My Reading Coach (tech)OR FLRT (tech)OR Compass Learning; Comprehension Toolkit & Texts; Making Connections	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech); Great Leaps; Making Connections
6th grade	Heggerty; Smart Tutor (tech)OR My Reading Coach (tech)	Smart Tutor (tech)OR My Reading Coach (tech); Phonics Funnies;	Smart Tutor (tech)OR My Reading Coach (tech)OR FLRT (tech)OR Compass Learning (tech); Comprehension Toolkit & Texts; Making Connections;	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech); Making Connections
7th & 8th grades		Smart Tutor (tech)OR My Reading Coach (tech)	Smart Tutor (tech)OR My Reading Coach (tech)OR FLRT (tech)OR Compass Learning (tech); Comprehension Toolkit & Texts; Making Connections; Multiple Meaning Vocabulary	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Compass Learning (tech) OR Smart Tutor (tech)
9th & 10th grades		Smart Tutor (tech)OR My Reading Coach (tech)	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech); Multiple Meaning Vocabulary	HELPS; My Reading Coach (tech)ORFLRT (tech)OR Smart Tutor (tech)OR Compass Learning

11th & 12th grades		Smart Tutor (tech)OR My Reading Coach (tech)	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech); Multiple Meaning Vocabulary	HELPS; My Reading Coach (tech)OR FLRT (tech)OR Smart Tutor (tech)OR Compass Learning (tech)
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RTI Process Overview



NBCUSD RTI INDIVIDUAL STUDENT PROBLEM SOLVING FORM- Tier 2 or 3



Student: _____

Date: _____

Teacher: _____

School: _____

Members in Attendance: _____

Reason for Referral: Reading (fluency, phonics, etc.): _____ Math: _____

Behavior: _____ Other _____

Document scores for following assessment (if applicable)

Aimsweb: _____ Maps: _____ Lexile: _____ F&P _____ ISAT: _____

Other: _____

The items below are to be completed at the problem solving meeting:

What is your goal for this student? _____

What is the intervention that will be used to address the goal? _____

Who will be implementing it? _____

How often will it happen (frequency & duration) _____ x per week, _____ minutes, group of _____

When will it begin? _____

How will progress be monitored? _____

Who will gather the data? _____

When will the data be gathered? _____

When will the follow-up meeting be? _____

Tier 1 accommodations and modifications tried: (Circle or Highlight all that apply)

Preferential Seating	Taking assessments in alternate location	Clarifying Directions	
Extended Time	Frequent Breaks	Tests read aloud	Study Guides
Skeletal Notes	Reduced items	visual cues	Use of Highlighter
Frequent feedback	Consistent expectations	Time out	Use of calculator
Computer use	Hands on Materials	Hi/Lo reading	Self-checking materials

☐ Parent Notification letter has been sent. Date: _____

[illegible]

To be addressed at each data meeting:

Do you feel the intervention(s) is improving the student's skill? Yes Yes, but not enough No

Recommendation: Continue with intervention Change intervention to: _____

Move to tier 1 accommodations Dismiss from RTI Request Special Education

Comments: _____

Next school year recommendations (if applicable):

INDIVIDUAL STUDENT PROBLEM SOLVING FOLLOW-UP Tier 2/3

Student: _____

Date: [Click here to enter a date.](#)

Teacher: _____

School: [Choose an item.](#)

What was the identified problem?

Intervention	Date	Minutes	Comments:

What was the student's baseline score?

What was the goal?

What were the last 3 progress monitoring scores? *Please attach an updated progress monitoring graph*

Do you feel the intervention(s) is improving the student's skill? [Choose an item.](#)

Recommendation: [Choose an item.](#)

Comments:

[Click for date](#)

Teacher Signature: _____

[Click for date](#)

Principal Signature: _____



October 18, 2012

To the parents of _____,

In our continuing efforts to improve the academic performance of all students, District 200 is implementing a system called RtI, Response to Intervention. RtI is designed to provide effective interventions to meet the needs of students using scientific, research-based interventions. RtI focuses on improving the educational performance of students who are at risk of not meeting state standards on the ISAT or other district level assessments. The student's progress is directly and frequently monitored, and parents are informed of the progress.

Students are tested using a variety of assessments that measures reading success. Based on your child's score and classroom performance, he/she was identified as a student who could benefit from additional Reading or Math instruction and practice. In an effort to improve your child's skills, he/she will participate in a small group intervention. We are calling these programs Reading Plus and Math Plus. This class takes the place of Social Studies for this quarter. Students will be getting a grade in this class so it is important that they do well and try their hardest.

This research-based intervention will allow your child to work at his/her current ability level and gain skills that are necessary to be a more successful student. In order to accurately assess student progress, the intervention needs to be in effect for a minimum of 9 weeks (approximately one quarter). Many students require 2-8 quarters to significantly improve their skills and no longer need an intervention. At the end of each quarter we will review both the program and your child's progress. If you have any questions regarding RtI, please call the Principal listed below.

Thank you,

Lindsay Abbeduto
Asst. Principal