



Washington County Schools

Response to Intervention Policy Manual

Response to Intervention

According to the National Center on Response to Intervention (NCRTI), Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral problems. With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. ([Essential Components of Rtl: A Closer Look at Response to Intervention](#)).

RTI is a framework for providing comprehensive support to students and is not an instructional practice. RTI is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students. A goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to documented learning or behavioral problems and ensuring appropriate identification of students with disabilities.

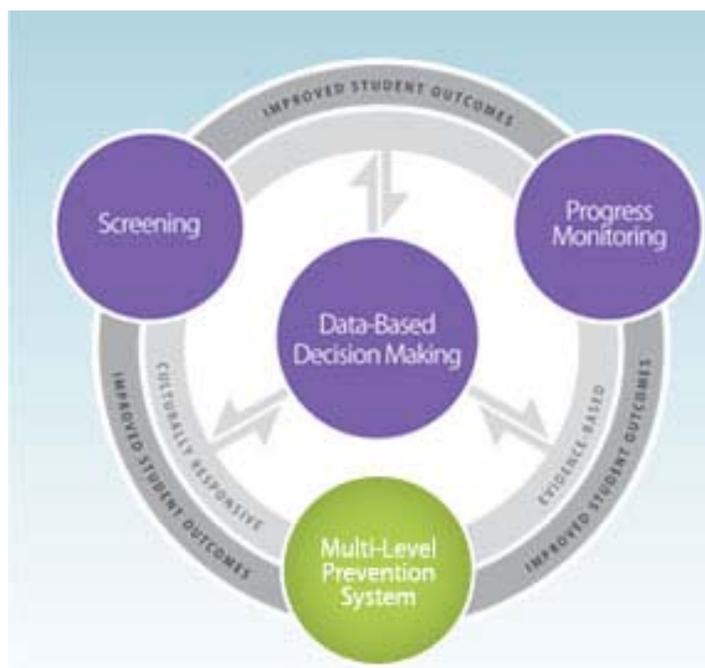
The No Child Left Behind Act (NCLB 2001) and the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA 2004) include an emphasis on accountability and the use of scientifically based curricula. NCLB legislated significant changes in standards that focus on accountability for every student's progress, ensuring that students are taught by highly effective teachers, proving that programs are successful based on scientifically based research and creating a system fully aligned with state learning standards.

The most recent changes in state and federal regulations emphasize the need to improve educational outcomes for students with disabilities by including them in accountability and assessment systems. IDEA focuses on providing access to the general education curriculum for students with disabilities through the use of evidence-based instructional practices. The most recent IDEA regulations include the use of Rtl as one way to identify specific learning disabilities and provide early intervention services for students who are determined to be at risk for

learning problems. Research shows that multi-tiered models are effective educational practices with schools to bring high-quality instruction for all students. ([Kentucky Department of Education](#))

Essential Components of RTI

Data-based decision making is the essence of good RTI practice; it is essential for the other three components: screening, progress monitoring and multi-levelled instruction. All components must be implemented using culturally responsive and evidence based practices. ([A Closer Look at Response to Intervention](#))



Local Implementation

Washington County schools shall implement a Response to Intervention framework that incorporates the four essential elements in both academics and behavior:

- Data-based decision making for instruction, intervention, and disability identification in accordance with state law;
- Screening for instructional and behavioral decision making;

- School-wide, multi-level instructional and behavioral system;
- Progress monitoring for assessing student growth.

Academic Intervention Framework

Data-based Decision Making

Washington County schools shall implement a decision-making protocol utilizing student data in reading, in writing, and in mathematics. Data should include but is not limited to: universal screening, diagnostic assessment, progress monitoring, interim assessment, classroom common assessment, and summative assessment. Ongoing formative assessment practices should also be used in daily classroom instruction. Teacher and student analysis of formative performance may be used to inform progress monitoring. Schools may utilize assessments selected by their SBDM councils; however, all Washington County Schools should use the following common sets of data:

Elementary Schools

- Universal Screening: Go Math, Reading Street, Brigance
- Diagnostic Assessment: MAP Skills Checklist, MAP Skills Pointer, Study Island
- Progress Monitoring: Study Island, Go Math, Reading Street, MAP Skills Checklist, MAP Skills Pointer
- Interim Assessment: District Common Assessments, MAP
- Summative Assessment: KPREP

Middle Schools

- Universal Screening: Digits Math, Prentice Hall Literature, MAP
- Diagnostic Assessment: Study Island, MAP Skills Pointer
- Progress Monitoring: Study Island, Digits Math, Prentice Hall Literature, MAP Skills Pointer
- Interim Assessment: District Common Assessments, MAP
- Summative Assessment: KPREP, EXPLORE Assessment

High School

- Universal Screening: Prentice Hall Mathematics, Holt McDougal Literature, MAP
- Diagnostic Assessment: Study Island, Prentice Hall Mathematics, Holt McDougal Literature

- Progress Monitoring: Study Island, Prentice Hall Mathematics, Holt McDougal Literature, MAP
- Interim Assessment: Quality Core classroom assessments, District Common Assessments, MAP
- Summative Assessment: Quality Core Course Exam, Plan Assessment, ACT, AP Exam, KPREP on-demand assessment

Data Collection

Washington County schools may utilize data collection tools including the Kentucky Continuous Instructional Improvement Technology System (CIITS) student data collection tool, the vendor-produced textbook series data collection tools, the Washington County data tool, or a school-developed tool using a resource such as [Chart Dog](#) from Intervention Central.

Reading data for elementary school students should include student performance in the areas of phonics, phonological awareness, fluency, comprehension, and vocabulary. Reading data for middle and high school students should include student performance in the areas of fluency and comprehension of literary reading, fluency and comprehension of informative and argumentative reading, and academic vocabulary.

Writing data for all grades should include student performance in written expression in narrative, informative/explanatory, and opinion (K-5)/argumentative modes. Elementary writing data should also include letter formation.

Mathematics data for elementary school students should include student performance in counting and cardinality, operations and algebraic thinking, number and operations in base ten, measurement, data, and geometry. Mathematics data for middle and high school students should include student performance in the areas of ratios and proportional relationships, number systems, expressions and equations, functions, geometry, statistics and probability.

Decision Making Protocol

Washington County schools shall adopt and implement a decision making protocol to be utilized by Data Response Teams (i.e., Student Assistance Teams, RTI Teams, Intervention Teams) in order to determine appropriate instructional interventions for students and to process referrals for further assessment when necessary.

While school protocols may differ in detailed plans, all protocols should include the following

information:

Team Members' Names: Classroom teachers, instructional specialists, principal or principal's designee who will serve on the response team; ad hoc positions may be included for classroom teachers who work with specified students being considered for intervention purposes.

Scheduled Team Meetings: Regularly scheduled meeting dates and times.

Identification of Universal Screener: Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors (e.g., problem-solving and social interaction skills, tardiness, or aggression). Screening should occur 4 times per year for elementary and middle schools, 3 times per year for high school.

Identification of Progress Monitoring Tools: School staff use progress-monitoring data to determine effectiveness of the intervention and to make any modifications as needed. Carefully defined data are collected, perhaps daily, to provide a cumulative record of the learner's response to the intervention. Monitoring should increase in frequency from tier 1 to tier 2 to tier 3.

Selection of Intervention Programs: Protocols should identify which reading and mathematics programs will be utilized for supplemental and targeted/intensive student interventions; programs should be selected to meet specific instructional needs (e.g., fluency, comprehension, cardinality, algebraic thinking).

Student Referral to Data Team: Protocols outline the process for classroom teachers to refer a student for consideration to the Data Team. The process should include required evidence of student performance and interventions previously attempted in the classroom.

Data Analysis Plan: Team members base data analysis plans on the design of the intervention program. In order to maintain fidelity to the program, data should be reviewed on a regular basis allowing placement decisions to be made at appropriate times. It is important that multiple data points are collected and analyzed prior to changing a student's placement.

Multi-Level (Tiered) Instructional Program

Universal/Core Instruction (Tier 1)

Tier I is highly effective, evidence-based core or universal instruction, provided to *all* students in the general education classroom. General education teachers implement evidence-based programs with fidelity. About eighty percent of students will succeed at this level of instruction with little or no modifications of the curriculum or instructional practices.

Tier 1 should include the following instructional programs:

Elementary: Go Math, Reading Street

Middle: Digits Math, Prentice Hall Literature

High: Prentice Hall Math, Holt McDougal Literature

Supplemental Instruction (Tier 2)

Tier 2 is utilized when a student's universal screening and other data results indicate a deficit in benchmark skills/grade level expectations. This tier provides universal instruction in addition to appropriate instructional intervention(s); student progress is regularly monitored. About fifteen percent of students will succeed at this level of instruction. Students must receive general education instruction *plus* supplemental intervention. Movement between the tiers/level of support should be fluid and based on the student's response or non-responsiveness to instruction.

Tier 2 instructional interventions may include the use of Study Island, RIT-band student grouping (MAP), and frequent progress monitoring as scheduled by the intervention.

Schools should identify their selected research-based intervention programs in the RtI protocol.

Targeted/Intensive Instruction (Tier 3)

Tier 3 provides universal instruction in addition to intensive interventions for students who are not making adequate progress at tier 2. These interventions are more intensive and individualized for the student's academic deficiency. Frequent progress monitoring occurs with each student.

Tier 3 should include more individualized instruction based on data from tiers 1 and 2 as well as 3-5 day progress monitoring cycles.

Schools should identify their selected research-based intervention programs in the RtI protocol.

Family Communications

Washington County schools shall develop a plan for frequent family communication regarding student services in the RTI process. Letters should be sent at times including Tier 2 consideration, Tier 3 consideration, return to Tier 1, and referral for further assessment when Tier 3 services are not enabling students to make adequate progress.

School Data Teams should consider how families can best be involved in planning for student services.

Behavior Intervention Framework

Data-Based Decision Making

Washington County schools shall implement a decision-making protocol utilizing student behavior data. Data may include but is not limited to: universal screening, diagnostic assessment, progress monitoring, interim assessment, classroom common assessment, and summative assessment. Ongoing formative assessment practices should also be used in daily classroom instruction. Teacher and student analysis of formative performance may be used to inform progress monitoring. Schools may utilize a variety assessments selected by their building PBIS team; these may include:

- Universal Screening: Student Risk Screening Scale (SRSS), BASC-2 BESS, Teacher observations, analysis of behavior incidents, SWIS data
- Diagnostic Assessment: SRSS, daily logs, SWIS data, CICO data, analysis of behavior incidents
- Progress Monitoring: Daily logs, Behavior Plan Data, CICO data
- Interim Assessment: SRSS, CICO data, SWIS data, BASC-2 BESS
- Summative Assessment: SRSS, SWIS data, CICO data, Daily Logs

Data Collection

Washington County schools may utilize data collection tools including the Kentucky Continuous Instructional Improvement Technology System (CIITS) student data collection tool, SWIS/CICO program, daily behavior charts, or a school-developed tool using a resource such as Chart Dog from Intervention Central.

Decision Making Protocol

Washington County schools shall adopt and implement a decision making protocol to be utilized by Data Response Teams (i.e., Student Assistance Teams, RTI Teams, Intervention Teams) in order to determine appropriate instructional interventions for students and to process referrals for further assessment when necessary. While school protocols may differ, all protocols should include the following information:

Team Members' Names: Classroom teachers, instructional specialists, principal or principal's designee who will serve on the response team; ad hoc positions may be included for classroom teachers who work with specified students being considered for intervention purposes.

Scheduled Team Meetings: Regularly scheduled meeting dates and times.

Identification of Universal Screener: Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate behaviors (e.g., problem-solving and social interaction skills, tardiness, or aggression). Screening should occur 4 times per year for elementary and middle schools, 3 times per year for high school.

Identification of Progress Monitoring Tools: School staff use progress-monitoring data to determine effectiveness of the intervention and to make any modifications as needed. Carefully defined data are collected, perhaps daily, to provide a cumulative record of the learner's response to the intervention. Monitoring should increase in frequency from tier 1 to tier 2 to tier 3.

Selection of Intervention Programs: Protocols should identify which behavioral programs will be utilized for supplemental and targeted/intensive student interventions; programs should be selected to meet specific behavioral needs.

Student Referral to Data Team: Protocols outline the process for classroom teachers to refer a student for consideration to the Data Team. The process should include required evidence of student performance and interventions previously attempted in the classroom.

Data Analysis Plan: Team members base data analysis plans on the design of the intervention program. In order to maintain fidelity to the program, data should be reviewed on a regular basis allowing placement decisions to be made at appropriate times. It is important that multiple data points are collected and analyzed prior to changing a student's placement.

Multi-Level (Tiered) Instructional Program

Universal/Core Instruction (Tier 1)

Tier 1 is highly effective, evidence-based core or universal instruction, provided to *all* students in the general education classroom. General education teachers implement evidence-based programs with fidelity. About eighty percent of students will succeed at this level of instruction with little or no modifications of the curriculum or instructional practices.

Tier 1 should include, but is not limited to, the PBIS expectations being taught to all students/teachers/ Behavior Expectations posted throughout the school.

Supplemental Instruction (Tier 2)

Tier 2 is utilized when a student's universal screening and other data results indicate a deficit in benchmark skills/grade level expectations. This tier provides appropriate instructional intervention(s) and progress is regularly monitored. About fifteen percent of students will succeed at this level of instruction. Students must receive general education instruction *plus* supplemental intervention. Movement between the tiers/level of support should be fluid and

based on the student's response or non-responsiveness to instruction.

Tier 2 may include the use of CICO, mentoring, PASS peer buddies, self-monitoring, token economy systems, social skills training, and frequent progress monitoring as scheduled by the intervention.

Targeted/Intensive Instruction (Tier 3)

Tier 3 provides universal instruction in addition to interventions for students not making adequate progress in the core curriculum and tier 2. These interventions are more intensive and individualized for the student's behavior deficiency. Frequent progress monitoring occurs with each student. A functional behavior assessment and behavior plan should be completed.

Tier 3 should include more individualized instruction based on data from tiers 1 and 2 as well as 3-5 day progress monitoring cycles.

Family Communications

Washington County schools shall develop a plan for frequent family communication regarding student services in the RtI process. Letters should be sent at times including Tier 2 consideration, Tier 3 consideration, return to Tier 1, and referral for further assessment when Tier 3 services are not enabling students to make adequate progress.

School Data Teams should consider how families can best be involved in planning for student services.