



Kearsarge
KEARSARGE REGIONAL SCHOOL DISTRICT

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RESPONSE TO INSTRUCTION

OVERVIEW AND PROTOCOLS

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Table of Contents

Page 1	Kearsarge Regional School District Vision and Mission
Page 2	What is Response to Instruction? (RtI) Why RTI?
Page 3	Essential Components of RtI What are the features of RtI?
Page 4	Tiered Interventions: Tier 1
Page 5	Tiered Interventions: Tier 2
Page 6	Tiered Interventions: Tier 3 The Process The RTI Building Level Committee
Page 7	The Process (con't) The RTI Building Level Committee Members Universal Screening (Benchmarking) K-8 Benchmarking Schedule
Page 8	K-8 Benchmarking Schedule (con't) Cut Scores Progress Monitoring, Math
Page 9	Progress Monitoring, Literacy Scheduling RtI Team Meetings
Page 10	Special Education Referral Process Dedication
Pages 11-14	Glossary of Terms

Kearsarge Regional School District

Response to Instruction

We are 7 towns, 7 schools, 1 district committed to supporting learners who:

- Are caring, compassionate community members who support others to reach their potential.
- Are positive contributors to the world in which they live.
- Promote personal responsibility, accountability, and wellness as an integral part of the educational process.
- Strive for personal excellence.
- Value the collaborative process while maintaining a sense of self-advocacy.
- Value the diversity of others.
- Are flexible, resilient and embrace the philosophy of a growth mindset.

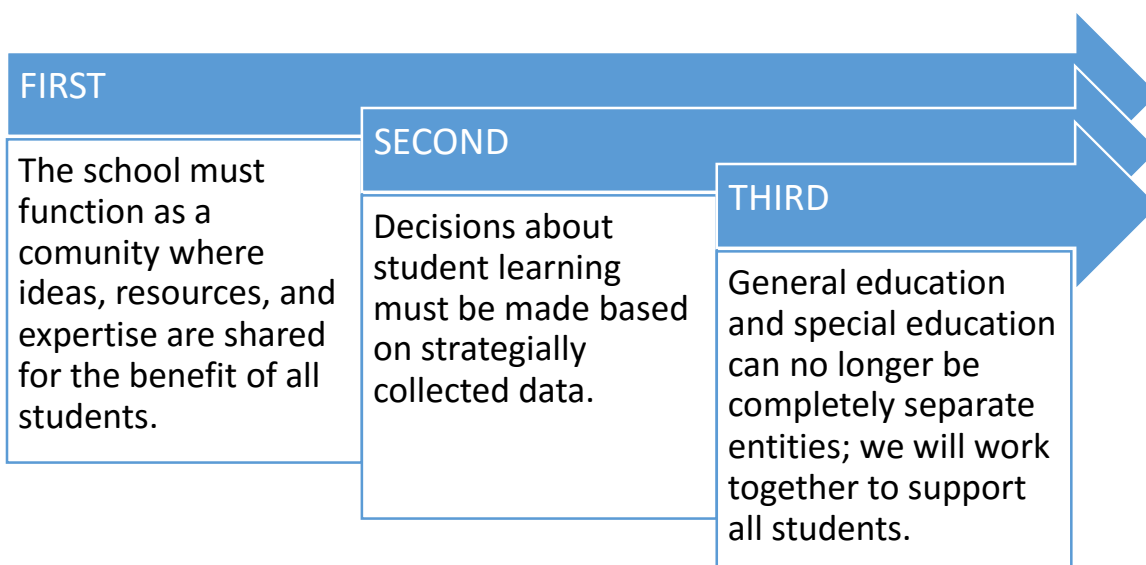
Vision Statement

Inspire learners, commit to community, and provide experiences which prepare our students to contribute to a dynamic world.

What is Response to Instruction (RtI)?

Response to Instruction is a data-based decision-making process. It is inclusive of a multi-tiered system that supports effective core instruction, promoting academic achievement for each learner based on universal screening and progress monitoring. RTI is a systematic integration of all a school's resources, including general education, special education, gifted education, Title I, and English Language Learning programs. Instruction, interventions, and supports are implemented with fidelity and are personalized and aligned with each students' academic needs based on current valid and reliable data.

RtI is neither a direct avenue to special education nor is it a barrier.



Why RtI?

Response to Instruction is a key educational component which insures that all students will fulfill their maximum potential. Through the use of data, high-quality aligned core curriculum, a tiered approach to intervention and ongoing professional development for all staff, we believe all students will be provided an academically appropriate education in a positive and productive environment with supports that will enhance and advance all.



Essential Components of RtI:

- Ongoing student assessment: universal screening and progress monitoring
- Examine student achievement to gauge instructional effectiveness
- Use multiple data points over time
- Implement tiered instruction for targeted intervention

RtI is a way to:

- Work with students who are having trouble learning.
- Accurately monitor individual progress.
- Use data to make informed decisions regarding student instruction.
- Make sure that all students can reach their potential.
- Identify at-risk students at an early age.
- Match students to appropriate scientific research-based interventions (see Appendix C).
- Provide students with additional individual support, as needed.

What are the features of RtI?

The features of RtI focus on “accountability for results.”* The features of such a plan include:

- High-quality, culturally-responsive classroom instruction
- Scientifically-Based Research
- Universal screening
- Continuous progress monitoring
- Early implementation of research-based interventions
- Progress monitoring during interventions



According to Buffum, Mattos and Weber, “Once a school makes student learning its fundamental mission, it manifests a sense of professional and moral urgency to do whatever it takes to ensure that all students succeed. (Buffum, A., Mattos, M., Weber, C. Pyramid Response to Intervention: RTI, professional learning communities, and how to respond when kids don’t learn. 2009).

*Fidelity Measures -Kemp & Eaton, 2008, p. 11 from RTI: The Classroom Connection for Literacy: Reading Intervention and Measurement

Tiered Interventions

Students receive levels of targeted instruction and scientifically research-based interventions based on their needs. Interventions must be implemented and documented for no less than 6 weeks before movement from one tier to another will be considered.

Tier 1

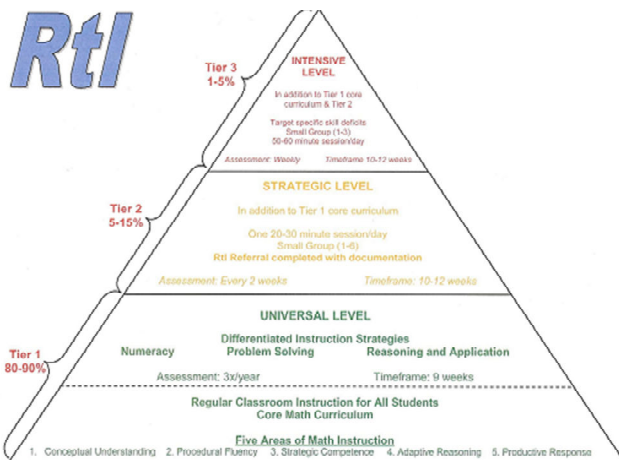
Tier 1 provides high-quality core instruction for **all students**. Instruction at this level is universal, differentiated, and occurs in the classroom setting (all students shall remain in the classroom during core instruction). Tier I interventions attempt to answer the question: *Are classroom instructional modifications appropriately designed and implemented to be effective in helping the student achieve success?*

Core instructional programs should minimally include:

- Core curriculum aligned to the Common Core State Standards
- Student assessment data are used to address the needs of all students regardless of performance level
- Interventions or accelerations.
- Appropriate instruction and research-based instructional interventions that meets the needs of at least 80-90% of all learners.
- Universal screening administered to all students.
- Differentiated instruction based on the abilities and needs of all students in the core program.

Differentiation Tools (See Appendix C for additional list):

Universal Screening: Students who score in the 40th-100th percentile on normed test measures will comprise Tier 1.



Tier 2

Designed for students who are not making progress in Tier 1 and is offered **in addition** to Tier 1. Supplemental, small group instruction designed specifically for those students who are not making progress will be provided. At the Tier 2 level, students' ability levels needs are routinely assessed, and specific instruction is provided in small group formats either in or out

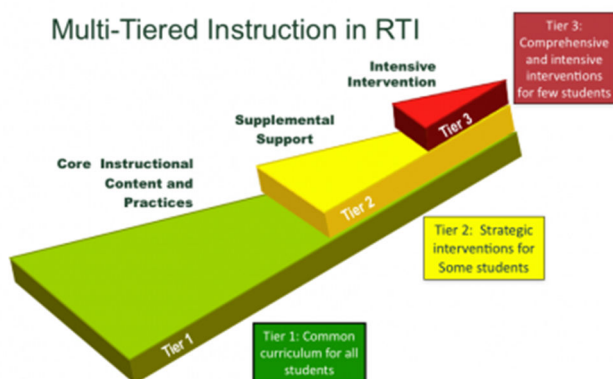
of the classroom setting. Tier 2 Interventionists include: Math/Literacy, coaches, Special Education, Title 1, paraprofessionals, others as determined by the committee.

Setting:

- Small group instruction with focus on specific skill area/need
- Direct instruction by trained professional in area of need and in specific intervention
- Interventions that are research-based for specific area of needs.
- The district will determine specific research-based instructional strategies to be used at each grade level across the district

Intervention Tools (See Appendix C for additional list).

Universal Screening: Students who score in the 26th-39th percentile on normed test measures will comprise Tier 2.



Tier 3

Designed for students who are not making progress in Tier 2 and is offered in addition to Tier 1. Supplemental, individualized/small group intervention is provided to students and delivered with greater frequency than Tiers 1 and 2. Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educators. Tier 3 interventions try to answer the question: *Can a highly individualized and intense intervention, provided over a long-term, bring this student up to the academic level of his or her peers?*

Setting:

- Small group or 1:1 instruction with focus on specific skills area/need.
- Direct instruction by trained professional in area of need and in specific intervention.
- Interventions that are research-based for specific area of need.

Intervention Tools (See Appendix C for additional list).

Universal Screening: Students who score in the 25th percentile or below on normed test measures will comprise Tier 3.

The Process

1. Create RtI Building-Level Committee

The School Based Intervention Committee is made up of educators whose primary focus is to review patterns of student academic performance, evaluates the overall RTI process, carries out the Universal Screening assessments, assesses the availability of intervention tools, etc.

It is recommended that the RtI Building-Level Committee includes the following educators:

- School Psychologist/Guidance Counselor
- Intervention Specialist(s)
- Related Service Provider(s)
- General Education Teacher(s)
- Special Education Teacher
- Administrator

Roles of the members:

- RtI Coordinator – sets the schedules, facilitates the meeting, focuses the discussion, brings data up for review, follows up as needed.
- Notetaker – Takes the notes. Insures that all members receive a copy.
- Time Keeper – Keeps the meeting moving and on time.

2. Universal Screening (benchmarking)

The primary purpose of **universal screening** is to determine which students need help. The term universal screening applies to a process that is short, quick, and easy to administer using probes that are aligned to the curriculum and measures specific skills a student has achieved. The process of universal screening will occur three times a year: fall, winter, and spring. The calendar for screening is as follows:

K-8 Benchmark Schedule*

Fall

September (Beginning to Mid)
 STAR Reading (Gr. 2-10)
 STAR Math (Gr. 2-10)
 STAR Early Literacy (K-Gr. 1)
September (Beginning to End)
 AIMS M-COMP (Gr. 1-5)
 AIMS TEN Oral Counting, Number Identification (K)
September (Beginning to End)
 EnVisions End of Year Assessment (NOT DIGITALLY ENHANCED on computer)- K-5

Winter

January (Beginning to Mid)
 STAR Reading (Gr. 2-10)
 STAR Math (Gr. 2-10)
 STAR Early Literacy (K-Gr. 1)
January (Beginning to Mid)
 AIMS M-COMP (Gr. 1-5)
 AIMS TEN Oral Counting, Number Identification (K)

Spring

May (Beginning to Mid)

STAR Reading (Gr. 2-10)

STAR Math (Gr. 2-10)

STAR Early Literacy (K-Gr. 1)

May (Beginning to Mid)

AIMS M-COMP (Gr. 1-5)

AIMS TEN Oral Counting, Number Identification (K)

May (Beginning to Mid)

EnVisions End of Year Assessment (NOT DIGITALLY ENHANCED on computer)- K-5

**Testing tools may change as determined by the district.*

Using the following cut scores, students will be placed in initial tiers:

Assessment	Tier 1	Tier 2	Tier 3
Aimswb	>40%	26%-39%	0-25%
SBAC	Proficient	Partially Proficient	Substantially Below Proficient
Star	>40%	26%-39%	0-25%

The data should be used for making curriculum decisions and informing instruction for students.

Progress Monitoring

Students in Tier 2 will be progress monitored no less than once a month.

Students in Tier 3 will be progress monitored no less than once every week.

Progress Monitoring Assessments include but are not limited to:

Math

- enVisions Placement Test
- enVisions Topic Readiness Test
- enVisions Topic Test
- enVisions Benchmark Test
- enVisions Diagnostic Test
- AimsWeb M-COMP
- AimsWeb Concepts and Application
- AimsWeb TEN - Oral Counting, Number ID, Missing Number, Number Quantification
- STAR Math

Literacy

- AimsWeb Fluency
- STAR Reading and Early Literacy
- Benchmark Assessment/ Running Record (DRA, Fountas and Pinnell, Guided Reading)
- DRA Progress Monitor Assessment
- Burns and Roe Informal Assessment
- DRA Word Level Analysis
- Defined STEM Constructed Response Tasks
- Developmental Spelling Inventory
- Names Test Phonics Assessment
- Fountas and Pinnell Early Literacy, Phonological Awareness, Phonics Assessments

3. Scheduling

Goal: Structured intervention blocks should be 20-30 minutes in length and at least 3-4 times per week per content area.

4. RtI Team Meetings

Grade level classroom meetings will take place every five to seven weeks with the principal (administrator), classroom teacher(s) and interventionists (including but not limited to: OT, guidance, special education, speech and language, psychologist, nurse, Associate Special Education Director—the message-- include the expert who will assist in consulting and/or providing services). Student data will be used to make decisions about student tier placement and instruction. (See Appendix A for the RtI Team Meeting Minutes form). The task is to share ideas and to develop intervention strategies to be included in an Action Plan that will be implemented by the classroom teacher and/or intervention specialists to close gaps and enhance student performance.



Special Education Referral Process

When a student consistently performs significantly below grade level expectations and several targeted and/or intensive interventions have not adequately raised the student's level of success, a special education referral form will be completed by the classroom RtI team (examples in Appendix B). The team can and should use screenings, benchmarks, classroom, and other data sources to support the recommendation. All RtI Team Members will contribute to the completion of the form which, when completed, will be submitted to the Associate Director of Special Education, assigned to the school. A Special Education Referral Team meeting will be convened within ten days of receiving the completed form.



RTI creates a high quality of education that focuses on the success of all students. This is achieved through collaboration of general and special educators. Data driven research-based instruction, modified instruction, collaboration with educators, and progress monitoring students are the key elements for the success of RTI.

The Kearsarge Regional School District is dedicated to:

- Using a multi-tiered model of service delivery
- Delivering scientific, research-based interventions with fidelity according to the intervention plan
- Using assessment for screening, progress monitoring, and diagnosing.
- Monitoring student progress to inform instruction.
- Making students our priority.
- Holding high expectations for ourselves and our students.
- Treating each other with respect and acting with integrity.

RtI Glossary of Terms

Accommodations: Accommodations are supports and services that are provided to help a student access the general education curriculum and validly demonstrate learning. Accommodations might include assistive technology as well as alterations to presentation, response, timing, scheduling, or setting. When used appropriately, they sometimes reduce or even eliminate the effects of a child's disability, but they should not reduce or lower the standards or expectations for content. Accommodations that are appropriate for students' assessments do not invalidate assessment results.

Adequate Yearly Progress (AYP): AYP is a statewide accountability measurement mandated by the 2002 reauthorization of the Elementary and Secondary Education Act (ESEA 2002). AYP requires each state to ensure that all schools and districts make annual growth in student proficiency, as defined by states and approved by the U.S. Department of Education. In 2011, the U.S. Department of Education invited state education agencies to request flexibility regarding specific requirements of ESEA 2002 in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. See *ESEA flexibility*.

Core Curriculum: The core curriculum includes the materials and instructional standards required of all students in the general education setting. Core curricula often are instituted at the elementary and secondary levels by local school boards, departments of education, or other administrative agencies charged with overseeing education.

Criterion-Referenced Assessment: A criterion-referenced assessment measures student performance in relation to a specific standard. It typically is used to identify a student's strengths and weaknesses in relation to an age-group or grade-level standard; however, it does not compare students to other students.

Curriculum-Based Assessment (CBA): CBA refers to an assessment that has three components: (1) measurement materials that are aligned with the annual curriculum, (2) measurement that occurs frequently, and (3) assessment data that are used to formulate instructional decisions. CBA is an umbrella term that includes curriculum-based measurement.

Curriculum-Based Measurement (CBM): CBM, a type of curriculum-based assessment, is a measurement approach used to screen students or to monitor student progress in mathematics, reading, writing, spelling, and other content areas. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the team to revise the program. CBM is a distinctive form of curriculum-based assessment because of three additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; (2) CBM measures are overall indicators of competence in the target curriculum; and (3) CBM is standardized, with its reliability and validity well documented. These properties allow teachers and schools to look at student growth over time.

Data Point: A data point is one score on a graph or chart. The data point represents a student's performance at one point in time.

Data-Based Decision Making: Data-based decision making is the ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

Differentiated Instruction: Differentiated instruction refers to an educator's strategies for purposely adjusting curriculum, teaching environments, and instructional practices to align instruction with the goal of meeting the needs of individual students. Four elements of the curriculum may be differentiated: content, process, products, and learning environment.

ESEA Flexibility: The 2002 reauthorization of the Elementary and Secondary Education Act (ESEA 2002) contains provisions that expand state and district accountability for improving all schools and increasing the learning and achievement of all students, including those who struggle to master basic skills in reading and mathematics. In 2011, the U.S. Department of Education waived certain provisions of the law in exchange for reforms by states related to four principles: (1) achieving college- and career-ready expectations for all students; (2) developing differentiated recognition, accountability, and support systems; (3) supporting effective instruction and leadership; and (4) reducing duplication and unnecessary burden. As of September 2013, the U.S. Department of Education has approved the flexibility plans for 41 states and the District of Columbia. For additional information, [view the U.S. Department of Education's ESEA Flexibility website](#).

Evidence-Based Intervention: An evidence-based intervention is an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention. Applying findings from experimental studies, single-case studies, or strong quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention.

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

Formative Assessment: Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is regularly assessed to provide ongoing feedback to 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 can be formal or informal and are not necessarily used for grading purposes. Examples of formative assessment include (but are not limited to) curriculum-based measurement, curriculum-based assessment, pretests and posttests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Goal Line: The goal line, also known as the *aim line*, represents the expected rate of student progress over time. A goal line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The goal line should be compared to the *trend line* to help inform responsiveness to intervention and to tailor a student's instructional program.

Intensive Intervention: Intensive intervention is designed to address severe and persistent learning or behavior difficulties. It also is used for students who have proven nonresponsive to Tier 2 or secondary intervention. Intensive interventions are characterized by increased intensity (e.g., smaller group, increased time) and individualization of academic or behavioral intervention. Intensive intervention is sometimes synonymous with *Tier 3* or interventions delivered within the *tertiary prevention level*. To learn more, visit www.intensiveintervention.org.

Modifications: Modifications are adaptations to instruction or the administration of assessments that change, lower, or reduce performance expectations for demonstration of a learning outcome.

Multi-Tiered System of Support (MTSS): Multi-tiered system of support (MTSS is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. It also may be called a *multi-level prevention system*. The increasingly intense tiers (e.g., *Tier 1*, *Tier 2*, *Tier 3*), sometimes referred to as *levels of prevention* (i.e., *primary*, *secondary*, *intensive* prevention levels), represent a continuum of supports. *Response to intervention* (RTI) and *Positive Behavioral Interventions and Supports* (PBIS) are examples of MTSS.

Norm-Referenced Assessment: Norm-referenced assessment compares a student's performance to that of an appropriate peer group or normative sample. The SAT Reasoning Test is an example of a normative assessment because it compares an individual student's performance to the performance of a normative sample of test takers.

Progress Monitoring: Progress monitoring is used to assess a student's performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention. For additional information, view NCII's [Academic Progress Monitoring](#) and [Behavioral Progress Monitoring](#) Tools Chart.

Response to Instruction: Response to instruction (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools 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.

Screening: Screening is conducted to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screening assessments typically are brief and usually are administered with all students at a grade level. Some schools use a gated screening system, in which universal screening is followed by additional testing or short-term progress monitoring to confirm a student's risk status before intervention occurs. For more information see the [Screening Tools Chart](#).

Trend Line: A trend line is a line on a graph that presents the line of best fit drawn through a series of data points. The trend line can be compared against the *aim line* to help inform responsiveness to intervention and to tailor a student's instructional program.

This glossary was initially compiled in April 2009 using the following resources: the RTI Glossary of Terms developed by the IDEA Partnership at NASDSE, the RTI Action Network Glossary, the National Center on Student Progress Monitoring, the National Center on Response to Intervention, the New Mexico Public Education Department RTI Glossary, the Georgia Department of Education RTI Glossary, the South Carolina Department of Education RTI Glossary, and the North Carolina Department of Public Instruction RTI Manual Glossary. The glossary was revised in October 2013 by the Center on Response to Intervention at American Institutes for Research.