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2012-13

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<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Core Principles</td>
</tr>
<tr>
<td>2</td>
<td>Response to Intervention (RtI) Introduction</td>
</tr>
<tr>
<td>3</td>
<td>Context</td>
</tr>
<tr>
<td>4</td>
<td>Purpose of Document</td>
</tr>
<tr>
<td>5</td>
<td>Philosophy</td>
</tr>
<tr>
<td>6</td>
<td>Leadership</td>
</tr>
<tr>
<td>7</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>8</td>
<td>School Climate and Culture</td>
</tr>
<tr>
<td>9</td>
<td>Inquiry-Based Process</td>
</tr>
<tr>
<td>10</td>
<td>Assessment/Progress Monitoring</td>
</tr>
<tr>
<td>11</td>
<td>Family and Community Engagement</td>
</tr>
<tr>
<td>9</td>
<td>Understanding the Multi-Tiered Model in RtI</td>
</tr>
<tr>
<td>10</td>
<td>APS and Colorado Multi-Tiered Model</td>
</tr>
<tr>
<td>11</td>
<td>Tiers 1 and 1A</td>
</tr>
<tr>
<td>12</td>
<td>Tier 2</td>
</tr>
<tr>
<td>13</td>
<td>Tier 3</td>
</tr>
<tr>
<td>13</td>
<td>Questions and Answers about the RtI Model</td>
</tr>
<tr>
<td>17</td>
<td>Putting RtI into Practice System Wide</td>
</tr>
<tr>
<td>18</td>
<td>Overview of How the RtI Model Works</td>
</tr>
<tr>
<td>19</td>
<td>Important Definitions and Key Components</td>
</tr>
<tr>
<td>20</td>
<td>Instructional Support Team (IST)</td>
</tr>
<tr>
<td>21</td>
<td>Inquiry-Based Process</td>
</tr>
<tr>
<td>22</td>
<td>Progress Monitoring</td>
</tr>
<tr>
<td>23</td>
<td>Curriculum-Based Measurement</td>
</tr>
<tr>
<td>24</td>
<td>Gap Analysis</td>
</tr>
<tr>
<td>25</td>
<td>Instructional Strategy</td>
</tr>
<tr>
<td>26</td>
<td>Research-Based Interventions</td>
</tr>
<tr>
<td>27</td>
<td>Instructional Interventions</td>
</tr>
<tr>
<td>28</td>
<td>Data-Driven Dialogue</td>
</tr>
<tr>
<td>24</td>
<td>Important Roles and Expectations</td>
</tr>
<tr>
<td>25</td>
<td>District Administrators</td>
</tr>
<tr>
<td>26</td>
<td>Building Administrators</td>
</tr>
<tr>
<td>27</td>
<td>Teachers</td>
</tr>
<tr>
<td>28</td>
<td>Parents/Family/Guardians</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

27 Instructional Support Team
27    RtI Coordinator
28    Meeting Facilitator
28    Note Taker/Record Keeper
29    Time Keeper
29    Designated Coach
29    Progress Monitor
30    School Psychologist
30    School Counselor/School Social Worker
30    Specialists

32 Fidelity of RtI
32    Tiers 1 and 1A
34    Tier 2
35    Tier 3

36 Special Considerations in an RtI Model
36    Equity
36    Students with Individualized Education Plans (IEPs)
38    English Language Learners (ELL)
42    Gifted and Talented/Acceleration
43    Retention
48    Title I
48    School-Wide Positive Behavioral Interventions and Supports (PBIS)
49    Preschool

50 Glossary of Terms

54 References

56 Appendices
56    Appendix A: IST Protocol Guidelines
57    Appendix B: The Inquiry-Based Process
58    Appendix C: Analyzing and Evaluating the Data
59    Appendix D: RtI Framework Flowcharts
62    Appendix E: Math Intervention Resources/P-12
69    Appendix F: Elementary Literacy Intervention Resources
79    Appendix G: Secondary Literacy Intervention Resources
88    Appendix H: Behavior Intervention Resources/P-12
104    Appendix I: Miscellaneous Resources/P-12
105    Appendix J: RTI and Occupational/Physical Therapy Flowchart
106    Appendix K: RTI and Speech Language Flowchart
We believe that...

- All children can learn and achieve high standards as a result of effective teaching.
- All students must have access to a rigorous, standards-based curriculum and research-based instruction.
- Intervening at the earliest indication of need is necessary for student success (Pre K–12).
- A comprehensive system of tiered interventions is essential for addressing the full range of student needs.
- Student results improve when ongoing academic and behavioral performance data inform instructional decisions.
- Collaboration among educators, families, and community members is the foundation for an effective inquiry-based process and leads to student success.
- Collaboration among all educators in our system is the foundation for a comprehensive system of tiered interventions.
- All members of the school community must continue to gain knowledge and develop instructional expertise in order to build capacity and sustainability of an RtI framework.
- Effective leadership at all levels is crucial for the implementation of RtI.

Core Principles and the framework described throughout the document were developed by the APS RtI Committee and Colorado State RtI Implementation Team.
**Response to Intervention (RtI)** is a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high-quality, standards-based instruction and intervention that is matched to students’ academic, social-emotional, and behavioral needs.

**Context**

The Response to Intervention (RtI) framework is a school-wide initiative that allows for the utilization of resources for students in need of academic and/or behavioral support. RtI provides a seamless system of interventions and resources that allow students to make significant progress, whether they are at risk for failure or are gifted and talented students not meeting their full potential. Although the Individuals with Disabilities Education Act (IDEA) 2004 encourages utilizing the RtI process as an alternative approach for the identification of students for special education services, the intent of the process is much more significant than eligibility alone. More importantly, the RtI model utilizes instructional strategies such as universal screening and ongoing data analysis to inform instructional interventions, flexible use of building personnel with students, as well as a collaborative, inquiry-based process among staff and parents to enhance all students’ performance.

**Purpose of Document**

The purpose of RtI is to improve educational outcomes for all students. RtI provides a continuum of evidence-based, tiered interventions, with increasing levels of intensity and duration, which is central to RtI. Furthermore, collaborative educational decisions are then based on data derived from frequent monitoring of student performance and rate of learning. RtI requires a significant systems change in schools. Although certain components, such as progress monitoring and differentiated instruction are commonly used, RtI is a fully comprehensive framework for addressing student needs.

This document describes the expectations and components of a well-implemented RtI model. Specifically, it defines central components of RtI, makes recommendations for composition of the building level Instructional Support Team (IST), identifies roles for itinerant and support staff, as well as provides examples of processes that will assist teams in their ongoing student inquiry-based meetings, data collection, and monitoring of a student’s response to intervention. This document also outlines the multi-tiered process by describing how students are served and move through varying tiers including intervention development, progress monitoring, and gap analysis. Finally, examples are provided on how RtI integrates with existing programs and populations, including:
• Integrating RtI and Positive Behavioral Interventions and Supports (PBIS)
• Considerations when making a referral for special education services
• Supporting the learning needs of a variety of students including:
  – gifted and talented
  – low-incidence disabilities
  – English language learners
  – preschool
• Schools receiving Title I funds

**Philosophy**

When school personnel establish a comprehensive continuum of supports and services for all students, they are more likely to experience success academically and behaviorally. The RtI model conceptualizes and delivers a continuum or seamless system of services that meets student needs where they are. RtI defines the process whereby students access appropriate levels of support and intervention, given their academic and/or behavioral needs. Moreover, RtI is effective only through a collaborative inquiry-based approach to identify student needs, implement targeted interventions, utilize data to measure student progress as a result of the interventions, as well as to monitor intervention integrity. The RtI process requires the involvement of the classroom teacher, parent(s)/guardian(s), student (when appropriate), and building specialists (e.g., teacher coaches, instructional coordinators, special education teachers, ELL teachers, counselors, gifted and talented specialists, speech-language pathologists, school psychologists, school social workers, building leaders).

**Components:**
The Colorado Department of Education (CDE) and Aurora Public Schools (APS) recognize six areas significant to RtI implementation: 1) Leadership, 2) Curriculum and Instruction, 3) School Climate and Culture, 4) Inquiry-Based Process, 5) Assessment, and 6) Family and Community Involvement.

**1) Leadership**

Leadership at the district and building level is crucial to the fidelity of RtI implementation. RtI is a significant change that affects the entire educational system. Initially, district-level administrators must understand and embrace the essential components and supports needed to effectively implement RtI. Administrators must prioritize resource allocation to support the effort, as well as offer professional learning to school staffs on the philosophical underpinnings of RtI. Professional learning on the RtI philosophy will help establish and promote consistency among schools that is imperative for successful implementation. Additionally, district leadership must guide the implementation of RtI by developing leadership roles and expectations for building administrators. Because of the broad impact of the RtI Model and its impact on the entire educational system, significant systemic changes will need to occur to execute implementation with fidelity. These changes must be championed and monitored by leaders at all levels.
Because professional learning promotes change, district and school leadership should participate in professional learning opportunities that develop knowledge of curriculum and instruction across the tiers, a positive school climate, the inquiry-based process, progress monitoring, and parent and community involvement. Administrators’ participation in developing the infrastructure for RtI has a direct correlation to the success of the model.

Although supporting initial implementation of RtI should be an important focus for schools, establishing a long-term commitment of resources and time is equally critical. Schools must devote time to the implementation and maintenance of the RtI Model: Time for data-driven dialogues, for Instructional Support Team meetings, and for development of action plans that identify continued training needs. These issues need to be monitored and reviewed by district administration. District administration will work with principals to regularly monitor and review the action plans developed by individual schools.

Leadership is critical for effective implementation of RtI. The success of RtI will be determined, to a great extent, by the degree to which school leaders are able to move the focus of RtI from philosophical understanding to actual practice. School leadership is imperative to the sustainability of the model.

2) Curriculum and Instruction
The RtI Model is a multi-tiered system designed to meet the needs of ALL students. Curricula based on the state standards and quality instruction are essential for student success.

Tier 1 and 1A instruction includes high quality, research-based curricula and instructional strategies that support the APS curriculum guidelines and state standards. Tiers 1 and 1A provide core instruction for all students. Flexible grouping that targets specific concepts and skills are included so that the instructional goals of all students can be met.

Tier 2 offers more focused, targeted and intensive instruction in addition to the standards-based curriculum received in Tiers 1 and 1A. The curriculum and instruction at Tier 2 is designed to meet the needs of students not progressing as expected in Tiers 1 and 1A.

Tier 3 instruction includes more explicit, intensive instruction that is focused on specific concepts or skills needed, whether they be an accelerated need or a remedial need.

The following section, “Understanding the Multi-Tiered Model,” provides a more detailed description of the instructional components within the RtI Framework.

3) School Climate and Culture
The core principles of a multi-tiered RtI model support and embrace a positive school climate within all school settings. A positive school climate depends on four essential elements:
1. Creating a caring school community;
2. Teaching appropriate behavior and social inquiry-based skills;
3. Implementing positive behavior interventions and supports (PBIS); and
4. Providing rigorous academic instruction.

Essentially, a positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning. A positive school climate is observed when key elements are solidly in place. These include:

- Defining and consistently teaching expectations of behavior for students, parents, and educators;
- Students and adults are acknowledged and recognized consistently for appropriate behaviors;
- Behavioral and instructional errors are monitored, corrected, or re-taught;
- Teachers are engaged in a collaborative team inquiry-based process using data to design instruction and behavior intervention plans; and
- Families are included in a culturally-sensitive, solution-focused approach to support student learning.

Understanding the elements of a positive school climate is vital; however, equally important in maintaining a positive school climate is the development of systems to support school personnel in implementing the identified research-based practices to improve student outcomes. Naturally, the identified practices to support student achievement and social competence are dependent on a clear understanding of the information and data available to decision makers. The school staff needs to understand what data to collect, how frequently to use it, and the purpose of collecting data. A positive school climate also incorporates seeking multiple perspectives and presenting curricula with culturally proficient pedagogy.

APS has taken a leading role in the implementation of the school-wide Positive Behavior Interventions and Supports (PBIS) initiative. PBIS is an integrated approach that clearly identifies systems, practices and the use of data to improve student outcomes. It is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is consistent with RtI.

**Research-Based PBIS Practices**
- Students receive high-quality, research-based instruction by qualified staff in their general education setting;
- School staff conducts universal screening of academics and behavior;
- Frequent progress monitoring of student performance occurs for all students and is used to pinpoint student-specific difficulties;
- School staff implements specific, research-based interventions to address a student’s difficulties within multiple tiers of increasing intensity;
- School staff uses progress-monitoring data and decision rules to determine interventions, their effectiveness, and needed modifications, using an inquiry-based process;
- Systematic assessment of the fidelity or integrity of instruction and interventions are in place; and
- Families are informed and encouraged to be active participants regarding student progress and how decisions are made and are involved in critical decisions.
**PBIS System Supports**
- Collaboration is supported and team decision making occurs at multiple levels, including a leadership team, and an Instructional Support Team (IST);
- Written documents describe policies and procedures;
- Resources are allocated to support multiple levels of intervention;
- Professional learning is ongoing and job-embedded; and
- Data-management system is in place, including inquiry-based intervention teams

**4) Inquiry-Based Process**
The purpose of the inquiry-based process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance. The purpose of the inquiry-based process is also to develop academic and behavior intervention strategies that have a high probability of success. It provides a structure for addressing the academic and/or behavioral concerns identified by teachers or parents. An inquiry-based process requires full collaboration among a team of professionals along with parents to identify a specific, measurable outcome and to design research-based interventions to address the concerns. The process includes ensuring interventions are implemented with fidelity according to their research base and student progress is monitored to determine the student's response. Family engagement in the process is vital and highly encouraged to ensure all information that might impact success is considered.

The purpose of an inquiry-based process is to put in place a decision-making process that will lead to the development of instructional and intervention strategies with a high probability of success. The system must integrate the use of data, both to guide the development of effective interventions and to provide frequent monitoring of progress. The RtI in Practice section of this manual outlines the inquiry-based process steps to be used by Instructional Support Teams.

**5) Assessment/Progress Monitoring**
A major feature of the RtI model is its use of data to drive the inquiry-based process at the individual student, classroom, and school levels. To support the RtI fluid approach, reliable and ongoing information must be available to:

- Identify academic and behavioral needs of individual students;
- Inform the inquiry-based process; and
- Design and modify instruction to meet student needs.

An effective assessment plan has four main objectives:
1. To identify students at the beginning of the year who are at-risk or who are experiencing difficulties and may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year, as well as students who have reached benchmarks and who need to be challenged;
2. To monitor students’ progress during the year to determine whether at-risk students are making adequate progress in critical-concept skill areas and to identify any students who
may be falling behind or need to be challenged;
4. To inform instructional planning in order to meet the most critical needs of individual students; and
5. To evaluate whether the instruction or intervention provided is powerful enough to help all students achieve grade-level standards by the end of the year.

The four outlined objectives can be achieved through four types of assessments during the school year: 1) Screening; 2) Progress Monitoring; 3) Diagnostic; and 4) Outcome. They correspond roughly to the four objectives above, but all can contribute in helping plan effective instruction and interventions.

**Screening Assessments**

Screening assessments are quick and efficient measures of overall knowledge of concepts and critical skills known to be strong indicators that predict student performance (e.g. MONDO/BAS assessments, interim assessments). Administered to all students as an initial baseline, these assessments help identify students who do not meet, who do meet, or who exceed grade-level expectations. Results can be used as a starting point for instruction or to indicate a need for further evaluation.

**Progress Monitoring Assessments**

Progress monitoring assessments are also brief, but are given periodically to determine whether students are making adequate progress (e.g. CBM, RMA, MAP assessment, monitoring notes in secondary). Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis for the following purposes:

- Determine the rate of a student’s progress;
- Provide information on the effectiveness of instruction and how to modify the intervention if necessary;
- Identify the need for additional information; and
- Analyze and interpret gaps between benchmarks and achievement.

**Diagnostic Assessments**

While relatively lengthy, diagnostic assessments provide an in-depth, reliable assessment of targeted concepts and/or skills. Their major purpose is to provide information for planning more effective instruction and interventions. Diagnostic assessments should be given when there is a clear expectation that they will offer new or more reliable information about a child’s academic or behavioral needs that can be used to help plan for more intensive instruction or interventions.

If schools are implementing screening, progress monitoring, and outcome assessments in a reliable and valid way, the need for additional testing, using formal diagnostic instruments, should be reduced. Because they are time-consuming and expensive, complete diagnostic tests should be administered far less frequently than the other assessments. However, specific subtests from diagnostic instruments might
be used to provide information in areas not assessed by screening, progress monitoring, or outcome assessments. School leaders should continually ask if the value of the information to teachers from formal diagnostic tests in planning instruction merits the time spent administering such tests.

**Outcome Assessments**
Outcome tests are typically group-administered tests of important outcomes given at one point in time during the school year (e.g., CSAP). Outcome assessments are often used for school, district and/or state accountability purposes. These tests are important because they give school leaders and teachers feedback about the overall effectiveness of their instructional program.

6) **Family and Community Engagement**
When families, schools, and communities work together, children are more successful in school and schools improve. Effective partnerships include parents, families, students, community members and educators. Indicators of an effective partnership include: 1) sharing information; 2) an inquiry-based process; and 3) celebrating student successes. Central to an effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

In forming partnerships, it is important to nurture the collaborative process. To develop true collaboration, parents and families must be fundamentally involved in the entire educational experience. Parents should be recognized as having important information and expertise that they can contribute to the partnership. It is important for school personnel to provide the parents with information and empower them as equal partners in supporting their children’s learning. At Tier 1 and 1A, parent involvement in school decision making leads to an improved positive school climate. Parents and families are seen as key partners in all aspects of RtI, but their role may shift at each tier of intervention. In particular, at the targeted (Tier 2) and intensive (Tier 3) levels their expertise regarding the individual student is vital. At these tiers, members of the student’s family may provide information about the student and strategies that will lead to improved student outcomes.

Collaboration is more than simply working together and more than just linkage; it is agreeing to formally work together to achieve mutually desired outcomes. If one is to believe the adage, “It takes a village to raise a child,” then the community has a vested interest in supporting a positive school climate, which research has shown leads to better academic results. It is critical that schools recognize that cultural proficiency and understanding requires more than just awareness. Understanding and respect for cultural differences is vital when attempting to engage families and foster community support. We strive to honor the personal and cultural histories that each of our students brings to the classroom. These histories are not the same, yet they profoundly influence the educational process. (Howard, 1999)
UNDERSTANDING THE MULTI-TIERED MODEL IN RtI

APS and Colorado Multi-Tiered Model of Instruction & Intervention

Intensive Level: Tier 3

Interventions are provided to students with intensive/chronic academic and/or behavior needs based on ongoing progress monitoring and/or diagnostic assessment.

Targeted Level: Tier 2

Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in

Universal Level: Tiers 1 and 1A

All students receive research-based, high quality, general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.
Tiers 1 and 1A

Instructional Strategies and Interventions

Tier 1 refers to classroom instruction for all students. This universal level of instruction should meet the needs of at least 80% of the students. At this level, all students are receiving research-based instruction that is high quality. Core instruction is implemented with fidelity utilizing curricula that are viable, rigorous, relevant and standards-driven. Core instruction should also offer sufficient depth, breadth, and complexity to meet the needs of all students in a classroom. Tier 1 includes universal supports that are available to all students in academics and behavior. All teachers routinely use a variety of supports as soon as a student begins to struggle in their classrooms. For example, strategies may include small groups, differentiated instruction and sheltered instruction for application of skills and concept formation, re-teaching, enrichment, and/or additional practice. Tier 1A refers to classroom instruction if at least 80% of the students’ needs are not being met. Then teachers would need to review their method of instruction, make adjustments as needed, and provide student with additional support.

Assessment
Assessment is an important component of Tiers 1 and 1A and includes class, grade, and/or district-wide screening and progress monitoring. Schools must have a process for routinely reviewing all students’ progress through district-level and building-level universal screening tools. Screening measures, although brief, can provide an initial indication of which students are entering the school year at-risk for academic difficulties because they are lagging in the development of critical academic concepts/skills or students who have exceeded benchmarks and need to be challenge. Valid and reliable screening tests can help teachers differentiate their instruction based on what students already know and can do. Teachers, administrators and building teams reviewing screening and progress monitoring data for all students should utilize a systematic process of discussing data so that effective adjustments to instruction can be made.

Universal Screening Measures available in APS Include:

- CELA Placement Test
- MONDO/BAS Assessment Battery
- DRA2
- TCAP
- AGATE screening in 2nd Grade
- Kathy Richardson Assessments
- MAP
- Interim Assessments
**Tier 2**

**Instructional Strategies and Interventions**

Tier 2 includes individualized, targeted supports for students with more significant academic and/or behavior concerns or who have been identified as underachieving, that are implemented in conjunction with Tier 1/1A instruction. If a student continues to demonstrate insufficient progress and the gap between the student’s achievement and expected achievement increases, a more intensive intervention plan should be put in place with the assistance of the Instructional Support Team. Evidence-based instructional strategies and strengths-based interventions in Tier 2 are developed based on the student’s specific learning and/or behavioral needs. The classroom teacher, while being responsible for providing targeted instruction, may be supported by other teachers, related service providers, or other staff.

**Assessment**

Assessment is more intensive and focused in Tier 2. Assessments given need to be based on specific skill need, and results of the assessment should lead directly to intervention. Once an intervention is in place, the response to the intervention needs to be monitored on a regular basis (i.e., every other week, at least). If the academic or behavior need is difficult to identify, a diagnostic assessment (whether formal or informal) may be necessary to determine the focus of the intervention. When selecting assessments at Tier 2, the focus should be on identifying the specific skills that need additional work and how best to meet the academic or behavior needs. Discussions about student progress in Tier 2 will take place formally with the Instructional Support Team; however, informal discussions should take place on a weekly basis with the designated IST consultant.

**Tier 2 Measures in APS Include:**

- MONDO/BAS Assessment Battery
- Kathy Richardson Assessments
- MAP
- Retrospective Miscue Analysis
- Monitoring Notes
- CBM

**Tier 2 Curriculum and Instruction has a Two-Fold Purpose:**

- To remediate specific skill or concept gaps of students who are not making adequate academic gains or have mild to moderate difficulties in the area of social competence. This Tier 2 instruction is explicit, systematic, and aligned with Tier 1 curriculum and instruction. Instructional interventions are differentiated, scaffolded, and targeted based on the needs of individual students as determined by assessment data.
- To enrich and enhance the education of students who have demonstrated proficiency in the benchmarks of the standards for a given discipline. This Tier 2
instruction should contain sufficient depth, breadth, and complexity to increase individual student skills and concept formation in a determined course of study.
Tier 3

Instructional Strategies and Interventions

Tier 3 intensive supports are intended for students with significant and/or chronic gaps as well as for students with significant underachievement who require the most intensive services available in a school. Moving to a Tier 3 intervention is determined by the Instructional Support Team after several individualized interventions have resulted in limited progress, based on the achievement gap between the student’s progress and the expected benchmark. The interventions in Tier 3 are skill-specific interventions that can be delivered by a variety of providers. The interventions increase in intensity and often require one-on-one or small group instruction (e.g.: 3–5 students). The specific nature of the interventions is based on progress-monitoring data and/or diagnostic assessment information. Interventions may occur outside the general classroom based on student need. It may also require that students receive an additional short-term curriculum that is focused on accelerating learning.

Therefore, Tier 3 curriculum and instruction (academic and/or behavior) serves many purposes:

- To provide interventions for students who have not responded adequately to multiple rounds of Tier 2 supplemental, targeted curriculum and instruction. This small percentage of students usually demonstrate more severe gaps and require curriculum and instruction that is more explicit, more intense, and specifically designed to meet individual needs.

- To provide enrichment and/or advancement in a specific area of study for individual students who have demonstrated exceptional knowledge and skills in a given course of study based on performance and assessment data or who have demonstrated an extraordinary capacity for learning.

- To provide training on student-specific learning needs such as mastering Braille code, auditory training, assistive technology, behavior, etc.

Assessment

The intensity and frequency of assessment also increases in Tier 3. Because of the urgency at this level, the response to intervention in Tier 3 needs to be monitored more frequently. Diagnostic assessments may be given to get a comprehensive look at the student’s strengths and areas of need. The major purpose of assessment in Tier 3 is to provide information on whether the intervention is meeting the student’s instructional need.
What must exist in order for RtI to work?
RtI is successful when an infrastructure exists to support an inquiry-based analysis of instruction which includes targeted instruction, progress monitoring, and designated meeting times for the Instructional Support Team. School staff must possess skills in the necessary targeted instruction as well as assessment tools focusing on screening, progress monitoring, and outcomes. Therefore, school personnel must be provided professional learning opportunities necessary to gain the skills needed to implement RtI system wide. Teachers and support staff must have the support of building administrators and district staff to implement the RtI Framework. Support provided to teachers must extend throughout the implementation of targeted instruction and the collection of appropriate data to assess student progress.

What is the criterion for successful targeted instruction?
Targeted instruction is successful if the achievement gap between the performance of the student-at-risk and the expected benchmark has decreased based on the data collected through progress monitoring. Instructional support teams must collect a body of evidence to determine whether the gap has closed utilizing progress monitoring instruments, such as Curriculum-Based Measurements (CBM) that monitor specific skills and demonstrate incremental change. A CBM is any set of researched-based measurement procedures that use direct observation and recording of performance within a given curriculum as a basis for gathering information to make instructional decisions.

How long should targeted instruction be implemented in an RtI Framework?
The amount of time necessary to identify and verify effective targeted instruction will vary by skill and the age and the grade level of the student. Targeted instruction should be continued as long as the student exhibits a positive response. The targeted instruction should be modified when a student’s progress is more or less than expected.

When a student does not make progress over a long period of time, is retention ever considered as an intervention?
Understanding why a particular student has fallen behind points to the best course of action. For most students struggling to keep up, neither retention nor promotion are satisfactory solutions. The challenge is to determine what it takes to help failing students catch up. RtI includes the process of ongoing and diagnostic assessment that helps schools develop intervention strategies that stop the cycle of failure and accelerate learning. The key to such intervention strategies is early identification of children who need extra support and providing a number of ways for students to receive it. Without early identification and targeted intervention, struggling students are unlikely to catch up whether they are promoted or retained.
**Who provides the targeted instruction?**
In Tiers 1 and 1A, classroom teachers are the primary providers of targeted instruction. At the Tier 2 and 3 levels, classroom teachers and instructional support personnel can provide the targeted instruction. Each school needs to determine which individuals are available in the building to provide targeted instruction, what training each individual has had, and the individual’s time availability.

**Who collects progress monitoring data within the RtI Framework?**
Schools may select multiple individuals to be trained in progress monitoring of a student’s achievement including classroom teachers, parents, retired teachers, paraprofessionals, and other school personnel. The classroom teacher, however, is ultimately responsible for the intervention and should record the student’s progress regularly in Enrich. This will require collaboration between the classroom teacher and supporting personnel. Behavioral progress-monitoring data can also be collected by a variety of individuals. Any individuals who are expected to progress monitor student achievement/behavior must be trained to administer the measures.

**How do students move between tiers?**
Moving between tiers is a fluid process and there will likely be some fluctuation for many students whether they exhibit academic and/or behavioral concerns. Essentially, students move up or down based on the gap demonstrated through progress monitoring as well as on the intensity level of the intervention.

**Is a student ever involved in more than one area of focus for targeted instruction?**
Yes, a student may participate in more than one area of focus if there are a variety of skill gaps in different academic or behavior areas. For example, a student may receive targeted instruction for behavior and reading at the same time or for reading and math at the same time.

**How long might a student be in the inquiry-based process?**
The length of time a child participates in the inquiry-based process depends on the significance of the gap between the student and grade-level benchmarks. Data may demonstrate that the gap is closing, but the amount of time to close the gap may be lengthy. The targeted instruction continues as long as the student demonstrates a positive response. On the other hand, a student who is in first grade and needs an intervention addressing a specific skill may need a limited Tier 2 or Tier 3 intervention. Once the skill is gained, the student no longer needs to participate in the inquiry-based process.

**What documentation is used with the RtI Model?**
Graphs and charts are a basic component of RtI documentation. They are created when the classroom teacher enters the data into Enrich. Furthermore, teachers should document the assessment(s) given, intervention strategies used and outcomes obtained using data collection systems (e.g., monitoring notes, focus sheets or modified focus sheets from MONDO). The strategies that are utilized and the charted data should produce documentation of a student’s progress or lack of progress (e.g., graphs, charts).
Is RtI just a way to avoid providing special education services?
No. RtI is a way to integrate the mandates of No Child Left Behind (NCLB) and IDEA so that all students receive high-quality, effective instruction in the general education setting and beyond. Also, RtI is a framework of instruction for students who do receive special education services. The intent is to generate a seamless system of support that is available to all students at the first sign of need.

Can RtI be used for students who are gifted and talented and/or underachieving?
RtI should be used for students identified as gifted and talented or underachieving. Students who are gifted and talented and are underachieving based on screening measures or progress-monitoring tools should be provided strength-based interventions to increase the potential for sufficient progress. Because the RtI model is a system-wide model, all students who are making insufficient progress should be provided more intensive interventions based on their individual needs. Gifted students need strength-based tiered interventions based on programming needs. Gifted students with learning difficulties will also need interventions for skill gaps.

How does an Instructional Support Team (IST) differ from an Eligibility Team?
The Instructional Support Team focus is specifically on creating strategies and interventions to help children be more successful academically and behaviorally. Classroom teachers are central and highly valued members of an Instructional Support Team. The team promotes a collegial atmosphere where teachers work together to solve student concerns and use dependable and efficient assessment methods to measure the progress of struggling learners; the focus is instruction.

An eligibility team is responsible for identifying students who may have educational disabilities and be eligible for special education services. Eligibility teams have typically been comprised of specialists, including school psychologists, speech therapists, nurses, special education teachers, etc. With RtI, eligibility teams will continue to be important to ensure necessary data is collected when considering eligibility. However, the majority of information is likely to be gathered during the inquiry process. Other information such as observations, possible diagnostic assessments, or other informal measures may be requested by the eligibility group. This constitutes a full and individual evaluation. The eligibility team may include a portion of the IST as well as any additional individuals important to the evaluation process; the focus is providing the support individual students need to be successful.

How/what do we communicate to parents?
Regardless of whether the parent initiated a concern or the teacher initiated a concern, parent involvement is critical and should be facilitated throughout the inquiry process, beginning with the initial inquiry phase. Parents should always be invited to the inquiry meetings, and if parents are unable to attend the meeting, the progress-monitoring information should be provided to the parents each time data is analyzed. Parents should be involved in all the decisions regarding modifications to interventions and related changes to a student’s instruction. Parents are given the APS Parent Primer (which is available in both English and Spanish). Buildings are responsible for providing translated copies of documentation (letters, RtI plans) to parents who need a Spanish version.
Do I have to use the RtI Model to determine eligibility for students who are identified as having a Specific Learning Disability?

Yes. To align with federal laws and regulations, CDE has revised the Exceptional Children’s Education Act to require eligibility groups to utilize an inquiry-based process to determine eligibility for a Specific Learning Disability. The expectation is that the majority of data is collected through this process although other data may need to be collected for a full and individual evaluation to qualify a student as having a Specific Learning Disability. The movement is away from eligibility being an event that provides access to needed services and toward eligibility as a formality with many supports already in place.

If a parent requests an immediate evaluation within the sixty-day time frame during or prior to the inquiry process, is the school obligated to default to the discrepancy model?

If a parent requests an immediate evaluation in writing, schools should explain the RtI process and the services the child will receive during the documentation period. Schools may not talk parents out of requesting an evaluation; however, it is expected that parents will be informed of what the current evaluation practices are. If parents request a traditional assessment, schools will not be expected to administer IQ and achievement assessments. Determination of a Specific Learning Disability will be dependent on information collected through an RtI process and is no longer only based on a discrepancy criterion between IQ and achievement.

How will the special education teacher plan interventions for a student after he or she has been found eligible for services through the RtI process?

The Instructional support team will be responsible for providing the intervention plan when a student is eligible for Special Education services. Members of the team will continue to work together until effective interventions have been implemented.

What is Leveled Literacy Intervention (LLI)?

LLI is a literacy program developed by Fauntaas and Pinnell. The reading materials are leveled in the same way as MONDO materials (A-N) and provide students additional reading materials at each level to develop their reading skills. This is considered an elementary Tier 2 intervention.
Overview of How the RtI Model Works
To support consistency of RtI implementation across the state, in districts, and in schools, identifying the steps involved and providing training to develop skills necessary to support the model is imperative. Each school is expected to support a team that utilizes an inquiry-based process to meet the academic and behavioral needs for students who are not making sufficient progress (at-risk or underachieving). Instructional Support Team meetings should be scheduled regularly in each school (weekly to bi-monthly). By providing a strong inquiry-based process with ongoing progress monitoring for assessing the success of targeted and intensive research-based instruction, more students will have the opportunity to be academically and behaviorally successful. Circumventing the process to move students to Tier 3 or referring a student for a special education evaluation without following the inquiry-based process is not supported and should happen only under special circumstances that will be covered later in the manual.

Important Definitions and Key Components
There are several aspects of the RtI model that are important to understand before system-wide implementation can be made. The following definitions will be helpful in understanding the key components of the RtI model:

I. Instructional Support Team (IST)
II. Inquiry-Based Process
III. Progress Monitoring Using Enrich
IV. Curriculum Based Measurement
V. Gap Analysis
VI. Instructional Strategy
VII. Research-Based Interventions and Research-Based Practice (Core Curriculum)
VIII. Instructional Interventions
IX. Skilled Discussion
X. Data-Driven Dialogue (Decision-Making Process)

I. Instructional Support Team (IST)
Diverse representation and collegiality are essential elements of successful Instructional Support Teams. Teams must be composed of a variety of educational staff, including teachers, specialists, administrators, and parents. Team membership should include individuals who have a diverse set of skills and expertise that can address a variety of behavioral and academic needs. The team should also be collegial in that teachers are supported and encouraged throughout the process. Instructional Support Teams should identify a facilitator who guides the process and ensures a supportive atmosphere. A recorder and timekeeper also are important roles on the team, as is a progress monitor who can enter data into Enrich during the meetings. Finally, designated support personnel are essential to the follow through of inquiry-based teams.
II. Inquiry-Based Process
An inquiry-based process includes a structured format when analyzing possible reasons for a student’s academic or behavioral needs and planning interventions. Utilizing a structured inquiry-based approach when exploring, defining, and prioritizing a teacher’s concerns helps the team make informed instructional decisions.

Define the Achievement/Behavior Gap
The concern(s) about a student should be stated in objective, measurable terms, using direct measures of academics and/or behavior. The definition of the concern must focus on teachable skills that can be measured and can be changed through the process of instruction.

Gaps can be defined as the difference between what is observed/measured and an expectation for a student. Expectations can be developed based on normative standards, criterion-based measures, instructional standards, developmental standards, and/or district or state assessments. For example, a second grade student may be reading 21 words per minute (wpm), while the curriculum norm may be 32 wpm. Thus, defining a gap involves an accepted expectation.

It is also important to understand whether the identified gap exists for only one student, a small group of students, or for a large group of students since this knowledge will lead to different types of interventions. For large group concerns, changes in the quality and in overall classroom instruction may be necessary and the inquiry-based process is then conducted on a large scale. On the other hand, if a concern is present for only one or a very few students, an individual inquiry-based process can take place. The classroom teacher collects data about the student’s performance, including information gathered from the parents, and brings the information to the Instructional Support Team meeting at the beginning of the process.
Analyze the Gap
The goal of inquiry-based analysis is to gather relevant information about the student and develop potential hypotheses about the probable causes of the gap and to gather information to either confirm or disprove the hypotheses.

Gathering information may involve further examination of classroom products, information provided by the parents, observations in the instructional setting, focused assessments, or examination of data from other district or state assessments. Some initial questions that should be answered at this step are:

- What are strengths the student is able to demonstrate specific to the area of concern?
- What instructional practices have been used that has been effective in the area of concern?
- What is the evidence that the student has received quality instruction in the target skill/concept/behavior?
- What is the evidence that the school environment supports the acquisition and application of the target skill/concept/behavior?
- What further information do we still need to make an informed and appropriate hypothesis?

Develop and Implement the Plan
The goal is to develop an instructional and/or behavior intervention plan that matches the identified student need and has the most likelihood of success.

A good intervention plan:

- Explicitly defines the skills/concepts to be taught;
- Focuses on measurable objectives such as number of behavior incidents or reading fluency measures;
- Defines who will complete various tasks, when, and how; and
- Describes a plan for measuring and monitoring effectiveness of instruction (including a quantifiable baseline and target goal for the skill to be developed).

The plan must be monitored for fidelity of implementation. Therefore, the team must specify who will do what and how often.
Collecting data on how the student is progressing (progress monitoring) is another essential component of implementing the plan. The team should determine at the outset how progress monitoring will occur and what measures will be used. For example, for behavioral interventions, observations or other direct behavioral measures may be used, while academic interventions should utilize curriculum-based measures.

Evaluate the Response to Intervention
Progress monitoring is a methodology for measuring the effectiveness of an intervention. The goal of progress monitoring is to answer the questions, “Is the instructional intervention appropriate? Is the intervention producing adequate progress?” If an intervention is not producing adequate progress, a first step is to evaluate whether the intervention is being implemented as designed. If not, adjustments should be made to ensure fidelity of implementation of the intervention.
If an intervention has been implemented with fidelity and is not delivering the desired results, the intervention should be **first modified in intensity**. If the intervention still does not appear to be effectively supporting the student toward the set target, then further modification or a different intervention should be discussed. A key feature of the assessments used to collect data for progress monitoring is that they can be administered frequently and are sensitive to small changes in skill and concepts knowledge. By plotting achievement levels on a graph, trends in student performance can be visualized more easily.

The Instructional Support Team should use this guide to:
- Determine how the progress monitoring data will be managed/graphed (e.g. use of Excel charts, fluency measures, math interviews, etc.);
- Decide who will do the progress monitoring and how often it will be done;
- Set logical data review timelines based upon the intervention(s); and
- Determine, based on data, whether the intervention or goal needs to be modified.

Teams should also consider whether the intensity of an intervention needs to be increased by either 1) reducing the size of the group; 2) increasing the amount of time/frequency that the intervention is delivered; or 3) working to focus the instruction.

In summary, the inquiry-based process is a self-correcting, decision-making model focused on academic and/or behavioral intervention development and monitoring using frequently collected, measurable data on student performance. This process should be rich in data collected and can be repeated as necessary.

In rare cases, when at the end of a school year, the response to intervention has produced no results, it is the responsibility of the Instructional Support Team to determine whether a student continues intervention at his/her current grade level or continues interventions at the next grade level. (Retention guidelines can be found starting on page 41 of this guidebook.)

**Adequate Progress**

There are two times the question of adequate growth appears in RtI. The first is the question of adequate growth during an intervention or after a student has received an intervention. The second time the question appears is when determining if the student is making adequate growth toward “grade level.”

For adequate growth, during an intervention or after the student has received an intervention, the question needs to be asked, “What is the expected growth or progress that is typically seen when this intervention (for a certain duration and intensity) is put into place with fidelity?” Knowing the expected growth based on the intervention will help the IST decide if the student is making adequate growth.

For adequate growth toward “grade level,” a reasonable amount of time should be estimated for the student to reach “grade level,” with intermediate benchmarks created. A student who is two years below expectancy and is making one-and-a-half-years of growth per year will need four years to catch up.
Your IST should include specialists and members who have experience with the interventions being considered in order to make informed professional decisions regarding adequate progress. In addition, qualitative data is as equally important as quantitative data when it comes to deciding upon adequate progress.

**Observations**

Once a student is in Tier 3, at least 2 observations of the student should take place and be documented in Enrich.

Information that should be included in an observation:
Student’s name, student’s age, student’s grade, date of observation, time of observation, length of observation (must be at least 30 minutes), location/environment of observation, and reason for observation.

During the observation the following should be observed:
Academic skills, Independent functioning skills, behavior concerns, student/adult interactions, student’s strengths, student’s concerns, instructional strategies used by the teacher, and if possible, the student should be observed in the area of concern.

**III. Progress Monitoring**

Progress monitoring is an on-going, systematic method of data collection for tracking and comparing an individual’s or group’s performance and progress. A consistent monitoring plan is essential to determine the effectiveness of instructional programs and interventions. Movement of a student within the intervention tiers is determined by the data collected through progress monitoring. Progress monitoring is the way in which an Instructional Support Team can gather the data used to make decisions during the inquiry-based process. Progress monitoring varies depending on the level of intensity. For students at the Tier 1 level, progress monitoring is provided to all students using on-going universal screening and assessments aligned with instruction. Students who are receiving more intensive intervention in Tiers 2 and 3 should be provided more frequent and targeted progress monitoring. At this level, progress monitoring should be focused on current levels of performance. The tools utilized should be flexible, efficient, accessible, and informative.

**IV. Curriculum-Based Measurement**

The most effective assessment available for monitoring student progress on a specific skill is Curriculum-Based Measurement (CBM). CBM is an alternative to other procedures that may be too costly, time consuming, disruptive to instruction, or ineffective for identifying progress. CBM is comprised of standard directions, materials, scoring rules, and can be a timed assessment. CBM is characterized by several attributes:

1. Alignment—students are tested on the curriculum being taught.
2. Technically adequate—CBM has established reliability and validity.
3. Criterion referenced—CBM is used to determine if students can demonstrate their knowledge by reaching specified performance levels on certain tasks.
4. Standard procedures are used to administer CBM.
5. Performance sampling—CBM employs direct measures through which correct and incorrect student behaviors on clearly defined tasks are counted within a set time interval.
6. Decision rules are in place to provide those who use the data with information about what it means when students score at different levels of performance or illustrate different rates of progress on the measures over time.
7. Repeated measurement—CBM can be used over time to identify insufficient progress as well as level of performance.
8. Efficient—Training is minimal and measures can be given quickly.
9. Summarized efficiently—a variety of techniques are available that make data accessible to classroom teachers and students.

V. Gap Analysis
A critical component of determining a student’s response to an intervention as well as the appropriate intensity level of an intervention is addressed through conducting a gap analysis. A gap analysis should determine what gaps exist for a student and how large the gaps are between the student’s current performance and expected benchmarks.

VI. Instructional Strategy
A strategy is a tool, plan, or method used for accomplishing a task. Strategies can be utilized within instructional settings throughout the school day. Teachers should use instructional strategies to guide and improve student learning. Students and teachers should utilize specific learning strategies to accomplish short- and long-term goals and objectives.

VII. Research-Based Interventions, Promising Practices and Research-Based Practice
A research-based intervention is an intervention that is based on current research. Research-based is a term that is often confused with the term ‘scientifically-based research.’ Scientifically-base research refers to a type of research design that includes random assignment typically of students or teachers to a ‘treatment’ or ‘control’ group. The core components of research-based interventions or promising practices are developed based on research findings and are expected to produce reliable and valid data that suggests adequate gains can be expected when the intervention is used with a particular group of students.

Effective interventions are:
- Supported by school staff, including administrators;
- Based in theory and are developmentally appropriate;
- Designed to impact the factors that are thought to lead to the gap;
- Integrated with other interventions;
- Supported with sufficient time and energy to address the gap;
- Implemented by people who have had sufficient training;
- Implemented with fidelity; and
- Monitored to ensure that individual student outcomes improve.

VIII. Instructional Interventions
Interventions should be strategies and/or activities that are implemented to help students progress toward academic or behavioral goals. Interventions vary depending on the intensity and need. Individual interventions should be developed based on the unique needs of students. Furthermore, interventions that have been researched to have the greatest chance of addressing the area of need should be selected. This will ensure that there is a high probability of success once the intervention is implemented.
IX. Data-Driven Dialogue

When educators look into classroom-based issues and concerns, collect and analyze data from a variety of sources, and establish plans for change, the RtI model has the greatest probability of success. Data is most helpful when it is used for self-assessment and combined with reflection, inquiry, and discovery. Data-driven dialogue is a collective process designed to share common understandings of issues and events using information from a variety of sources. Data-driven dialogue requires changes in the working culture of groups and is a collaborative-learning cycle. Curriculum decisions, instruction scheduling, and student groupings should all be made through data-driven dialogue.
**District Administrators**

District administrators have a vital role in the implementation of RtI. Superintendents, Assistant Superintendents, Directors of Student Achievement and Special Education, etc. must demonstrate an understanding of RtI as well as monitor building-level implementation. District administrators’ most important role when implementing RtI is to help schools recognize that many services that schools provide on a daily basis fit under the umbrella of RtI. District administrators must provide the leadership support necessary to implement RtI with fidelity. Building administrators should be able to rely on district administrators to provide practical models and examples as well as provide the technology and other supports vital to RtI implementation. Furthermore, district-level leadership should recognize and vocalize the relationship between RtI and student achievement.

The role of the district RtI coordinator is to support buildings with the implementation of the RtI process. More specifically, coordinators support (but do not serve on) instructional support teams, support the development of RtI plans and processes, and provide training on Enrich, the RtI software program. The software has most of the documentation for RtI within it; however, buildings may have additional form that they use for their IST process.

The role of the Special Education Consultants includes support to building special education teams, specialized programs, and administrators. The focus is co-planning and co-teaching to support student achievement. The lens that drives the work is legal compliance for instructional programming and access to general education.

**Key Expectations of District Administrators:**
- Align current practices that are functions of RtI
- Provide practical models
- Provide technology and other support important to implementation
- Recognize and vocalize the relationship between RtI and student achievement
- Support professional learning

**Building Administrators**

Because systems change requires significant leadership, building administrators must take the lead in ensuring positive change as well as incorporating staff development needs into the building action plan. Even though administrators may designate other school personnel to participate in the inquiry-based team meetings, administrators are expected to attend the meetings at least monthly to support the process as well as identify any needs of the team. Building administrators also are responsible for selecting Instructional Support Team members who will work collaboratively in an inquiry-based manner. Administrators should carefully consider the school culture in making assignments to the team and in providing the appropriate professional development to all staff. Furthermore, principals need to support necessary schedule changes as well as identify scheduling needs to support Instructional Support Teams and intervention delivery.
Key Expectations of Building Administrators:
- Attend IST meetings at least monthly
- Dialogue with the IST regularly
- Monitor integrity of interventions
- Resource allocation

The principal’s active support of the process must be evidenced by vocal support, by resources the principal makes available to the process and, most importantly, by active participation on the team.

Teachers
A significant purpose of the RtI model is to provide instruction and curriculum in the general education classroom that allows the majority of students to be proficient and meet content standards. Therefore, teachers play a central role in the RtI model when it is implemented system-wide. Teachers are experts who are expected to plan and implement instruction. Specifically at the Tier 1 and 1A levels, teachers are expected to identify students who are not making sufficient progress and implement effective strategies and interventions (differentiated instruction, specific reading strategies, flexible grouping, etc.) that are intended to improve the student’s performance. Furthermore, teachers should utilize progress monitoring tools to identify whether the identified strategies and interventions are working. An important component of teachers’ responsibility at Tier 1 is to collect, utilize and discuss data with their colleagues (Data Teams, CCLs, PLCs, VPDs, etc.) to improve student performance.

When a student’s achievement does not improve with the universal interventions in Tier 1 and 1A, teachers should talk with the student’s parents about the concern and potentially refer the student to the Instructional Support Team. Teachers are responsible for completing the documentation necessary for the team and meeting with a designated support consultant, if appropriate. Also, teachers are expected to inform parents of the meeting and referred concern. The teacher is expected to attend the Instructional Support Team meeting. Additionally, teachers need to support and participate in the intervention plan. This may include providing the intervention, monitoring student progress, communicating with others providing services to the student, and continuing collaboration with the designated consultant.

Key Expectations of Teachers:
- Identify students not making sufficient progress or not meeting their potential
- Communicate with parents regarding student progress, identified concern, and meeting date
- Complete documentation for the IST in Enrich
- Collect and discuss data at Tier 1 and 1A with grade-level or content-level teams
- Collaborate with the RtI coordinator
- Attend IST meetings
- Support and implement the intervention plan
Parents/Families/Guardians

Parents or guardians are an integral part of the RtI model and inquiry-based process. They should be invited to participate and be valued when developing intervention plans. Although requiring parents or guardians to attend Instructional Support Team meetings may not be appropriate, parents should be strongly encouraged to attend. Parents or guardians are encouraged to participate in team meetings and meet with the RtI coordinator and/or teacher as appropriate; to provide pertinent information about their child’s learning style, difficulty, or area of advancement; and to ask questions about their child’s progress or lack of progress. Because it may be a new experience for most parents or guardians to be significantly involved in intervention development and progress monitoring, special care must be taken to inform parents or guardians about the steps in the process to ensure engagement.

Key Expectations of Parents or Guardians:

- Attend IST meeting and partner in intervention planning and progress monitoring
- Share information about child and family as appropriate
- Support student learning at home
Instructional Support Team Composition
The Instructional Support Team should be composed of professionals from multiple perspectives, although the composition for any given student will be flexible given the area(s) of concern.

The team is recommended to include:
- Parent(s) or guardian(s)
- Classroom teacher(s) (this depends on student)
- General education teacher (number depends on building composition)
- Special education teacher (number depends on building composition)
- School psychologist
- School administrator

The team may include when needed:
- Building level specialists (depending on the area of expertise)
- Math or Literacy Teacher Leaders
- School Counselor/School Social Worker
- Behavior Specialist; PBIS team member
- Speech Language Pathologist
- Hearing teacher
- Vision teacher
- English Language Learner teacher
- Gifted and Talented specialist
- Occupational Therapist/Physical Therapist
- Nurse

Role Expectations—Instructional Support Team Members
Each building must assign certain staff to support the RtI Model. Primarily, schools must assign an RtI Coordinator who will oversee the inquiry-based process and ensure the integrity and consistency of the RtI Model in their building. Principals should assign individual(s) who will be integral to their team and who can provide guidance and support to the team members.

RtI Coordinator
The RtI coordinator is expected to monitor the day-to-day operations of the process and attend district-level trainings/meetings that support district-wide implementation. The RtI coordinator is responsible for collecting and reviewing documentation forms for the IST and determining which designated coach, if any, will be assigned. The coordinator notifies teachers about the days, times and locations of meetings and coordinates any specialists who need to attend the meetings. Additionally, coordinators should communicate on a weekly basis with the IST coaches and/or teachers to determine whether the implemented intervention is producing adequate progress.
Furthermore, the RtI coordinator is responsible for ensuring that data is collected, including progress monitoring, RtI plans, and numbers of students in Tiers 2 and 3, as well as students who are referred for a special education evaluation.

**Key Expectations of RtI Coordinator:**
- Monitor and organize the IST, including scheduling meetings
- Attend district coordinator meetings
- Collect documentation forms and ensure documentation is in Enrich
- Assign an Instructional Support Team coach, if needed
- Communicate on a weekly basis with IST coach and/or teacher to ensure data is being collected and documented

**Meeting Facilitator**
The meeting facilitator may be the RtI Coordinator or may be another individual on the IST who has the skill set necessary for facilitating efficient meetings and who is knowledgeable about the IST protocol. The meeting facilitator must have a strong working knowledge of the inquiry-based process, as well as effective facilitation skills which include keeping all individuals who attend the meeting informed and focused on developing an intervention plan, encouraging participation from others, helping redirect the dialogue if the discussion gets off task, and clarifying and summarizing information being communicated during the meeting. An important responsibility of the meeting facilitator is to establish and maintain a supportive and collaborative atmosphere. The meeting facilitator also attempts to resolve conflicts that may emerge during the meeting as well as to support team agreement when appropriate. Although this role may be challenging, it is a valued and imperative role in ensuring fidelity of the inquiry-based process.

**Key Expectations of Meeting Facilitator:**
- Facilitate and focus meetings
- Maintain a collaborative atmosphere
- Resolve conflicts

**Note Taker/Record Keeper**
The note taker/record keeper is responsible for completing recording meeting notes. The note taker/record keeper is expected to capture the important information shared at the meeting. They could also be expected to ensure that all areas of the intervention plan are addressed including: intervention information, progress monitoring information, the gap analysis, and future meeting dates. The recorder may need to interrupt the meeting to ask for clarification and remind the team about components on the RtI plan. Some schools may utilize a computer during the meetings to immediately display the plan, which allows for greater understanding and awareness.

**Key Expectations of Recorder:**
- Remind team about RtI Plan components
- Record meeting minutes
**Time Keeper**
The time keeper is essential in making certain that meeting times are respected. Because many decisions need to be made during meetings, the team must stay on task and always be cognizant of time. The time keeper should monitor the team’s use of time and remind the team when time is limited in each stage of the meeting or section of the IST protocol.

**Key Expectations of Time Keeper:**
- Monitor meeting time and remind team of time limits in each stage of the meeting or section of the IST protocol

**Designated Coach**
The IST designated coach can be any member from the team. The coach’s role is to support the classroom teacher throughout the inquiry-based process. This includes helping the teacher complete the necessary documentation for the IST, assisting the teacher in collecting student data before the initial inquiry-based meeting, as well as informing the teacher about the inquiry-based process. They may also need to connect with the family to gain the family’s perception as well as pertinent information about the student’s need.

**Key Expectations of Designated Coach:**
- Inform teacher about the inquiry-based process
- Support referring teacher throughout the process
- Help teacher complete documentation forms if necessary
- Collect needed data prior to meeting
- Meet with referring teacher to define the concern prior to the meeting
- Communicate regularly with referring teacher
- Provide interventions when appropriate
- Progress Monitor in Enrich when appropriate

**Progress Monitor**
Another vital component of the intervention plan is the individual responsible for progress monitoring. The progress monitor must have an understanding of the progress monitoring tools available and the purposes for each tool. Training on administering and scoring Curriculum-Based Measurement (CBM) as well as training on Enrich and gap analysis is expected for individuals identified as progress monitors. Progress monitors can be teachers or administrators. The progress monitor should also use a graphing system to visually demonstrate progress. The graph is a tool that can be used at the meetings during the decision-making process.

**Key Expectations of Progress Monitor:**
- Monitor the intervention’s progress as directed by RtI plan
- Enter the intervention into Enrich during the meeting
- Graph progress
**School Psychologist**

School psychologists are experiencing a significant role change that focuses more on targeted assessment and support. Although the role of the school psychologist varies somewhat in every district, school psychologists are expected to play an active role in the implementation of the RtI model, as well as be an active member on the Instructional Support Team. School psychologists have considerable skills in the area of consultation, inquiry, assessment, and systems change that lend themselves directly to the implementation of RtI. School psychologists are expected to support buildings in developing Instructional Support Teams that are effective and efficient, support development of evidence-based interventions, support implementation of progress monitoring tools that are sensitive to small changes, and train other school personnel on effective consultation skills. Decisions about the level of leadership a school psychologist has in the inquiry-based process will be dependent on school needs, administrator expectations, and the school psychologist’s individual skill set.

**Key Expectations of School Psychologist:**
- Support buildings in developing Instructional Support Teams
- Progress monitor as appropriate
- Provide interventions as appropriate

**School Counselor/School Social Worker**

School counselors and school social workers will also be important participants in the RtI Model. Their roles will also vary by building, and will be influenced by the skills the individual displays as well as the needs of individual schools. School counselors and social workers can be a valuable resource at the Tier 1, 2, or 3 levels to support interventions or to participate on the IST. School counselors and social workers have considerable skills in consultation and working with parents; therefore, they may be a part of the team, may be an outside consultant, or may support the team as a progress monitor. Decisions about the level of involvement a school counselor or social worker has in the inquiry-based process will be dependent on school needs, administrator expectations, and the individual’s individual skill set.

**Key Expectations of School Counselor/School Social Worker:**
- Support the inquiry-based process
- Provide consultation to the inquiry-based team as appropriate
- Engage families in the process
- Support and empower families to partner in the process

**Specialists**

(Speech Language Pathologist/Occupational Therapist/Physical Therapist/ Nurse/English Language Learner Teacher/Gifted and Talented Specialist/Vision Teacher/Deaf and Hard of Hearing Teacher)

Specialists are an important component to the Instructional Support Team; however, the level of
their participation will vary based on their caseload, level of expertise, time in building, etc.

Specialists are expected to participate in the RtI process as outside consultants who help in the development of interventions and the identification of progress monitoring tools. On the other hand, specialists are not expected to provide all of the interventions developed in their area of expertise or progress monitor all students receiving interventions. This level of participation will be dependent on the specialist and the intensity of the intervention. The level of specialist support will need to be determined on a case-by-case basis and always with the input of the specialist.

**Key Expectations of Specialists:**
- Consult with IST on development of interventions and progress monitoring tools for specialized area
- Support interventions at the Tier 2 and 3 levels as appropriate
The following guidelines will assist in implementing the RtI model with fidelity and will enhance consistency across all schools in the district. Although instructional strategies and interventions may look different from tier to tier in schools, the key components of the inquiry-based process need to be present and practiced in each building. Furthermore, if a student is identified as having a Specific Learning Disability by one school, it is vital that the same student would be identified by another school.

**Tiers 1 and 1A**

At the beginning of the year, teachers are responsible for identifying instructional levels of all students. This determination should be an objective understanding from available data sources including CSAP results, district benchmark data, and other curriculum-based measurements (CBMs). Data should be collected from a variety of sources. At the elementary level, schools are expected to universally screen all students. With screening data, instructional decisions can lead to flexible instructional groups. At the secondary level, staffs should utilize CSAP results, district benchmark data, etc. to determine which students may be at-risk for failure or may be underachieving. Secondary schools may then decide to use a quick diagnostic instrument or CBM to screen the students with concerns to determine their class schedule which may include a double block in a specific content area.

Another important aspect of Tier 1 is the curriculum. Each district and/or building establishes core curriculum in each content area that is aligned with state standards. Principals are expected to support sound classroom management and instructional strategies through learning walks, walk-throughs and instructional leadership. Administrators and teachers need to strive to meet the goal of improving student achievement.

After teachers screen and place students into instructional groups, teachers may have concerns about individual student progress. When a concern is identified, teachers have a responsibility to identify the specific areas of need and provide instructional strategies and interventions to enhance the student’s opportunity for success, whether the student is at-risk or underachieving. An expectation of teachers at this point is documenting the concern, the intervention, and the monitored progress. For example, if a 1st grade teacher has administered MONDO assessments at the beginning of the year and a student was identified as being at risk on Oral Reading Fluency, the teacher may have several questions. Initially, the teacher attempts to determine which component of reading is at the root of the achievement gap: phonemic awareness, phonics, fluency, comprehension, or vocabulary. If the concern is determined to be fluency, the teacher may implement a strategy in which the student partners with another student every day for 5 minutes to practice reading passages. This is considered an intervention to increase fluency which the teacher could document. If the student continues to struggle, the teacher may do further assessment to determine whether or not the fluency gap is caused by poor word attack skills and may design another intervention. The teacher could also utilize the support of the grade-level team, data team discussions, and other teachers who may have expertise in the concern area. Using an inquiry-based process, the team defines the achievement gap and may select another universal intervention or strategy for implementation. Although plans do not need to be
formalized, documentation is necessary. Furthermore, teachers are expected to document communications with the student’s parents to begin home/school collaboration.

Most importantly, progress needs to be monitored to determine if the intervention is successful. If the student makes insufficient progress, the teacher may refer the student to the IST by utilizing the school's/district's documentation forms via Enrich. An important aspect of referring a student to the IST is conducting a gap analysis. Initially, teachers may need support from the team to calculate the gap; however, before proceeding with Tier 2, a gap analysis is necessary.

- Teachers can and should begin classroom interventions with any student when concerns arise.
- Teachers are responsible for the implementation of interventions and progress monitoring at this level. Coaching/professional learning may be necessary to support development of research-based instructional strategies and interventions.
- Teachers should also be supported by teacher leaders, consultants, and grade-level and school-based teams that discuss and analyze data as well as brainstorm interventions and strategies that are supported by research and best practice.
- Teachers and families should communicate about student progress and the interventions implemented in the classroom.

After the classroom teacher completes the documentation forms and provides the necessary information from Tier 1 to the RtI Coordinator, the coordinator evaluates the information and assigns the appropriate person or team based on the area of concern identified. The coordinator then schedules an initial meeting within an appropriate and identified time frame to develop an intervention plan. The coordinator provides the case manager/designated coach with a file including the APS and/or building forms and the documentation in Enrich. At this point, the IST schedules a meeting with the referring teacher and consults with the teacher in determining which specific academic or behavioral concern will be the focus of the IST. The IST will also analyze the factors contributing to the problem and will gather any other data that is necessary to ensure that the initial inquiry-based meeting is efficient and productive. This may include observations of the student, more progress monitoring, and an interview with the student, etc. The IST will also inform the teacher of the meeting process and provide information to the teacher to encourage parent involvement. It is the teacher's responsibility to include the parent when gathering information and to invite the parent to the initial inquiry-based meeting. The importance of having the teacher communicate with the parent is to signify that this continues to be a classroom plan and not a special education referral.

At the initial IST, the facilitator guides the team, teacher and parents through the inquiry-based process. The designated consultant informs the team about the specific academic or behavior concern and what factors are impacting the problem. It is important to target the identified skill or concept in order to have a dialogue around the data and intervention plan that will have the most impact on student achievement. At this point, the team begins brainstorming research-based interventions and strategies that are evidenced to support the area of concern. The following factors must be considered in every RtI plan: strategy or intervention, interventionist, progress monitoring tool, and follow-up meeting. When discussing a strategy or intervention, several essential points must be considered, including the learning environment, what intervention has already been implemented by the teacher, and the result of the intervention. In some instances, interventions may be continued but the intensity, size of group, or time may need to be adjusted. In
other cases, a different intervention that is more focused on a specific skill area is necessary. Furthermore, the team must determine what resources (materials and individuals trained) are available to support the teacher in providing the intervention to the student.

**Tier 2**

The inquiry-based process at Tier 2 begins by collecting data that teachers document during Tiers 1 and 1A. As soon as a teacher completes the documentation for the IST, Tier 2 may begin and parents continue as partners in developing an intervention plan that focuses on the identified need.

Once the intervention is determined, progress monitoring must be discussed. At the Tier 2 level, more targeted and time-efficient progress monitoring tools need to be considered. Because progress monitoring needs to take place every other week at a minimum, tools that are sensitive to small changes are necessary. For Tier 2, curriculum-based measurements (CBMs) are researched to be the most efficient and informative tools available to monitor progress. The tools should be selected based on the skill of concern. Furthermore, progress monitoring needs to be at the instructional level of the student. Another part of the progress monitoring plan is having an individual who is responsible for progress monitoring. This will vary depending on teams and buildings. Many individuals may be utilized to progress monitor including teachers, paraprofessionals, and other support staff. The individual responsible for progress monitoring should determine a consistent plan (a specific day every week) for progress monitoring. The progress monitor is also responsible for documenting the student’s growth by graphing, monitoring the gap analysis and identifying error patterns. The error patterns are vital in determining the instructional needs and developing intervention plans. Tier 2 interventions are to be implemented along with universal level instruction and should not replace core instruction. If this occurs, this is an identified fidelity issue regarding intensity of the intervention implemented.

Finally, the team needs to determine the next meeting date. The time between the initial and follow-up meeting should not exceed 6 weeks. However, during the time between the initial and follow-up meeting the IST is responsible for communicating with the teacher, interventionist, and progress monitor to determine the effectiveness of the intervention. At no time should the intervention stop without a replacement intervention. If the student demonstrates insufficient progress, the IST will make modifications to the intervention. Also, they may need to schedule a follow-up meeting sooner to select a different intervention. It is the responsibility of the teacher to communicate any concerns with the intervention plan with the team.

If the student’s progress is sufficient, the student may return to Tier 1 level with universal supports. If the targeted level of interventions is not sufficient, the IST may elect to move to Tier 3.

- Teachers complete documentation for IST.
- The teacher works with the IST to define and analyze the concern.
- IST meets to develop an intervention plan.
- Inquiry-based meetings are efficient and focused on the specific, measurable outcome.
- Interventionists support the teacher in implementing the intervention.
- Progress monitoring happens more frequently (at least every other week) to determine whether the intervention is working.
- Consultation continues after the inquiry-based meeting between the teacher and the IST.
- Teachers and families communicate about student progress and the interventions implemented in the classroom.
Tier 3

If a student moves to Tier 3, the inquiry-based process looks identical to Tier 2 although the intervention and progress monitoring both increase in frequency and/or intensity. It should be noted that the collaboration that encompasses the entire inquiry-based process is most important. The teacher and IST should be communicating on a weekly basis, parents should be engaged and informed throughout the process, and progress monitoring should be the guiding force in making intensity-level changes. A gap analysis should be the ultimate determining factor in deciding whether sufficient progress is being made. Also during Tier 3, diagnostic assessments may become more important as well as diagnostic information from observations. For example, if a student continues to have disruptive behavior, such as getting out of his/her seat during whole group instruction, a Functional Behavior Assessment may need to be conducted to determine any antecedents or consequences that are impacting the behavior.

When teams are discussing prescriptive interventions at Tier 3, they need to consider a reasonable target for the student within a specified period of time to implement the intense services. If the student is successful with the intervention and demonstrates sufficient progress, the team may consider whether the student is able to move back to Tiers 1, 1A, or 2. If the student does not make sufficient progress and the needs are documented to be ongoing Tier 3 level supports, the student may need to be considered by the team for a referral for special education evaluation. At this point, an evaluation team would be organized to review the data and determine eligibility.

- This is the most intensive phase of the RtI model.
- As with Tier 2, it is imperative that we can prove through data-based decisions whether the interventions were implemented with fidelity.

The tiers of instruction vary in minutes of instruction, number of children in the group, frequency of assessment and the focus of instruction, ranging from a broader focus in Tier 1 to a very narrow focus in Tier 3. It is important to note that each school may have very different ‘looking’ tiers based on the needs of their students, but the underlying principles of time, size of group, assessment, and focus should remain consistent across schools (Batsche, 2007).
**Equity**

Equity is... Raising the achievement of all students while narrowing the gaps between the highest and lowest performing students and eliminating the disproportional number and racial predictability of the student groups that occupy the highest and lowest achievement categories. - From *Standards: An Opportunity to Learn About Equity; Singleton 1997*

**Students with Individualized Education Plans (IEPs)**

Because RtI encompasses all students, students with IEPs are serviced within the three tiers. There is not another tier or place for students if they are identified as special education. However, because RtI is utilized for the identification of a Specific Learning Disability, understanding how the model fits with eligibility of special education is important.

If a student with an IEP begins to show difficulty in an area that is not addressed on the IEP, the RtI process should be implemented to collect data and provide support in the new area of concern. This documentation will be shared with the IEP case manager and considered at the student’s next review meeting (annual or triennial).

If a student with an IEP continues to struggle in an area that is addressed on the IEP, the classroom teacher and special education teacher/IEP case manager should work closely to determine the best supports for the student in the classroom.

**Eligibility for Specific Learning Disability (SLD):**

Students who have not responded to Tier 2 and Tier 3 interventions in the areas of reading, written language, or math may be eligible for special education as a student with a Specific Learning Disability. In the past, eligibility required that students exhibited a discrepancy between their Full Scale IQ score and their standard scores on a test such as the Woodcock-Johnson-III. When using an RtI model, the administration of an IQ test or individual achievement test is no longer necessary or encouraged. Rather, data gathered during Tier 2 and Tier 3 will indicate the student's areas of need and insufficient progress when utilizing research-based interventions. Before proceeding with special education eligibility, parents need to sign permission for a comprehensive evaluation. With permission, an eligibility group (which may include members from the inquiry-based team) will determine what data, if any, is needed to complete the evaluation. In most cases, reporting on the CBMs and performance on CSAP, as well as any diagnostic testing completed during the inquiry-based process, will comprise most of the data needed for determination. However, observations of the child in his/her learning environment will also need to be included. Any additional standardized assessments that are administered should have utility for designing intensive interventions for the student or to rule out other factors such as a possible Significant Limited Intellectual Capacity or a Significant Identified Emotional Disability.
**Students with Severe and Low Incidence Disabilities:**
Students with previously identified severe medical, physical, or cognitive disabilities (including those with Autism, Down Syndrome, visual or hearing disabilities, deafness and/or blindness) may be referred directly for a special education evaluation once the school is aware of their level of need, whether the knowledge is the result of a private evaluation, universal screening or transfer.

**Eligibility for Speech Language (SPL):**
Students with significant articulation difficulties that have a significant educational impact that cannot be corrected through a short-term intervention with the speech language pathologist or via consultation from the speech language pathologist with the parent or classroom teacher can move to special education evaluation without additional delay. To make this decision, it is necessary for the speech language pathologist to have observed the student and to have concurred with this decision. Students without articulation concerns, but who exhibit some language gaps, should be referred to Tier 2 interventions before consideration of special education eligibility. See Appendix K

**Eligibility for Significantly Limited Intellectual Capacity (SLIC):**
To properly determine whether a student has significant cognitive concerns that are impacting his/her ability to be successful within Tiers 1 or 2, it will still be necessary to complete a standard battery of assessments (i.e., IQ, Adaptive, Achievement) and meet the eligibility criteria as identified by CDE guidelines.

**Eligibility for Significant Identifiable Emotional Disability (SIED):**
Students who have significant behavioral concerns should initially be referred to the inquiry-based team. However, if the student makes insufficient progress and is referred for a special education evaluation, the IEP team should continue to follow the CDE-recommended SIED checklist and guidelines. The assessment process will involve a meeting with the eligibility group to review the eligibility checklist utilizing data that had been collected during Tiers 2 and 3. It is essential that standardized behavior checklists (e.g., BASC-II or CBCL), from the perspective of the school and community, continue to be utilized in making the final decision regarding eligibility. However, it should be noted that such instruments may be used during Tier 2 or Tier 3, to determine areas of gaps and appropriate intervention focus. In such cases, the data from these prior tests may be reviewed rather than re-administered if they have been completed in the recent past.

**Eligibility for ADHD via a Physical Disability (PD):**
Students who have a private diagnosis of ADHD are not automatically eligible for special education, unless they have been made eligible by another district. Such students should be referred to the inquiry-based team if they are unsuccessful with the supports offered at Tier 1. Eligibility for special education will continue to require a proper assessment of behavior checklists (school and community), review of academic records, and consultation with the family physician to determine whether the ADHD is the cause of the student's gaps. Similar to SIED assessment, if the necessary assessments have been administered during Tier 2 or Tier 3, new instruments may not be necessary and the IEP team may evaluate the student using existing data.
**English Language Learners (ELL)**

**Overview**
A student’s identification as an English Language Learner does not limit their access to appropriate instructional services, whether it be interventions, special education, or gifted and talented programs.

A three-tiered, early-intervention model is essential to support the needs of English Language Learners (ELL). ELL need to be provided universal supports that enhance language acquisition in conjunction with content instruction. All students who are identified as an ELL are provided with services through the Aurora Public Schools’ Alternative Language Program Model. All ELLs are supported with targeted language instruction through a daily English Language Development (ELD) block within like language proficiency groups. The ELD block is part of an ELL’s Tier 1 and 1A instruction – regular instruction. Therefore, ELD is not an intervention within RtI. In addition, all content teachers use sheltered techniques throughout the day to make learning comprehensible for ELL. Like ELD, sheltering content throughout the day is not an intervention. RtI directly supports students who are ELL by providing an additional structured inquiry-based process.

**TIER 1 and 1A INSTRUCTION**
Tier 1 refers to classroom instruction for all students. This universal level of instruction should meet the needs of at least 80% of the students. At this level, all students are receiving research-based instruction that is high quality. Core instruction is implemented with fidelity utilizing curricula that are viable, rigorous, relevant and standards-driven. Core instruction should also offer sufficient depth, breadth, and complexity to meet the needs of all students in a classroom.

**Assessment**
Prior to planning for effective Tier 1 and 1A instruction, educators must have clear understandings of what an ELL knows and the specific needs of that student. Teachers need to use a variety of both summative and formative assessments. Teachers first utilize language proficiency data, ACCESS data, to identify the student’s language proficiency level in each domain (speaking, listening, reading, and writing). From there, ongoing formative assessments are differentiated based on the language proficiency level of the student. For instance, a teacher differentiates an assessment by providing the necessary scaffolds, such as a graphic organizer, sentence frames, or visual supports. The differentiation of the assessment itself depends on the language level of the student and the difficulty of the content being assessed. The summative and formative assessment frameworks in WIDA guide the teacher in designing appropriate assessments for language learners. It is crucial that teachers be mindful of the progress a student is making in language acquisition as evidenced by monitoring notes or a body of evidence.

It is recommended that teachers also assess a student in his/her native language. For example, a teacher can ask students to write something in their native language or have them read aloud from a text in their native language. In addition, parents can provide vital information around their child’s literacy background. In Aurora Public Schools, students’ educational and literacy backgrounds vary widely. Students come to school with a range of conceptual understandings and skills, along with diverse cultural and linguistic backgrounds. This information provides teachers with critical information on what language and concepts the student has mastered in their primary language:

A student who possesses knowledge of a concept in their first language needs only to learn its label in the second language, whereas the student who lacks the concept in both languages must learn the concept and the label in their second language” (Francis,
Each building in Aurora Public Schools is provided funds to aid in interpretation and translation services. These services can be found through the ELA Department’s website at: http://ela.aurorak12.org/translators/agencies/

Evaluation
Through the analysis of multiple assessments, teachers are able to identify the source of the ELL’s challenge. For example, “Effective reading comprehension can be undermined by a number of factors, including word-reading accuracy and speed, vocabulary, understanding of text structure, the ability to use language to formulate and shape ideas, and the ability to make inferences from text” (Francis, Rivera p. 13). As such, given the complexity of the needs of an ELL, it is critical that we evaluate formative assessments to pinpoint the student’s exact next step in order to plan for effective instruction.

Planning
Once teachers have evaluated the assessment data, they plan for the appropriate corresponding instructional approach that specifically addresses the ELL’s need. When planning instruction for ELL, teachers also consider the scaffolds and sheltered techniques that will make the learning comprehensible. WIDA has identified instructional strategies and tools used to assist students in accessing content and building language. These supports include sensory, graphic and interactive supports. Examples of these can be found in the WIDA Resource Guide on pages RG 20-RG 24 under Examples of Sensory, Graphic, and Interactive Supports. Teachers include these supports when planning instruction for ELL. WIDA also provides Can Do Descriptors that support the teacher in planning for differentiated instruction based on a student’s language proficiency level (http://wida.us/downloadLibrary.aspx).

Teaching
Teachers provide clear and explicit instruction for ELL. The execution of a lesson must provide multiple avenues for the ELL to learn the content and to demonstrate their understandings. CELP/WIDA has paired the standards with the different language proficiency levels. WIDA’s content instructional frameworks provide teachers the tools to deliver comprehensible instruction, which includes the language function and support (visual, graphic, or interactive). WIDA’s Can Do Descriptors are an additional support for instructional purposes. Teachers plan instruction that is responsive to student behaviors and needs and adjust their instruction based on the behaviors students are exhibiting. For example, if an ELL does not approximate or master a skill, then the teacher provides additional explanations, examples, modeling or supports. During instruction, teachers maintain high expectations for all students.

Teachers provide a variety of supports while teaching the lesson. These can include visual supports, realia, sentence frames, graphic organizers, oral directions paired with written, models of proficiency, and modeling. Teachers provide content objectives with corresponding language objectives.

Tier 1 and 1A Special Considerations for students with Limited or Interrupted Prior Schooling
There are strategies a teacher can use within Tier 1 and 1A instruction that are specialized for students that have had limited or interrupted prior schooling. ELL with significant gaps in their education may need specialized instruction within Tier 1 and 1A. Students who do not already know how to read need appropriate literacy instruction in English. Instruction would be developed based on specific student needs of students.
Resources within a School and Community
There are several resources available to teachers to support ELL. The classroom teacher begins by utilizing the supports available in a building and at home to provide core Tier 1 and 1A instruction. A classroom teacher consults with one or more of the following resources when considering bringing an ELL to the Instructional Support Team. Parents, as well as one of the following resource personnel, are on the Instructional Support Team. The available resources are outlined below.

Figure 4.1: Instructional Support Team Resources

<table>
<thead>
<tr>
<th>Resource People</th>
<th>Role within the RtI Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Teacher Leader</td>
<td>The ELA Teacher Leader (TL) can support the classroom teacher with particular considerations for the ELL. The ELA TL can work alongside the classroom teacher to analyze data in order to pinpoint the area of need for the ELA student. In addition, the ELA TL can support the classroom teacher with planning for sheltered techniques and strategies to make learning comprehensible. The classroom teacher can work alongside the ELA TL to communicate and/or interview parents in order to gather more information about the language and academic background of a student.</td>
</tr>
<tr>
<td>ELA Consultant</td>
<td>The ELA Consultant supports the ELA TL in buildings. If needed, the ELA Consultant can support the ELA TL with observing a student or a classroom teacher. The ELA Consultant can provide the ELA TL feedback on how to best support the classroom teacher with Tier 1 and 1A instruction for an ELL.</td>
</tr>
<tr>
<td>Parents</td>
<td>The parents are an integral part of enforcing academic and/or behavior goals at home. In addition, the parent can support the child with the primary language. Parents can provide the classroom teacher with critical information regarding academic history, health of the student, and literacy skills within the primary language. Translation services can be found through the ELA Department’s website at: <a href="http://ela.aurorak12.org/translators/agencies/">http://ela.aurorak12.org/translators/agencies</a></td>
</tr>
<tr>
<td>Teachers with the Linguistically Diverse Education Certification, Endorsement, or Masters</td>
<td>Many teachers in Aurora Public Schools have acquired an LDE Certification, Endorsement, or Masters. These teachers have the skills and knowledge base to support their peers with ELA supports and strategies.</td>
</tr>
</tbody>
</table>

Guiding Questions Before Entering Tier II Instruction:
Tier 2 includes individualized, targeted supports for students with more significant academic and/or behavior concerns or who have been identified as underachieving, that are implemented in conjunction with Tier 1/1A instruction. If a student continues to demonstrate insufficient progress and the gap between the student’s achievement and expected achievement increases, a more intensive intervention plan should be put in place with the assistance of the Instructional Support Team. Evidence-based instructional strategies and strengths-based interventions in Tier 2 are developed based on the student’s specific learning and/or behavioral needs. The classroom teacher, while being responsible for providing targeted instruction, may be supported by other teachers, related service providers, or other staff. Tier II instruction provides students with interventions that are more frequent and intense. The intervention within Tier II instruction is determined by formative assessments that the teachers gather and analyze. There are certain guiding questions the Instructional Support Team should ask before placing an ELL in Tier II Instruction.
What consistent explicit instruction has been provided for the ELL who is not making adequate progress?

- What appropriate scaffolds and supports have been provided for the ELL in order for them to access content instruction?
- How has the teacher differentiated assessments, based on a student’s language level, to allow the student to demonstrate their content understandings? What was the outcome?
- What progress has the ELL demonstrated in ELD instruction?
- How long has the classroom teacher collected data around the interventions?
- What was the student’s response to those interventions?
- What is the educational background of the student?
- Has the data been compared to other ELL students with a similar background, age, education and amount of exposure to English?
- As part of the progress monitoring, how has language acquisition been measured?

- How have these collaborations been documented?
- Has level of English language proficiency (language acquisition) been ruled out as the primary cause of the ELL’s lack of progress?

The above questions help determine and narrow the specific interventions that need to be put in place for an ELL. Tier I and Tier II interventions encompass a comprehensive process that helps sort out when students are having academic challenges because of language or whether there are other underlying issues affecting their academic performance. Throughout this process the teaching and learning cycle is utilized. Teachers collect data and analyze it in order to plan for and deliver instruction at students’ point of need.

**ELLs and Retention**

Retention of students identified as limited English proficient solely because of a lack of English-speaking ability is contrary to best practice. Non-English proficient (Beginning and Early Intermediate) students, who have completed a full year of instruction, may not be retained. Every ELL who is considered for retention is addressed on a case by case basis. Any retention of a Limited English Proficient (Intermediate) or exited student must include consultation with the parents, ELA Teacher Leader, ELA Consultant, and Director of Student Achievement.

**Works Cited:**

Commins, N. (2007). *Tier 1-Instruction for ALL Students in Linguistically Diverse Schools.* Denver: Denver Public Schools


**Gifted and Talented/Acceleration**

A tiered model of programming is an historical framework for the field of gifted and talented education. Levels of intensity in programming address the diversity of individual needs of students who are gifted and talented. Professional learning on differentiation of curriculum, instruction, and assessment is essential for meeting the needs of students who are gifted and talented. Response to Intervention provides support systems for students with exceptional ability or potential. Students who are gifted require special provisions because of their strengths and above-grade instructional level or potential. In gifted education, strength-based interventions or strength-based programming are used to provide tiered instruction.

Acceleration could be proposed for students whose achievement in reading, writing, and/or number sense is considerably above grade level and/or who demonstrate significant high performance in other areas. Parent(s) should be notified when one of the above conditions exists and be advised of options for acceleration. Acceleration may occur in the student’s current grade level or at a higher grade level.

RtI supports setting targets or trend lines for students. Long-term planning and monitoring of student progress will allow students to learn and grow with accelerated expectations. The pace of acceleration is based upon individual experiences and needs that may include different forms of acceleration over time as described in CDE’s Programming Guidelines. RtI also embeds gifted education into the daily focus of quality instruction. Academic, affective, and behavioral outcomes become critical targets for students, not solely enrichment targets (as was a previous standard). The inquiry-based process which uses data, strengths, and interests of students to implement appropriate, rigorous, and relevant curriculum and instruction are strengths of RtI. Progress monitoring continually contributes new data so that learning is dynamic and adjustments are made for pace, depth, and complexity of the evidence-based practices utilized.

**Retention**

**Grade-Level Retention Considerations**

Retention of students is an option for students at any grade level who, after intensive interventions as determined through the RtI process, are performing below established targets. For most students struggling to keep up, retention is not a satisfactory solution; nor is promotion. Understanding why a particular student has fallen behind points to the best course of action. Response to intervention is a process of ongoing and diagnostic assessment that help schools develop intervention strategies that stop the cycle of failure and that accelerate learning. Accordingly, retention should be considered only after the following factors have been considered and documented:

- Student is performing significantly below established targets in at least two of the three content areas of reading, writing, and math
- There is evidence of insufficient academic growth as determined through the RtI process
- Chronological age of student and maturity of student
- Language proficiency
- Whether or not the student has an IEP
- Attendance record/truancy
- Transiency
- Previous grade retention
Consideration of retention for students having limited English proficiency must follow the process in the ELL section of this guidebook.

Retention may be considered at any time of the school year, not just at year-end. Regardless of what time of year a retention occurs, retention procedures must be followed.

**Tier I/II Interventions**

Before retention decisions are made there must be documentation of appropriate interventions at Tier I and Tier II. Through the RtI process, teachers are expected to identify students who are not making sufficient progress and implement effective strategies and interventions that are intended to improve the student’s performance. Interventions may include but are not limited to the following: differentiated instruction, specific instructional strategies, flexible grouping, Fifth Block, after-school tutoring, extended learning opportunities, or other alternative programs, etc. Documentation in Enrich concerning the intervention(s) and the effect on achievement is required.

**Grade Level Retention as a Tier III Intervention**

When a student is not responding to interventions in Tier I or Tier II, retention may be considered as a Tier III intervention. Each student who is considered a candidate for retention must be referred to the building’s IST for intervention recommendations. The IST must carefully review all interventions and evidence of impact on student performance as well as potential harmful impact in the future if the student is retained before a recommendation for retention can be made. The classroom teacher is expected to attend all IST meetings. Additionally, teachers need to support and participate in the intervention plan; this may include providing the intervention, monitoring student progress, communicating with others providing services to the student, and continuing collaboration with the IST.

**Parent Involvement**

Regardless of whether the parent initiated a concern or the teacher initiated a concern, parent involvement is critical and should be facilitated throughout the RtI inquiry process, beginning with the inquiry phase. Parents should always be invited to IST meetings, and if parents are unable to attend, the progress-monitoring information should be provided to the parents each time the data is analyzed. Parents should be involved in all the decisions regarding modifications to interventions, related changes to a student’s curriculum, and/or retention. In all cases, parents must remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. An interpreter must be provided for parents whose native language is not English.

Once a decision is made the team must complete the Retention or Promotion Recommendation Signature Form. On this form parents indicate whether they agree or disagree with the recommendation and if they wish to appeal.

**IST Recommendation for Retention Timeline**

1) By the end of the 3rd quarter, the IST completes the Recommendation for Retention form in Enrich for each student that is being considered for retention and notifies the principal.

2) The principal checks the Current Summary Report in Enrich and reviews the recommendations and documentation for each student being recommended for retention. For each student, the principal indicates in the comment section “retain” or checks “promote” in the outcome section at the end of the form. The principal notifies
the IST of any changes (promotions) to the recommendations to retain and develops a plan for communication with the parent.

3) By the 2nd week of 4th quarter, the principal notifies the appropriate Director of Student Achievement to check the District Current Summary Report for students being recommended for retention.

4) The Director of Student Achievement checks the District Current Summary Report in Enrich and reviews the recommendations and documentation for each student being recommended for retention. For each student, the director indicates in the comment section “retain” or checks “promote” in the outcome section at the end of the form. The director notifies the principal of any changes (promotions) to the recommendations to retain and develops a plan for communication with the IST and the parent.

5) By the end of the 4th week of 4th quarter, the director notifies the Chief Academic Officer to check the District Current Summary Report for the schools that have students that are being recommended for retention.

6) The Chief Academic Officer checks the District Current Summary Report in Enrich and reviews the recommendations and documentation for each student the director has marked as “retain”. The CAO checks retain or promote in the outcome section at the end of the form. The CAO notifies the director of any changes (promotions) to the recommendations to retain and develops a plan for communication with the school and the parent.

7) By the end of the school year, the Chief Academic Officer notifies the district RtI coordinators to run the district retention report.

8) The RtI coordinators print out the Recommendation for Retention form with the CAO approval for each student then sends a copy to the school.

9) The principal ensures that the Recommendation for Retention form is placed in the student’s cumulative file. Should the student move, this information must accompany the cumulative file.

10) The principal ensures that the Retention or Promotion Signature Form is completed and placed in the cumulative folder.

**Appeal Process**

1) If the parent agrees with the recommendation for retention/promotion, the parent signs the Retention or Promotion Recommendation Signature form found in Enrich and the student is retained/promoted in the current grade level.

2) If the parent/guardian disagrees with the retention/promotion recommendation, the parent may choose to appeal. The signed Retention or Promotion Recommendation Signature form found in Enrich must be submitted. The parent must be given a copy of this time line which outlines the appeal process:

   o In the case of an appeal, the principal/designee will meet with the parent/guardian, the teacher(s), and the IST within 10 school days to review data from the teacher, the IST, and the parent.

   o The principal makes a decision within five days of meeting with parent teacher(s), and IST then notifies the parent.

3) If the parent disagrees with the decision of the principal, the principal shall forward the appeal to the Division of Instruction within five school days. All required RtI information documented in Enrich, must be included.

   o The Chief Academic Officer shall determine if there is or is not substantial documentation to support the decision of the principal for grade-level retention. The final decision will be communicated to the parent/guardian and to the principal within 15 days of receiving the appeal or by the last day of school.

**Parent request for retention**

1) If a parent requests retention and the child is in the RtI process, the team continues to follow that process. The decision to retain or promote must be a recommendation from
the IST.

2) If a parent requests retention and the child is not in the RtI process, the process is started immediately. The decision to retain or promote must be a recommendation from the IST.

3) If the parent disagrees with the decision of the IST, the parent may choose to appeal using the process outlined above.

Retention Documentation Through Progress Monitoring

Progress monitoring should begin at the start of the following school year to determine effectiveness of retention and discussed at the end of each quarter by the IST; retention is considered a Tier 3 intervention and should be entered as such in Enrich.

Form Locations

1) Recommendation for Retention-found in Enrich
2) Retention or Promotion Signature From-English and Spanish versions found online
   a. If you would like this form in a language other than Spanish, please contact the clerk for Interpreting and Translation Services at 303-340-0859/Ex 28312
Aurora Public Schools
Retention or Promotion Signature Form

Student name: ________________________________ has been recommended for retention or promotion in grade _____ in school year ____________.

Parent must complete either number 1 or number 2 below.

1. I agree and support the retention/promotion of my child.

________________________________________________________________________
Parent/Guardian Signature Date

________________________________________________________________________
RtI Coordinator Date

2. At this point in time, I do not agree or support the retention/promotion of my child because

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

☐ I wish to appeal. My reasons for appealing are stated above. I have been provided a copy of the time line and appeal process.

☐ I do not wish to appeal.

________________________________________________________________________
Parent/Guardian Signature Date

________________________________________________________________________
Principal Signature Date

________________________________________________________________________
RtI Coordinator Signature Date

________________________________________________________________________
Teacher Signature Date

This student has an Individual Literacy Plan: Yes _____ No _____

If forwarded for appeal, attach a copy of the highlighted continuums in reading, writing, ELA (if appropriate), and math to this form; highlighted areas on continuums = student is proficient.
Title I
Title I schools may operate one of two different types of programs: Title I School-Wide or Title I Targeted Assistance. Both programs can support the implementation of RtI, but in different ways. Because a school-wide program embraces a whole school approach, the Title I plan should be woven into activities at all three of the tiers. Whereas a targeted assistance program is focused on the most at-risk students, its activities should be focused solely on tiers 2 and 3.

In a Title I school-wide program, resources, services, and personnel are leveraged to support a cohesive program that upgrades the educational opportunities for all students in the school. Therefore, when the school adopts the RtI approach, Title I should be an integral part of the process. Progress monitoring, data dialogues, and targeted and intensive interventions that support RtI are allowable as long as they are addressed in the Title I school-wide plan and are justified through the school’s needs assessment.

School-Wide Positive Behavioral Interventions and Supports (PBIS)
Positive Behavioral Interventions and Supports (PBIS) is a school-wide approach to establish and maintain effective school environments that support academic achievement and promote positive behavioral outcomes while preventing behavior that interferes with learning. A continuum of proactive, evidence-based behavioral supports are implemented by a building team at the universal or Tier 1 level for all students through defining and teaching positive expectations in all school settings by the staff. Modeling and reinforcing appropriate social behavior increases the occurrence of positive behaviors and provides multiple opportunities for students to demonstrate success. PBIS utilizes an inquiry-based model that is consistent with the principles of RtI. Comparable to RtI, PBIS establishes a system of interventions that are accessible to students based on needs.

RtI and PBIS are based on utilizing differentiated instruction and each framework employs components to be in place at Tier 1 and 1A (universal), Tier 2 (targeted), and Tier 3 (intensive). PBIS supports students using evidence-based interventions and analysis of behavioral data. Students have increased access to instruction which promotes academic achievement and a safe and positive learning environment. RtI and PBIS establish the expectations of school-wide, high-quality academic and behavior instruction as well as evidence-based interventions at the classroom level, before an inquiry-based team can determine whether a student needs additional services. Furthermore, parents are actively engaged in teaching and acknowledging identified positive academic and social/emotional behaviors at home for students who require more intensive supports. RtI and PBIS allow schools to concentrate on academic and behavior needs with varying levels of intensity and support by providing interventions at different tiers. Inquiry-based teams support classroom teachers when a student is not making adequate progress.

Preschool
Because of the many variables that affect preschool in Colorado, the implementation of RtI for this age group has special considerations. Because preschool attendance is not mandated and services are delivered by several providers including public schools, federally funded Head Start, community-based, for-profit, not-for-profit, and religious organizations, leaders must design an approach that represents the interests of the preschool population served, with special attention to collaboration of all service providers. Allocating resources effectively for services to preschool learners is instrumental in the design of a deliverable RtI plan. A collaborative model for working with service providers outside the school system is the main consideration in creating a climate conducive to a successful preschool RtI program. Staff training and consistency are paramount in addressing a viable
inquiry-based process for preschool learners and initial staff certification/qualification significantly influences the fidelity of execution.

In preschool, high-quality research-based curriculum has been less available historically for preschoolers. Delivery of instruction varies widely, depending on the educational level and professional development opportunities focused on methodology for the staff. Furthermore, reliable, readily available, and academic preschool instruments of assessment for data gathering are relatively few. However, the unparalleled value of early recognition and intervention will help guide the role of, and necessary measures for, screening and progress monitoring. Because of the unique nature of all preschool learners, parents/guardians are the most knowledgeable adults in their lives; therefore, parent input is critical for student accomplishment.
## GLOSSARY OF TERMS

### Behavior Intervention Plan
A behavior plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior interventions and supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction.

### Curriculum Based Measurement (CBM)
Any set of research-based measurement procedures that use direct observation and recording of performance within a given curriculum as a basis for gathering information to make instructional decisions.

### Data-Driven Decision-Making
The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of the data.

### Diagnostic Assessment
Assessments that provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more intensive instruction and interventions. These assessments provide information in areas not assessed by screening, progress monitoring, or outcome assessments.

### Duration
For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. “Sufficient duration” is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved. Some programs offer guidelines or recommendations for duration. For example, an IST could decide to limit the number of sessions (e.g., small groups) in which a child can participate believing that a child who does not make adequate gains after a specific amount of time would likely benefit from an alternative intervention.

### Eligibility Team
The team responsible for identifying students who may have educational disabilities and be eligible for special education services. This group may include a portion of the IST as well as any additional individuals important to the evaluation process.

### Evidence-Based Instruction/Interventions
See research-based instruction/intervention/practice.

### Fidelity
Fidelity refers to the accuracy, loyalty, and attentiveness with which an intended research design for instruction and/or intervention is implemented. To ensure standardization, the person(s) implementing the interventions must generally follow a prescribed protocol in order to attend to a program’s or strategy’s fidelity.

### Flexible Grouping
Prescriptive, focused, research-based interventions provided to students by any trained or skilled staff member, regardless of the child’s special or general education categorization or the educator’s special or general education job description.

**Focused Assessment**
Formal and informal assessment targeted to specifically plan program service delivery and/or appropriate interventions for student success.

**Frequency**
How often a behavior or an intervention occurs. Commonly used in Functional Behavior Analysis and Response to Intervention research in the context of the three most important factors in considering behaviors of concern: Frequency, Intensity, and Duration. Frequency of an intervention, as an element of its effectiveness, can be a focus of the fidelity of delivery.

**Functional Behavior Assessment (FBA)**
This term comes from what is called a “Functional Assessment” or “Functional Analysis” in the field of applied behavioral analysis. This is the process of determining the cause (or “function”) of behavior before developing an intervention or Behavior Intervention Plan (BIP). The intervention/BIP is based on the hypothesized cause (function) of behavior. (Adapted from Stephen Starin, Ph.D., [http://www.aspennj.org/function.html.](http://www.aspennj.org/function.html.)

**Gap Analysis**
Gap Analysis is a tool for measuring the difference between the student’s current level of performance and benchmark expectations.

**Instructional Support Team (IST)**
A collaborative team which includes the classroom teacher, parents, general, and special educators who meet to support strategies and interventions to help children be more successful academically and behaviorally.

**Inquiry-Based Process**
The inquiry-based process is an interdisciplinary, collaborative team process which is based on a multi-tiered model and includes data-driven decision making, parent/school partnerships, progress monitoring, focused assessment, flexible service delivery and research-based interventions.

**Intensity**
The adjustment of duration, length, and teacher-to-student ratio for a child’s academic or behavioral needs.

**Intervention**
The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

**Multi-Tiered Model**
Providing differing levels of intensity [i.e. universal (Tier 1/1A), targeted (Tier 2), intensive (Tier 3)] based upon a student’s responsiveness to intervention, with ongoing progress monitoring and focused assessment.
Outcome Assessments
Group-administered assessments that measure important outcomes at the end of the school year. These tests are often for district or state reporting purposes. These assessments can help school leaders assess the overall effectiveness of the instructional program.

Progress Monitoring
Progress monitoring is the ongoing process that involves collecting and analyzing data to determine student progress toward specific skills/concepts or general outcomes. Progress monitoring generates the useful data for making instructional decisions based on the review and analysis of student data. Monitoring student progress, through the collection and analysis of data, is an effective way to determine if the instruction being delivered is meeting the needs of the student.

Research-Based Instruction/Intervention/Practice
A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid, based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes help to define effective practice. In the absence of evidence, the instructional intervention must be considered “best practice” based on available research and professional literature.

Screening
Refers to a quick checklist, survey, or probe about a student’s development or skills to see if further evaluation is needed.

Specific, Measurable Outcome
The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms.

Tier 1/1A (Universal) Interventions
Tier 1/1A Interventions are those provided to all students in the classroom, regardless of individual needs. These may be research-based, but are not necessarily prescriptive.

Tier 2 (Targeted) Interventions
Tier 2 Interventions are to be implemented when assessment indicates that a student is not making adequate gains from universal instruction alone. They are generally smaller group interventions designed to meet the specific needs of a student and his/her peers with similar needs.

Tier 3 (Intensive) Interventions
Tier 3 interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need. Although the programs or strategies may be similar to those offered at Tier 2, the intervention is reclassified as “intensive” if it is individualized to meet the needs of particular students and the duration and/or intensity of the intervention is increased to accelerate student response.

School-Wide Positive Behavior Interventions and Supports (PBIS)
A school-wide, multi-tiered framework designed to develop positive learning behavior in all students. The focus of PBIS is on prevention rather than the development of consequences for inappropriate behavior.
REFERENCES


CDE Materials from RtI Implementation Team (2006–2007).


Cherry Creek Schools RtI Handbook (2006).


Pikes Peak Literacy Strategies Project: www.pplsp.org


### IST Protocol Guidelines

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Minutes</td>
<td>The referring staff member (usually the classroom teacher) states their primary concern and background information regarding the student.</td>
</tr>
<tr>
<td>5 Minutes</td>
<td>The parent shares their experiences in relationship to the primary concern, as well as student's strengths and motivators.</td>
</tr>
<tr>
<td>5 Minutes</td>
<td>The team asks clarifying questions.</td>
</tr>
<tr>
<td>10 Minutes</td>
<td>Brainstorm session by the team: Every member, including the parent, shares an idea or passes on his/her turn. The referring staff member/classroom teacher does not respond to any of the ideas at this time. Ideas are charted and visible for all to see.</td>
</tr>
<tr>
<td>3 Minutes</td>
<td>Referring staff member/classroom teacher ranks each suggestion: 1: Good idea; can implement it without support 2: Good idea; can implement it with support 3: Already tried this/Not at this time</td>
</tr>
<tr>
<td>10 Minutes</td>
<td>The intervention plan is developed. Support is assigned if needed. Monitoring plan is developed in Enrich</td>
</tr>
<tr>
<td>2 Minutes</td>
<td>Wrap Up: The parent responds to the plan and explains any possible support from home; follow-up meeting is scheduled.</td>
</tr>
</tbody>
</table>

**FACILITATOR:** Maintains the integrity of inquiry-based/decision-making process  
**TIME KEEPER:** Protects time of all attendees  
**RECORDER:** Keeps accurate minutes of the meetings including ideas during the brainstorm session  
**PROGRESS MONITOR:** Enters the RtI plan into Enrich  
**COORDINATOR:** Schedules follow-up meetings as needed, notifies those who need to be there, distributes paperwork to IST members as needed, etc.
Appendix B

The Inquiry-Based Process

Evaluate the Plan - In order to determine if the intervention is working for a student, the team must collect data through progress monitoring using Enrich. The data must be charted or graphed. The frequency of progress monitoring depends on the tier, but in all cases the process is similar. A student’s current performance and progress is compared to their projected “goal line.” If performance falls significantly below the “goal line” over three or four consecutive monitoring periods, the IST should revisit the intervention plan to make appropriate modifications or revisions to the plan.
Appendix C

Analyzing and Evaluating the Data

STUDENT INTERVENTION PLAN REVIEW AND DECISION FORM (RD)

This form is designed to lead the team through the process of using the most current data to decide the effectiveness of the current intervention plan. The Progress Monitoring Graph is central to this determination. Upon agreement of student response, the team must then decide to continue the current intervention, tweak or revise the intervention, discontinue the intervention and begin another, or refer to the Child Study Team for further evaluation. The Response to Intervention Problem-Solving Flowchart should be used as a reference. Some additional points to consider:

- Has the intervention been implemented with fidelity (over sufficient time, consistently, and as designed)?
- Was the progress monitoring appropriate?
- Is the data being reviewed valid?
- Has the team determined the student response to the intervention (positive, questionable, poor)?
Appendix D

Response to Intervention (RtI)/Instruction Framework Flow Charts

PHASE I  
**Teacher/Parent**  
**Tiers 1 /1A**  
- This phase reflects what teachers do on a routine basis. The inquiry-based process begins when a teacher, parent, or student has a concern. Teacher collaborates with professional learning community (PLC, VPD, CCL, DT, TL, and GLT).  
- Data collected in Enrich should include a clear description of the adjustments to instruction, accommodations, or modifications that were made.  
- If the intervention shows adequate progress, continue support and move to less intense tier. If the intervention shows inadequate progress, proceed to Phase II (notify parent).

PHASE II  
**Instructional Support Team (IST) Parent**  
**Tiers 1A/2**  
- This phase provides support and assistance from the IST, TL, and professional learning community to the teacher.  
- Documentation should include a clear description of the presenting concern, an RtI instructional plan, and progress monitoring data with evaluative decision.  
- If performance is adequate, continue intervention. If student performance is inadequate, develop another intervention and/or proceed to phase III (notify parents).

PHASE III  
**IST/Parent**  
**Tiers 2/3**  
- The IST provides broader team support.  
- Documentation should include a clear description of the presenting area(s) of concern, an RtI plan, and progress monitoring with evaluative decision.  
- If performance is adequate, continue plan with assistance from IST or an IST consultant/coach. If performance is inadequate, revise intervention and/or proceed to phase IV or retention decision.

PHASE IV  
**Special Education Referral Team**  
- In this phase, due process is in effect.  
- Documentation should include a review of existing data and interventions. A synthesis of evaluation results includes current levels of performance and judgment of eligibility and need for SPED services.  
- Decisions are made after considering: 1) whether the problem is lessening, 2) the amount of individual progress demonstrated over time, 3) the increased demonstration of independence over time. Results of the comprehensive evaluation are reviewed and summarized to determine eligibility.

Intervention progress monitored and RtI plan revised accordingly.

If IST/Admin and parent are considering retention, begin paperwork and submit with data collected in RtI process by retention deadling. Retention is monitored as a Tier 3 (Intense) intervention in Enrich.
Tier 1
Universal screening of all students; differentiated instruction

No adequate progress:
Consult with PLC, CCL, grade level teams, etc. modify instruction (intervention) and track

Tier 1A (General)
Teacher monitors progress and records data in Enrich; Teacher contacts parent and document.

No adequate progress after 2-3 Tier 1A interventions; teacher enters “Request for IST Assistance” in Enrich

RtI Coordinator is notified via Enrich; RtI Coordinator schedules the meeting and notifies the IST members/parent

Teacher enters data in Enrich prior to the meeting. Teacher meets with IST/parent to discuss primary concern and create an RtI plan

RtI plan is progress monitored and recorded by the teacher and/or interventionist in Enrich (6-8 weeks), parent is informed of progress regularly

Instruction shows adequate progress

If Instruction shows adequate progress, continue instructional support and move to less intense tier

Tier 2 (Targeted small group)
If no adequate progress, IST uses inquiry-based process to analyze and evaluate data and revise RtI plan, (increased frequency and duration)

Teacher and/or interventionist records data in Enrich (6-8 Weeks), parent is informed of progress regularly

IST/parent/teacher meet: If intervention shows no adequate progress, IST uses inquiry-based process to analyze and evaluate data and modify RtI plan

Tier 3 (Intense smaller group or 1-1)
Teacher and/or interventionist records data in Enrich (4-9 Weeks), parent is informed of progress regularly (increased frequency and duration)

If IST/admin and parent are considering retention, begin paperwork and submit with data collected in RtI process by retention deadline. Retention is monitored as a Tier 3 (Intense) intervention in Enrich.

IST/parent/teacher hold a follow-up meeting, decision-making process.

If intervention shows adequate progress, continue instructional support and move to less intense tier

If IST/admin and parent are considering SpEd referral, notify SpEd consultant and submit data collected in RTI process by retention deadline.

Tier 3 (Intense)
Teacher and/or interventionist records data in Enrich (6-8 Weeks), parent is informed of progress regularly (increased frequency and duration)

IST/parent/teacher meet: If intervention shows adequate progress, IST uses inquiry-based process to analyze and evaluate data and modify RtI plan

If IST/admin and parent are considering SpEd referral, notify SpEd consultant and submit data collected in RTI process by retention deadline.
Tier 1
Provide differentiated Instruction that is precise and personalized

Tier 1A
Fidelity of best practices and instruction needs to be determined and monitored.
Consult with PLC, CCL, grade level teams, etc.; Modify Instruction (Intervention) through an increased level of duration, frequency, and intensity. Track progress. Contact Parent

Tier 2
Enter a “request for IST Assistance” in Enrich
Contact Parent
Create a plan for intervention that is based on individualized, targeted support
Progress monitor through Enrich (4-6 weeks)

Tier 3
Intense smaller group or 1 on 1 intervention; contact parent
If IST/Admin and parent are considering retention, begin paperwork and submit with data collected in RTI process by retention deadline. Retention is monitored as a Tier 3 (Intense) intervention in Enrich.
If IST/Admin and parent are considering SpEd referral, notify SpEd consultant and submit data collected in RTI process

Adequate progress
Continue instructional support; move to less intense Tier

No adequate progress

Adequate progress
Continue instructional support; move to less intense Tier

Adequate progress
Continue instructional support; move to less intense Tier

Adequate progress
Continue with differentiated instruction

No adequate progress
Appendix E

Math Intervention Resources P - 12
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Tier 1</th>
<th>Tier 1A</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole group assessments</td>
<td>- <em>Investigations</em> end of unit assessments are administered whole group</td>
<td>Whole group assessments</td>
<td>- <em>Investigations</em> end of unit assessments are re-administered to identify individual student strengths</td>
<td>Tier 1 and Tier 1A plus:</td>
</tr>
<tr>
<td></td>
<td>- <em>Connected Math</em> end of unit assessments are administered whole group</td>
<td>- <em>Connected Math</em> end of assessments are re-administered to identify individual student strengths</td>
<td>- <em>Connected Math</em> end of assessments are re-administered to identify individual student strengths</td>
<td>Tier 1, Tier 1A and Tier 2 plus:</td>
</tr>
<tr>
<td></td>
<td>- <em>Core Plus</em> end of unit assessments are administered whole group</td>
<td>- <em>Core Plus</em> end of unit assessments are re-administered to identify individual student strengths</td>
<td>- <em>Core Plus</em> end of unit assessments are re-administered to identify individual student strengths</td>
<td>- Assessment data is used to provide information on whether the intervention is meeting the student's needs.</td>
</tr>
<tr>
<td>Individual interview assessments</td>
<td>- Kathy Richardson assessments administered according to pacing guide</td>
<td>Individual interview assessments</td>
<td>- Kathy Richardson assessments administered to identify student strengths with a wider range of assessments</td>
<td>- Assessments are usually given one-on-one or in very small group on a weekly basis</td>
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<tr>
<td></td>
<td>- Place value interview administered as needed to identify students' insights in numeracy development</td>
<td>Assessments are increased in frequency</td>
<td>- Place value interview administered as needed to identify students' insights in numeracy development</td>
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<td></td>
<td>- Rational number interview administered</td>
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<td>- Rational number interview administered</td>
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<tr>
<td>Evaluation</td>
<td>Grade level proficiency:</td>
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<td></td>
<td>Teachers examine student work based on an understanding of proficiency.</td>
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<tr>
<td></td>
<td>Teachers examine student work based on knowledge of math content, key concepts and big ideas and</td>
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<tr>
<td>Grade level proficiency:</td>
<td>Teachers examine student work based on an understanding of proficiency.</td>
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<tr>
<td></td>
<td>Teachers examine student work based on knowledge of math content, key concepts and big ideas and</td>
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<tr>
<td>Tier 1 and 1A plus:</td>
<td>Evaluation process is formalized through progress monitoring</td>
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<td></td>
<td>Inclusion of personnel beyond classroom teacher such as the progress monitoring team</td>
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<tr>
<td>Tier 1, Tier 1A and Tier 2 plus:</td>
<td>Assessment data is used to provide information on whether the intervention is meeting the student’s needs.</td>
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<tr>
<td>Planning</td>
<td>Grade level proficiency:</td>
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<tr>
<td>- Teachers plan for grade level proficiency through use of standards, pacing guides and unit alignments</td>
<td>- Teachers plan for grade level proficiency through use of standards, pacing guides and unit alignments</td>
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<tr>
<td>- Teachers plan whole group lessons by explicitly planning launch questions, an explore time and a summary of key learning outcomes</td>
<td>- Based on student data, teachers plan additional, more intentional questions for the launch, explore and summary</td>
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<tr>
<td>- Teachers plan number talks as described in the instructional model guide</td>
<td>- Based on student data, teachers intentionally change mathematical models, numbers and quantities to make big ideas more accessible.</td>
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<tr>
<td>- Teachers plan independent work as described in the instructional model guide</td>
<td>- Teachers design targeted interventions with small groups of 2-3 students around short-term goals, approximately 9-12 weeks</td>
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<thead>
<tr>
<th>Tier 1 and Tier 1A plus:</th>
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<tbody>
<tr>
<td>- Teachers design intensive interventions around short-term goals, approximately 9-12 weeks, with small groups of 1 to 2 students</td>
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<tr>
<td>- Teachers may plan with supplemental resources that are in addition to resources used for Tier 1 and Tier 2</td>
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<table>
<thead>
<tr>
<th>Tier 1, Tier 1A and Tier 2 plus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teachers design intensive interventions around short-term goals, approximately 9-12 weeks, with small groups of 1 to 2 students</td>
</tr>
<tr>
<td>- Teachers may plan with supplemental resources that are in addition to resources used for Tier 1 and Tier 2</td>
</tr>
</tbody>
</table>

- Individualized instruction: Teachers evaluate student work based on individual student strength and can use knowledge of math content proficiency to prioritize next steps for maximum growth.
<table>
<thead>
<tr>
<th>Individualized instruction:</th>
<th>Individualized instruction:</th>
</tr>
</thead>
</table>
| - Teachers plan for individual growth in whole group lessons, number talks and independent work | - Increase frequency of monitoring and feedback
| Teachers plan for groupings to maximize learning around a more targeted teaching point | Teachers plan for teaching metacognitive awareness |
| **Teaching** | **Teaching** |
| - Teachers articulate big ideas and key concepts in all instructional interactions | - Teachers articulate big ideas and key concepts in all instructional interactions |
| - Teachers use comprehensible input to communicate big ideas and key concepts | - Teachers use comprehensible input to communicate big ideas & key concepts |
| - Teachers expect and organize for active engagement by providing conditions for learning | - Teachers use additional, more intentional questions for the launch, explore and summary |
| - Number Talks | - Teachers intentionally use different mathematical models, numbers and quantities to make big ideas more accessible |
| - Independent experiences | - Increase frequency of monitoring and feedback |
| Tier 1 and Tier 1A plus: | Tier 1 and Tier 1A plus: |
| - Teachers use targeted interventions with small groups of 2-3 students around short-term goals, approximately 9-12 weeks | - Teachers use targeted interventions with small groups of 2-3 students around short-term goals, approximately 9-12 weeks |
| Tier 1, Tier 1A and Tier 2 plus: | Tier 1, Tier 1A and Tier 2 plus: |
| - Teachers may use supplemental resources that are in addition to resources used for Tiers 1 & 2 | - Teachers may use supplemental resources that are in addition to resources used for Tiers 1 & 2 |
| - Additional personnel may be used to provide instruction | - Additional personnel may be used to provide instruction |
Recommended Supplementary K-12 Math Intervention Resources for intermediate stations are from a variety of commonly used district math resources. They are in the process of being added as links to the on-line pacing guide documents. One example is here: http://instruction.aurorak12.org/files/2010/06/4th-Grade-Multiplication-Station.pdf

**Contexts for Learning Mathematics** These resources provide additional experiences that build students’ understandings of number sense concepts through minilessons and games

*Games for Early Number Sense*, Grades K-1
by Catherine Twomey Fosnot and Antonia Cameron

*Minilessons for Early Addition and Subtraction*, Grades 1-2
by Catherine Twomey Fosnot and Willem Uittenbogaard

*Minilessons for Extending Addition and Subtraction*, Grades 2-3
by Catherine Twomey Fosnot and Willem Uittenbogaard

*Minilessons for Early Multiplication and Division*, Grades 3-4
by Catherine Fosnot, Willem Uittenbogaard

*Minilessons for Extending Multiplication and Division*, Grades 4-5
by Catherine Fosnot, Willem Uittenbogaard

*Minilessons for Operations with Fractions, Decimals, and Percents*, Grades 5-6
by Catherine Fosnot, Willem Uittenbogaard, Kara Imm

The Contexts for Learning Mathematics resources were piloted during 5th Block and are included in APS supplemental math curriculum.

**Every Day Counts Partner Games**
www.greatsource.com
These resources provide students with opportunities for learning, reviewing and practicing key number concepts including basic facts, mental math, grouping and counting and fractions and decimals. Available grades K-6.
The Every Day Counts Partner Games were piloted during 5th Block and are included in APS supplemental math curriculum.

**Box of Facts and Book of Facts**
orioigoeducation.com
These materials provide additional models, representations and experiences for learning addition, subtraction and multiplication facts.
PreK-6

**Do the Math by Marilyn Burns**
scholastic.com
Series of teacher-directed modules designed to support addition, subtraction, multiplication and fractions.
K-5

**Math Navigator – America’s Choice**
pearsonschool.com
This is a flexible intervention program that repairs misconceptions and fills gaps in students’ understanding.
K-12

**Ramp-Up Mathematics – America’s Choice**
Pearsonschool.com
This is a series of units that provide students with additional opportunities in all standards.
6-9

**Building Mathematical Fluency: Common Core Standards – Pete Sickler fluency workbooks**
mobiusmath.com
These workbooks provide students with additional practice opportunities in all standards using a variety of models and representations.
3rd-12th
Appendix F

Elementary Literacy Intervention Resources
# APS Response to Intervention
## Elementary Literacy

<table>
<thead>
<tr>
<th>Reading K-5</th>
<th>Tier 1</th>
<th>Tier 1A</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>• Mondo Reading Assessments (Oral Language Assessment, Benchmark Assessment, Fluency, Print Concepts, Phonemic Awareness, Letter Recognition, Letter Sound Correspondence, Word Knowledge) Q1, Q2, Q4 K-2</td>
<td>Assessments are increased in frequency</td>
<td>Tier 1 and Tier 1A plus:</td>
<td>Tier 1, Tier A and Tier 2 plus:</td>
</tr>
<tr>
<td></td>
<td>• Mondo Reading Assessments (Benchmark Assessment, Fluency, Vocabulary) Q1, Q2, Q4 3-5</td>
<td>• Mondo Reading Assessments Oral Language Assessment (every six weeks) Print Concepts Phonemic Awareness Letter Recognition Letter Sound Correspondence (every three weeks) K-2</td>
<td>• Assessments are more intense and focused. They are based on specific skill need and the results should lead directly to intervention.</td>
<td>• The intensity and frequency may increase. Monitoring needs to be more frequent. The purpose of the assessment in Tier 3 is to provide information on the student’s response to the intervention and strategies that the teacher is providing.</td>
</tr>
<tr>
<td></td>
<td>• Interim assessments administered according to pacing guide. 3-5</td>
<td>• Running Records on leveled texts. K-5</td>
<td>• Once an intervention is in place the response to the intervention needs to be monitored on a regular basis (i.e. every other week at least).</td>
<td>• Assessments are usually given one-on-one or in very small group on a weekly basis</td>
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<tr>
<td></td>
<td>• DRAII Q4 K-5</td>
<td>• Fluency of reading on instructional leveled text (seen or unseen) K-5</td>
<td>• Progress is monitored through observation of student work and responses.</td>
<td></td>
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<tr>
<td></td>
<td>• Teacher observation and monitoring notes based on small group and 1:1 instruction focusing on a specific</td>
<td>• Teacher observation and monitoring notes based on small group and 1:1 instruction focusing on a specific area of</td>
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</tr>
<tr>
<td>Reading K-5</td>
<td>Tier 1</td>
<td>Tier 1A</td>
<td>Tier 2</td>
<td>Tier 3</td>
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<td>area of need as noted on Focus Sheets K-5</td>
<td>need as noted on Focus Sheets K-5</td>
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<tr>
<td></td>
<td>• Teacher observation and monitoring of independent practice K-5</td>
<td>• Teacher observation and monitoring of independent practice K-5</td>
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<tr>
<td></td>
<td>• Student self monitoring of reading goals K-5</td>
<td>• Student self monitoring of reading goals K-5</td>
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<tr>
<td></td>
<td>• Running Records on leveled text: K-5</td>
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<td></td>
<td>• CELA Placement K-5</td>
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<td>• CELA Pro K-5</td>
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<td>• CSAP 3-5</td>
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**Evaluation**

<table>
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<tr>
<th>Grade level proficiency:</th>
<th><strong>Teachers evaluate Oral Language Assessment for student’s strengths and next steps in student’s receptive language and growth in structural complexity of spoken English. K-2</strong></th>
<th><strong>Teachers evaluate fluency measure by Tier 1 and 1A plus:</strong></th>
<th><strong>Tier 1, Tier 1A and Tier 2 plus:</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Teachers evaluate Benchmark</td>
<td>• Evaluation process is formalized through progress monitoring to determine the rate of a student’s progress, to provide information on the effectiveness of instruction, to modify the intervention if</td>
<td>• Assessment data is used to provide information on whether the intervention is meeting the student’s needs.</td>
</tr>
<tr>
<td>Reading K-5</td>
<td>Tier 1</td>
<td>Tier 1A</td>
<td>Tier 2</td>
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<tr>
<td>Assessments to determine student’s independent and instructional reading level as measured by accuracy and retell, recall and comprehension. K-5</td>
<td>noting student’s words per minute and comparing to grade level standards and by noting level of phrasing, fluency and expression. K-5</td>
<td>necessary, to identify the need for additional information and to analyze and interpret gaps between benchmarks and achievement.</td>
<td>Classroom teachers may be supported by other teachers such as ELA, ESS and other staff as appropriate.</td>
</tr>
<tr>
<td>• Teachers evaluate fluency measure by noting student’s words per minute and comparing to grade level standards and by noting level of phrasing, fluency and expression. K-5</td>
<td>• Teachers evaluate Print Concepts to determine student’s understandings of how books work and the conventions used to support a reader. K-2</td>
<td>• Teachers evaluate</td>
<td></td>
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<tr>
<td>• Teachers evaluate Print Concepts to determine student’s understandings of how books work and the conventions used to support a reader. K-2</td>
<td>• Teachers evaluate Phonemic Awareness Task to determine student’s level of understanding of the sound structures of language. K-2</td>
<td></td>
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<tr>
<td>• Teachers evaluate Phonemic Awareness Task to determine student’s level of understanding of the sound structures of language. K-2</td>
<td>• Teachers evaluate Letter Recognition for the letters a student can identify, the preferred mode of identification (letter name or sound, upper or lower case), letter confusions and unknown letters. K-2</td>
<td></td>
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</tr>
<tr>
<td>• Teachers evaluate Letter Recognition for the letters a student can identify, the preferred mode of identification (letter name or sound, upper or lower case), letter confusions and unknown letters. K-2</td>
<td></td>
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</tr>
<tr>
<td>Reading K-5</td>
<td>Tier 1</td>
<td>Tier 1A</td>
<td>Tier 2</td>
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</tbody>
</table>
|  | name or sound, upper or lower case), letter confusions and unknown letters. K-2  
- Teachers evaluate Letter Sound Correspondence for student's understanding and use of letter sound correspondence. K-2  
- Teachers evaluate Word Knowledge for student's knowledge of high frequency words in their reading vocabulary. K-2  
- Teachers evaluate Mondo Vocabulary assessment for student's word reading skills. 3-5  
- Teachers evaluate Reading Interim assessment for student's strengths and next steps as measured by state reading standards. 3-5  
- Teachers evaluate DRAII for student's independent reading level and identifies next steps in accuracy, fluency and comprehension. K-5  
- Teachers evaluate | Letter Sound Correspondence for student's understanding and use of letter sound correspondence. K-2  
- Teachers evaluate Word Knowledge for student's knowledge of high frequency words in their reading vocabulary. K-2  
- Teachers evaluate student's responses to instruction and note learning and next steps on Reading Focus Sheets. K-5  
- Teachers evaluate independent student practice and self monitoring and note student's strengths and next steps based on APS Reading Pacing Guide K-5  
- Teachers evaluate Running Records for student's strengths and next steps in accuracy and oral reading behaviors. K-5 |  |  |
<table>
<thead>
<tr>
<th>Reading K-5</th>
<th>Tier 1</th>
<th>Tier 1A</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>student’s responses to instruction and note learning and next steps on Reading Focus Sheets. K-5</td>
<td></td>
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<tr>
<td>Teachers evaluate independent student practice and self monitoring and note student’s strengths and next steps based on APS Reading Pacing Guide K-5</td>
<td></td>
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</tr>
<tr>
<td>Teachers evaluate Running Records for student’s strengths and next steps in accuracy and oral reading behaviors. K-5</td>
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<tr>
<td>Teachers evaluate CSAP results for student’s level of proficiency as measured by state standards.</td>
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<tr>
<td>Planning</td>
<td>Grade level proficiency:</td>
<td>Grade level proficiency:</td>
<td>Tier 1 and Tier 1A plus:</td>
<td>Tier 1, Tier 1A and Tier 2 plus:</td>
</tr>
<tr>
<td></td>
<td>- Teachers plan for grade level proficiency through use of standards and pacing guides.</td>
<td>- Teachers plan for grade level proficiency through use of standards and pacing guides.</td>
<td>- Teachers design targeted interventions with small groups of 2-3 students around short-term goals.</td>
<td>- Teachers design intensive interventions around short-term goals with small groups of 1 to 2 students.</td>
</tr>
<tr>
<td></td>
<td>- Teachers plan whole group lessons using the APS Reading Pacing Guide, the Mondo Shared</td>
<td>- Based on student data, teachers increase frequency of student’s participation in small</td>
<td>- Teachers may plan with supplemental resources that are in addition to resources used for Tier 1 and Tier 2.</td>
<td></td>
</tr>
<tr>
<td>Reading K-5</td>
<td>Tier 1</td>
<td>Tier 1A</td>
<td>Tier 2</td>
<td>Tier 3</td>
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<tr>
<td>Reading Scope and Sequence and Skills Block Lesson Plans.</td>
<td>Teachers plan small group reading and oral language instruction by using Mondo assessments to complete profiles of students, consulting the rotation guide to determine amount of teaching time per group and approach to use and applying teaching points determined through evaluation of assessments.</td>
<td>Teachers plan small group reading and oral language instruction during reading block and apply teaching points determined through evaluation of assessments.</td>
<td>Based on student data, teachers plan small group and individual skill instruction about Print Concepts, Phonemic Awareness, Letter Recognition, Letter Sound Correspondence and Word Knowledge.</td>
<td>Based on student data, teachers adjust plan for student’s independent time during reading block by selecting appropriate opportunities to practice (for example: independent reading from book bags, buddy reading, listening)</td>
</tr>
<tr>
<td>Teachers plan small group skill instruction by using evaluated data from Print Concepts, Phonemic Awareness, Letter Recognition, Letter Sound Correspondence and Word Knowledge.</td>
<td>Teachers plan for student’s independent time during reading block by selecting appropriate opportunities to practice reading appropriate for their</td>
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<tr>
<td>Teachers plan for student’s independent time during reading block by selecting appropriate opportunities to practice reading appropriate for their</td>
<td>group reading and oral language instruction during reading block and apply teaching points determined through evaluation of assessments.</td>
<td>Based on student data, teachers plan small group and individual skill instruction about Print Concepts, Phonemic Awareness, Letter Recognition, Letter Sound Correspondence and Word Knowledge during skills block.</td>
<td>Based on student data, teachers adjust plan for student’s independent time during reading block by selecting appropriate opportunities to practice (for example: independent reading from book bags, buddy reading, listening)</td>
<td></td>
</tr>
<tr>
<td>Reading K-5</td>
<td>Tier 1</td>
<td>Tier 1A</td>
<td>Tier 2</td>
<td>Tier 3</td>
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<tr>
<td>stage of reading (for example: independent reading from book bags, buddy reading, listening centers) Teachers make students aware of planned reading opportunities through use of task boards.</td>
<td>centers). Teachers make students aware of planned reading opportunities through use of task boards.</td>
<td>Teachers intentionally plan for monitoring of student learning.</td>
<td></td>
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</tr>
<tr>
<td>Teachers organize instruction and maximize instructional time by implementing district instructional models: -Skills Block and Reading Block -Whole-Small Group/independent -Whole Group within Reading Block.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Tier 1 and Tier 1A plus:</th>
<th>Tier 1, Tier 1A and Tier 2 plus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction is focused on a teaching point in all instructional interactions. Teachers monitor amount of support given and gradually release their support to students in order for students to take learning to independence. Teachers use</td>
<td>Teachers use targeted interventions with small groups of 2-3 students around short-term goals.</td>
<td>Teachers use intensive interventions with small groups of 1-2 students around short term goals. Teachers may use supplemental resources that are in addition to resources used for Tiers 1 &amp; 2 Additional personnel may be used to provide instruction.</td>
</tr>
<tr>
<td>Reading K-5</td>
<td>Tier 1</td>
<td>Tier 1A</td>
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</tr>
</tbody>
</table>
|            | comprehensive input to support students understanding of teaching points  
- Teachers expect and organize for active engagement by providing conditions for learning.  
- Teachers provide feedback to students.  
- Teachers organize instruction and maximize instructional time by implementing district instructional models: One hour reading block and half hour skills block, whole group, small group and individual instruction in blocks, and independent practice opportunities. | Teachers use comprehensible input to support students understanding of teaching points  
- Teachers expect and organize for active engagement by providing conditions for learning.  
- Teachers provide feedback to students.  
- Teachers intentionally adjust instructional model to make teaching points more accessible.  
- Teachers provide more specific feedback to students in small group and during individualized instruction.  
- Teachers organize instruction and maximize instructional time by implementing district instructional models: One hour reading block and half hour skills block, whole group, small group and individual instruction. | Additional instructional time may be provided beyond the instruction in Tier 1 and Tier 2. |
<table>
<thead>
<tr>
<th>Reading K-5</th>
<th>Tier 1</th>
<th>Tier 1A</th>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td></td>
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<td>instruction in blocks, and independent practice opportunities.</td>
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</tbody>
</table>
Appendix G

Secondary Literacy Intervention Resources
### APS Response to Intervention

**Secondary Literacy**

<table>
<thead>
<tr>
<th><strong>Reading &amp; Writing Teaching/Learning Cycle</strong></th>
<th><strong>Tier 1</strong></th>
<th><strong>Tier 1A</strong></th>
<th><strong>Tier 2</strong></th>
<th><strong>Tier 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong> (both formative and summative):</td>
<td>Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching.</td>
<td>More frequent and focused monitoring FOR learning using assessments from Tier 1.</td>
<td>More focused monitoring FOR learning using Retrospective Miscue Analysis. RMA as a research tool provides knowledge to teacher researchers about the ways in which readers respond to their own miscues as they read and the degree to which a conscious awareness of the role of miscues influences and improves reading development.</td>
<td>Tier 3 interventions are developed based on individual student needs following an inquiry-based process using Retrospective Miscue Analysis to inform intervention development. Progress monitoring of intervention effectiveness is the same for Tier 3 as in Tier 2.</td>
</tr>
<tr>
<td>• What information about students do I want to know?</td>
<td>• APS Secondary Literacy Assessment of Reading Process, 6-12</td>
<td>• More frequent and focused monitoring FOR learning using assessments from Tier 1.</td>
<td>• More focused monitoring FOR learning using Retrospective Miscue Analysis. RMA invites readers to build insights into themselves as readers and the reading process. Readers become consciously aware of how they use reading strategies and appreciate the knowledge they have of the linguistic systems they control as they respond to written texts. RMA provides readers with the opportunity to know themselves as readers, to observe and evaluate their transactions with texts, and to revalue their strengths as learners and language users. Teachers use the miscue analysis to plan a reading instructional program (Goodman 2008).</td>
<td>• RMA interventions are delivered to very small groups of students or to students individually either in the classroom or in another setting.</td>
</tr>
<tr>
<td>• What assessment tools will provide that information?</td>
<td>• Readers/ Writers Notebooks</td>
<td>• More frequent monitoring AS learning using assessments from Tier 1.</td>
<td>• RMA as a research tool provides knowledge to teacher researchers about the ways in which readers respond to their own miscues as they read and the degree to which a conscious awareness of the role of miscues influences and improves reading development.</td>
<td>• Interventions must be provided in addition to Tier 1 instruction. Tier 3 children should be receiving the most instructional minutes. It is critical that Tier 3 instruction does not supplant the core instruction.</td>
</tr>
<tr>
<td>• What skills &amp; knowledge is this student demonstrating in this context?</td>
<td>• Interim assessments administered according to pacing guides, 6-10</td>
<td>• More frequent assessment OF learning using MAP (Measurement of Academic Progress) up to three times per year.</td>
<td>• More focused monitoring AS learning using Retrospective Miscue Analysis. RMA invites readers to build insights into themselves as readers and the reading process. Readers become consciously aware of how they use reading strategies and appreciate the knowledge they have of the linguistic systems they control as they respond to written texts. RMA provides readers with the opportunity to know themselves as readers, to observe and evaluate their transactions with texts, and to revalue their strengths as learners and language users. Teachers use the miscue analysis to plan a reading instructional program (Goodman 2008).</td>
<td>• Interventions focus more narrowly on defined skill areas.</td>
</tr>
<tr>
<td>Resources:</td>
<td>Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals.</td>
<td>• Student self-assessment</td>
<td>• Teachers use RMA to provide more focused assessment</td>
<td>The tiers of instruction vary in minutes of instruction, number of children in the group, frequency of assessment and the focus of instruction, ranging from a broader focus in Tier 1 to a very narrow focus in Tier 3. It is important to note that each school may have very different ‘looking’ tiers based on the needs of their students, but the underlying principles of time, size of</td>
</tr>
<tr>
<td>APS Secondary Literacy Assessment of Reading Process</td>
<td>• 1:1 Conferring</td>
<td>• 1:1 Conferring</td>
<td>• Assessments are more focused based on individual student needs following an inquiry-based process using Retrospective Miscue Analysis to inform intervention development. Progress monitoring of intervention effectiveness is the same for Tier 3 as in Tier 2.</td>
<td></td>
</tr>
<tr>
<td>APS Readers/Writers Workshop Resource Notebook</td>
<td>• Teacher observation &amp; monitoring notes</td>
<td>• Teacher observation &amp; monitoring notes</td>
<td>• More focused monitoring FOR learning using Retrospective Miscue Analysis. RMA as a research tool provides knowledge to teacher researchers about the ways in which readers respond to their own miscues as they read and the degree to which a conscious awareness of the role of miscues influences and improves reading development.</td>
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<tr>
<td>- Secondary Literacy Reading &amp; Writing Continua</td>
<td>• Student Snapshot Electronic Monitoring System, 6-12</td>
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<tr>
<td>- Teaching/Learning Cycle in Readers/Writers Workshop</td>
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<tr>
<td>- Readers/Writers Workshop Implementation Continuum</td>
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<tr>
<td>- Long-range Planning &amp; Pacing Guides, 6-10</td>
<td>Assessment OF learning occurs when teachers use evidence of student learning to make judgments on student</td>
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<tr>
<td>- Instructional Frameworks</td>
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</tbody>
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1:1 Conferring: Classroom formative assessments

Classroom formative assessments

1:1 Conferring

Student self-assessment

1:1 Conferring

Readers/Writers Notebooks

Classroom formative assessments

Building writing assessments

1:1 Conferring

Teacher observation & monitoring notes

Student Snapshot Electronic Monitoring System, 6-12

More focused assessment OF learning using MAP (Measurement of Academic Progress) up to three times per year.

RMA: Retrospective Miscue Analysis

RMA as a research tool provides knowledge to teacher researchers about the ways in which readers respond to their own miscues as they read and the degree to which a conscious awareness of the role of miscues influences and improves reading development.

RMA invites readers to build insights into themselves as readers and the reading process. Readers become consciously aware of how they use reading strategies and appreciate the knowledge they have of the linguistic systems they control as they respond to written texts. RMA provides readers with the opportunity to know themselves as readers, to observe and evaluate their transactions with texts, and to revalue their strengths as learners and language users. Teachers use the miscue analysis to plan a reading instructional program (Goodman 2008).

RMA as a research tool provides knowledge to teacher researchers about the ways in which readers respond to their own miscues as they read and the degree to which a conscious awareness of the role of miscues influences and improves reading development.

RMA as a research tool provides knowledge to teacher researchers about the ways in which readers respond to their own miscues as they read and the degree to which a conscious awareness of the role of miscues influences and improves reading development.

RMA invites readers to build insights into themselves as readers and the reading process. Readers become consciously aware of how they use reading strategies and appreciate the knowledge they have of the linguistic systems they control as they respond to written texts. RMA provides readers with the opportunity to know themselves as readers, to observe and evaluate their transactions with texts, and to revalue their strengths as learners and language users. Teachers use the miscue analysis to plan a reading instructional program (Goodman 2008).
| Readers/Writers Workshop Process & Genre Studies | Evaluation (determining strengths and needs):  
- Based on the assessment results, what are the strengths and needs of each student?  
- What patterns are beginning to emerge?  
- What questions about each student's learning remain? | Evaluation FOR learning occurs when teachers use inferences about student progress to inform their teaching.  
- Examine assessment data (both formative and summative) to look for emerging patterns.  
- Set up the conditions under which these patterns are likely to occur.  
- Ask reflective questions that reveal student learning.  
- Notice the kind of information that serves instruction.  
- Use grade level standards of proficiency as the basis for examining students' strengths.  
- Determine effective feedback to support student learning.  
- Make strategic decisions about student learning based on a clear understanding of the students' processes and what each reader/writer can do.  
- Model self-evaluation through reflective questioning that also gives achievement against goals and standards.  
- MAP, 6-12 (all new students and as needed)  
- CSAP 6-10 | More frequent and focused monitoring FOR learning using the evaluation process from Tier 1. More frequent and focused monitoring AS learning using the evaluation process from Tier 1. More frequent evaluation OF learning using MAP up to three times per year. | More focused monitoring FOR learning using Retrospective Miscue Analysis. RMA intervention must be provided in addition to core instruction. Interventions focus on particular skill areas that need strengthening. More frequent assessment OF learning using MAP up to three times per year. | Tier 3 interventions are developed based on individual student needs following an inquiry-based process using Retrospective Miscue Analysis to inform intervention development. Progress monitoring of intervention effectiveness is the same for Tier 3 as in Tier 2.  
- RMA interventions are delivered to very small groups of students or to students individually either in the classroom or in another setting.  
- Interventions must be provided in addition to Tier 1 instruction. Tier 3 children should be receiving the most instructional minutes. It is critical that Tier 3 instruction does not supplant the core instruction.  
- Interventions focus more narrowly on defined skill areas.  

The tiers of instruction vary in minutes of instruction, number of children in the group, frequency of assessment and the focus of instruction, ranging from a broader focus in Tier 1 to a very narrow focus in Tier 3. It is important to note that... |
Responsibility and agency back to the student.

**Evaluation AS learning** occurs when students reflect on and monitor their progress to inform their future learning goals.
- Students make decisions about their own learning based on self-assessments against exemplars of proficiency as well as understanding of their own processes as readers and writers.
- Students use feedback to self-evaluate progress toward learning goals.

**Evaluation OF learning** occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.
- Examine assessment data (both formative and summative) to look for emerging patterns.
- Set up the conditions under which these patterns are likely to occur.
- Notice the kind of information that serves instruction.
- Use grade level standards of proficiency as the basis for examining students' strengths.

Teachers use RMA to provide more focused assessment and instruction to smaller groups of students.
- RMA intervention must be provided in addition to core instruction.
- Interventions focus on particular skill areas that need strengthening.

More frequent **assessment OF learning** using MAP up to three times per year. MAP provides progress monitoring assessment data for the following purposes:
- To determine the rate of a student’s progress;
- To provide information on the effectiveness of instruction;
- To modify the intervention if necessary;
- To identify the need for additional information; and
- To analyze and interpret gaps between benchmarks and achievement.

Planning (instruction to meet student need):
- What is my teaching point?

Planning **FOR learning** occurs when teachers use inferences about student progress to inform their teaching.

More frequent and focused **monitoring FOR learning** using

| Tier 1 and Tier 1A plus: |
| Tier 1, Tier 1A and Tier 2 plus: |
| Retrospective Miscue Analysis interventions are |

That each school may have very different ‘looking’ tiers based on the needs of their students, but the underlying principles of time, size of group, assessment and focus should remain consistent across schools (Batsche 2007).

More frequent **assessment OF learning** using MAP up to three times per year.
- Am I teaching whole class, small group and/or one-on-one?
- What resources will support student learning within my teaching point? 
- What level of instructional support will students need?

Planning decisions are based on evaluated student data using the standards and continua and are focused on strengthening students’ development as independent readers & writers who actively participate in their own learning.

- The APS Standards, Curriculum and Instruction Program Alignment document and the APS Secondary Literacy Reading, Writing & ELD Continua are primary resources to support planning.
- The APS Secondary Literacy Long-range Planning & Pacing Guide informs decisions about content and contexts for instruction.
- The APS Secondary Literacy Instructional Frameworks support planning decisions about instructional approaches, flexible grouping, challenging and compelling resources and reflective talk.
- The APS Readers/Writers Workshop Process & Genre Studies support planning for focused instruction that is meaningful beyond single lessons and ensures that students are developing the important processes and skills to develop as readers and writers.
- Teachers use monitoring systems and student work as primary method of gathering and evaluating formative assessments from Tier 1.

More frequent and focused monitoring as learning using assessments from Tier 1.

- provide more focused assessment and instruction for smaller groups of students.
- RMA intervention must be provided in addition to core instruction.
- Interventions focus on particular skill areas that need strengthening.

More frequent assessment of learning using MAP up to three times per year.

Teachers use monitoring systems and student work as primary method of gathering and evaluating formative assessments from Tier 1.

- The tiers of instruction vary in minutes of instruction, number of children in the group, frequency of assessment and the focus of instruction, ranging from a broader focus in Tier 1 to a very narrow focus in Tier 3. It is important to note that each school may have very different 'looking' tiers based on the needs of their students, but the underlying principles of time, size of group, assessment and focus should remain consistent across schools (Batsche 2007).

More frequent assessment of learning using MAP up to three times per year.
assessment to plan instruction that results in increased student learning (Teaching/Learning Cycle).

- Teachers develop learning objectives that accelerate learning and increase agency by evaluating both whole class and individual students’ needs using the standards and continua and reflecting students’ authentic learning progression.

- Planning for instruction includes use of mentor texts, teacher and/or student demonstrations and models, and other resources as appropriate to meet the learning objectives.

**Planning AS learning** occurs when students reflect on and monitor their progress to inform their future learning goals.

- Students are able to clearly articulate their new learning with relation to the learning objective.

- Students are able to articulate reasons for their literacy decisions and how those decisions support their process and help them accomplish their learning goals.

**Teaching** (instruction based on plan to meet student need):

- Teacher monitoring – What do I notice about student learning as I'm teaching?

**Teaching FOR learning** occurs when teachers use inferences about student progress to inform their teaching.

The APS Readers/Writers Workshop Resource Notebook is More frequent and focused **monitoring FOR learning** using assessments from Tier 1.

**Tier 1 and Tier 1A plus:**

- Teachers use Retrospective Miscue Analysis to provide more focused assessment and instruction to smaller groups of students.

**Tier 1, Tier 1A and Tier 2 plus:**

- Retrospective Miscue Analysis interventions are delivered to very small groups of students or to students individually either in the
- Student practice – What opportunities will students have for practicing the new learning?
- Teacher feedback – How do I provide feedback to students about their learning?

<table>
<thead>
<tr>
<th>Essential elements of a workshop classroom include:</th>
<th>More frequent and focused monitoring AS learning using assessments from Tier 1.</th>
<th>RMA intervention must be provided in addition to core instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• providing real time for authentic reading, writing, and experiencing in the classroom</td>
<td>• Interventions focus on particular skill areas that need strengthening.</td>
<td>• Interventions must be provided in addition to Tier 1 instruction.</td>
</tr>
<tr>
<td>• exploring topics and ideas that are meaningful and important to students through rich immersion in a wide variety of literature</td>
<td>More frequent assessment OF learning using MAP up to three times per year.</td>
<td>Tier 3 children should be receiving the most instructional minutes. It is critical that Tier 3 instruction does not supplant the core instruction.</td>
</tr>
<tr>
<td>• providing choice among a wide range of challenging and compelling texts in reading and opportunities to make authors’ decisions about purpose, audience, topics and genre in writing</td>
<td></td>
<td>• Interventions focus more narrowly on defined skill areas.</td>
</tr>
<tr>
<td>• encouraging student independence and ownership of their learning in as many ways as possible</td>
<td></td>
<td>The tiers of instruction vary in minutes of instruction, number of children in the group, frequency of assessment and the focus of instruction, ranging from a broader focus in Tier 1 to a very narrow focus in Tier 3. It is important to note that each school may have very different ‘looking’ tiers based on the needs of their students, but the underlying principles of time, size of group, assessment and focus should remain consistent across schools (Batsche 2007).</td>
</tr>
<tr>
<td>• providing learning environments that support Conditions of Learning and revolve around the Teaching/Learning Cycle</td>
<td></td>
<td>More frequent assessment OF learning using MAP up to three times per year.</td>
</tr>
<tr>
<td>• aligning and integrating state standards into instruction through a developmental process continuum and the lens of long-range planning</td>
<td></td>
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<tr>
<td>• establishing a structure and pattern that includes a</td>
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</table>

The primary resource for establishing and refining a Readers/ Writers Workshop wherein the most important goal is the development of independent learners who are equipped with the skills and knowledge they will need for a lifetime of learning.
continuous cycle of daily demonstration, small group instruction, conferring and extended time for independent practice
- assessing FOR learning that positions teachers to examine student strengths and design precise instruction that builds on those strengths and responds to their needs
- developing contexts for students and teachers to think together about how they engage in reading and writing to develop agency in becoming increasingly more sophisticated as readers and writers
- integrating technology into all aspects of workshop instruction to support learning, including opportunities for student use of technologies

**Teaching AS learning** occurs when students reflect on and monitor their progress to inform their future learning goals.

Readers/Writers Notebooks reflect evidence of:
- regular use to support the development of the reader and writer
- writing to support thinking
- self-monitoring of learning
- goal setting
- reader’s responses
- drafts and try-on’s
- a growing list of ideas for
| possible writing topics and audiences |  |  |  |
Appendix H

Behavior Intervention Resources
P – 12
<table>
<thead>
<tr>
<th>Tier 1 (PBIS)</th>
<th>Tier 1A (PBIS &amp; Accommodations)</th>
<th>Tier 2 (PBIS, Accommodations and Behavioral Interventions)</th>
<th>Tier 3 (PBIS, Accommodations and Behavioral Interventions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
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</tr>
<tr>
<td>Discipline referrals</td>
<td>Fill out and collect weekly report (baseline)</td>
<td>Review tier one data</td>
<td>Review tier one and tier two data</td>
</tr>
<tr>
<td>Number of PBIS recognitions given out (teachers keep track of how many PBIS recognitions they are giving out)</td>
<td>Behavior consequence observations (BC)</td>
<td>Fill out and collect weekly progress cards on behavior and academic progress</td>
<td>Fill out, collect and review daily the progress cards on behavior and academic progress</td>
</tr>
<tr>
<td>School Survey (SET)</td>
<td>Observations in multiple settings by multiple individuals</td>
<td>Graph and develop a trend line for analysis of the 30 school days (per intervention)</td>
<td>Thoroughly review, graphs and trend lines for each intervention weekly</td>
</tr>
<tr>
<td>School Safety Survey</td>
<td>Look at academic progress (settings)</td>
<td>Optional referral to the Behavior Evaluation and Support Team for data collection and evaluation support</td>
<td>Collect Intensity Frequency Duration (IFD) data for at least 10 consecutive days.</td>
</tr>
<tr>
<td>Building-wide Self Assessment of discipline/PBIS/Behavior Management</td>
<td>Identify areas of success</td>
<td>Family involvement</td>
<td>2 or more Antecedent Behavior</td>
</tr>
<tr>
<td></td>
<td>Optional referral to the Behavior Evaluation and Support Team for data collection and evaluation support</td>
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</tbody>
</table>
**File review:** Recent changes in medications, environment, family, health, attendance, school, relationships, tasks student is asked to do

**File review:** Recent changes in medications, environment, family, health, attendance, school, relationships, tasks student is asked to do

**File review:** Recent changes in medications, environment, family, health, attendance, school, relationships, tasks student is asked to do

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 1A</th>
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<tbody>
<tr>
<td>(PBIS)</td>
<td>(PBIS &amp; Accommodations)</td>
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</tbody>
</table>

**Evaluation**
- Fidelity of PBIS in all
- Observation system to
- Monitor weekly
- Monitor daily

**Consequence (ABC) observations**
- Optional referral to the Behavior Evaluation and Support Team for data collection and evaluation support
areas by building staff (i.e. self-assessments from building staff with support from the PBIS coach)

- Ongoing communication between building staff and the building’s PBIS team
- SWIS data/ Discipline referrals
- Suspension/Expulsion data

<table>
<thead>
<tr>
<th>monitor progress (optional support from BEST to provide support with observations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data on class wide behavior management system</td>
</tr>
<tr>
<td>Analysis of the fidelity of the class wide behavior management system</td>
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</tbody>
</table>

progress card and look for patterns and implications for environmental, structural and instructional changes

- Teacher, and IST meet monthly to review data (BEST is an optional resource that can provide support in this area)
- Analysis of the fidelity of the interventions
- Task analysis behavior, environment, interactions and demands (optional support from the BEST team with completing a task analysis)

- Parents, SRO, principal and student make a group decision on next steps

<table>
<thead>
<tr>
<th>progress card and look for patterns and implications for environmental, structural and instructional changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher, and IST meet weekly to review data (BEST is an optional resource that can provide support in this area) Monthly Task analysis behavior, environment, interactions and demands (optional support from the BEST team with completing a task analysis)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents, SRO, principal and student make a group decision on next steps</th>
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<tbody>
<tr>
<td>Planning</td>
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<tr>
<td><strong>Planning Continued</strong></td>
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<tr>
<td>------------------------</td>
</tr>
<tr>
<td>● System for PBIS recognition and training of staff, parents, and students.</td>
</tr>
<tr>
<td>● Budget for PBIS incentives</td>
</tr>
<tr>
<td>● PBIS team set standards for the program and develop the system for recognition (Action Plan)</td>
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<td></td>
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<tr>
<td>Parent involvement</td>
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<td>-------------------</td>
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<tr>
<td><strong>Tier 1 (PBIS)</strong></td>
</tr>
<tr>
<td>Teaching</td>
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<tr>
<td>Specify conditions for learning (i.e. criteria for behavioral success; behavioral rubric)</td>
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<tr>
<td>Monitor and adjust pacing</td>
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<tr>
<td>Planned ignoring</td>
</tr>
<tr>
<td>Precision commands</td>
</tr>
<tr>
<td>Limit setting</td>
</tr>
<tr>
<td>More explicit environmental behavior expectations taught, modeled, practiced, and re-taught</td>
</tr>
<tr>
<td>Have the student repeat expectations in their own words</td>
</tr>
<tr>
<td>necessary to develop the targeted social skill</td>
</tr>
<tr>
<td>Explicit environmental behavior expectations taught, modeled, practiced, and re-taught at the onset of an intervention and monthly thereafter</td>
</tr>
<tr>
<td>Incorporate multiple targeted interventions</td>
</tr>
<tr>
<td>Controlled leadership opportunities</td>
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<tr>
<td>Peer support</td>
</tr>
<tr>
<td>Social Stories</td>
</tr>
<tr>
<td>Adult Mentor</td>
</tr>
<tr>
<td>Check In Check Out (CICO)</td>
</tr>
<tr>
<td>School job or errand</td>
</tr>
<tr>
<td>Explicit environmental behavior expectations taught, modeled, practiced, and re-taught each week</td>
</tr>
<tr>
<td>Implement a specific social skills instructional approach that identifies the intermediate task necessary to develop the targeted social skill</td>
</tr>
<tr>
<td>Increase frequency and intensity of positive and reductive contingencies</td>
</tr>
<tr>
<td>Confer daily with student and check for understandings of what the student is doing well and next steps</td>
</tr>
<tr>
<td>Teaching Continued</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Daily maintenance of PBIS expectations (re-teach on a regular basis)</td>
</tr>
<tr>
<td>Clear classroom behavior expectations taught, modeled, practiced, and re-taught</td>
</tr>
<tr>
<td>Professional Development</td>
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<tr>
<td>Tier</td>
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<tr>
<td>------</td>
</tr>
<tr>
<td>Tier 1</td>
</tr>
<tr>
<td>Tier 1A</td>
</tr>
<tr>
<td>Tier 2</td>
</tr>
<tr>
<td>Tier 3</td>
</tr>
</tbody>
</table>

- Parenting classes for target students (monitoring household daily contingencies)

- Professional development for support staff
- Professional development on diversity and culture
| Considerations Continued | • Matching teacher skills and learner needs | • Change classroom environment  
  • Increase predictable environment  
  • Structure unstructured time  
  • Student's independent level  
  • Student/Classroom Observation | • Contact the consultant or BEST facilitator to determine if the BEST team is warranted (BEST is an optional support)  
  • Analysis of the environment and structures at a deeper level  
  • Look at classroom dynamics (how student is viewed and views the classroom)  
  • Analysis of the interactions between the student and the adults  
  • Deeper analysis of student culture, responsibilities and interactions in the home and community  
  • Additional | • Increasing services  
  • Assign staff to supervision during unstructured time  
  • Trade difficult students with another school  
  • Contact outside agencies  
  • Student observations |
<table>
<thead>
<tr>
<th>Assessment to look at student’s academic understandings and success or obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student observation</td>
</tr>
</tbody>
</table>
Behavior Accommodations vs. Interventions

An accommodation is something you add to make someone successful in their current environment, whereas an intervention is a change of the environment.

Accommodations

An accommodation is anything that supplies a need, want, favor, or convenience. For the purposes of behavior, an accommodation is something provided for a student that will allow him/her to function in his/her environment. Following are several examples of accommodations.

- **Seating/Environment**
  - Seat student near teacher
  - Seat student in low-distraction work area
  - Seat student near positive peer models
  - Use study carrel
  - Keep workspaces clear of unrelated materials
  - Reduce visual distractions

- **Communication**
  - Provide AM check-in
  - Provide lunch time check-in
  - Provide specials time check-in
  - Provide PM check-out
  - Provide specific, positive praise
  - Send daily progress note home
  - Send weekly progress note home
  - Review progress with student and parents
✓ Thank student for complying
✓ Have student call parents when he/she does well
✓ Use non-verbal cues to remind the student of rule violations

➤ Other Accommodations
✓ Stand near student when giving instructions
✓ Increase the frequency and immediacy of reinforcement
✓ Arrange a “safe place” for a student to take a break when in high-stress situations (set up guidelines to prevent avoidance of task)
✓ Use planned ignoring (when behaviors are not seriously disruptive); you can use your proximity to help other students ignore the behavior also
✓ Develop accommodations for behaviors that are annoying but not deliberate (example: provide a piece of rubber for the desk of a student who taps a pencil on their desk)
✓ Stand closer to student when they are behaving
✓ Praise other students for ignoring behavior
✓ Use time out
✓ Establish and practice classroom procedures
**Intervention**

An intervention is to involve oneself in a situation so as to alter or hinder an action or development. For the purposes of behavior, an intervention is a plan of action that involves several components.

**There are Four Components to an Intervention**

**Component One:**

➢ What do we do when a student is on task?
  ✓ For the short-term
    ● Hours
    ● Days
  ✓ For the long-term
    ● Weeks
    ● Months
  ✓ Include specific, positive praise
  ✓ Include motivators

**Component Two:**

➢ What do we do when a student is off task?
  ✓ For lower-level behaviors
    ● Behaviors that are not a danger to self or others
  ✓ For higher-level behaviors
    ● Behaviors that are a danger to self or others
  ✓ Include non-verbal reminders

**Component Three:**

➢ Clearly define and measure behavioral intervention
✓ An intervention must show evidence of progress or lack of progress
  ● Data points must be collected often (10 times a day is a good amount)

Component Four:
- Individual skill building (for more information see “If You Expect to Teach It” Power Point)
  ✓ Identify specific areas of need
  ✓ Skills are taught in the classroom or small group
  ✓ Skills can be taught by classroom teachers, paraprofessionals, mental health, counselors, deans, TOSAs, etc.
Appendix I

Miscellaneous Resources (P – 12)

Enrich Login:
Use Your Network Username and Password

Enrich Training Site:
http://199.254.165.139:8080

Enrich Live Site:
https://enrich.aps.k12.co.us/

Enrich Training Guide and Help Sheet
http://assessment.aurorak12.org/rti/staff-resources/

RtI Guidebook, Parent Primer and Other RtI Resources:
http://assessment.aurorak12.org/rti/

Intervention Ideas/Resources to Get Started with:
http://www.interventioncentral.org/

Pre-Referral Intervention Manual by Stephen B. McCarney (PRIM)

Additional K-12 Literacy Intervention Resources:
http://assessment.aurorak12.org/rti/literacy-intervention-resources-k-12

Additional K-12 ELL Intervention Resources:
http://assessment.aurorak12.org/rti/k-12-ell-intervention/
## Appendix J

### APS Response to Intervention and Occupational Therapy (OT) Services

#### RtI and OT Flow Chart

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>PHASE II</th>
<th>PHASE III</th>
<th>PHASE IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher/Parent</strong>&lt;br&gt;Tiers 1 / 1A</td>
<td><strong>Instructional Support Team (IST) / Parent</strong>&lt;br&gt;Tiers 1A / 2</td>
<td><strong>IST/Parent Tiers 2/3</strong></td>
<td><strong>Special Education Referral Team</strong></td>
</tr>
<tr>
<td>OT can provide building-level professional development to support instruction of all students.</td>
<td>OT can attend the IST meeting and participate in the problem solving process for any student.</td>
<td>Includes all possible interventions and/or supports listed in Tiers 1 and 2.</td>
<td>The student’s response to past RtI interventions indicates insufficient progress and an academic skill deficit.</td>
</tr>
<tr>
<td>OT can provide general information/handouts regarding motor development, accommodations, and/or interventions.</td>
<td>OT can provide an observation or screen of the student in his/her classroom.</td>
<td>OT provides intensive monitoring in collaboration with the teacher based on IST team decision and its impact on the OT caseload.</td>
<td>Formal evaluation may be conducted with parent consent for assessment as part of a total special education assessment plan.</td>
</tr>
<tr>
<td>OT can provide a collaborative consultation session with the teacher, to problem solve concerns and interventions for specific students.</td>
<td>OT can assist in tailoring interventions based on student needs as determined by an observation of the student</td>
<td>If performance is adequate, continue plan.</td>
<td>Eligibility for OT as a related service will be determined based on special education eligibility.</td>
</tr>
<tr>
<td>Data is collected in Enrich by the student’s teacher.</td>
<td>OT can help determine low tech tools for the student.</td>
<td>If performance is inadequate revise intervention and or proceed to Phase IV (notify parent).</td>
<td></td>
</tr>
<tr>
<td>If intervention shows adequate progress, continue with intervention. If inadequate progress, proceed to Phase II (notify parent).</td>
<td>OT can help determine progress monitoring tools and help interpret data.</td>
<td>Data continues to be collected in Enrich by the student’s teacher.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data is collected in Enrich by the student’s teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>If intervention shows adequate progress, continue with intervention. If inadequate progress, proceed to Phase III (notify parent).</td>
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</tr>
</tbody>
</table>

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Final Version 8/21/12
### Appendix K

APS Response to Intervention and Speech/Language (SL) Services

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>PHASE II</th>
<th>PHASE III</th>
<th>PHASE IV</th>
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<tbody>
<tr>
<td><strong>Teacher/Parent</strong>&lt;br&gt;Tiers 1 / 1A</td>
<td><strong>Instructional Support Team (IST) / Parent</strong>&lt;br&gt;Tiers 1A / 2</td>
<td><strong>IST/Parent Tiers 2/3</strong></td>
<td><strong>Special Education Referral Team</strong></td>
</tr>
<tr>
<td>SLP can provide building-level professional development to support instruction of all students.&lt;br&gt;SLP can provide general information/handouts regarding speech/language development, accommodations, and/or interventions.&lt;br&gt;For articulation, voice, or fluency concerns, SLP may screen and determine if student should be referred to Phase IV.&lt;br&gt;For receptive and/or expressive language concerns, SLP provides consultation to assist the teacher in applying intervention strategies.&lt;br&gt;If intervention shows adequate progress, continue with intervention. If inadequate progress, proceed to Phase II (notify parent).</td>
<td>SLP can attend the IST meeting and participate in the problem-solving process for any student.&lt;br&gt;For receptive and/or expressive language concerns, SLP consultation continues and provides materials to support targeted strategies.&lt;br&gt;SLP can help determine progress monitoring tools and help interpret data.&lt;br&gt;Data is collected in Enrich by the student’s teacher.&lt;br&gt;If intervention shows adequate progress, continue with intervention. If inadequate progress, proceed to Phase III (notify parent).</td>
<td>Includes all possible interventions and/or supports listed in Tiers 1 and 2.&lt;br&gt;Teacher provides intensive monitoring in collaboration with the SLP based on IST team decision and its impact on the SL caseload.&lt;br&gt;If performance is adequate, continue plan.&lt;br&gt;If performance is inadequate revise intervention and or proceed to Phase IV (notify parent).</td>
<td>The student’s response to past RtI interventions indicates insufficient progress and an academic skill deficit in the area of language.&lt;br&gt;Determine possible eligibility under IDEA.&lt;br&gt;Formal evaluation may be conducted with parent consent for assessment. Eligibility for special education will be determined.</td>
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