

Response to Intervention:

Georgia's Student Achievement Pyramid of Interventions

2011

Responses to Meet the Needs of ALL Georgia Students



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

This document and many related others can be accessed on this GaDOE RTI site:

http://public.doe.k12.ga.us/ci_services.aspx?PageReq=CIServRTI

Acknowledgements

This document is a 2011 revision of the original 2008 RTI guide. It is intended to update information about RTI in Georgia, modernize terminology and correct any errors in the original. The inaugural 2008 guide was a groundbreaking effort by dozens of educators, university faculty, parents, agency representatives, association members and Department of Education staffers. This 2011 revision was completed with help from a much smaller but equally involved and experienced group of educators. Many thanks for their expert assistance.

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Executive Summary

Since 1984, the State of Georgia has been implementing its commitment to federal district court to require a Student Support Team (SST) in every public school. SST is mandated in Georgia as part of a legal permanent injunction from a federal court case (Marshall v. GA, 1984). Its function is to provide a problem solving team/process to prevent inappropriate referrals to special education and, equally significantly, unnecessary removal of students from general education, especially Georgia's minority students in disproportionate numbers. With state requirements and the requirements of ESEA/NCLB and IDEA 2004 Georgia increased its focus on providing high quality research based instruction, interventions, and data driven practices to help all students succeed in the general education curriculum. This reinforced the legitimacy and vitality of what has become known as **Response to Intervention (RTI)**. In that framework, SST is now part of a system of 4 tiers of support in Georgia, collectively referred to as the Georgia Pyramid of Interventions.

The process of teachers changing their instruction based on how well the students responded to it—known as “Response to Intervention” (RTI)—has steadily become the national model for successfully reaching students when they are just beginning to fall behind expected benchmarks and providing appropriate supports and interventions at increasing levels of intensity. This can prevent the rapid decay of learning desire that comes when a student senses it may be impossible to catch up with the class.

In the DuFour *et al* book, Whatever it Takes, the authors ask three critical questions:

Exactly what do we want students to learn?

How will we know when a student has acquired the essential knowledge and skills?

What happens in our schools when a student does not learn?

These questions are at the heart of Georgia's Response to Intervention (RTI) "Pyramid of Interventions." Indeed, they are embedded in all levels of the Pyramid.

Georgia has implemented a four-tier Response to Intervention (RTI) model in a) identifying and b) addressing students' academic and/or behavioral needs. Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of our model (Tier 1). Every public school in Georgia is mandated to teach the standards to all students based on their grade level and/or content area. Universal screening helps teachers identify students who will need more individualized assistance. Progress monitoring allows teachers to assess the effectiveness of instruction and to differentiate their assistance based on the instructional and/or behavioral needs of the students. When a variety of Tier 1 strategies are utilized and the student is not showing significant improvement, this should be the trigger that activates the school's RTI plan to bring more *focused attention and* more intensive instructional assistance that comprises Tier 2.

Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills. All Tier 2 Interventions must be research proven and aligned to the needs of the student and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. Collaboration by staff in delivery of rigorous instruction and appropriate Tier 2 interventions is vital in order to ensure a transfer of learning from Tier 2 to Tier 1 activities. Progress monitoring is more frequent and is vital in order to judge the effectiveness of the interventions based on the student's response to them. If such appropriate interventions-- implemented with fidelity and for an established duration-- are not effective then the staff must call upon the assistance of the Student Support Team (SST), which is Tier 3.

In Tier 3, SST is the structure and RTI is the process. Team members now individualize appraisal and interventions to determine barriers to learning and develop appropriate individual interventions for the student. If a variety of SST/Tier 3 interventions are finally determined not to be adequate and the need for more individualized assistance is thus documented, the SST will make an appropriate referral for consideration of placement of the student in an appropriate Tier 4 program. If found eligible, this student may be placed in Special Education, English to Speakers of Other Languages (ESOL), Gifted or other programs that are delivered by specially trained teachers.

In summary, the SST is mandated by federal court order and our RTI model is a systemic process to bridge behavioral and academic gaps. Ultimately, the success of any SST relies on the foundation of Tiers 1 and 2. Success is attainable when schools analyze their data to identify school-wide, classroom, and individual student needs and by their use of research based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. The Georgia Pyramid of Interventions/RTI is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all Georgia students in the 21st Century.

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Introduction and Overview

Response to Intervention (RTI) is at the core of school improvement-- to make sure we reach *all* students, especially those whose academic skills or behaviors are not up to expectations. This movement, now common practice in all states, came about in an unusual way: *from the bottom up*. That is, it is not a top-down federal or state program authored by elected representatives, government officials or education mavens, and it is not new. It is a grassroots effort based on a set of hard-won proven practices for successfully addressing the hardest to reach students, which has been gradually crafted by trial and error for at least 25 years. Its identity is a building level atmosphere, culture and level of expectation that every student's needs are the work and responsibility of every teacher and staff member, and that the RTI process is the framework to address those needs. Its purpose is to find out at the beginning of each year which students are not succeeding and begin to use increasingly intensive research based interventions until we either remediate them in the general classroom setting or in a classroom with specially trained teachers for specially designed instruction in conjunction with the regular classroom curriculum.

The federal or state government did not provide us with a RTI process that was a fully formed program and mandate its use. After many local systems across the nation began achieving markedly improved success with an RTI approach, the US Department of Education eventually recognized the inevitable and started making room for these practices in federal programs. Suffice it to say that now it would be hard to find a system where at least a minimum of RTI processes are not being used. We in Georgia have already had the essence of RTI present in our SST functioning in each public school since 1984, so the maturing science of RTI has conveniently subsumed and fitted to our SST and applied the principles at every level of education.

Response to Intervention (RTI): The Georgia Student Achievement Pyramid of Interventions graphically illustrates the process of aligning appropriate assessment with purposeful instruction for all students. In Georgia, Response to Intervention is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment. The tiered approach to providing layers of intervention for students needing support requires a school wide common understanding of the Common Core Georgia Performance Standards (CCGPS), timely assessment practices, and appropriate instructional pedagogy.

Georgia's RTI process includes several key components:

- A 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions of increasing levels of intensity based on progress monitoring.
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
- Data Teams in each school serve as the driving force for instructional decision making in the building.
- Purposeful allocation of instructional resources based on student assessment data.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

Specific information on the 4-Tier delivery model is located in this document starting at Chapter 4.

Tier 1 – Standards-Based Classroom Learning

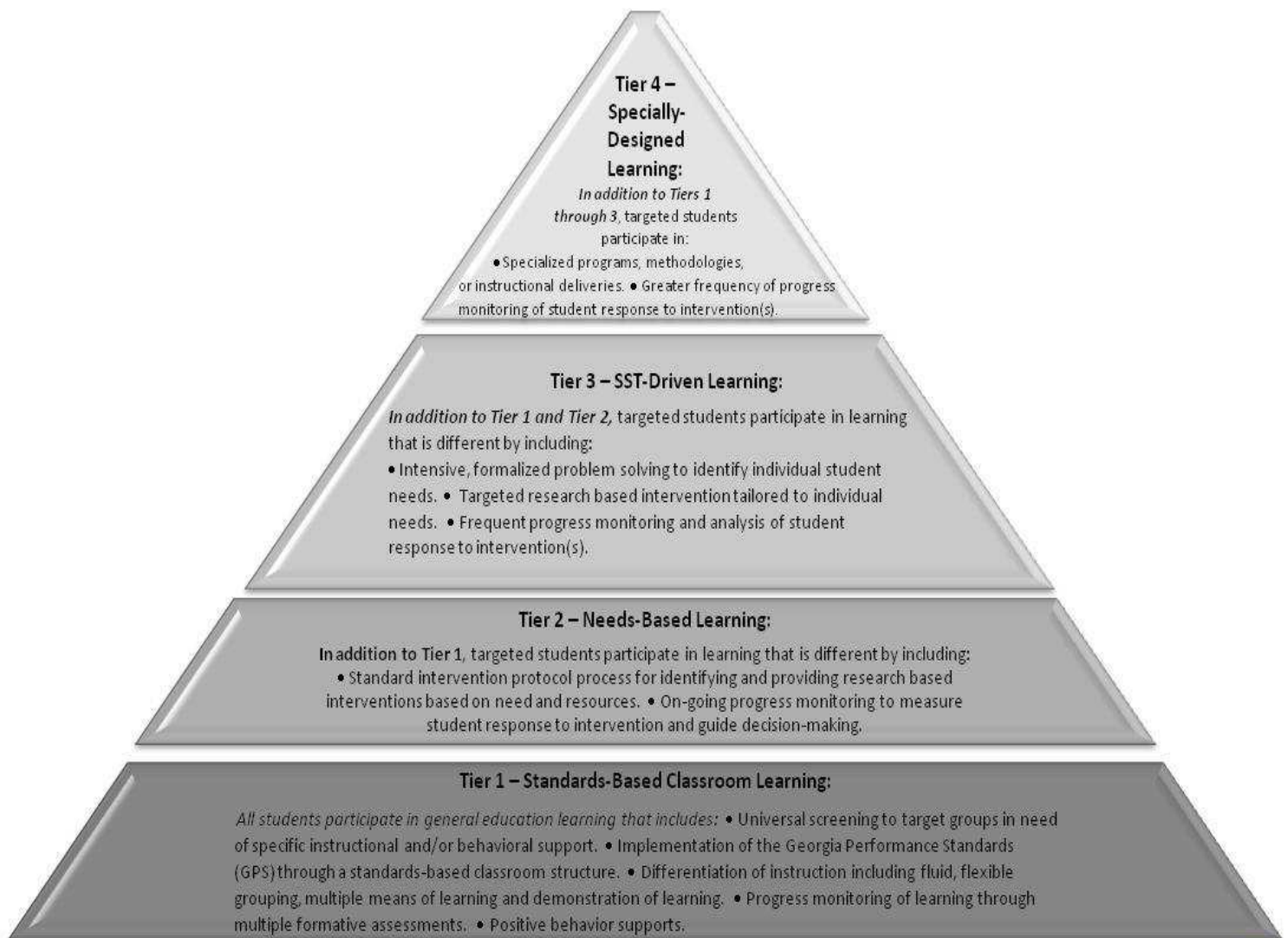
Tier 2 – Needs-Based Learning

Tier 3 – SST-Driven Learning

Tier 4 – Specially-Designed Learning

Response to Intervention

The Georgia Student Achievement Pyramid of Interventions



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Chapter 1 – Glossary of Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Aim line – The line that connects the median baseline data point and the long range goal (LRG) data point. If you are using a data base system to enter the data, the program may plot this line. If you are hand graphing, then you would use the median baseline data point (use at least 5-7 data points for baseline) and then plot the LRG point. Connect the two points, and then you have constructed the aim line (McCook, 2006).

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities; designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Anchor Paper(s) – A sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing the student performance to the anchor. For example, if student work was being scored on a scale of 1-5, there would typically be anchors (previously scored student work) exemplifying each point on the scale.

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative; and formal or informal.

At Risk – An at-risk student is a student with specific needs that may hinder academic achievement, graduation, or ability to successfully transition to college or career opportunities. The Georgia Department of Education is committed to provide Local Education Agencies (LEAs), parents, and students with a comprehensive set of resources and interventions to support the needs of students at-risk of not being successful in school. Students may need support in any of the following areas

- Academic
- Social/Emotional
- Behavior/Health/Physical
- Graduation/Advisement/Advocacy

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Behavior Intervention Plan- A plan developed for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as number of correct words read per minute (reading fluency).

Benchmark Papers – Another term used for anchor papers.

Commentary – Oral or written feedback that identifies the features of a work sample that illustrate the relevant part(s) of a standard. Commentary draws attention to the qualities of student work with direct reference to the performance descriptions for the relevant standards.

Common Assessment – Common assessments are the result of teachers collaborating and coming to consensus about what students should know, understand and be able to do according to the standards. Common assessments assess the standards and provide teachers a means for looking at student work.

Comprehensive Evaluation – In-depth evaluation provided when there is a suspected disability. It is conducted to determine if a student has a disability and to determine the educational needs of the student.

Concept Map – A concept map is a document that outlines the concepts, essential questions or enduring understandings, vocabulary, instructional tools, and assessments for each unit.

Content Descriptions – Content Descriptions describe how the standards set forth in the state’s curriculum are assessed on the state-mandated assessments. Developed primarily for educators, each content specific document provides information about the content assessed and is based on the work of Georgia teachers. The documents are organized by each content domain (groupings of similar content standards) that is reported for an assessment. Associated curricular standards are listed as well as associated concepts, skills, and abilities (e.g., the things students are expected to know and be able to do relative to each grade and domain). There is no hierarchy in the listing; each is of equal importance. Each state-mandated assessment (e.g., CRCT, EOCT) is designed to assess how well students know and are able to perform each of the various concepts, skills, and abilities for a specific content area at their grade level or at the end of a course.

The Content Descriptions are in no way intended to substitute for or supplant the curriculum. They supplement the curriculum by providing more descriptive information about how content will be assessed. Content Descriptions do not suggest when concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when and how concepts and skills will be assessed via the state-mandated assessments.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Culminating Performance Task – A culminating performance task is designed to be completed at or near the end of a unit of instruction. The activity is designed to require students to use several concepts learned during the unit to answer a new or unique situation. The measure of this activity allows students to give evidence of their own understanding toward the mastery of the standard.

Curriculum-Based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student’s instructional needs.

Curriculum-Based Measurement – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

Curriculum Map – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

Data-based Instruction – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

Data Point – A single point of data on a graph or chart that illustrates a student’s performance/progress.

Data teams – Teams of educators responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Decision Rule - A local system’s pre-determined statement that defines the required score or level of progress on a specified assessment within a stated time period for deciding whether additional (or reduced) intervention is necessary. For example, “First grade students in General County who do not move to low risk on the DIBELS after 12 weeks of Tier 2 intervention (small group for 20 minutes 5x per week) will begin Tier 3.”

Depth of Knowledge – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary by subject.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students’ varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Elements – Elements support the content standard to identify specific learning goals associated with the standard.

Eligibility Team – A group of qualified professionals and the parent/guardians of the child; members determine whether the child is a child with a disability and they determine the educational needs of the child.

Enduring Understanding – An enduring understanding is a big idea that resides at the heart of a discipline and has lasting value outside the classroom. Enduring understandings should be transferable between units of a course and between courses in the same content area.

English Learner (EL) – (formerly **English Language Learner, ELL**) Refers to students whose first language is other than English and whose command of English is limited. The term is sometimes used interchangeably with Limited English Proficient (LEP).

English to Speakers of Other Languages (ESOL) – ESOL is a state funded instructional program for eligible English Learners (ELs) in grades K-12.

Essential Question – An essential question gets to the heart of a particular enduring understanding and helps students relate the factual knowledge to the concepts on the unit. There are two types of essential questions that are used in the Standards frameworks: broad/overarching and unit/content specific.

Evaluation – The process of making judgments about the level of student understanding or performance.

Exemplars – An example of student work which provides a model product.

Evidence-based interventions – Specific interventions supported by well designed, independent research studies. There is *evidence* that the interventions improve student outcomes. (Rathvon, 1999).

Feedback – Descriptive comments provided to or by a student that provide specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity of implementation and instruction – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups. Students may change groups based on performance and needs.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose gaps in skill and knowledge, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary, and feedback.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the State adopted Standards and Curriculum. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Functional Behavior Assessment – A problem-solving process for student behavior that uses techniques to identify what triggers a given behavior and to identify interventions that directly address it.

Common Core Georgia Performance Standards – Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. These standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Are informed by other top performing countries, so that all student are prepared to succeed in our global economy and society; and
- Are evidence based

Gifted Student – A gifted student is one who demonstrates a high degree of intellectual and/or one or more creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Guidance – Information provided to the student about what to do next, including steps or strategies to try in order to improve and progress toward identified standards/ learning goals.

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. It is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a student with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques and include progress monitoring.

Lexile – (also known as the Lexile Score or Lexile Measure) a standard score that matches a student’s reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between BR (for Beginning Reader) and 1700.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Organizing Framework – An organizing framework guides teachers as they plan for instruction in order to ensure that all standards are addressed and achieved by the end of the year.

Performance Level Descriptors – A verbal statement describing each performance level in terms of what the student has learned and can do. These statements are available for each state-mandated assessment for each content area and grade level where applicable.

Performance Levels – A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) when assessed on a state-mandated assessment. The Performance Level and Performance Level Descriptors provide more meaning to the scale score.

Performance Standards – provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know “how good is good enough.” Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary.

Performance Task – a formative assessment that checks for student understanding/misunderstanding and/or progress toward the standards/learning goals at different points during a unit of instruction. Performance tasks involve the application of knowledge and skills rather than recall and result in tangible products or observable performances. They involve meaning-making, encourage self-evaluation and revision, require judgment to score, and are evaluated using predetermined criteria (rubrics). Culminating performance tasks differ from other performance tasks because they are created over time during the unit. Culminating performance tasks measure conceptual understanding of the standards/learning goals specified for a specific unit and usually involve multiple modalities.

Probe – When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or "probes," of academic material taken directly from the student's school curriculum. These CBM probes are given under standardized conditions. For example, the instructor will read the same directions every time that he or she gives a certain

type of CBM probe. CBM probes are timed and may last from 1 to 5 minutes, depending on the skill being measured. The student's performance on a CBM probe is scored for speed, or fluency, and for accuracy of performance. Since CBM probes are quick to administer and simple to score, they can be given repeatedly (for example, twice per week). The results are then charted to offer the instructor a visual record of a targeted child's rate of academic progress (Jim Wright, Intervention Central website: <http://www.interventioncentral.com/>).

Problem Solving Process - Problem Solving is a process that uses the skills of professionals from different disciplines to study student achievement, implement scientifically based interventions, and evaluate impact on performance. More specifically, it is a four step process that includes: What is the problem? Why is it happening? What is our plan? and then Implementation of the plan.

Problem Solving Team – A team of people, which may include school staff and parents, who use a problem solving approach to address a problem or area of need for a student.

Process Standards – Process standards define the means used to determine patterns of thought and behavior that lead to conceptual understanding.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students' academic and behavioral performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Pyramid of Interventions – (also, Georgia Student Achievement Pyramid of Interventions). It is a conceptual framework whose purpose is to enable all students in Georgia to make great gains in school. It is a graphic organizer that illustrates layers of increasingly intense instructional efforts that can be provided to students according to their individual needs and progress.

Rate of Improvement- Related to progress monitoring a student's rate of improvement is the number of units of measure (i.e. words read correctly (wrc), correct responses, correct digits) a student has made per week once an intervention is implemented. To determine this rate, divide the total number of units gained by the number of weeks that have elapsed. (ex.: $16wrc/9 \text{ weeks} = 1.5 \text{ wrc/week}$) Comparing rate of improvement to a typical peer is one factor that is considered to determine whether a student has made adequate progress. An at-risk student's rate of improvement must be greater than the rate of improvement of a typical student in order to "close the gap" and finally perform at grade level.

Response to Intervention – Response to Intervention (RTI) is a practice of academic and/or behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.

Research Based Intervention – one where the methods, content, materials, etc. were developed with guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than when performed independently. The opportunity to practice the skill at this level helps students advance to the point where they can operate at this high level on their own.

Scientifically-based research (SBR) – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

Schoolwide Positive Behavior Support – “A broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.” (Sugai et al., 2005)
Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

Scoring Rubric – A scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess their work. A rubric is based on a continuum of performance quality and is built upon a scale of different possible score points to be assigned. A rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met.

Standard – An indicator established by authority as a rule for the measure of quantity, weight, extent, value or quality. It defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which students express understanding of that knowledge.

Standard Protocol Intervention – A process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, usually implemented at Tier 2.

Standards-Based Classroom – a classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day’s learning is important to know or know how to do, as well as how to do it. They also know that they are working toward meeting standards throughout the year and that standards-based learning is a process, not an event.

Standards-Based Instructional Bulletin Board – one that is strategically placed in the classroom that provides examples of student work that have been correlated to the standards by elements. Generally, the student work, the task, the standard, and commentary on the work are posted; students and others can refer to it as a model or exemplar of student work that meets or approaches meeting the standard(s).

Strand – A strand is an organizing tool used to group standards by content.

Strategy – A loosely defined collective term that is often used interchangeably with the word “intervention”; however strategies are generally considered effective, solitary instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Commentary – A student’s oral or written self-reflective, metacognitive comments that self-assess his or her progress toward the specified standard(s) and that provide feedback to the teacher about student understanding; as a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners.

Student Support Team (SST) – a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Georgia public school, uses a data-driven process to plan individualized supports and interventions and to assess their own effectiveness.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Student work may or may not demonstrate that the student is meeting a standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Common Core Georgia Performance Standards (CCGPS) and the state adopted curriculum where applicable.

Tasks – Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.

Teacher Commentary – Oral or written comments made by the teacher that provide feedback to students regarding their progress toward the specified standard(s); comments may include praise in addition to constructive criticism and will often include guidance for revising work or for future work. Teacher commentary shows students why they did or did not meet a standard and enables students to take ownership of their own learning.

Note: *Public commentary* is posted commentary that specifies the evidence in student work that effectively illustrates relevant parts of the standard(s); these are general statements provided to guide parents and students in understanding the standards. *Private commentary* is commentary that identifies the features of a specific student's work sample that illustrate the relevant parts of a standard(s) as well as feedback and guidance for next steps. Private commentary is meant for the student, teacher and parent, not the public.

Teaching Rubric – Teaching rubrics are explicitly designed to support as well as to evaluate student learning. Teaching rubrics have several features that support learning:

- Teaching rubrics are written in language that students can understand;
- Teaching rubrics are created with students as a result of the teaching that has occurred in the classroom (not before the teaching takes place);
- Teaching rubrics define and describe quality work;
- Teaching rubrics refer to common weaknesses in students' work and indicate how those weaknesses can be avoided, and;
- Teaching rubrics can be used by students to assess their works-in-progress and guide revision and improvement.

Tiered Instruction – Varying levels of instructional intensity within a tiered delivery model.

Trend Line – Line of a graph that connects data points. This is used to compare against the aim line to determine responsiveness to interventions. The trend line is what the student has actually achieved vs. the aim line which is the desired performance score.

Universal Screening – A quick process of assessing student performance, usually of an entire grade level and typically three times per year, to determine progress in relation to student benchmarks and thereby identify struggling students early; related directly to student learning standards.

Links to other RTI glossaries of terms on the internet:

<http://www.rtinetwork.org/>

<http://www.rti4success.org/RTIGlossary>

Chapter 2 – Research on Response To Intervention

RTI is an evidence-based approach to early intervention for students struggling with learning or behavior in general education and special education settings. Its core principles are that **Tier 1 evidence-based instruction is provided with fidelity, student progress is monitored frequently, students’ responsiveness to intervention is evaluated, and instruction is adapted as needed** (National Association of State Directors of Special Education, 2005; Vaughn & Fuchs, 2003). It has come to the forefront of education reform efforts in recent years, with a different twist—it came from the bottom up. Now both federal legislation and state initiatives have endorsed the effectiveness of RTI and similar initiatives. RTI addresses NCLB and IDEA 2004 mandates, concerns about traditional special education identification procedures, the disproportionate representation of minorities in special education, the integration of general and special education, and the delivery of evidence-based programs to students.

Integration of Program Areas

RTI emphasizes integration of program areas, application of a problem solving approach, and use of evidence-based instruction with progress monitoring data because they have consistently improved educational outcomes in achievement, behavior, and graduation rates. Indeed, RTI has programmatic collaboration built into its design since it requires coordinated decision-making and resource sharing among general education, special education, and related services personnel. Similarly, the statewide standards-based curriculum in Georgia, applied to all program areas, is expected to be facilitated, in part, through the state’s tiered intervention model. Georgia is an example of how an RTI approach is used to improve school services—the School Improvement program area uses it to help schools in the AYP Needs Improvement category; Curriculum and Instruction uses it to provide differentiated instruction; and Special Education uses it as one option in the student eligibility decision process.

Basis for informing instructional decision-making

Some researchers have long asserted that there is a lack of evidence of the cost effectiveness and validity of aligning instruction to diagnostic classifications (Canter, 2004; Fletcher et al., 2002; Reschly & Tilly, 1999; Ysseldyke & Marston, 1999). Recent RTI-related literature suggests that a central advantage of RTI over the IQ-achievement discrepancy model is RTI’s provision of information directly relevant to the design, delivery, and monitoring of student progress via more appropriate instruction (Bradley, Danielson & Doolittle, 2007). Currently, states are shifting from categorizing-labeling students to focusing more on the instructional needs of students—meeting them where they are—with the goal of basing instructional decisions on how students are progressing. It is anticipated that this shift will help integrate general and special education, streamline resources, and promote greater inclusion of students with special needs.

Disproportionality

RTI may help reduce the disproportionate representation of minorities in special education. All states and schools in the U.S. are accountable for disproportionality in special education through State Performance Plan reporting to the Office of Special Education Programs. The Georgia Department of Education concurs that disproportionality is a serious concern in the state and Georgia is under consent decrees requiring the elimination of this disproportionality.

RTI can be used as a strategy to account for cultural and linguistic considerations and differences among students when designing interventions, thereby possibly reducing the disproportionate identification of minority students. Research evidence on the potential of RTI to reduce the disproportionate number of minority students is promising. Marston (2002) cites significant decreases in placement rates of minority students in special education with RTI. In the Minneapolis Public Schools, Marston, Muyskens, Lau, and Cantor (2003) found that the RTI process reduced disproportionality for African-American students, and similarly, VanDerHeyden and Witt (2005) found a significant increase in the rate of response of minority students to early intensive instruction.

Special Education Identification

Finally, RTI has been discussed in the literature as an alternative method to the traditional IQ-achievement discrepancy model for identifying and intervening with students' learning problems or disabilities. With the discrepancy model, a student must evidence a severe discrepancy between general intelligence and academic achievement before being identified as having a specific learning disability (SLD) in order to receive special education services. Such a discrepancy is typically not evident until a student has completed two or more years of schooling. This represents a "wait to fail" approach that is considered by many to work against early intervention. Indeed, researchers have cited the advantages of early identification and remediation of students with SLD (Gresham 2002; Jenkins & O'Connor, 2002). Delaying identification of SLD until a child falls below a predicted level of performance can result in at least two years of academic failure (Donovan & Cross, 2002).

RTI and its Relationship to Other State and Federal Programs

NCLB's focus on evidence-based practice, data-driven decision-making and multi-tiered intervention reflects the fundamental elements of RTI and similar tiered-interventions. NCLB's focus on preventing learning problems, reducing achievement gaps among minority students, and intervening early with struggling learners is further specified in IDEA 2004; it allows an RTI approach as a means to determine student eligibility for special education. IDEA 2004 promotes instructional practice and decision-making designed to ensure that inadequate instruction or cultural bias do not lead to the academic or behavioral misidentification of minority students in special education. At its core, IDEA 2004 encourages reforms that better integrate special and general education systems. The law's corresponding emphasis on improving outcomes for both at-risk students and those with learning disabilities is very much in line with the aims of RTI.

Decision makers have been working for many years to improve school practices and classroom instruction with approaches and features—such as teacher support teams, a problem solving process, data-based decision making—that characterize RTI.

In the planning and development stages for RTI or tiered approach initiatives, informational resources may provide assistance in becoming familiar with the components of RTI and the research base behind it, exploring particular models, and gathering information on elements to consider in implementing RTI:

- National Center on Response to Intervention (NCRTI)
- National Resource Center on Learning Disabilities (NRCLD)
- National Association of State Directors of Special Education (NASDSE)
- National Center on Educational Outcomes
- National Technical Assistance Center on Student Progress Monitoring
- The IRIS Center at Peabody
- *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, by Richard DuFour, Rebecca DuFour, Robert Eaker and Gayle Karhanek
- Response to Intervention: Training for California Educators (California Department of Education five-part video series)
- Florida Center for Reading Research
- Iowa Heartland Model

Two RTI models have emerged as options for implementation: the **problem-solving model** and the **standard protocol model**, with variations and hybrids emerging based on the two (Hollenbeck, 2007; Fuchs et al., 2003). The problem-solving model (PSM) evolved out of school problem-solving teams (Graner et al., 2005) and behavioral consultation (Fuchs et al., 2003). The approach relies on groups of teachers and specialists to design and monitor interventions with students identified as having academic challenges (Fuchs & Fuchs, 2007). In contrast to PSM, the standard protocol model (STP) uses school or class-wide screening to identify student learning problems, which are then addressed using predetermined instructional techniques and interventions. In practice, the features of the problem-solving and standard protocol approaches can be merged (Hollenbeck, 2007). For example, Iowa's Heartland AEA Problem-Solving model,

initiated in 1988, has evolved over time from allowing maximum flexibility for LEAs within the parameters of the model's design principles to incorporating more standardized protocols and commercially available interventions (Jankowski, 2003; Grimes & Kurns, 2003).

While states are at varying stages of the development and support of the RTI model, experts generally recommend a phased introduction over a handful of years that allows sufficient time for educators and administrators to accommodate new practices (Fuchs & Deschler, 2007). The National Research Center on Learning Disabilities (NRCLD) defines the following RTI core implementation features, such as:

- Universal screening of academics and behavior
- High-quality research-based classroom instruction
- Implementation of appropriate research-based interventions
- Continuous progress monitoring of students' response to interventions

NRCLD also identifies several common attributes of RTI implementation:

- The concept of multiple tiers of increasingly intense student interventions
- Implementation of a differentiated curriculum
- Instructional delivery includes staff other than the classroom teacher
- Categorical or non-categorical placement decisions

The most mature examples of wide-scale adoption of RTI are Iowa's Heartland AEA model, Minneapolis's PSM model, and Florida's Problem Solving and Response to Intervention project.

Iowa: <http://www.aea11.k12.ia.us/>

Minneapolis: http://speced.mpls.k12.mn.us/special_education_resource_programs.html

Florida: <http://floridarti.usf.edu/>

Chapter 3 – Solving Learning Concerns

Section 3.1 Problem Solving and Standard Protocol

Considering the research on Response to Intervention, two models have been widely implemented around the nation: **Problem Solving** and **Standard Protocol**. Problem Solving is a process that uses the skills of professionals from different disciplines to study student issues (especially individual), implement scientifically based interventions, and evaluate impact on performance. This is more common at Tiers 3 and 4. Standard Protocol is a process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, primarily at Tiers 1 and 2. Both models offer strong structures for teams to support student achievement. **The Georgia Department of Education recommends the use of a blended approach to solving student learning or behavior issues.** Combining both approaches will allow schools the flexibility to identify research based and research proven reading, mathematics, and behavioral interventions. Schools will then be able to insert these interventions where they are most appropriate.

The exact “Scientifically Based Research” language from NCLB Section 9101 (37) reads:

(37) SCIENTIFICALLY BASED RESEARCH- The term scientifically based research —

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that —

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

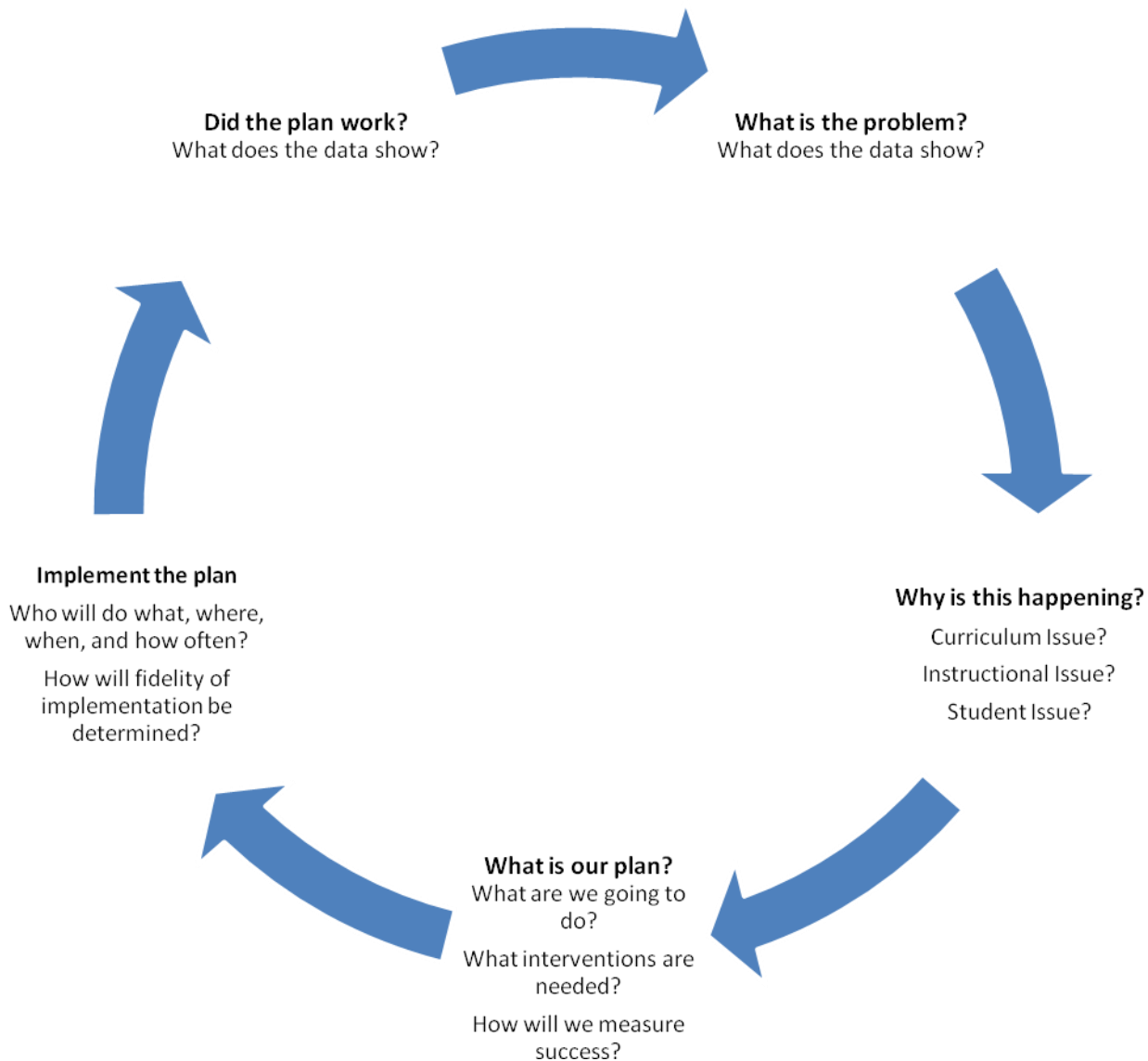
(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Data Teams

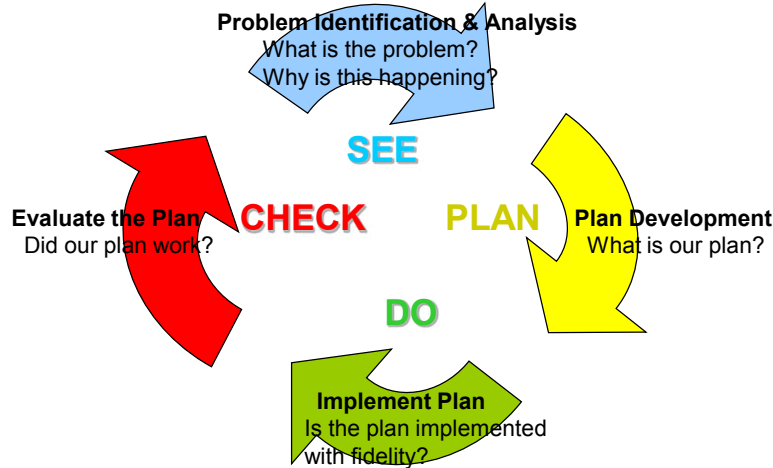
The Georgia Department of Education recommends the formation of a data team at each school. This team would be responsible for analyzing achievement and discipline data from both formative and summative measures in use. The team would lead the work of using district and school performance norms to set criteria for expected growth and the identification of scientifically based interventions needed to support the learner. School level participants should include the principal, grade level/content area representatives, counselors, and school psychologist.

This graphic illustrates Georgia's process that data teams follow for solving student learning and behavioral concerns:

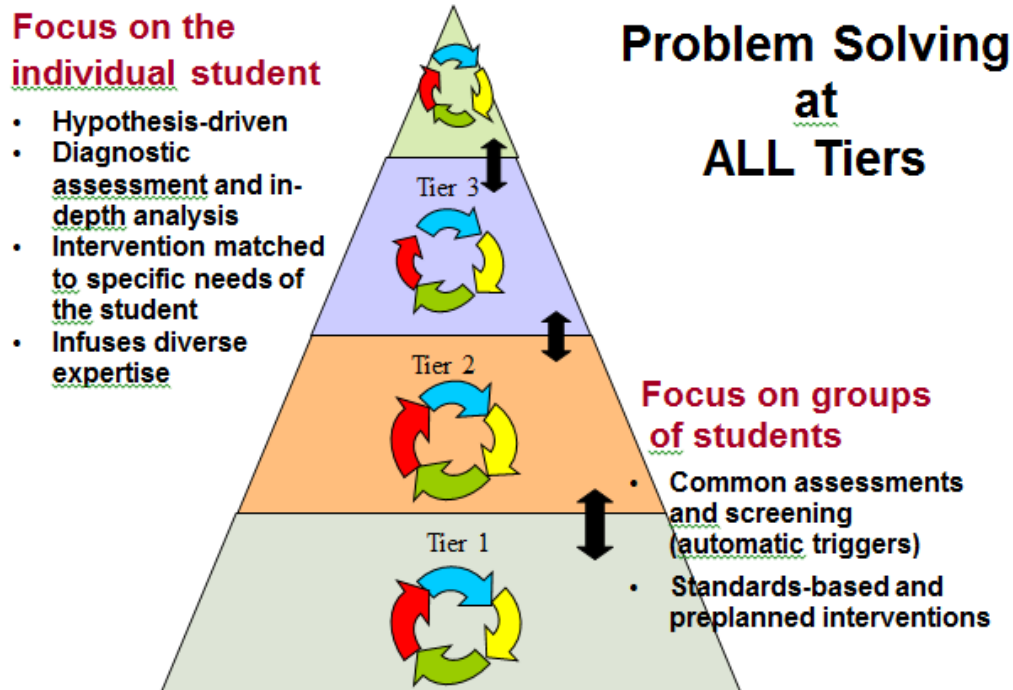


Problem Solving occurs at all Tiers. Teachers are continually using data to drive instructional decision making. These visuals from SSTAGE (Student Support Team Association for Georgia Educators) show a four-step problem solving process and its use at each tier to support students:

The Problem Solving Process... Data-Driven Decision Making



Source: Lynn L. Pennington, SSTAGE



Source: Lynn L. Pennington, SSTAGE

What is the problem?

A review of student data at the district and school level will reveal patterns in learning and behavior. These patterns are used to develop system norms for expected student progress. Schools will use these norms to identify students not meeting their individual expected potential. The use of a Universal Screener, based on the Common Core Georgia

Performance Standards, is critical to identifying students who may need additional assessments to determine learning gaps. If less than 80% of the school's students meet standards, the data team should use local school norms to identify targeted students and work to raise the school to district standards.

Why is this happening?

The Department suggests a deep look at the reasons why learning is occurring at the rate identified for individual students.

- Are the Common Core Georgia Performance Standards being implemented in classrooms? The universal screener and benchmark assessments should be based on the CCGPS, so it is reasonable to require schools to ensure that the curriculum is being learned to the level of rigor expected at each grade level. If the curriculum lacks clarity, has limited rigor, and/or shows inappropriate depth of learning, this is a curriculum issue. A review of the curriculum and professional learning is needed.
- Explicit and systematic instruction should be in all classrooms. Research based instructional strategies, teacher modeling, student feedback, and teacher commentary are the foundation of standards-based classrooms. The uses of formative assessment to guide instruction, along with appropriate student engagement and management skills, are requirements in all classrooms in Georgia. An instructional issue would be flagged by what the teacher is or is not doing in the classroom. Professional Learning will be required to ensure standards-based instruction is occurring in all classrooms and to support the content knowledge of teachers.
- Finally, after removing the possibility of curriculum or instructional issues, the school can begin the process of determining if the progress gaps are due to how the student learns.

What is our plan?

At this stage, the team has the responsibility of deciding which intervention(s), whether available pre-identified or individualized interventions would be most appropriate for supporting the student. A deep review of student and teacher historical data will guide this decision. The team will create a specific plan to include progress monitoring, growth expectations, and timelines to evaluate progress. Professional Learning support will be in place to ensure and monitor that the interventions are implemented with fidelity.

Implement the Plan

As the plan is implemented, the Department strongly suggests a constant flow of communication between the teacher providing the intervention and the core teachers. This will support the transfer of learning from the intervention to the core area being targeted. Additionally, checks for fidelity of implementation should occur by the data team and/or SST team to ensure accurate implementation of the intervention as designed.

What is fidelity of Implementation? (NRCLD 2006)

Fidelity of implementation is the delivery of instruction in the exact way it was designed to be delivered (Gresham, MacMillan, Boebe-Frankenberger, & Bocian, 2000). Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and that an explicit decision-making model is followed. In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and the teacher level (e.g., implementation of instruction and progress monitoring).

How can schools ensure fidelity of implementation? (NRCLD 2006)

- Link interventions to improved outcomes (credibility)
- Definitively describe operations, techniques, and components
- Clearly define responsibilities of specific persons
- Create a data system for measuring operations, techniques, and components
- Create a system for feedback and decision making (formative)
- Create accountability measures for non-compliance

Did the plan work?

At the designated points for data collection, the team will measure plan success. The team will document growth and create the next level of support for the student.

The Georgia Department of Education recommends that a problem solving process checklist be used as a guide for implementation of the problem solving process. (see example below) This document will support the accountability of school based personnel working to address identified areas of concern for individual student achievement.

Persons involved in the plan for addressing student achievement concerns should be knowledgeable about teacher development and instructional pedagogy. This document will provide a common framework of understanding for school and system level professional learning initiatives designed to ensure that instructional and behavioral interventions are implemented with fidelity.

Problem Solving Process Checklist

Standard	Completion Date	Person Responsible
Problem Identification – What is the problem?		
<ul style="list-style-type: none"> An initial performance concern was defined in observable measurable terms and was quantified. (list all concerns, prioritize one, collect data to determine a area of concern in expected performance) 		
<ul style="list-style-type: none"> Documented Data from at least two sources converge to support the performance concern statement. (i.e., interview + observation, or assessment data + observation, student work samples). Assessment information to include formative and summative data. 		
<ul style="list-style-type: none"> Student baseline data in the area of concern is collected using a measurement system with sufficient technical adequacy for ongoing frequent measurement, and includes a minimum of 3 data points with standardized procedures for assessment. Baseline data are graphed. 		
Problem Analysis – Why is this happening?		
<ul style="list-style-type: none"> Data from a variety of sources and domains were collected to consider multiple hypotheses for the cause of the identified discrepancy. These data are documented. 		
<ul style="list-style-type: none"> A single hypothesis for the cause of the discrepancy in expected performance was selected. At least two pieces of data converge to support this hypothesis. At least one of these is quantitative. 		
Plan Development – What is our plan?		
<ul style="list-style-type: none"> A data-based goal was established that describes the learner, conditions (time and materials for responding), expected performance, and an expected goal attainment date. The goal and date are indicated on a graph. 		
<ul style="list-style-type: none"> The intervention selected meets federal definition of scientifically research-based intervention. The selected intervention directly addresses the specific identified problem and the hypothesis for the cause of the performance concern. 		
<ul style="list-style-type: none"> A written intervention plan was clearly defined that explicitly describes what will be done, where, when, how often, how long (per session), by whom, and with what resources. 		
<ul style="list-style-type: none"> A written description of the progress-monitoring plan was completed and includes who will collect data, data collection methods, conditions for data collections, and schedule. 		
<ul style="list-style-type: none"> Benchmark criteria were set in advance to determine progress. 		
<ul style="list-style-type: none"> A plan evaluation meeting was set for no more than 6-8 weeks after the plan was established. 		
Implement the Plan		
<ul style="list-style-type: none"> A direct observation of the intervention to monitor fidelity was completed at least one time. Any discrepancies between the written plan and the intervention in action were noted and resolved. Observations continued until the intervention being delivered and the written intervention plan matched. Written documentation of each observation was made. 		
<ul style="list-style-type: none"> Data were collected and graphed as stated in plan. The required number of data points were collected under the same intervention conditions after integrity was established. 		
Plan Evaluation – Did the plan work?		
<ul style="list-style-type: none"> Team documented agreement that the plan was carried out as intended. 		
<ul style="list-style-type: none"> Team determined and documented whether the pre-intervention discrepancy in expected performance decreased, increased, or stayed the same during the plan implementation phase. 		
<ul style="list-style-type: none"> Team decided to continue the plan unmodified, modify, fade, or terminate the plan. Team documented this decision. 		

Section 3.2 Progress Monitoring

What is progress monitoring and how does it fit with Response to Intervention?

Progress monitoring is a scientifically based practice that is used to assess students' academic and/or behavior performance and evaluate the effectiveness of instruction. In this way, it in fact informs classroom instruction. Progress monitoring can be implemented with individuals or groups of students, a class, an entire grade or a school system.

Within a classroom, teachers should know their students through assessments. Understanding that learning occurs at a different pace for all students, teachers should incorporate frequent opportunities for students to “show what they know.” The assessment strategy used for these frequent formative assessments should be deeply aligned with grade level CCGPS for any content area.

Several organizational structures need to be in place to support progress monitoring. First, schools should create schedules that allow for collaborative planning. The importance of a common understanding of CCGPS expectations by teacher teams cannot be overstated. Second, schools should initiate content area vertical (across grade level and K-12) discussions. These discussions will support a strong understanding of rigorous assessment and the instruction needed for student mastery. Third, schools should establish a clear professional learning plan to support the use of a variety of assessment strategies as students work to “show what they know.”

In many cases, the intensity of the progress monitoring increases as students move through the tiers of the Georgia Student Achievement Pyramid of Interventions.

Tier 1 – Universal screenings are used for reading, math, and/or behavior for all students at all levels. Classroom teachers use frequent common formative assessments to measure progress. Given the critical requirement of reliability and validity in this vital assessment, it is rare that local educators create their own common formative assessments. Without the time and local expertise to develop and field test such an instrument, most rely on commercially available products that meet rigorous statistical standards. Teachers do help to determine benchmark criteria for success, use the data to collaboratively discuss instructional approaches, and design learning opportunities to address individual needs. Progress monitoring data is purposefully collected and organized, shared with students and parents, and is the driving force of the instructional program. It helps answer the question, “Are we doing well enough?”

Tier 2 – Students identified for Tier 2 interventions are regularly assessed to measure understanding and transfer of learning to core classrooms. The progress monitoring process used for the intervention is pre-identified by the school data team based on the intervention components and should include curriculum based measures and/or other standardized assessments. Benchmarks for expected progress are set, and student progress toward these benchmarks is closely monitored through assessments. Graphs of these purposeful data points are needed to illustrate the progress toward benchmark goal. These data graphs support the data team in monitoring individual student growth as well as the fidelity of implementation of the intervention.

Tier 3 – Students identified for Tier 3 interventions will be closely monitored based on the interventions designed by the Student Support Team during the problem solving process. At this level, clear documentation of progress monitoring data is needed to support the deep focus on the individual. Graphs of assessment trends are required to show progress and identify whether transfer of learning to the core classrooms is occurring.

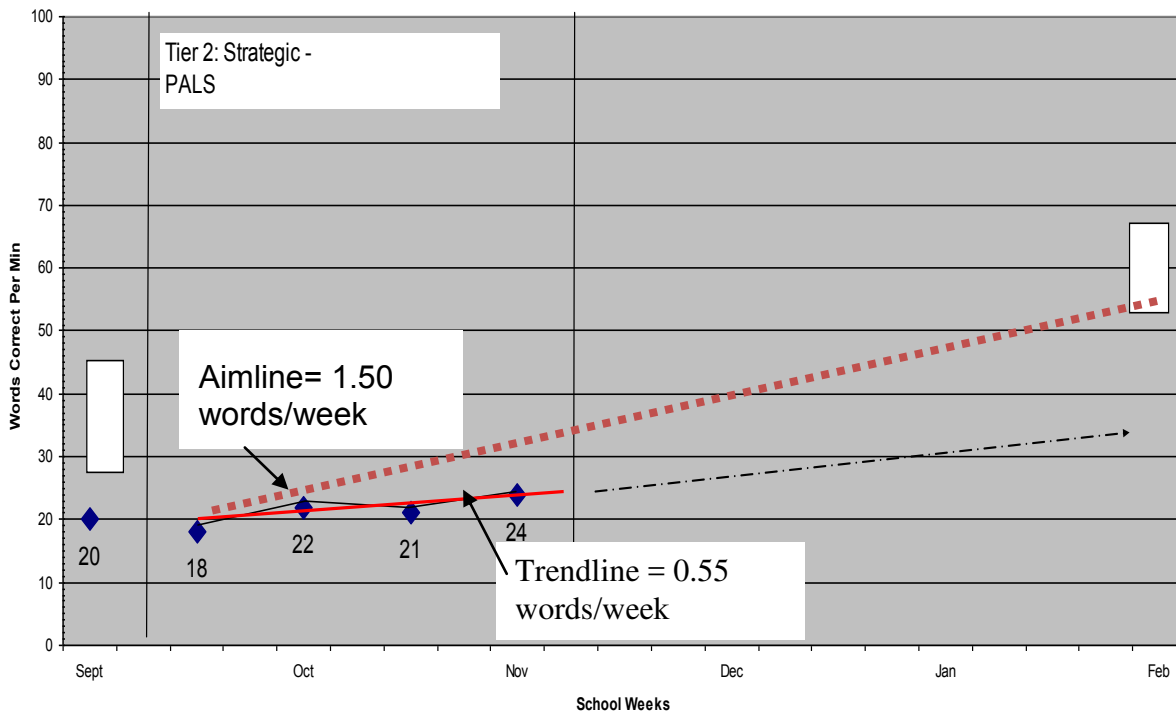
Tier 4 – Students in Tier 4 interventions will be involved in deep, systematic, and formalized progress monitoring, data collection, and targeted instruction. Tier 4 interventions are individualized based on student assessment data. Documentation of progress is comprehensive and robust.

The Georgia Department of Education recommends districts and schools use an established data-management system to allow ready access to students' progress monitoring data.

Graphs such as the examples below should be used with Tier 2-4 students in order to address individual responses to an intervention. In these examples, the dotted line is the aim line (the rate and achievement expectations established by the data team), and the solid line is the trend line (the rate and achievement based on student performance assessments within the intervention). The first graph shows a student's response to a Tier 2 intervention, PALS. Based on the progress monitoring data, this student is not responding to the intervention as expected by the data team.

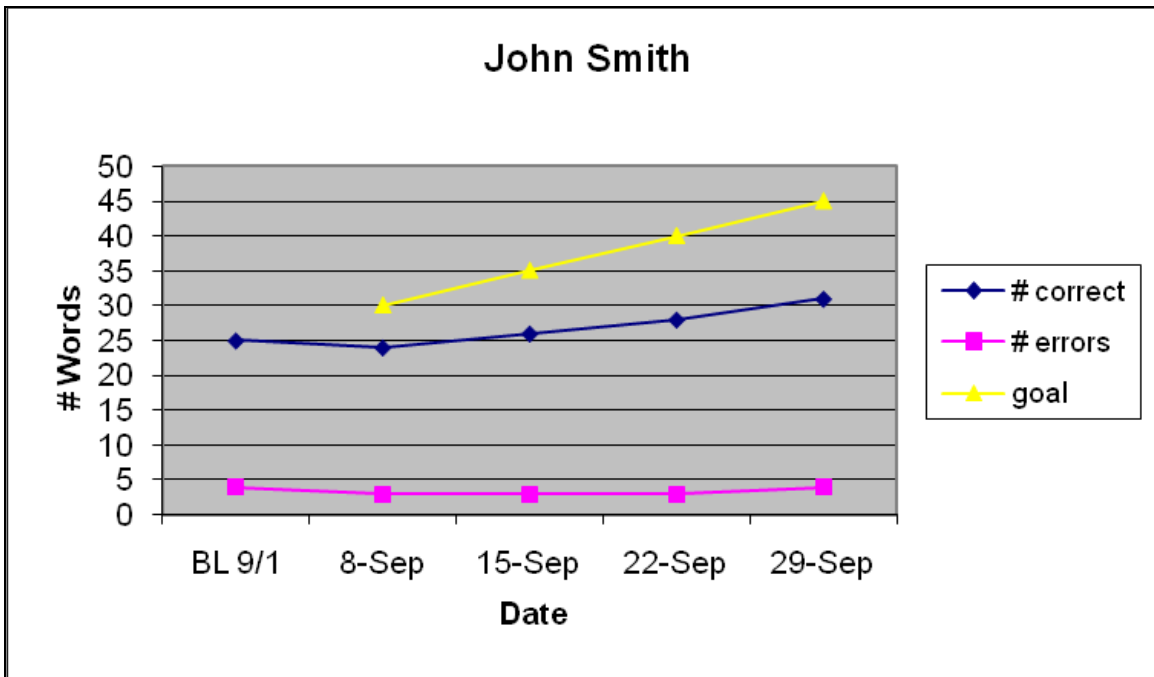
The data team should use a graphing system in order to accurately measure a student's response to the intervention and identify additional intervention to utilize, if necessary. It is important to remember that a student not responding to a Tier 2 intervention does not automatically need a Tier 3 intervention. The data team should consider other factors' influence on the effectiveness of the intervention, such as inconsistent implementation, student and/or teacher absenteeism, interruptions, etc. In most cases, the data team should consider a variety of Tier 2 interventions within the standard protocol established at the local school.

Steven POOR RTI



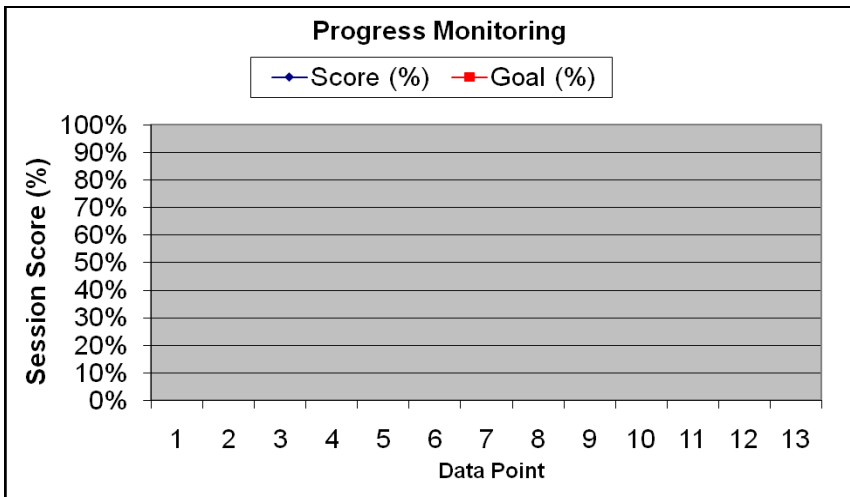
Dr. George M. Batsche, University of South Florida

Aimline is the goal. Trendline is the actual student achievement over the school weeks. The above example: Student is not achieving his/her set goal for reading words correctly.



Sample RTI Progress Monitoring forms

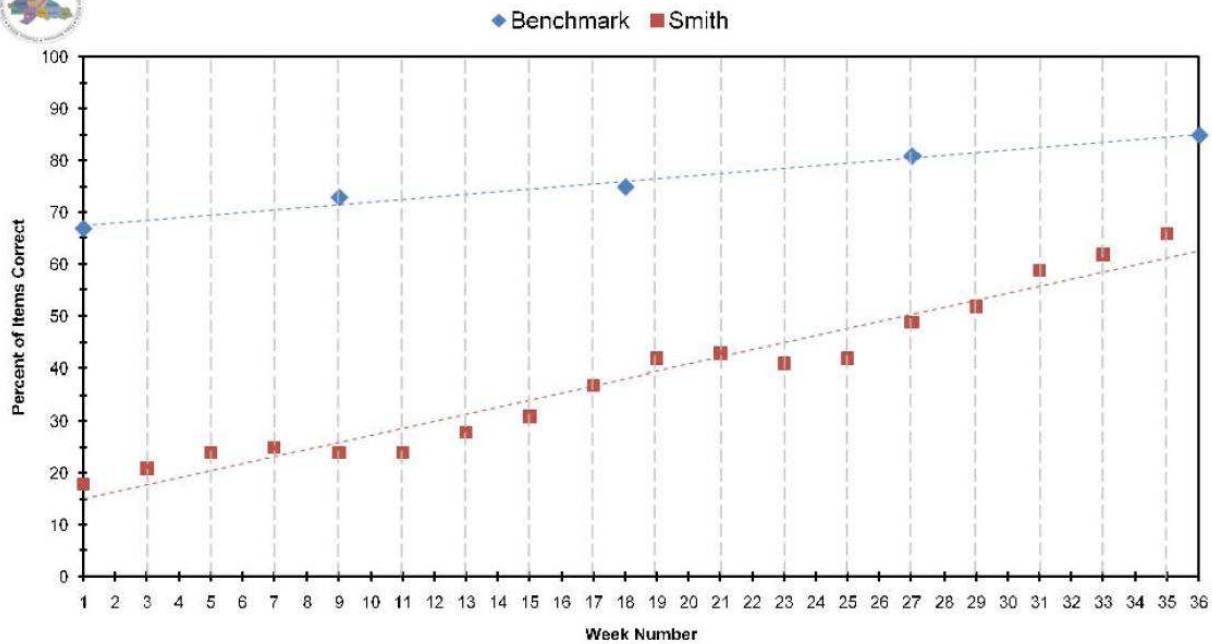
Baseline	Score (%)	Goal (%)	Date	Phase
BL	#N/A	#N/A		
Data Point	Score (%)	Goal (%)	Date	Phase
1	#N/A	#N/A		
2	#N/A	#N/A		
3	#N/A	#N/A		
4	#N/A	#N/A		
Add More Data Points if Appropriate				
5	#N/A	#N/A		
6	#N/A	#N/A		
7	#N/A	#N/A		
8	#N/A	#N/A		
9	#N/A	#N/A		
10	#N/A	#N/A		
11	#N/A	#N/A		
12	#N/A	#N/A		



Example of Progress Monitoring



PRES Progress Monitoring 2008-2009: Teacher 1



Week #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Benchmark	67							73										75								81										85
Smith	18		21		24		25		24		24		28		31		37		42		43		41		42		49		52		59		62		66	
Intervention		Int. 1, Str.1				Int. 1, Str.2			Int.2, Str.1											Int. 2, Str.2							Int. 3, Str.1									
Notes	<i>Include skill deficit</i>																																			

Created by Pioneer RESA Data Services

Section 3.3 Differentiated Instruction

What is Differentiated Instruction and how does it fit with Response to Intervention?

Differentiated Instruction is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students, as needed. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

(From the Sacramento City Unified School District)

Content: Multiple options for taking in information
Process: Multiple options for making sense of the ideas
Product: Multiple options for expressing what they know
Environment: Multiple arrangements and settings to foster engagement and relevance.

During Phases I-IV of GPS (now CCGPS) training, one day was devoted to differentiation. This information, from [How to Differentiate Instruction in Mixed-Ability Classrooms](#) was shared by Carol Ann Tomlinson:

Differentiated instruction is proactive.
Differentiated instruction is more qualitative than quantitative.
Differentiated instruction is rooted in assessment.
Differentiated instruction is student centered.
Differentiated instruction provides multiple approaches to content, process, and product.
Differentiated instruction is a blend of whole-class, group, and individual instruction.
Differentiated instruction is organic.

Section 3.4 Flexible Grouping

What is Flexible Grouping and how does it fit with Response to Intervention?

Flexible Grouping is a type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static, and teachers use data to establish and modify the composition of the student groups.

Within a standards-based classroom, flexible grouping may resemble other grouping strategies because students are sitting together. To implement flexible grouping with fidelity, teachers would use assessment data, based on the GPS, to organize for instruction during a period on any given day.

All students need access to grade level and/or content area GPS. During an instructional period, teachers may provide information to the entire class for a short period of time. Realizing that students need to interact with material in order to make it meaningful, the teacher would provide time for individual and/or group interaction. The teacher should group students together in a purposeful way to further support understanding. Flexible grouping, with fidelity, is the “how are they grouped?” part of grouping. The use of assessment data is the basis for these short term grouping formations. A clear instructional plan is needed to ensure the teaching and learning that occur in the group are targeted to student needs.

Section 3.5 Universal Screening

WHAT is universal screening?

Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the district, school, classroom, and student in reading and math. A Universal Screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics.

According to Jenkins (2007), the key feature in a screening measure is the accuracy in classifying a student as “at risk” or “not at risk”. Additionally, a strong screener will address the issue of False Negatives, (students not identified as at risk who truly are at risk) and False Positives (students identified as at risk who are not). A system can risk wasting intervention resources if attention is not given to false positives and false negatives.

At the secondary level, schools should ensure screening tools are chosen that meet the criteria below. Understanding an adolescent’s approach to this type of screening process will be important. While this assessment is not a grade, it is important to support students’ understanding that their performance on this screener will identify classes that will be a part of their course of study during their high school years.

For a screening measure to be useful, it should satisfy three criteria (Jenkins, 2003):

- It needs to identify students who require further assessment.
- It needs to be practical.
- It needs to generate positive outcomes (accurately identifies students without consuming resources that could be put to better use).

Purpose of a Universal Screener (from NASDSE, 2005):

- Identify individuals in need of further assessment and possible movement to Tier 2 interventions
- Provide feedback about class performance to help school leadership identify when a teacher might require support
- If implemented on a regular basis across grade levels, it will identify false negatives-- students who slip through the screening at one level but are then identified at later points in the year.

Georgia DOE Criteria for evaluating possible universal screeners:

- Easily Administered
- Research Based
- Highly correlated to skills being assessed
- Benchmark or predictor of future performance
- Reliability and Validity
- Sensitive to small increments of change
- Expected identified rates of increase
- Data analysis and reporting component

School administrators routinely review assessment data. The use of Georgia's summative assessments (EOCT, CRCT, and GHSGT) can be a part of the universal screening process. However, the use of additional screeners will be needed to ensure appropriate identification of individuals needing support. For example, the 8th grade CRCT should be reviewed by high schools and their feeder middle schools collaboratively. This process will help create an initial list of students potentially needing additional screening assessments immediately upon entering 9th grade. The 9th grade teachers and administrators should use a reading and/or mathematics screening tool designed to identify missing essential learning skills needed for success at the high school level.

WHEN do I administer a universal screening?

Universal screenings should be administered three times a year (fall, winter, spring) in reading and math. Data from universal screenings needs to be maintained in a system database that is used for decision making in instruction. Fuchs and Fuchs' (2007) recommendation is that schools use schoolwide screening in combination with at least five weeks of weekly progress monitoring in response to general education to identify underperforming students who require preventive intervention. **The Department recommends the use of a universal screening process three times per year.** The rationale is that a one-time-only universal screening at the beginning of the year can over-identify students as requiring preventive interventions.

The structure for administering a universal screener can vary by school and system. Approaches to implementing the universal screening process could include:

Elementary Level

- Teachers administer reading and math assessments, analyze results, and make collaborative decisions based on their schools problem solving model.
- Computer assisted assessment tools could allow for a classroom to complete an assessment at the same time
- SWAT – school wide assessment team could be used. Non classroom teachers and administrators are trained in the assessment, visit a classroom, and quickly assess all individuals in a timely fashion. SWAT could also be in the media center and classrooms on a rotational schedule.

Secondary Level

- Computer assisted assessment tools.
- SWAT – school wide assessment team could be used. Non classroom teachers and administrators are trained in the assessment, visit a classroom, and quickly assess all individuals in a timely fashion. SWAT could be in the media center and classrooms on a rotational schedule (ex. All 9th grade English classes are scheduled in the SWAT rotation).
- Mini assessments for students enrolling new to the school. While paperwork is completed by parents, students could complete a quick paper and pencil assessment.

At the secondary level, data from universal screenings should be shared with all content area teachers. For example, math, science, and social studies teachers should know immediately which students in their classes struggle with reading and comprehension. Since these classes have an increasing amount of reading embedded in the work, teachers need to be

able to support student mastery and application of content. The conversations across content areas will allow ELA/reading teachers to identify reading instructional strategies for use in other content areas.

HOW do I interpret the results of a universal screening?

Schools and systems should set universal screening performance criteria to determine which students should be targeted for additional “detective work”. This performance criteria should be connected to the Common Core Georgia Performance Standards for reading and math at a given grade level. All teachers should be involved in developing performance criteria to ensure a common understanding of expectations.

Systems and schools should have a data team/problem solving team that is responsible for analyzing the data from universal screenings to ascertain whether the data indicates curriculum, instruction or student issues. The team will use data during the year to monitor growth in terms of the rate of increase shown at the district, school, classroom, or student level. The data team is responsible for targeting the areas of needed improvement and working to address the specific issues related to those areas. Additionally, the data team will identify additional “detective work” assessments needed to determine the root cause of the identified underperformance. The results from these additional “detective work” assessments will be used to identify specific instructional and/or behavioral interventions needed for individual or groups of students.

Local school norms are derived from how a specific school performs on the universal screening data. Initially the school may need to develop local norms by looking at the school norms on the state assessments. Schools should look at their local norms in relation to the district and state norms and then determine a desired rate of increase.

The Georgia Department of Education does not endorse or provide a particular universal screener to districts. The following websites will be helpful to districts identifying universal screeners:

National Center on Response to Intervention Screening Tools Chart

http://www.rti4success.org/index.php?option=com_content&task=view&id=1091&Itemid=139

National Center on Progress Monitoring

<http://www.studentprogress.org/chart/chart.asp>

GaDOE website:

http://www.gadoe.org/ci_services.aspx?PageReq=CIServRTI

The following documents are located on the GaDOE website:

National Center on RTI - Choosing a Screening or Progress Monitoring Tool

National Center on RTI - Technical Review Committee on Screening Tools: Technical Standards Defined

The Georgia Department of Education recognizes that districts are working diligently to identify students needing additional support based on assessment data. While the assessments below are not universal screeners, the summative reports provided may be useful to data teams during their review of student achievement. It should also be noted that these summative assessments may not be used for progress monitoring purposes since they are not sensitive to short-term gains. If a summative assessment is used to identify students in need of further assessment or students in need of interventions, then an appropriate progress monitoring instrument needs to be used to track progress and determine whether or not the intervention is working.

The information below should be used as a guide for districts’ data analysis efforts.

Data Analysis Resources – Georgia’s Assessments

GKIDS

The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students’ developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning. GKIDS will also provide a summary of student performance in English Language Arts and Mathematics at the end of the kindergarten school year. GKIDS should serve as one indicator of first grade readiness. GKIDS will serve both a formative and summative role in assessing kindergarten students and may be used as part of the screening process for rising first graders. As part of the data analysis process, the GKIDS assessment may be used to identify kindergartners needing additional instructional or behavioral support.

CRCT

The CRCT is designed to measure how well students acquire the skills and knowledge described in the Common Core Georgia Performance Standards (CCGPS). The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the CCGPS, and to gauge the quality of education throughout Georgia. CRCT data may be used as part of the universal screening process. Schoolwide data teams should review progress in relation to district expectations and identify areas in need of additional support. The data team should consider whether the identified area is a curriculum issue, instructional issue, or a student who needs additional support. Teacher data teams should review student performance to identify areas for instructional support and individuals needing additional assessments in order to target instruction. As part of the data analysis process, the CRCT may be used to identify individuals and groups of students requiring additional assessments to determine the specific need for intervention support.

WIDA – WAPT

The W-APT is used as an initial measure of a student’s English language proficiency in order to determine if the student is in need of English language instructional services and if so, at what level. The W-APT is aligned to the WIDA English language proficiency (ELP) Standards and ACCESS for ELLs. As part of the data analysis process, this tool can be used in evaluating the performance levels (PL) for each domain to determine the areas where students are struggling and the composite performance level (CPL) for the overall assessment to determine the student’s proficiency level.

ACCESS for ELLs

ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. This large-scale test addresses the academic English language proficiency (ELP) standards at the core of the WIDA Consortium’s approach to instructing and evaluating the progress of English language learners. ACCESS for ELLs is the state approved assessment for measurement of annual growth and proficiency in English. As part of the data analysis process, this tool can be used in evaluating the performance levels (PL) for each domain to determine the areas where students are struggling and the composite performance level (CPL) for the overall assessment to determine the student’s proficiency level.

Lexiles

An educational tool that links text and readers under a common metric, Lexiles allows educators to forecast the level of comprehension a reader is expected to experience with a particular text. A Lexile is a standard score developed by MetaMetrics that matches a student’s reading ability with difficulty of text material. The Lexile range for a student may be used to select instructional support materials on the student’s level in order to make the content more accessible. As part of the data analysis process, schools may use Lexiles to set goals, measure the effectiveness of instruction, and measure individual and group growth over time.

Grades 5 and 8, and GHSGT Writing Assessments

Georgia's performance-based writing assessments are administered to students in grades three, five, eight, and eleven. Student writing samples are evaluated on an analytic scoring system in all grades to provide diagnostic feedback to teachers, students, and parents about individual performance. The writing assessments provide information to students about their writing performance and areas of strength and challenge. This information is useful for instruction and preparation for future writing assessments. As part of the data analysis process, the writing assessments may be used to identify areas of instructional focus for students needing additional support.

EOCT

The End of Course Tests (EOCT) align with the Georgia curriculum standards and include assessment of specific content knowledge and skills. These assessments provide diagnostic information to help students and teachers identify strengths and areas of need in learning, therefore improving performance in all high school courses and on other assessments, such as the GHSGT. As part of the data analysis process, the EOCT may be used to help identify students needing additional assessments to determine the need for intervention support. Additionally, the EOCT provide data to evaluate the effectiveness of classroom instruction at the school and system levels.

Georgia High School Graduation Test (GHSGT)

Georgia's graduation tests provide valuable information for students, educators, and parents about student strengths and areas for improvement. The tests identify students who may need additional instruction in the concepts and skills required for a diploma. As part of the data analysis process, the GHSGT may be used to identify students needing additional assessments to determine the need for intervention support.

PSAT

The PSAT/NMSQT Score Report Plus that is returned to high schools following the annual October administration of the PSAT to all sophomores contains easy to interpret percentiles in Critical Reading, Math, and Writing Skills that counselors, administrators, and classroom teachers may use to identify sophomores scoring below the 50th percentile in any of the three areas of the PSAT. As part of the data analysis process, the PSAT may be used to identify students needing additional assessments to determine the need for intervention support.

NRT

The norm-referenced test or NRT is used to compare a student's achievement score against the scores of a group who have already taken the same test, assessment, or evaluation. The assessments yield information on academic achievement at the student, class, school, system, and state levels. As part of the data analysis process, the NRT may be used in the automatic referral process to identify students needing additional assessments or further modifications to determine the need for gifted education services.

Section 3.6 RTI and Behavior

It is important to begin this section on RTI and behavior by noting the relationship between academic performance and behavior. While most of the discussion here focuses on behavior in isolation, rarely does behavior occur without a relationship to the academic environment. The problematic behavior of many students is directly related to academic deficits and their desire to escape difficult tasks. Therefore it is essential that academic performance be reviewed and any deficits be addressed in conjunction with providing behavioral interventions. The following information is provided with the assumption that academic performance has been assessed and any identified deficits are being addressed through the RTI process.

- The basis for RTI and behavior is the development and implementation of universal school-wide expectations, rules, and procedures which serve as the *standards* for behavior (Tier 1).
 - In this preventative approach, the expectations (*standards*) are then systematically taught to all students through lessons and demonstration similar to the way reading or mathematics skills are taught.
 - Students achieving the behavior standards are recognized in the same way that grades and honor roll acknowledge students for academic success.
- The degree to which behavior reflects the school-wide standards is measured through data collection and analysis.
 - If the school-wide discipline plan is consistently and effectively being implemented, 80-90% of the students should respond positively.
 - If that is not the case, a problem solving approach would be utilized to identify possible barriers such as poor instruction, inconsistent implementation of the school-wide plan, or lack of fidelity of implementation.
 - If none of those barriers are identified, a universal intervention such as modifying the plan would be appropriate.
- When 80-90% of students are responding positively to the school-wide plan, schools can begin to identify those remaining students who may need more support.
 - By collecting and analyzing behavior data, school teams can identify the students needing intervention and the specific behavior skills to be targeted.
 - The most common data used for decision making at this level is office discipline referrals (ODRs).
 - The data may also indicate specific classrooms or locations where discipline referrals are most frequent, indicating a need for more support in those areas.
 - This data enables schools to identify students with unacceptable externalizing behavior but does not always identify students with internalizing behavior or less severe behavior.
 - Schools may want to develop a screening measure to identify at-risk students in these categories, since the most common screener used is merely teacher identification.
- Once students have been identified through data analysis or screening, Tier 2 evidence-based interventions are provided.
 - Targeting skills, providing interventions, and monitoring progress for small groups of students may include re-teaching and practice of specific behaviors (e.g., waiting for a turn, walking quietly in the halls, riding the bus without incident), development of appropriate social skills (e.g., asking for help, coping with negative comments from others, making friends), or following school procedures (e.g., getting to class on time, following cafeteria rules, properly using the media center).
 - Examples of more interventions may be found at the Positive Behavior and Intervention Supports (PBIS) website at www.pbis.org
 - The progress of students involved in these Tier 2 interventions should be closely monitored and may involve teacher checklists, ODRs, or rating scales.

- Tier 3 interventions should include a more in-depth analysis of a student's behavioral problems which would include a thorough review of all previous interventions and may include a functional behavioral assessment.
 - The SST team may also conclude that additional information is necessary and further assessment may be required (behavior checklists, behavior rating scales, etc.).
 - Academic assessments may also be completed since the potential link between academic deficits and behavior problems cannot be ignored.
- The approach to behavioral interventions at Tier 3 mirrors academics and should provide individualized interventions and progress monitoring.
 - While a student may continue with Tier 2 interventions, a Behavior Intervention Plan may be developed based on the information gathered through a functional behavior assessment.
 - More frequent progress monitoring would occur to enable the SST team to evaluate the effectiveness of interventions.

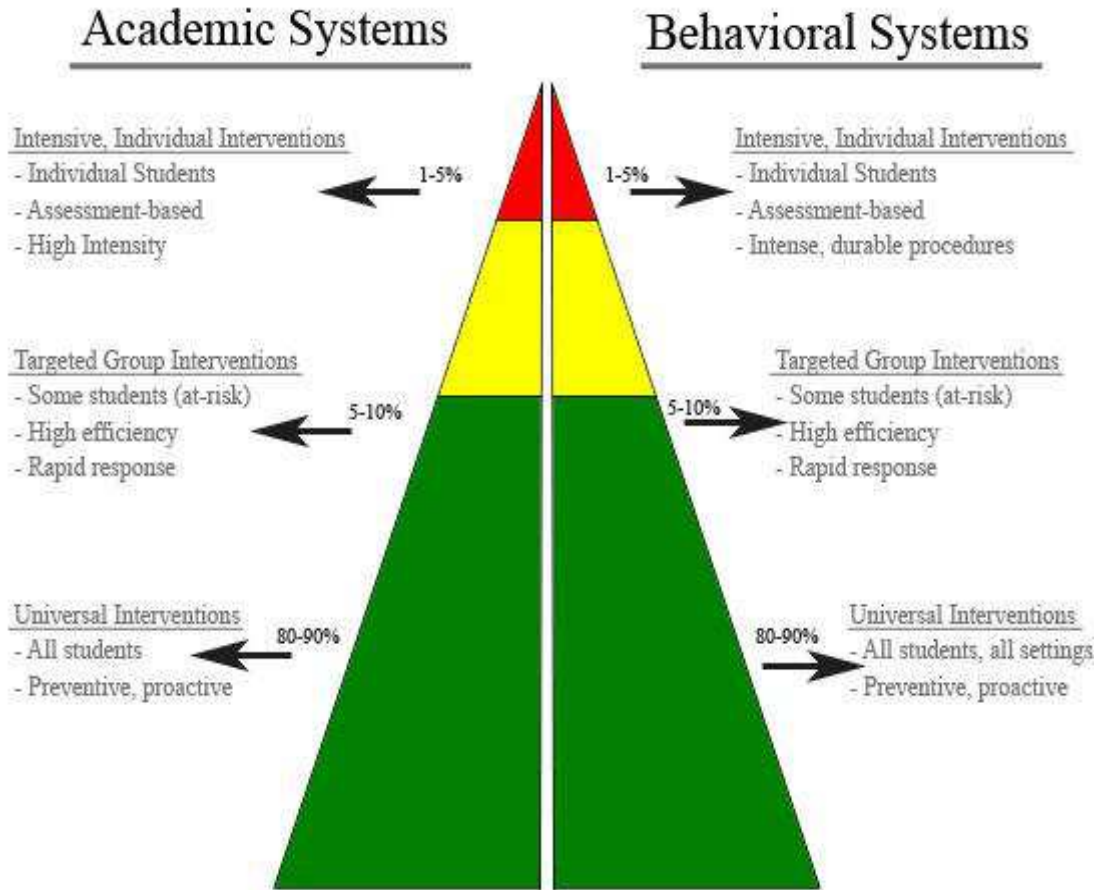
How is a universal screening process connected to behavior?

Universal screenings are an important part of any school wide discipline plan. Analysis of disciplinary infraction/compliance data will yield broad based areas of focus for any school. While a paper and pencil assessment is not appropriate in this type of screening, the use of existing documentation, including student and teacher interviews, will support the development of behavioral expectations and identify targeted areas of improvement.

In this widely recognized model of Response to Intervention by Dr. George Sugai, the right side is dedicated to student behavior. While Georgia utilizes a four-tiered pyramid, the implications of this example are appropriate for the work of addressing behavior and its impact on learning.

Schoolwide Positive Behavior Support and Response to Intervention

by George Sugai, Ph.D. University of Connecticut, Storrs
 OSEP Center on Positive Behavioral Interventions and Supports
 Center for Behavioral Education and Research



More detailed information and examples of behavioral interventions may be found in the following resources:

Georgia's Positive Behavior Support web page http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCPBS

National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) www.pbis.org

What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>

Reducing Behavior Problems in the Elementary Classroom, a link on <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters from Different Misters?, a link on http://pbis.org/pbis_newsletter/volume_4/default.aspx

The IRIS Center for Training Enhancements (IRIS-II) Vanderbilt University (VU) and its new partner, Claremont Graduate University (CGU). <http://iris.peabody.vanderbilt.edu/>

Chapter 4 – Standards-Based Learning

Tier 1

STANDARDS-BASED CLASSROOM LEARNING:

All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support.
- Implementation of the Common Core Georgia Performance Standards (CCGPS) through a standards based classroom structure.
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
- Progress monitoring of learning through multiple formative assessments.

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.

- As Georgia moves towards full implementation of the Common Core Georgia Performance Standards (CCGPS), it is recognized that the curriculum standards are the foundation for the learning that occurs in each classroom for all students.
- Standards-based learning environments, implemented with fidelity, are necessary to ensure that all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom.
- Instruction and learning focus on the GPS and include evidence-based instruction that is differentiated according to students' various needs.
- Tier 1 is not limited to instruction in the academic content areas, but also includes all developmental domains such as behavioral and social development.
- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction. Schools should identify common formative assessments and a common protocol for analyzing and recording student progress.
 - Common Formative Assessments
 - Formative assessments will be used in all classrooms for all students. To answer DuFours' questions, "How will we know when each student has learned it," the use of common formative assessments will be necessary for teacher groups to discuss student learning.
 - All teachers in all classrooms should use a variety of formative assessment strategies to continuously know individual student achievement.
 - The assessment process needs to be consistent among the teachers in a grade level/department.
 - Common formative assessments will be the glue that binds groups of teachers together to discuss teaching and learning.
- Data from formative assessments should guide immediate decision making on instructional next steps.
 - Differentiation of Instruction refers to the need for educators to tailor curriculum, teaching environments, and practices to create appropriately different learning experiences for students based on frequent assessments.
 - Flexible Groups are used to organize students for instruction based on need. Groups are not static, and teachers use frequent formative assessments to establish and subsequently modify the composition of groups.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical to responding to student performance. Bloom's Taxonomy should guide the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers will be required to support appropriate teacher questioning and feedback skills.

- Rigorous instruction based on the GPS is required. Vertical (across grade level) instructional conversations will support and challenge all teachers to provide instruction where students demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the GPS will ensure student access to an appropriate rigorous instructional program.

Student Movement to Tier 2

- System and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS.
- The universal screening process is used to identify students requiring additional “detective work” assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicate a need for Tier 2 support, the data team will follow school-created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support:
 - Is the learning concern a curriculum issue?
 - Is the learning concern an instructional issue?
 - Is the learning concern a student issue?The questions should be addressed in the order listed.
- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining that Tier 2 support is needed. However, common sense is essential in assessing student performance and individual responses to Tier 1 instruction (e.g., a student with a documented visual impairment would be provided interventions immediately).

What does Tier 1 look like in action?

Examples of Tier 1	Non-examples of Tier 1
Fifth grade students work on the Revolutionary War. Teachers use a variety of instructional approaches to support struggling readers, support English Learners, and support advanced learners within the classroom.	Kindergarten teachers give colleagues copies of weekly activities and center projects.
Ninth grade Mathematics I teachers use short term flexible grouping to support students struggling with function tables. Students are identified based on a common assessment. Students move between rooms during a class period for a predetermined amount of time. Further common assessments are used to determine progress.	First grade teachers administer a running record three times a year. Results of first running record are used to create reading groups. Reading groups progress through the basal. Second running record at mid-year is used to reorganize reading groups for continued basal work.
Biology teachers collaboratively create common assessments. Data from common assessments is shared to identify students needing support. Data from common assessments is used as a springboard for teacher discussions about instruction and learning.	Accelerated Math II teachers administer county benchmarks and report results to department chair. Students are not informed of progress. Teaching team does not review data.
Eighth grade students participate in a writing universal screening in August to help teachers identify individuals not meeting predetermined expectations and those surpassing predetermined expectations.	Seventh grade Science teachers assign a five page written report on human genetics. Evaluation rubric assesses content only.

Chapter 5 – Needs Based Learning

Tier 2

NEEDS BASED LEARNING:

In addition to Tier 1, targeted students participate in learning that is different by including:

- A standard intervention protocol process for identifying and providing research based interventions derived from need and resources.
 - On-going progress monitoring to measure student response to intervention and guide decision-making.
-
- Tier 2 becomes the answer to the question “what are we prepared to do when they do not learn?”
 - Using universal screening data, summative assessment data, and Tier 1 formative assessment data, teachers and instructional leaders should determine concepts, content areas, and/or specific skills needing support.
 - Interventions should be developed and made available when specific students show weaknesses in those areas.
 - All students who need Tier 2 intervention (in addition to Tier 1 instruction) should be identified through the universal screening and formative assessment protocol.
 - A school-wide understanding of assessment data and projected levels of student mastery during the school year is required for effective Tier 1 and Tier 2 instruction in all content areas.
 - Tier 2 interventions should be in place for students who are not being sufficiently successful or adequately challenged with Tier 1 interventions alone.
 - Tier 2 interventions should be pre-planned, developed, and supported at the school level, thereby becoming “standard intervention protocols” that are proactively in place for students who need them.
 - Tier 2 interventions are not a substitution for Tier 1 instruction, but are layered in addition to the Tier 1 instruction that is provided.
 - Schools should determine concepts and content areas that are likely to have been mastered by highly able students and, through strategies such as pretesting and curriculum compacting, be prepared to provide acceleration.
 - Tier 2 interventions should not be endless for individual students who are struggling. Schools must ensure that specific students are not labeled as being “Tier 2 students” and thereby create lower expectations or “tracking” for those students.
 - Progress monitoring should be used for students involved in Tier 2 to measure the effectiveness of the intervention. Transfer of learning to the Tier 1 core classroom is the goal.
 - The collaboration between the Tier 2 intervention teacher and Tier 1 classroom teacher(s) should be frequent and focused on progress monitoring data.
 - Collaborative discussion and planning will support transfer of learning.
 - Collaborative discussion and planning will support appropriate and rigorous instruction in the intervention class.
 - Collaborative discussion and planning will create the language of a common instructional focus.
 - Specific academic interventions should be established for students who are missing core academic skills (e.g. strong reading skills) so as to increase the probability that these high risk students will develop the necessary skills to be successful.

The Georgia Department of Education recommends districts and schools monitor the transfer of learning from all interventions to the Tier 1 general classroom.

Student Movement to Tier 3

- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier 2 interventions should be implemented.

- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

What does Tier 2 look like in action?

Examples of Tier 2	Non-examples of Tier 2
Mathematics I Support Class implemented with dedicated time for Support Class teacher and Mathematics I teacher to routinely collaborate.	Mathematics I: Algebra/Geometry/Statistics Support Class taught in isolation with no connection to Mathematics I: Algebra/Geometry/Statistics general classroom instruction.
Sixth grade students needing support in application of reading skills to content material attend a Reading Connection class. Pre-identified strategies are reinforced by Connections teachers and supported by classroom teachers. Assessments are used to determine evidence of application of skills to content reading.	Third grade students are placed in a reading group outside the classroom. This reading group is the student's only access to reading instruction during the school day.
EIP second graders receive additional support on targeted skills during independent learning center work time.	Data from eighth grade math students' computer based Connections class remains in the Connections room.
Fourth grade small group math students take frequent assessments. Data is used to show student growth or lack of growth. Continued use of a particular intervention is based on student performance.	Primary student's additional interventions are determined by the teacher's observations only.

Chapter 6 – SST (Student Support Team) Driven Learning

Tier 3

SST-DRIVEN LEARNING:

In addition to Tier 1 and Tier 2, targeted students in Tier 3 participate in learning that is different by including:

- Intensive, formalized problem solving to identify individual student needs.
- Targeted research based interventions tailored to individual needs.
- Frequent progress monitoring and analysis of student response to intervention(s).

Tier 3 in Georgia is a unique individual, diagnostic, data driven instructional problem solving process where the question about a student expands to include the “why” as well as the “what”. This is the point where specialists (school psychologists, intervention specialists, behavior specialists, counselors, social workers, speech-language pathologists, etc.) often participate in the problem solving process if they have not already been involved at Tiers 1 and 2.

Problem solving at this stage is more in-depth and intensive and usually requires gathering and analyzing additional information about the student, performance strengths and weaknesses, background information, etc. Appraisal of various types is usually initiated by the SST team, including vision and hearing testing.

Whereas Tier 2’s supplemental activities will have been programs designed to strengthen targeted skills for a range of students, the Tier 3/SST process employs scientific analysis to discover the reason(s) for an individual student’s difficulties. This knowledge guides the design of individualized interventions that attempt to best fit the student.

Many students will be satisfactorily helped by the careful analysis and interventions of the Tier 3/SST process. Their cases will revert to Tier 2 or Tier 1 with the benefit of key discoveries that enabled the student to experience success. These may be in academics or in behavior, and often in both.

In some cases, some students may present problems for which even the most effective known interventions appear to be inadequate. It is a combination of supporting data and use of professional judgment as to when or if their cases are referred for a comprehensive evaluation to investigate for a suspected disability. One alternative might be to pursue Section 504 eligibility and its individual accommodation plan.

Uniqueness of Tier 3/SST in Georgia: The Marshall Court Commitment

In 1984, the state of Georgia resolved a class-action court case, **Marshall vs. Georgia**, with a set of actions that it committed to federal district court to implement permanently. One of the commitments was that a Student Support Team (SST) would be required in every public school in Georgia. *Thus, no matter the future organizational framework of Georgia education or the prevailing educational model*, there will always be a requirement for at least one Student Support Team (SST) in every public school. As the 11th Circuit court refused to hear the appeal, *this mandate is unique to Georgia*.

The exact language of the state’s court commitment regarding Student Support Teams is reproduced below.

At that time, the single, formal avenue to individual help was a referral to Special Education. The SST was intended to fill this gap in services in regular education, thus *SST’s original purpose was to prevent inappropriate referral to Special Education*.

In contrast, there are occasional situations that are so compellingly in need of Special Education that it would be unacceptable to delay needed services by having to go through SST processes. The State Board rule allows for exceptions

to SST in such cases, and a referral to Special Education is initiated immediately. Interventions should still be implemented during the evaluation period, however.

Excerpt: SST addressed in State of Georgia's commitment to Federal court (Southern District, GA) after Marshall vs. Georgia, 1984

A. Student Support Teams

Each local agency shall develop a Student Support Team. The Student Support Team is a joint effort of regular education and special education to identify and plan alternative instructional strategies for children prior to or in lieu of a special education referral. Each building level team is comprised of such persons as administrator, classroom teacher, requesting teacher, special education teacher, counselor, school psychologist, special education resource person, school social worker or central office personnel. Parental involvement is also a critical part of the Student Support Team process.

This interdisciplinary group which plans for modification in a student's education program shall engage in a six step process to include: (1) identification of needs, (2) assessment, if necessary, (3) educational plan, (4) implementation, (5) follow-up and support, and (6) continuous monitoring and evaluation. The Student Support Team functions under the auspices of regular education curriculum services and is based upon the child study team concept.

Requests for service for the student from the Student Support Team may include curriculum modification, learning style assessment, behavior management techniques, achievement evaluation, home-school communication, or study skill assistance. Requests for special education services may also be made. Prior to consideration for special education referral non-special education options should be considered, interventions used, documented, described, and discussed at the special education placement meeting. In limited instances, initial referral to the Student Support Team prior to special education referral will not be necessary. These cases are those in which the necessity for special education is so clear that use of non-special education options would be non-productive or harmful to the child. In those cases where initial referral is not to the Student Support Team, the reasons therefor will be documented.

-- August 1984

How is SST different now as compared to pre-RTI/Pyramid/IDEA 2004?

SST still has, and will always have, its core mission of providing an individualized, diagnostic analysis and intervention for students. But now that there is a set of RTI procedures in place in Tiers 1 and 2, many of the routine causes of underperformance will be formally addressed earlier than before. This will, in effect, screen them and allow the SST to do a more thorough job on a smaller but needier set of cases. SST has already incorporated RTI when a possibility exists for an eventual diagnosis of Specific Learning Disability under IDEA 2004 rules. With the full use of the Pyramid of Interventions structure, RTI will be even more central to the functioning of the team, particularly in more extensive progress monitoring, documentation of results and analysis for any student.

Issues and Procedures in Tier 3/SST

The appraisal nature of SST lent itself not only to preventing inappropriate referrals (by solving problems) but also to helping meet a requirement for those that were indeed appropriate. That is, Special Education law required that schools must prove that regular education is unable, with commonly accepted and well documented interventions, to solve the student's problem; therefore, Special Education was indicated.

This federal requirement still exists today, and SST's role in Georgia's Student Achievement Pyramid of Interventions still addresses it. But SST is no longer the sole generator of evaluative and performance data. Some of its functions are

being embraced by Tiers 1 and 2, so that by the time SST actively addresses a student case, there is substantial data already available.

The most recent reauthorization of IDEA states that a student's response to intervention must not only be allowable as a component of eligibility, but also that the chosen interventions themselves must have been proven effective. *Thus, if a student had not had a fair chance to learn by receiving solid teaching, then it would be premature to fault the student or suspect a disability.* This is a critical consideration in our on-going attempts to remedy the problem of disproportionate placement of minorities in Special Education. [Note: a unique subset of this is the case of English Learners. *See Chapter 8.*] In any given school or school system, there must be accountability for the soundness of the data gathered on a student in Tiers 1 and 2 before the case can proceed to the SST.

Interventions must have been implemented with *fidelity*, that is, consistently implemented following the delivery method and program originator's design (time, frequency, etc). Tier 3/SST must verify the integrity of existing data. Some cases will require extensive evaluation at Tier 3/SST; others will already have substantial, verified data that can help guide the team's intervention design. Once an intervention is initiated, at least four data points, and preferably many more, will need to be generated to measure progress. Best practice supports progress monitoring of the student's response to the intervention one to three times per week.

At Tier 3, the length of the intervention will vary by case, but most will occur over a six to twelve week period. For students who may eventually be considered for Specific Learning Disabilities (SLD) eligibility, note that the *minimum* required time period for data collection is twelve weeks unless the intervention employed specifically calls for fewer than twelve weeks. These twelve weeks do not necessarily all have to take place in Tier 3/SST. Additional weeks of interventions can take place during the specified evaluation period for special education eligibility. In some cases, interventions from Tier 2 may also count toward the required 12 weeks for students being considered for SLD eligibility if they are congruent with the interventions in Tier 3/SST, i.e., if they constitute an aggregate 12 weeks of functionally linked data results.

For students being considered for eligibility in areas other than SLD, the key consideration is that interventions have been given a reasonable amount of time to work as per their developer's instructions and that there are enough data points over time to provide a sound basis for making decisions about how the student is responding to the intervention.

Prior to the widespread use of the RTI process, it was not uncommon for certain students to be on the active SST caseload in some systems for more than a year. With differentiated instruction, RTI and the expanded options for skill strengthening in Tiers 1 and 2, the typical time of active SST status should now be substantially less.

Referral from Tier 3/SST to Special Education evaluation

Tier 2, and to an extent Tier 3, try to address systemic, institutional factors related to a student's situation in order to fill gaps, strengthen skills, engender confidence, and find a new way of successful functioning by the student. The Tier 3/SST team must go beyond that and consider that there may be one or more factors *internal* to the student (e.g., needs, fears, attitudes, serious weaknesses, processing problems) that are the primary reasons for lack of adequate success. If the team finds solutions for these supposed factors, then the student proceeds back down the pyramid tiers to on-going progress. The Tier 3/SST team closes the case and terminates it from their active caseload.

But if after educational/behavioral evaluation, analysis, and intervention their best efforts at remediation repeatedly fail, then they must consider that the student may have a disability. It is at that point that a referral for a Special Education comprehensive evaluation is appropriate. Subsequently, due process determines the path of the case, but the student still needs instructional support during the evaluation-eligibility determination period.

It is important to note that this is not to say that the SST team has, by referring, *diagnosed* a disability. However, it is also not their prerogative to decline to refer a student because they doubt that the student would qualify for a disability category.

In some cases, the student may return to Tier 3/SST team because eligibility was denied for Special Education. These cases where severity or type of condition does not qualify for Special Education must still be addressed as best as possible. This is where the team would want to consider possible eligibility for Section 504. In such a case, it may be that a Section 504 Individual Accommodation Plan (IAP) can be crafted that will effectively diminish the effects of the student's condition. Here, the legal issue is not reaching individual goals in the classroom, but having an equal *opportunity* to do so that is comparable to that of the student's nondisabled peers. It would be up to a Section 504 evaluation team to decide whether to pursue this course of action. In some systems, the SST team is assigned to be that Section 504 team.

Referral from Tier 3/SST to ESOL Evaluation

The Tier 3/SST team must attempt to determine whether an English Learner (EL) exhibits a language difficulty or a language disorder. A language delay or difficulty must be present in both languages (English and the student’s primary language) to be considered as a possible disability.

Examples of Tier 3/SST	Non-examples of Tier 3 SST
Student is given additional drill and practice on specific area(s) of weakness in math which were targeted after an analysis of several formative assessments and interviews with the student. Progress toward goal is graphed on a weekly basis.	Student is given extra work in specific area(s) of math weakness.
Student is given a diagnostic reading test to determine specific instructional needs. A plan for the student is developed which recommends continuing the current Tier 2 reading intervention with the addition of tutoring sessions (3x a week) focused on his primary weakness. Progress monitoring established in Tier 2 is continued in Tier 3 with greater frequency.	Student is given additional reading assignments in lower level readers.
Data shared by teacher on the student’s classroom behavior after trying several behavioral strategies led the team to develop an individualized student behavior management plan. After five days of gathering baseline data, the teacher will implement the plan as developed. SST member is assigned to follow-up with teacher to answer any questions on data time sampling and to check fidelity of implementation.	Misbehaving student is moved to front of class. Teacher is directed to increase eye contact with student in order to decrease behavior incidents. Teacher is asked to keep data.
Student homework notebook is created with sections for assignments, teacher signatures, parent signatures. Student is assigned a mentor who checks notebook at school each morning and at end of day. Mentor instructs student in the use of an organizational protocol for classroom work and homework. Protocol shared with parent. Together, student and mentor track (progress monitor) the effectiveness of the intervention.	Parent is instructed to make sure student completes homework assignments.
Team invites school psychologist to consult on case to discuss threshold for suspecting a disability as primary cause.	Team refers student for consideration of special education eligibility without involving school psychologist.

Tier 3/SST Records

According to the Family Educational Rights and Privacy Act of 1974 (FERPA), any records that a system officially maintains on a student that could be shared with others for the purpose of educating the student are, *collectively*, the student’s cumulative folder, permanent record, etc. This includes SST records. It does not matter how widely the records may be scattered throughout the school or school system—they all are part of the student’s record, and therefore are: 1) accessible to parents and 2) confidential.

When may SST records be purged? The answer may lie in the system’s Records Retention Schedule, where it can specify a time period after which they should be removed and destroyed (i.e., when they are no longer useful). If not addressed there, then they are a permanent part of the student’s record and should follow the student from school to school. In that case, they can only be destroyed when the rest of the records are thus scheduled. Obviously, it would be beneficial to address them in a system’s Records Retention Schedule, which can be done by the local Board of Education.

When are SST records no longer useful? This varies from case to case, but it is fair to assume that the findings of the SST are only useful for a limited time. As students mature and consolidate skills, their SST records are of diminishing usefulness to subsequent teachers. This is more pronounced the younger the student was when the process occurred. Whatever decision a system makes about the “shelf life” of SST records, it must be consistent, not arbitrary.

Additional Information on SST, including state board rule:

<http://www.gadoe.org/ci.aspx?PageReq=CILearningSupport>

Chapter 7 – Specially-Designed Learning

Tier 4

SPECIALLY-DESIGNED LEARNING:

In addition to Tiers 1 through 3, targeted students participate in:

- Specialized programs, methodologies, or instructional deliveries
- Greater frequency of progress monitoring of student response to intervention

Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including English to Speakers of Other Languages (ESOL), gifted education and special education. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting.

For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined to have a disability, then the school system should not require additional documentation of prior interventions when and if the student demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility for additional disability areas.

Guiding Questions in Implementing Tier 4 Interventions:

- Are only those students who need specially designed instruction by specially trained teachers placed in specialized programs?
- Are data collection and progress monitoring clearly defined?
- Are goals for students clearly defined and measurable?
- Are services and methodology distinctly different from those routinely provided in the general education environment?
- Is consideration given to ensuring placement in the least restrictive environment?
- Who is responsible for the delivery, monitoring, and recording of the intervention results?

English Learners (formerly called English Language Learners)

Although the nature of the RTI Pyramid indicates all students begin at Tier 1 and move upward through the tiers only if the interventions at the previous tiers are not sufficient to allow them to achieve, neither the Office of Civil Rights nor Title III under NCLB permits delayed eligibility testing for language minority students. Neither should language assistance be delayed in order to allow students to progress "normally" through the tiers.

Eligibility for ESOL services automatically should be considered a Tier 4 Intervention. For the purposes of serving the student effectively and efficiently, the language minority student enters the Pyramid at the Tier 4 and as the student progresses with language development and academic proficiency, the level of interventions needed to support the student will decrease accordingly.

(More information in Chapter 8)

Gifted Learners

Advanced learning needs can be addressed in the general education classroom by providing instructional interventions prior to identifying students for specialized educational services. By documenting instructional interventions, the RTI process allows high-achieving students access to differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions available to all students in the regular classroom. Data teams should determine additional interventions needed to meet individual accelerated learning needs during analysis of progress monitoring of student response to the intervention. Additional interventions should be considered to meet the individuals' accelerated learning needs. These additional interventions could include gifted program services. An important consideration for the team is determining that interventions have been given a reasonable amount of time to work. Also, data points over time need to provide a sound basis for making decisions about how the student is responding to the intervention.

(More information in Chapter 8)

Special Education

Special education eligibility and the required pre-referral process are intended to support the practice of providing high quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction, and applying student response data to important educational decisions. This framework should guide eligibility teams in applying decisions to general, remedial and special education, creating a well integrated system of instruction/intervention guided by student outcome data.

To obtain student outcome data, a multi-tier system of intervention options is necessary as a means to integrate educational problem-solving across educational levels. Multi-tiered systems of interventions are consistent with federal legislation (Individuals with Disabilities Education Act IDEA 2004) and No Child Left Behind (NCLB 2001)) and evidence-based research. The purpose of these laws is to produce better outcomes for all children and to apply procedures with strong scientific bases to a wide range of decisions, including determination of eligibility for all disability areas (e.g., speech-language impairment, autism spectrum disorder, specific learning disability, emotional and behavioral disorder, intellectual disability, speech/language impairment, significantly developmental disorder, other health impairment, etc.).

- The Department frequently receives questions about timelines for eligibility determination related to RTI. As stated in Tier 3, the length of an intervention will vary by case, but most cases will occur over a six to twelve week period. For students being considered for eligibility in areas other than SLD, the key consideration is that interventions have been given a reasonable amount of time to work and that there are enough data points over time to provide a sound basis for making decisions about how the student is responding to the intervention.
- The Department also receives questions about vision and hearing screenings. Typically, these are obtained in Tier 3, but it may be beneficial to screen vision and hearing in Tier 2 to rule out possible sensory issues which could have an impact on the student's response to interventions.
- Parents maintain their due process right to request an evaluation. However, referral and eligibility for special education should not be considered without documentation of prior instructional interventions. A Student Support Team bypass procedure does exist (see Georgia Rule 160-4-2-.32) for rare cases when indicated by the severity of the disability or extreme circumstances.

For students who may eventually be considered for Specific Learning Disabilities eligibility:

Note that the required implementation time period is twelve weeks unless the intervention being used is designed for a shorter period. Interventions do not all have to take place in Tier 3/SST. Additional weeks of interventions can take place during the specified evaluation period for Special Ed eligibility. Interventions from Tier 2 may also count toward the time requirement for students being considered for SLD eligibility if they are functionally related. This should not be a common occurrence.

Additional Information:

English Language Learners:

1. See Section 8.1 of this document
2. http://www.gadoe.org/ci_iap_esol.aspx

Gifted Education:

1. See Section 8.2 of this document
2. http://www.gadoe.org/ci_iap_gifted.aspx

Special Education:

http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCImpMan

Chapter 8 – Interventions and Programs

Section 8.1 Evidence-based Interventions

The interventions used at Tiers 2-4 should supplement the learning that is occurring in the Tier 1 classroom, address identified weaknesses in basic skills, and accelerate learning toward individual expectations. Continuous monitoring of the implementation of the intervention (fidelity) and progress monitoring data are critical to determining the impact on student achievement.

Schools have the responsibility to use scientifically validated (research and evidence-based) intervention methods to prevent wasting time and effort and to give students the best chance to be successful (Wright, 2007).

Specialized interventions may include research or evidence-based interventions which are specific to identifying certain individual students or groups of students with specific types of academic and behavioral problems. The two programs requiring research based and evidence-based practices are the No Child Left Behind Act (NCLB) of 2001 and Individuals with Disabilities Education Improvement Act (IDEIA) reauthorization of 2004 (Brown-Chidsey & Steege, 2005). Research based and evidence-based interventions are evaluated with sound experimental designs that provide evidence of statistically significant behavior changes.

A sound experimental design would include:

- Clearly defined dependent variable/intervention and data(s)
- Set of procedures to consistently implement the independent variable (highly specific, replicable directions, steps and procedures.)
- A design that controls for threats to internal validity (Brown-Chidsey & Steege, 2005)

Key components to gauge interventions also include analysis of both previously conducted research that supports the intervention and review of current research that documents intervention effectiveness.

There are three elements that integrate research and evidence-based interventions:

1. Requirement for the use of scientifically based instructional/intervention practices
2. Evaluation and documentation of how a student responds to intervention
3. Emphasis on the use of data for decision making at each step (Brown-Chidsey & Steege, 2005)

Interventions can be categorized into three groups: scientifically proven, research based, and evidence-based.

Scientifically proven interventions mean that scientific results have already been published in peer-reviewed journals using the scientific rigor described in the definition from NCLB (see chapter 3).

Research based interventions mean the methods, content, materials, etc. were developed in guidance from the collective research and scientific community.

Evidence-based interventions, while lacking the rigor of the above two levels of intervention, nevertheless provide data that the intervention improves student outcomes.

Interventions at Tier 1 include the instructional practices in use in the general education classroom. Teachers routinely address student needs and environmental factors to create the optimal learning environment. Tier 1 interventions include seating arrangements, fluid and flexible grouping, lesson pacing, collaborative work, demonstrations of learning, differentiation of instruction, and student feedback. Responding to student performance is a critical element of all classroom learning environments. The teacher's ability to identify areas of focus, scaffold the learning for the individual to reach the expectation, and support the consolidation of new learning behaviors is vital to student success.

Interventions at Tier 2 are typically standard protocols employed by the school to address the learning and/or behavioral needs of identified students. These protocols are typically implemented in a specific sequence, based on the resources available in the school. For example, at a Georgia Middle School, students who are identified as needing additional reading support will go to a reading intervention during Connections. During the intervention, the teacher uses specific research based practices to address the group's reading needs while keeping a clear focus on the CCGPS, grade level expectations in the content areas, and transfer of learning to the general classroom. **Collaboration between the intervention teacher and the general teacher team is imperative.** During the intervention, progress monitoring is used to determine the student's response to the intervention. The progress monitoring tool and frequency of implementation are collaboratively determined by the teaching team and the intervention teacher. Based on the progress monitoring data, the school standard protocol process may require individual students to continue in the intervention, move to another Tier 2 intervention, or move back to Tier 1 interventions. For a few students, the data team may consider the need for Tier 3 interventions based on insufficient responses to Tier 2 interventions.

Interventions at Tier 3 are tailored to the individual, and in some cases, small group. The SST should choose interventions based on evidence-based protocols and aggressively monitor the student's response the intervention and the transfer of learning to the general classroom.

Interventions at Tier 4 are specially designed to meet the learning needs of the individual. These specially designed interventions are based on the CCGPS and the individual learning and/or behavioral needs of the individual.

Georgia Department of Education Resources available to support teachers and students:

- Keys to Quality
 - Research based instructional strategies
 - Professional learning resources
 - Implementation Resource Guide
- GeorgiaStandards.Org
 - Frameworks
 - Tasks
 - Videos
- The Learning Village
 - Math I teachers supports
 - Destination Math
 - Assessment items for progress monitoring
- Online Assessment System
- Georgia Virtual School (GAVS)

SEE CHAPTER 13- RESOURCES — FOR ADDITIONAL SUPPORTING DOCUMENTS

Section 8.2 English Learners (EL) and English to Speakers of Other Languages programs (ESOL)

Note: In most education programs, the terms used will change periodically. The term “English Language Learners” (ELL) is still in widespread use, especially on forms that have not been updated and reprinted yet.

Although the nature of the RTI Pyramid indicates all students begin at Tier 1 and move upward through the tiers only if the interventions at the previous tiers are not sufficient to allow them to achieve, neither the Office for Civil Rights nor Title III under NCLB permits delayed eligibility testing for language minority students. Neither should language assistance be delayed in order to allow students to progress "normally" through the tiers. These students face unique obstacles, due to their lack of English proficiency, and it is essential that they receive immediate services and assistance in order to provide them with the educational support they require. (See section on Eligibility, next page)

Eligibility for ESOL services automatically should be considered a Tier 4 Intervention.

- For the purposes of serving the student effectively and efficiently, the English Learner enters the Pyramid at Tier 4 and as the student progresses with language development and academic proficiency, the level of interventions needed to support the student will decrease accordingly.
- However, it is also important to remember that many ESOL students spend most of their school day in the general classroom with accommodations provided according to the ELL/TPC (Test Participation Committee). During this time in the general classroom, ESOL students should receive the same Tier 1 interventions as other students in the class.
- The accommodations provided in the Presentation or Response categories of the ELL/TPC are considered Tier 2 interventions appropriate to the student's English language proficiency needs, and improvement in language development and academic achievement should be noted as data for progress monitoring results.

For the purposes of ESOL services as support for second language acquisition and development, the RTI Pyramid functions as a regressive model, rather than as a model of progressive interventions. As students near grade-level proficiency, Tier 1 interventions, appropriate for all students, may be the only additional support needed.

Educators are attuned to the fact that ELs need immediate social and content language development and support and understand the need to provide ELs with more targeted interventions than those to be provided to all students. **Although Tier 2 is a good entry level for many at-risk groups, the specially designed learning focus of Tier 4, with its emphasis on specialized programs and specialized instructional delivery and methodology, describes the basic tenets of ESOL instruction.**

In addition, although ELs are considered to be at the Tier 4 level when eligible for ESOL services, this does not preclude those ELs who are found to need additional support from receiving it through the SST process or, when they meet eligibility criteria, through Special Education. These programs would support and supplement the specialized language acquisition interventions of the ESOL program, as well as address any other learning problems that may have been identified.

Additional Information regarding the Title III ESOL program can be found on the Georgia Department of Education website. Especially note the link to the extensive *2011-12 ESOL/Title III Resource Guide*:
http://www.gadoe.org/ci_iap_esol.aspx

Q & A Regarding ESOL Instruction:

1. **Can we adjust our amount of time for our ESOL segments so that they fit our RTI model?** The ESOL Program is a state-funded mandate that carries an FTE weight. In order to earn state funding for ESOL services, segments must meet the minimum allotted time designated in the *2011-12 ESOL/Title III Resource Guide*.
2. **What is the advantage of “sheltered” instruction?** Sheltered instruction is a content area course with a class composed only of ELs and taught by a teacher who holds certification in the appropriate content area, along with the ESOL endorsement or ESOL certification. This model allows the students to benefit from instruction that is targeted specifically to their needs as English learners and ensures that the CCGPS for the content course are being met.

Purpose of the ESOL Program:

The English to Speakers of Other Languages (ESOL) program is designed to serve students in grades K-12 whose first language is one other than English and who have been determined to lack grade-level social and academic English language proficiency. The program is designed to provide students with targeted language support during the lengthy process of second language acquisition.

English learners face unique challenges in the classroom as they strive to learn academic content at the same time they are developing their initial English language skills. Many of these students have a history of interrupted or limited formal schooling; therefore, they may not have had the opportunity to develop literacy skills and content knowledge in their primary or home language.

Eligibility:

Upon enrollment in a school, all students entering grades K-12 should be administered the Home Language Survey to determine if a student has exposure to a language other than English. Students whose answers on the Home Language Survey indicate a primary, first or home language other than English must be assessed for eligibility for ESOL services. The Home Language Survey may consist of variations of the following three questions:

What language(s) did the student first learn to speak?

What language(s) does the student speak at home?

What language(s) does the student speak most often?

Any student who answers one or more of the 3 questions with a language other than English must be screened using the WIDA-Access Proficiency Test (W-APT) to determine eligibility for language assistance services. The W-APT screener, developed by the Center for Applied Linguistics (CAL) and the WIDA Consortium, of which Georgia is a member, is a research-based instrument utilized by the 27 states that are members of the WIDA Consortium.

In grades 1-12, students who score less than a proficiency level of 5.0 on the W-APT are considered to be English Learners (ELs) and are eligible for ESOL services. Such students will need language and academic support during the language development process.

Support may be individualized or may be offered through classes or resources available to all students, such as before-or after-school tutoring, preview sessions, or support courses. The ESOL teacher, in collaboration with the content teachers, guidance counselor and appropriate administrators, can and should assist in determining and designing appropriate interventions and supports for ELs. Working in collaboration, these professionals serve the educational interests of the ELs in the capacity of the Test Participation Committee (TPC) to ensure that ELs are properly supported during the language development period.

ESOL Instructional Delivery Models:

There are six state approved instructional models through which ESOL students are served.

- Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher
- Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher
- A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance
- A resource center/laboratory – students receive language assistance in a group setting supplemented by multimedia materials
- A scheduled class period – students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of ELs
- An innovative delivery model approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide

Assessment:

English Learners (ELs) must be assessed for proficiency on an annual basis, using the state approved assessment, ACCESS for ELLs. If students reach a Composite Proficiency Level of 5.0 or higher on Tier C of the ACCESS and meet or exceed standards on the state reading assessment they are considered proficient in English and will be exited from the program. If students score 5.0 on Tier C but do not meet standards on the state reading assessment or score between 4.0 and 4.9 on Tier C and meet or exceed standards on the grade level state reading assessment, a Language Assessment Conference (LAC) may be convened to determine whether the student should be exited from language assistance services. All students who exit the ESOL program must be monitored for two calendar years following their program exit.

Section 8.3 Gifted Learners

How does gifted education fit into the Response to Intervention (RTI) framework?

Advanced learning needs for the majority of students can be addressed in a general education classroom which offers a quality learning environment by providing instructional interventions prior to, or in lieu of, identifying students for specialized educational services. By documenting instructional interventions, the RTI process allows gifted and high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions available to all students in the regular classroom. However, there are times when regular education interventions may not offer gifted and high-achieving students the desired level of curriculum rigor and acceleration. In these cases an alternative program is needed.

When should students be considered for gifted education services?

If there is evidence that instructional modifications have not met a student's needs, local school districts should follow the student nomination and decision-making process outlined in the Georgia Gifted Education Resource Manual. Factors to be considered in the nomination process should include evidence of the student's advanced learning needs and the recency and performance levels of any previous gifted program referrals or placements.

The term differentiation is used quite often in education. What is differentiation and when should differentiation be used in the classroom?

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2011). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum (Hall, 2011).

Differentiation of curriculum for gifted learners is the process of adapting and modifying curriculum structures to address these characteristics and needs more optimally. Thus curriculum goals, outcomes, and activities may be tailored for gifted learners to accommodate their needs. Typically, this process involves the use of the strategies of **acceleration**.

Acceleration is a broad term used to describe ways in which gifted student learning may occur at a faster more appropriate rate throughout the years of schooling. It refers to content acceleration through compacting and reorganizing curriculum by unit or year, grade skipping, telescoping two years into one, dual enrollment in high school and college or university, as well as more personalized approaches such as tutorials and mentorships that also would be sensitive to the advanced starting level of these learners (NAGC, 2011).

Additional information regarding Gifted Education can be found on the Georgia Department of Education website. The web address is below:

http://www.gadoe.org/ci_iap_gifted.aspx

Instructional Options for Gifted and High Ability Students

The needs of gifted and high-ability students vary widely; therefore, an array of instructional modification options should be available for all grade levels and content areas. Specific learner objectives are developed on a case-by-case basis. Tier 1,2,3, and 4 options to consider include, but are not limited to, the following:

Acceleration (subject and whole grade)

An individual student moves to a higher grade, for instruction in one or more subject areas or a student skips a grade level to move to a higher grade than one more typical for the student's age group.

Assessments

Assessment measures should document where the student is in relation to normative expectations when compared with others of his or her same age and/or in relation to curriculum mastery for grade-level expectations. Early mastery of content may require the use of off-grade-level measures to accurately capture the child's learning levels. (Coleman, M.R. & Hughes, C., 2009).

Cross-Age Grouping/Multi-Age Grouping

Students of different ages/grades are grouped together for instruction for all or part of a day.

Curriculum Compacting:

Curriculum a student has already mastered is eliminated. The student is then allowed to pursue alternative curriculum options.

Gifted Resource Classes/Enrichment Clusters

Students are grouped according to achievement levels for instructional purposes. The instructional focus is on an interdisciplinary curriculum.

Graduated Rubrics

The standard and level of student proficiency and accomplishments designed for students and teachers to measure learning outcomes are increased. Graduated rubrics offer clear expectations for quality and increasing levels of excellence to encourage optimum performance among high-ability learners.

Independent/Directed Study

A student participate in a self-initiated, teacher directed and approved course of study in an area of interest as described in a written contract which is based on curriculum standards, research and planned presentations. Independent study encourages student autonomy in planning, research and problem-solving.

Internship/Mentorships

A student works with a mentor to explore a potential career choice. The internship/mentorship teacher maintains close contact with both the participating student and the selected mentor to ensure acceptable progress towards the student's individual career goals.

Interest Centers

Centers placed within the classroom that link curriculum topics to areas of student talent and interest in depth and breath.

Subject Grouping Within Class/Gifted Cluster Classes

Students are grouped/clustered according to achievement, within a regular education classroom, for instruction in one or more subjects.

Subject Grouping Across Teams/Classes

Students are grouped according to achievement and go to a different classroom or team, within the same grade level, for instruction in one or more subjects.

Subject Advancement Across Grades

Students are grouped according to achievement, in a higher grade level, for instruction in one or more subjects.

Tiered Assignments

Assignments are designed to meet the varying ability levels of students.

Tiered Products

Products are designed to meet the varying ability levels of the students.

Instructional Modification Options for Gifted and High Ability Students

In a differentiated classroom, teachers differentiate **content, process, product and assessments** *according to a student's readiness, interest, and learning profile.*

- **Content** –The Georgia Board of Education adopted curriculum standards *the student* is expected to master and related support *materials*.
- **Process** – instructional strategies *designed to ensure that students* acquire a deep understanding of the curriculum standards.
- **Products** - *vehicles through which students demonstrate and extend what they have learned*
- **Assessment**- formative and summative on and off-grade-level monitoring to document students mastery of curriculum standards and learning levels.
- **Readiness** - *a student's entry point relative to a particular understanding or skill*
- **Learning Profile** - *how an individual student learns*
- **Tier 1,2, 3, and 4** instructional and management opportunities with varying degrees of preparation might include:

Tier 1: Low Preparation Differentiation	Tier 2: Medium Preparation Differentiation
Flexible-Learning Groups by Readiness, Interest, Learning Profiles	Students are Assessed in Multiple Ways
Choice of Books	Tiered Activities
Homework Options	Tiered Products
Use of Reading Buddies	Use of Literature Clubs
Various Journal Prompts	Multiple Testing Options
Student/Teacher Goal Setting	Multiple Texts
Varied Pacing with Anchor Options	Alternative Assessments
Work Alone or Together	Subject Advancement within class
Flexible Seating	Curriculum Compacting
Varied Scaffolding	Tiered Centers
Varied Computer Programs	Spelling by Readiness
Design-A-DAY	Varying Organizers
Varied Supplemental Materials	Community Mentorships
Computer Mentors	Stations
Think-Pair-Share by Readiness, Interest, Learning Profiles	Group Investigations
Open-ended Activities	Gifted Collaboration Classes
Explorations by Interest	Student choice in selecting learning activities.
Options for Competition	Simulations

Tier 3: High Preparation Differentiation	Tier 4: Advanced/Autonomous Differentiation
Accelerated English/language arts, mathematics, science and/or social studies courses	Above grade level accelerated English/language arts, mathematics, science and/or social studies courses
Advanced Placement Classes	Early Entrance to a post secondary option
Independent/Directed Study	Independent/Directed Study
International Baccalaureate Classes	Internship/Mentorships
Socratic Seminars	Whole Grade Acceleration

Purpose of the Gifted Education Program:

Gifted Education services are designed to serve students in grades K-12 who meet the eligibility criteria as defined in SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

Instructional Staff:

All Gifted Education teachers must be certified staff and hold either the Gifted In-field Endorsement or the Gifted P-12 Certificate.

Eligibility:

Students in grades K-12 are eligible for Gifted Education Services if the requirements in SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS are met. The student is assessed in four areas (mental ability, achievement, creativity and motivation). Once the evaluation is complete the rule provides two options to establish a student’s eligibility for gifted program placement: (See <http://www.doe.k12.ga.us/ documents/doe/legalservices/160-4-2-.38.pdf>)

- Option 1- psychometric option uses a composite mental ability test score and achievement data; or
- Option 2- three out of four multiple-criteria eligibility option. Local school systems should give children opportunities to qualify in both eligibility methods.

Gifted Education Services Instructional Delivery Models:

There are six SBOE-approved instructional models to serve gifted students. (See http://www.gadoe.org/ documents/curriculum/instruction/gifted_regulations.pdf)

Direct

- Resource Class (K-12) ~ Limited class size (grades K-5: 17; grades 6-12: 21)
- Advanced Content Class (6-12) ~ Reduced class size (21)
- Cluster Grouping (K-12) ~ Recommended class size (5-8 gifted students)

Indirect

- Collaborative Teaching (K-12)
- Mentorship/Internship (9-12)
- Joint Enrollment/Postsecondary Options

Other

- Innovative Model approved yearly by the GA DOE Gifted Education department

Class size:

A Gifted Education class must follow specific class size regulations. See Appendix C of SBOE Rule 160-5-1-.08 CLASS SIZE: <http://www.doe.k12.ga.us/documents/doe/legalservices/160-5-1-.08.pdf>

References:

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National Association for Gifted Children. (2011). *Common Core State Standards: Definitions of Key Words*. Retrieved December, 2011, from <http://ascd.org>

Tomlinson, C. & Imbeau, M. (Speakers).(2011). *Leading and Managing a Differentiated Classroom*. (webinar). Association for Supervision and Curriculum Development. ASCD.org/professions/Development/webinar/tomlinson-imbeau-webinar.aspx

Section 8.4 Title I

Title I, Part A Program

How may Title I staff and funding be used to support Response to Intervention (RTI)?

The Title I program can be a part of RTI process regardless of whether the school operates a targeted assistance or schoolwide program. Schoolwide programs that consolidate federal funds have more flexibility in terms of how funding and staff can be used in the RTI process.

- In schoolwide programs consolidating federal funds, all of the school's resources, educational services, and personnel work together toward identified goals for raising student achievement. A Title I schoolwide school could adopt the RTI process as its research-based whole school reform strategy. In this scenario, any activity at the school that supports the implementation of the RTI process would be an allowable expenditure of Title I funds provided that the RTI process and its implementation are explained in the school's schoolwide plan.
- In a targeted assistance program, staff paid with Title I funds are encouraged to collaborate with other staff whenever possible. However, when a school operates a targeted assistance program, Title I funded staff provide services **ONLY** to students identified through the Title I student selection process. Schools must also ensure that Title I students receive supplemental instruction from a teacher who meets the Highly Qualified requirement. The supplemental instruction provided to Title I students must be above and beyond the standards-based classroom provided in Tier I of Georgia's Student Achievement Pyramid.
- Title I teachers can continue to be active in the RTI process as students move through Tiers II, III, and IV of Georgia's Student Achievement Pyramid. Although most Title I teachers work with small groups, they can work with individual students who have been identified as in need of intensive intervention. It is critical, however, to make certain that all students that work with the Title I teacher, regardless of their academic progress, have been identified as Title I students through the required student selection process.
- When considering use of Title I, Part A funds to support RTI in a Title I targeted assistance program, schools and districts must examine each of RTI's component parts: needs assessment, professional development, universal screening, goal setting and intervention identification, implementation of intervention, continuous progress monitoring, and evaluation. Under certain conditions, Title I, Part A funds may be used to support RTI.

Needs Assessment

Funding for the activities for needs assessment must come from a source other than Title I, Part A.

Professional Development

Funding for professional development that is not exclusively focused on helping at-risk students or is extremely expensive must come from a source other than Title I, Part A or have the cost shared between programs where appropriate.

Universal Screening

School districts must cover the costs of purchasing and administering student selection tools to identify students for Title I services.

Continued Progress Monitoring

Title I personnel should be included in any training on the tools used for progress monitoring as well as the universal screening assessment. If other federal programs (Reading First, Special Education, etc.) are sharing the cost of purchasing progress monitoring tools, then Title I funds could be used to pay a prorated share based on the number of students in the Title I program. If local or state funds are being used, Title I could not pay a portion since this would create a supplanting issue. Any expenditure that the district covers for non-Title I students must be covered by the district for Title I students.

Additional Information:

Additional information regarding this program can be found on the Georgia Department of Education Web site: http://public.doe.k12.ga.us/tss_title_lea.aspx?PageReq=TSSTitleIA

Purpose of Title I Program:

Title I, Part A was established to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards.

Instructional Staff:

All teachers providing instruction in a program supported by Title I, Part A funding must complete all certification and Highly Qualified requirements as defined by the Georgia Professional Standards Commission (PSC).

Eligibility for Title I, Part A Services:

Schools serving students in grades K-12 are eligible for Title I, Part A funding if the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the local educational agency as a whole. There are two types of Title I, Part A programs: Targeted Assistance programs and Schoolwide programs.

- Schoolwide programs:
 - Not less than 40% of the children in the eligible school attendance area are from low-income families or not less than 40% of the children enrolled in the school are from low-income families.
 - All children in a schoolwide program are considered to be Title I students.
 - May consolidate and use Title I, Part A funds with other federal, State and local funds in order to upgrade the entire educational program of the school.
- Targeted Assistance Programs:
 - The eligible population for services is children not older than 21 who are entitled to a free public education through grade 12 and children who are not yet at a grade level at which the local educational agency provides a free public education.
 - Eligible children from the eligible population are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school. Children from preschool through grade 2 are selected on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Eligible children include:
 - Economically disadvantaged children, children with disabilities, migrant children or limited English proficient children.
 - Children who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early reading First program, or in a Title I, Part A preschool.
 - Children who, at any time in the 2 years preceding the year for which the determination is made, received services under Title I, Part C.
 - Children in a local institution for neglected or delinquent children and youth or attending a community day program for such children.

- Children who are homeless and attending any school served by the local educational agency.

The Student Selection Process:

Before a district integrates Title I services into its RTI model, there must be a clear definition of the RTI model. The definition should include a detailed description of the core educational program (Tier 1). It should specify the services that will be provided and the criteria to be used for determining placement in intervention, as well as, the projected duration of the intervention.

The intent of both the student selection process required by Title I and the universal screening component in RTI is to identify at-risk students who should be targeted for additional instruction. Since the RTI process does not suggest that only the universal screening data be used to identify appropriate interventions, the additional data used in the RTI process for initial progress monitoring can and should be used in the Title I student selection process to further identify students most in need of Title I services.

Instructional Delivery:

- Reduced class size
- Small group instruction
- Before and After school programs
- Co-teaching/inclusion
- Summer Remediation

Class size:

Class size for Title I, Part A must follow Appendix A of the class size rule. Additional information regarding class size can be reviewed by executing this link:

<http://public.doe.k12.ga.us/documents/doe/legalservices/160-5-1-.08.pdf>

Section 8.5 Early Intervention Program (EIP) and Remedial Education Program (REP)

Children start school at a designated chronological age, but differ greatly in their individual development and experience base. **The Early Intervention Program (EIP)** is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

The Remedial Education Program (REP) is an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, or math. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, writing, and mathematics.

For specific information about the scheduling, staffing, and data reporting of EIP and REP, please go to this link:
http://www.gadoe.org/ci_services.aspx

The instruction that is occurring in the EIP and REP classrooms needs to be at the center of the school's attention. The use of these valuable resources to support students within the Georgia Student Achievement Pyramid of Interventions should be a part of the schoolwide instructional plan.

If a student is receiving EIP or REP services, would this be considered a Tier 2 intervention?

For EIP or REP services to be considered a Tier 2 intervention, the instruction that is occurring during this intervention would be in addition to Tier 1 and be evidence-based.

Example: During the universal screening process, a first grader is identified as meeting EIP eligibility criteria in reading. This student begins to receive EIP reading support during the day at a time which does not interfere with general classroom reading instruction. The instruction in the EIP support class is designed to systematically address weaknesses, monitor the response to the intervention through progress monitoring, and support transfer of learning to the general classroom. (Tier 2)

Non-example: During the universal screening process, a first grader is identified as meeting EIP eligibility criteria in reading. This student begins to receive EIP reading support during the general classroom reading instruction block by moving to a small group setting within the classroom or another classroom. This reading support becomes the students' sole source of reading instruction. (Tier 1)

Section 8.6 Young Children

This section is dedicated to providing guidance to school districts on "How to apply RTI practices" to young children, not yet school-aged (aged 3-5), who are being referred to the district for Child Find Services.

Why should school districts be concerned with children that are not school-aged?

Under The Individuals with Disabilities Act (IDEA), as well as our GaDOE regulations, school districts are required to find children that are disabled, to evaluate them, and to determine eligibility of special education services not later than the child's 3rd birthday.

GaDOE regulations typically address children in grades PK-12. Are there regulations that support applying "RTI practices" for preschool-aged children?

Yes, there are two specific state regulations that apply to *all* children suspected of having a disability (ages 3-21yrs.). Those two regulations are:

- The Child Find rule (**160-4-7-.03**) requires that student referrals be preceded by evidence-based academic or behavioral *interventions*.
- The Eligibility rule (**160-4-7-.05**) states that students cannot be determined to be a child with a disability if the primary factor is lack of *appropriate instruction*...

When should a school district determine if a child has received “appropriate instruction”?

Determining whether the student received “appropriate instruction” should be addressed before or during the evaluation process. If it is determined that the child *has not* received “appropriate instruction,” the instruction must be provided **before** eligibility determination.

Will determining “appropriate instruction” delay the evaluation process or deny parental request for an evaluation?

No, it should never delay the evaluation process, once referred (60 day timeline) nor shall it deny a parent the right to request an evaluation.

What are typical examples of documentation of “appropriate instruction” that should be considered for young children?

- Individual Family Service Plan (IFSP) from Babies Can’t Wait (BCW)
- Speech, OT, PT reports from private providers
- Medical Consultations from the child’s physician
- Regular early childhood provider report on child’s academic, behavioral, and developmental progress as it relates to the GA Early Learning Standards (GELS)
- Pre K and Head Start reports on child’s academic, behavioral, and developmental progress as it relates to the GA Pre-K Standards or the Head Start Outcomes
- Work samples, behavior charts/logs
- Lesson plans, observation reports
- Parent report

Many of the typical examples of “appropriate instruction” appear to be geared toward children in regular early childhood environments like Georgia Pre-K, Head Start, Private Preschool, or Daycare. If the child has been at home and is being referred by the parent/guardian, how is “appropriate instruction” documented?

- School districts should consider obtaining information about “appropriate instruction” and “previous interventions,” by *interviewing* the referring parent/guardian on “what they have done or tried, etc.”
- If the parent *has not* provided any instructions or interventions, then the System should provide “appropriate” instructions and/or interventions during the (60 day) evaluation process thru providing the parent with instructions, materials, and examples **or** providing the interventions themselves. Note: parent/guardian typically will assist the school district in providing the prescribed interventions and/or instructions, but *they are not required*. **The Parent/Guardian always reserves the right not to participate.**

Are regular early childhood environments like Georgia Pre-K, Head Start, Private Preschool, or Daycare *required* to conduct RTI before referring a child to the school district for Child Find?

No, they are not required; however, both Georgia Department of Early Care and Learning/Bright From the Start (DECAL) and Georgia Head Start Association support GaDOE’s RTI initiative. Additionally, both have provided guidance to their

constituents on best practices for providing Response to Intervention. Georgia Pre-K and Head Start classes housed within school districts should refer to their respective agencies to obtain this guidance.

Is there a GaDOE pyramid model of RTI specifically for young children?

No. School districts should follow the current model that was developed for grades K-12 as guidance for providing tiered intervention strategies. Districts should always remember that use of the pyramid model will vary according to the child's needs.

Section 8.7 Funding for Interventions

The Department recognizes that funding is a critical factor impacting decision making in all areas of a school district. **The Department recommends districts evaluate the distribution of existing funds for supporting interventions in schools.**

- Realizing that RTI is not another “initiative” but rather an organizational framework and alignment of resources for student support, school districts will be able to create a plan to build the capacity for future support for students and their needs.
 - Projecting and planning for future intervention needs based on current student performance data will support systems working to maximize funding source availability.
 - A consistent system wide focus on providing interventions for students based on progress monitoring data will allow the decision making process for funding allocations to be fluid and flexible.
 - RTI is embedded in the structure and elements of the Georgia School Keys.
 - RTI is not a “supplanting” of services for students. RTI provides supplemental support in addition to the general classroom instruction.
- Integration of funding sources, where appropriate and permissible, is a “best practice.” Schools have access to a variety of fund sources that can be used to create supports for students, including:
 - State and Federal Funds
 - Early Intervention Program (EIP)
 - Remedial Education Program (REP)
 - Professional Learning
 - Federal Programs (Title I, Title IIA, etc)
 - Special Education
 - Technology
 - State School Improvement Grant
 - Middle School Funding Grant
 - Perkins Money (CCAЕ Coordinated Career Academic Education, Project Success, and CTI – Career Technical Instruction)
 - Local Funds
 - Local school and/or district funds
 - grant initiatives
 - allotments
 - School Generated Funds
 - Fundraisers
 - Athletics and Fine Arts
- For the sources listed above, districts should keep a balanced view of program rules, program eligibility criteria, program structures, and program outcomes. By using a problem solving approach, linking student needs, and maximizing program funding, appropriate local and/or district choices can be made.
- It is important to remember that FTE funding codes must be accurate in the local student data management system and uploaded correctly in to Student Record to ensure future capacity

- building for interventions. School and district administrators should have a strong understanding of the FTE Data Collection General Information Guidelines.
- Districts identified as having significant disproportionality for the identification, placement or discipline of children with disabilities must use the required 15% of the federal Individuals with Disabilities Education Act (IDEA) to support implementation of RTI in the district. Please contact staff from the Division for Special Education at the Department of Education for additional information.

Funding Scenarios - Examples where decision making impacts funding sources

Elementary EIP

Georgia Elementary School has traditionally used a pullout model to provide early interventions to identified students. This method has provided EIP funds on a yearly basis. However, some students have not been served since the limited amount of students allowed in a pull-out model required the school to prioritize services for EIP. If the school considered an augmented model, a higher funding return may be earned. Several augmented segments would earn more money than one pullout.

Middle School REP

Georgia Middle School provides an academic connection class to students identified as needing reading interventions. Unfortunately, the students in this course have not been coded correctly. The school coded this class as 35.01800 (Study Skills 7) when it should have been coded 23.01260 (Language Arts 7/Connections Remediation). This correct coding would have increased REP funding for future interventions.

High School REP

Georgia High School is using a reduced class size model to provide interventions for students in math. The students were coded correctly (a “1” is the first numerical digit to the right of the decimal) but the required class size was not followed. Since the class size was exceeded, REP funding was not applied to this course.

Funding Considerations for Implementing Response to Intervention (RTI) in Georgia

When budgeting and expending funds, LEAs must follow all program specific regulations for allowable activities under state rules, IDEA, and ESEA. Please refer to your guidelines for funding specific information.

Early Intervention Program (EIP)

The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level in reading and math in grades K-5. Screenings, progress monitoring, and interventions might be supported with these funds.

Remedial Education Program (REP)

An instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and math. This program provides individualized skills instruction as mandated by Georgia law in the areas of reading, mathematics, and writing. Screenings, progress monitoring, and interventions might be supported with these funds.

Staff Development Funds

Professional development for scientifically-based instructional classroom strategies, specific academic interventions, and behavior interventions could be provided to all staff. Materials that support professional development could be purchased.

QBE Funding

The Georgia General Assembly requires the implementation of a quality basic education curriculum in all public schools that ensures each student is provided ample opportunities to develop the competencies necessary for life-long learning, good mental and physical health, active community participants, and good citizens. All components of RTI could be funded with QBE money.

Instructional Extension Funds (20 day funds)

The Instructional Extension is a state-funded instructional program beyond the regular school day to address the academic needs of low-performing students. State funding is restricted to reading, language arts, mathematics, science, and/or social studies. Support for screenings, progress monitoring, and interventions might be used for this purpose.

Title I Part A

- The Title I program can be a part of the RTI process regardless of whether the school operates a targeted assistance or schoolwide program. Schoolwide programs that consolidate federal funds have more flexibility in terms of how funding and staff can be used in the RTI process.
- Schoolwide programs consolidating Federal funds—In a Title I schoolwide program that is consolidating federal funds, all of the school’s resources, educational services, and personnel work together toward identified goals for raising student achievement. A Title I schoolwide school could adopt the RTI process as its research-based whole school reform strategy. In this scenario, any activity at the school that supports the implementation of the RTI process would be an allowable expenditure of Title I funds provided that the RTI process and its implementation are explained in the school’s schoolwide plan.
- Schoolwide programs not consolidating Federal funds—In a Title I schoolwide program that is not consolidating federal funds, the school and district must account for and track the Title I, Part A funds separately, identifying the activities that the Part A funds support. In this scenario, any Title I, Part A activity at the school that supports the implementation of the RTI process would be an allowable expenditure of Title I funds provided that the RTI process and its implementation are explained in the school’s schoolwide plan.
- Targeted Assistance—In a targeted assistance program, staff paid with Title I funds are encouraged to collaborate with other staff whenever possible. However, when a school operates a targeted assistance program, Title I funded staff provide services ONLY to students identified through the Title I student selection process. Schools must also ensure that Title I students receive supplemental instruction from a teacher who meets the highly qualified requirement. The supplemental instruction provided to Title I students must be above and beyond the standards-based classroom provided in Tier I of Georgia’s Student Achievement Pyramid.
- General Requirements—Title I funds must supplement, not supplant, local and state funds. Comparability must be maintained across schools within the district. Paraprofessionals must be under the direct supervision of a highly qualified teacher regardless of the type of Title I program a school offers. School districts must cover the cost of purchasing and administering student selection tools (universal screening) to identify students for Title I services.

Title I Part B – Reading First

The goal of Reading First is to develop and implement research-based reading programs for students in kindergarten through third grade. These funds can be used to support professional development activities to ensure the effective delivery of scientifically based reading research, core programs, coaches, intervention materials, and assessments.

Title II Part A – Professional Development

These funds can be used for all teachers and paraprofessionals in the district. Professional development for scientifically-based instructional classroom strategies, specific academic interventions, and behavior interventions could be provided to all staff with these funds.

Title II Part D - Technology

These funds support the use of technology, software, hardware, and professional development for technology use and integration. RTI assessment, progress monitoring, and data analysis might be supported with these funds.

Title III – English Learners

Title III funds could be used to support LEP students receiving assessment and instructional interventions in the RTI framework, and for professional development for those interventions, provided the interventions are supplementary to

those received by all students and specific to the needs of ELs and Immigrant students. The W-APT is free of charge and may be used in the screening process. The Kindergarten Measure of Developing English Language (MODEL) is also an approved screener; however, there are costs associated with its use. Title III funds may be used to purchase MODEL.

Title IV Part A – Safe and Drug Free Schools

These funds support Safe and Drug Free Schools and Communities and could be used to support schoolwide efforts to promote appropriate Positive Behavior Interventions and Supports (PBIS). Additionally, these funds may be used for peer mediation, conflict resolution, character education, mentoring, service learning projects, suicide prevention, and emergency interventions.

Title VI Part B

- Districts that meet the eligibility requirements can use Title VI, Part B funds to support allowable activities under Title I, Part A; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A; and Title V, Part A.
- If a district does not make AYP and has received funds for three years, all funds must be used to address the specific weaknesses that resulted in the LEA's failure to make AYP through the support of research-based activities.
- If a district does not make AYP for two consecutive years after three years of participation, all funds must be spent in accordance with the LEA's improvement plan under section 1116 of ESEA.
- Title VI, Part B funds must be used to supplement, not supplant, any other Federal, State or local education funds

IDEA Part B

IDEA funds are generally used for students with disabilities, ages three through 21, who are eligible to receive special education and related services. However, some systems are required to reserve 15% of their funds for CEIS (coordinated early intervening services) and some systems elect to reserve up to 15% of their funds for CEIS. CEIS funds may be used to provide services to students in K through 12 (with an emphasis on K-3) who are not currently identified as eligible for special education, but who need additional academic and behavioral supports to succeed in general education. These activities and supports may include professional development for teachers and other school staff to enable personnel to deliver scientifically based literacy instructions, and where appropriate, instruction on the use of adaptive and instructional software; and providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

IDEA Preschool

IDEA Preschool funds are generally used for students with disabilities, ages three through five, who are eligible to receive special education and related services. However, some systems are required to reserve 15% of their funds for CEIS (coordinated early intervening services) and some systems elect to reserve up to 15% of their funds for CEIS. CEIS funds may be used to provide services to students in K through 12 (with an emphasis on K-3) who are not currently identified as eligible for special education, but who need additional academic and behavioral supports to succeed in general education. These activities and supports may include professional development for teachers and other school staff to enable personnel to deliver scientifically based literacy instruction, and where appropriate, instruction on the use of adaptive and instructional software; and providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Title II Part B – Mathematics and Science Partnerships Program

The program's goal is to increase student mathematics and science achievement through increasing teachers' content knowledge and pedagogical skills. An eligible partnership may use funds to Response to Intervention: provide professional learning in the use of data and assessments to inform and instruct classroom practice.

ALSO SEE National Center for Response to Intervention Funding Q & A:

<http://www.rti4success.org/resourcetype/response-intervention-rti-funding-questions-and-answers>

SEE RTI Funding Considerations—next page

Response to Intervention (RTI)

Funding Considerations

*Y = yes, funds may be used. All funds must be used according to state and federal guidelines.

RTI Components	Core Instruction aligned to the Georgia Performance Standards (GPS)	Universal Screening	Data based decision-making: Progress Monitoring, Formative Assessment, Diagnostic Assessment	Tiered interventions Research-Based Interventions, differentiation	Parent Engagement	Professional Development	Behavior Interventions
Funding Source							
Early Intervention Program (EIP)	Y	Y	Y	Y			
Remedial Education Program (REP)	Y	Y	Y	Y			
Staff Development Funds	Y	Y	Y	Y		Y	
QBE Funding	Y	Y	Y	Y	Y	Y	Y
Extended Year Funds (20 day Funds)	Y		Y	Y			
Title I, Part A Targeted Assistance Programs			Sometimes determines response to intervention supportable with Title I funds.	Yes (Identified Title I students only)	Y	Y	
Title I, Part A Schoolwide Programs			Y	Y	Y	Y	Y
Title I, Part A Stimulus (up to 9/30/2011) Targeted Assistance Programs			Use to determine the response to intervention that is supportable with Title I funds.	Yes (Identified Title I students only)	Y	Y	
Title I, Part A Stimulus (up to 9/30/2011) Schoolwide Programs			Y	Y	Y	Y	Y
Title I Part B Reading First	Y	Y	Y	Y	Y	Y	
Title II Part A Professional Dev.	Y			Y		Y	Y
Title II Part B Math Science Partnership	Y		For formative assessment if part of teacher's MSP professional learning.			Y	
Title II Part D Technology	Y	Y	Y	Y			
Title III ELL , ESOL		Yes if specific to Title III	Yes if specific to Title III	Yes if specific to Title III	Yes if specific to Title III	Yes if specific to Title III	
Title IV Part A Safe and Drug Free Schools	Y		Y	Y	Y	Y	Y
Title VI Part B			Use if monitoring is response to an intervention that is supported with Title I funds.	May sometimes be funded.	Y	Y	
IDEA Part B	Yes for SWD		Yes for SWD	Yes for SWD	Yes for SWD	Y	Yes for SWD
IDEA Part B Stimulus (up to 9/30/2011)	Yes for SWD		Yes for SWD	Yes for SWD	Yes for SWD	Y	Yes for SWD
IDEA Pre School	Yes for SWD		Yes for SWD	Yes for SWD	Yes for SWD	Yes for SWD	Yes for SWD
IDEA CEIS			Yes for Tiers 2 and 3	Yes for Tiers 2 and 3	Y	Y	Yes for Tiers 2 and 3

Chapter 9 – Fidelity of Implementation and Progress Monitoring

As stated in chapter 3, fidelity (or integrity) of implementation is the delivery of instruction in the way in which it was designed by its author to be delivered (Gresham, MacMillan, Boebe-Frankenberger, & Bocian, 2000). Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and with which an explicit decision-making model is followed. In an RTI model, fidelity is important at both the school level (e.g., implementation of the process) and the teacher level (e.g., implementation of instruction and progress monitoring, NRCLD 2006). If fidelity of implementation is not required and monitored, one cannot be sure that students have actually received the interventions as designed, and therefore students' response to the interventions cannot be adequately judged, and thus the effectiveness of the interventions cannot be measured with validity or reliability.

How can schools ensure fidelity of implementation? (NRCLD 2006)

- Link interventions to improved outcomes (credibility)
- Definitively describe operations, techniques, and components
- Clearly define responsibilities of specific persons
- Create a data system for measuring operations, techniques, and components
- Create a system for feedback and decision making (formative)
- Create accountability measures for non-compliance

The conversation around fidelity of instruction is not just an intervention conversation but a conversation for all Tiers. In Georgia, the non-negotiables for Tier 1 instruction require a standards-based instructional framework. With that in mind, schools have a responsibility to ensure each teacher in the building is versed in the language of standards-based teaching. The Georgia Keys to Quality is the starting point for this conversation. The descriptors outlined in the Keys to Quality detail actions teachers and administrators should be taking to provide a rich learning environment. As data teams review student achievement results, an awareness of the level of implementation of standards-based instruction in the building is key. With this school-wide standards based classroom implementation data, the team can begin to determine how Tier 1 instruction is impacting student performance.

The implementation of any intervention (whether a school-created or purchased program) needs to occur exactly according to its developer's specifications. As noted above, to ensure that implementation of the intervention is carried out with fidelity to the design requires monitoring by administrators and data team members in order to determine whether the level of student response or non-response to the intervention is or is not connected to the delivery.

Implementation fidelity can be impacted by a wide range of factors that schools should consider (Allen & Blackston, 2003; Yeaton & Sechrest, 1981):

- Intervention complexity
- Time and material resources required for the intervention
- The number of intervention agents
- Efficacy (actual and as perceived by the intervention agents and stakeholders)
- The motivation of the intervention agents and stakeholders (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000; Gresham, Gansle, Noell, Cohen, & Rosenblum, 1993).

The Department recommends districts create a system to monitor the fidelity of implementation of instruction (including interventions) at all Tiers of the Student Achievement Pyramid of Interventions.

Fidelity has a great impact on student achievement. Research based teaching and learning practices are built on a foundation of fidelity to high standards of practice. Higher performing schools embed assessment of the fidelity of interventions. Often the more intensive the intervention/instructional practices, the more need for rigorous fidelity checks. It is important for schools to embed teaching the importance of fidelity: what it is and how it can be assessed.

If steps are not put in place to assess fidelity, it is difficult to make conclusions about the effectiveness or ineffectiveness of an intervention (Upah, 2008; Roach & Elliott, 2008).

There are several approaches that can be used to assess fidelity (Roach & Elliott, 2008):

- Self report
 - The person who is delivering (teaching) the intervention keeps a log or completes a checklist which records the critical components of the intervention.
- Permanent Products
 - Data and artifacts/documentation of the implementation of the intervention are analyzed to determine if critical components were followed.
- Observations
 - Observations are conducted of the delivery of the intervention, checking for the presence or absence and accuracy of implementation and critical intervention components.

Essential Questions

- **What is fidelity** (Parisi et. al., 2007)?
 - Whether an intervention was implemented as planned
 - Surface fidelity
 - Were key components implemented?
 - Was adequate time allowed?
 - Was the specified amount of material covered?
 - Quality of delivery
 - Teacher behaviors
 - How is the teacher differentiating?
 - Can you identify the standards based teaching practices?
 - Is the teacher using formative assessment to guide instruction?
 - Is there a range of teaching methods?
 - Student behaviors
 - Are the students engaged in learning?
 - What are the students doing?
 - Are the students working together?
 - Is there evidence of active or passive learning?
- **Why measure fidelity?**
 - Ensure the intervention was implemented
 - Detect and correct errors early
 - Distinguish between an ineffective intervention versus an effective intervention implemented with poor fidelity
- **How is your school measuring fidelity?**
- **Creating a form**
 - What is the scope of your form?
 - Use curriculum and intervention materials
 - Consider time allotted for instruction overall and for components of the intervention
 - Consider material to be covered
 - Consider quality of implementation

Chapter 10 – Roles and Responsibilities

For districts working to fully implement Response to Intervention, it is important to recognize the roles of various stakeholders. Below are recommendations from the Department designed to support district development:

State Leadership

- Provide up to date guidance to support system implementation
- Support a statewide common understanding of the elements of RTI
- Identify exemplary school based models and best practices
- Encourage statewide organizations to support and strengthen RTI

System Leadership

- Create a district-wide plan for RTI implementation including the plan for monitoring implementation of the interventions and addressing issues of fidelity
- Determine reading, mathematics, and behavior expectations
- Establish and support a common set of characteristics of Tier 1 and Tier 2 instruction in all classrooms
- Support the implementation of the non-negotiables at each Tier of the RTI pyramid

Building Leadership

- Implement the RTI plan including monitoring interventions and addressing issues of fidelity
- Create a school-wide focus on having assessment drive instruction
- Develop staff understanding of the RTI process
- Establish schedules to provide various times for interventions
- Ensure that Tier 1 standards-based instruction occurs in all classrooms
- Establish standard protocols of support for students needing Tier 2 support

Classroom Teachers

- Implement the CCGPS
- Implement the Tier interventions (as planned, as appropriate)
- Consistently use Formative and Summative assessments to guide classroom instruction
- Differentiate Instruction-- it is the heart of teaching and learning
- Consistently communicate with the intervention and instructional specialists

Intervention and Instructional Specialists (SST chair, REP/EIP, Special Education, etc.)

- Implement the CCGPS
- Implement the Tier interventions (as planned, as appropriate)
- Consistently communicate with general classroom teachers
- Coach and model differentiated instruction, progress monitoring, and research based interventions
- Adhere to fidelity of implementation of the intervention

School Psychologists

- Participate in informal and formal consultations with teaching teams (rather than an assessment role) at all Tiers with a focus on standards-based instruction
- Provide training, direction, and support for progress monitoring and selection of interventions
- Support foundational understanding of school wide RTI

Parents and Families

- Participate in the parent and school partnership process
- Be familiar with the Common Core Georgia Performance Standards for a given grade and/or content area
- Expect consistent school communication regarding student achievement
- Communicate with school administrators concerning questions about school programs and student support

Chapter 11 – Parent Information

Parents and Families

- As with all aspects of education, parents play a critical role in the Response to Intervention process. Strong parent communication procedures in all areas of the school will support open lines of information regarding all teaching and learning initiatives.
- For support and understanding, the Department recommends schools provide parents information about RTI through the general education classroom. This procedure will highlight the importance of all students receiving a quality, standards-based delivery of instruction with timely, multiple opportunities for support, as needed. While some students will need more intensive instruction, it is important for parents to understand the fluidity of movement between the Tiers and the overall goal being the student's success at applying skills learned during the intervention to general classroom performance.
- In addition, parents need to know that RTI and the Georgia Student Achievement Pyramid of Interventions is not a specific "time" or "period" during the school day. Rather, it is deeply embedded in what is happening in all areas of teaching and learning.
- RTI is not to be thought about as a delay in services for any student. It is an increase in the amount and quality of support provided for all students, as needed, with built-in appraisals.
- Parents need to know that assessments drive decision making. A clear progress monitoring plan provided by the school will support understanding of the need for data based decision making.

Listed below are six Parent and Family Standards found on the website "Parent Mentor Partnership of Georgia" (www.parentmentors.org). This organization, in collaboration with the Georgia Department of Education, works to provide clear communication between families and schools. The mission of this organization is to build effective family, school, and community partnerships that lead to greater achievement for students, especially those with disabilities.

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision Making and Advocacy
- Collaborating with the Community

Parent to Parent of Georgia

www.parenttoparentofga.org

RTI Action Network

<http://www.rtinetwork.org/>

National Research Center on Learning Disabilities

<http://www.nrclld.org/topics/rti.html>

A Parent's Guide to Response-to-Intervention (from NRCLD)

www.rtinetwork.org/images/stories/Downloads/parentsguidetorti-nclld.pdf

Response to Intervention: A Primer for Parents (from NASP National Association of School Psychologists)

www.nasponline.org/resources/handouts/rtiprimer.pdf

Chapter 12 – Summary of Recommendations for RTI Implementation

The Georgia Department of Education recommends:

- that districts and schools maintain a deep focus on the development of standards-based learning environments in all classrooms.
- that districts and schools monitor the transfer of learning from all interventions to the Tier 1 general classroom.
- that districts create a system to monitor the fidelity of implementation of instruction (including interventions) at all Tiers of the Student Achievement Pyramid of Interventions.
- the formation of a data team at each school.
- that a problem solving process checklist be used as a guide for implementation of the problem solving process.
- the use of a blended approach (Problem Solving Process and Standard Protocol) to solving student learning concerns.
- the use of a universal screening process three times per year.
- that districts and schools use an established data-management system to allow ready access to students' progress monitoring data.
- that districts to use evidence-based protocols to provide a common framework for choosing evidence-based interventions.
- that districts evaluate the distribution of existing funds for increasing the support of interventions in schools.

Chapter 13 – Resources

BY TOPIC

RTI Assessment: Universal Screening & Progress Monitoring

National Center on Student Progress Monitoring
<http://www.studentprogress.org/>

Research Institute On Progress Monitoring
www.progressmonitoring.org

National Center on Response to Intervention
www.rti4success.org/

Intervention Central
www.interventioncentral.org

School Wide Information System
www.swis.org

Intervention Science

Scientists and researchers have produced programs and practices that can help students, communities, and education systems

What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/>

Best Evidence Encyclopedia (Johns Hopkins U.)
www.bestevidence.org

Promising Practices Network
www.promisingpractices.net

National Registry of Evidence-based Programs and Practices
<http://www.nrepp.samhsa.gov/>

Colorado Blueprints for Violence Prevention
<http://www.colorado.edu/cspv/index.html> <http://www.colorado.edu/cspv/blueprints/>

Evidence-Based Positive Behavioral Intervention and Supports

OSEP Center on PBIS
<http://www.pbis.org>

GaDOE PBIS
http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCPBS

IES What Works Clearinghouse-Doing What Works-- Each topic has 4 types of resources:

1. **Practice Summary:** Overview of a practice and see the issues it addresses
2. **Learn What Works:** Research base behind the practice
3. **See How It Works:** Examples of schools engaged in these practices
4. **Do What Works:** Tools to improve your own practice
 - These include publications, videos, interviews with experts, teaching tools and template
<http://dww.ed.gov>

Regional Education Laboratory

This network consists of 10 laboratories that serve the needs of their regions by providing access to high-quality research, development projects, and technical assistance. REL-SE at SERVE is our REL.

<http://www.ies.ed.gov/ncee/edlabs/>

<http://www.serve.org/>

The Comprehensive Centers Network

Fifteen Comprehensive Centers (CC) located throughout the nation that provide technical assistance services focused on the implementation of reform programs. SEDL is your CC.

<http://www.sedl.org/>

<http://www.ccnetwork.org/home.html>

National Center on RTI

At AIR, Vanderbilt University and the University of Kansas. Recent Resources include *Information Brief: Developing an RTI Guidance Document (2010)*, and *Screening Tools Chart (continually updated)*

<http://www.rti4success.org>

Center on Instruction-- Provides professional development opportunities and products ranging from workshops to research summaries to guidebooks for educators.

www.centeroninstruction.org

RTI Action Network

Every week there is a new editorial from an experienced implementer or researcher who posts information about common, emerging, or controversial issues. Recent postings:

- Establishing an intervention protocol
- Early childhood RTI
- Combining RTI/PBS

www.rtinetwork.org

Blog at <http://www.rtinetwork.org/rti-blog>

Equity Alliance (Previously The National Center for Culturally Responsive Educational Systems (NCCRESt). Provides technical assistance and professional development to close achievement gaps and reduce inappropriate referrals to special ed. Recent resources:

Practitioner brief: *A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners*

<http://www.nccrest.org/index.html>

<http://www.equityallianceatasu.org/>

Florida Center for Reading Research-- Conducts basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading and benefit students in Florida and throughout the nation.

<http://www.fcrr.org/index.shtml>

CASEL- Collaborative for Academic, Social and Emotional Learning

Mission is to establish social and emotional learning as an essential part of education.

www.casel.org/

IRIS Center at Vanderbilt University-- The IRIS Center is a national center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities. IRIS seeks to obtain this goal by providing free, online, interactive training enhancements that translate research about the education of students with disabilities into practice.

www.peabody.vanderbilt.edu/

OTHER RESOURCES

Common Core Georgia Performance Standards

<http://www.georgiastandards.org/>

Georgia Virtual School

<http://www.gavirtuelschool.org/>

Georgia SST Resource Manual

<http://www.gadoe.org/ci.aspx?PageReq=CILearningSupport>

Student Support Team Association for Georgia Educators (SSTAGE)

<http://www.sstage.org>

Georgia Special Education Implementation Manual

http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCImpMan

Georgia ESOL/Title III Resource Guide

http://www.gadoe.org/ci_iap_esol.aspx

US Department of Education

<http://www.ed.gov/index.jhtml>

American Institutes of Research

<http://www.air.org/>

RTI Action Network

<http://www.rtinetwork.org/>

National Research Center on Learning Disabilities

<http://www.nrcl.org/topics/rti.html>

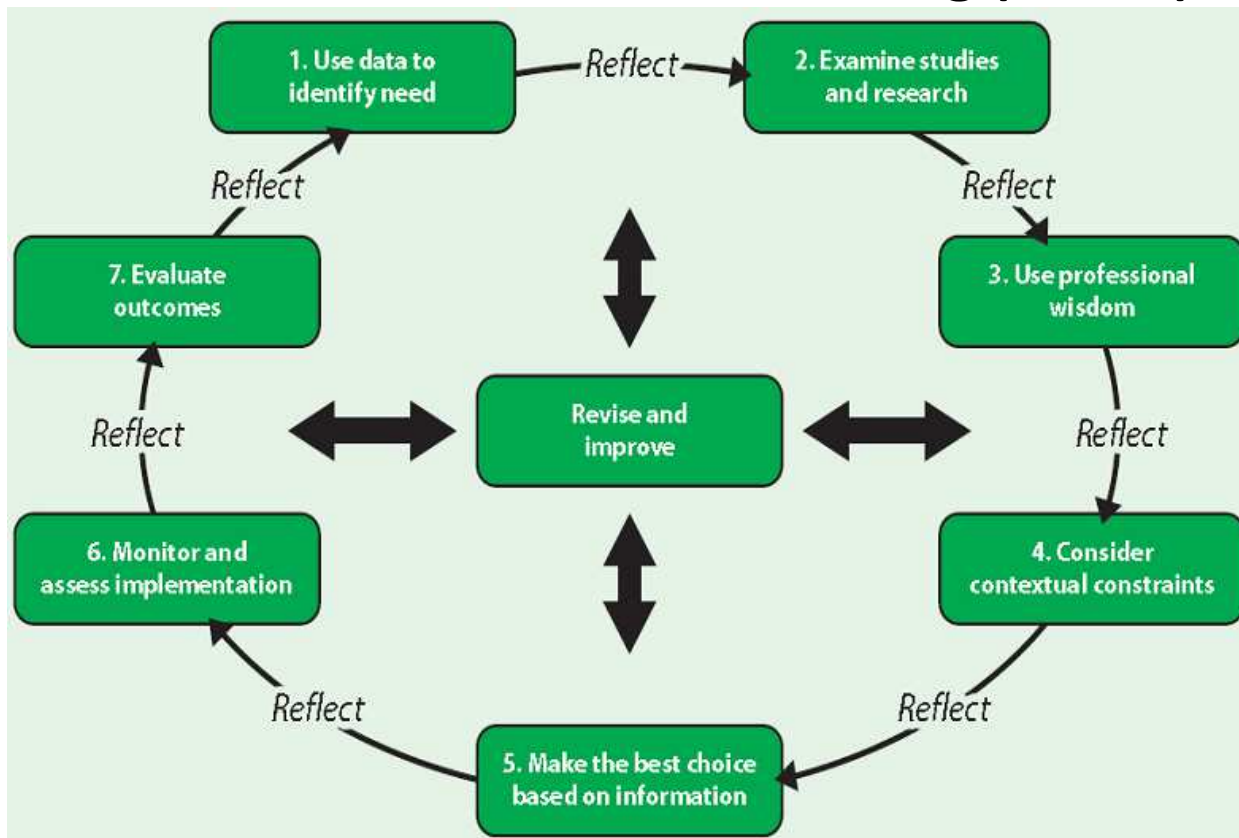
Parent Information

<http://www.parentmentors.org>

The Department encourages districts to use these protocols to provide a common framework for choosing evidence-based interventions:

- Evidence-Based Decision Making Cycle: Shows the process that teams can utilize to integrate the use of data and research into the decision-making cycle.
- Types of Research Methods: Provides an overview of the types of research methods used in research on interventions, and compares their level of rigor in determining "what works."
- Critical Reading Protocol for Studies about Interventions: Provides a framework (in conjunction with the Types of Research Methods tool) for assessing the quality and rigor of a research study on an intervention.
- Intervention Review Protocol: Provides a framework (in conjunction with the Types of Research Methods and Critical Reading Protocol tools) for the review of all available information on an intervention, including research studies, to support decisions about the selection of interventions.


Evidence-Based Decision Making (EBDM) Cycle




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Types of Research Methods

Evidence of effectiveness	Research Method	This is ...	This works best for these kinds of questions...	This doesn't work well for these kinds of questions...	Additional Things to Note
LOW 	Descriptive-Qualitative (Ethnography/ Case Study)	Detailed descriptions of specific situation(s) using interviews, observations, document review You describe things as they are.	How do people implement this program? What challenges do people face? What are people's perceptions?	Did the program cause any changes in participants' outcomes?	
	Descriptive-Quantitative	Numerical descriptions (frequency, average) You measure things as they are.	How many people are participating in this program? What are the characteristics of people in this program? How well did participants in this program do?	Did the program cause any changes in participants' outcomes? Why did the program work this way?	
	Correlational/Regression Analyses	Quantitative analyses of the strength of relationships between two or more variables (e.g., are teacher qualifications correlated with student achievement?)	What is the relationship between various school or classroom context factors and student achievement? Is the extent of implementation of a program across sites correlated with better outcomes?	Did the program cause any changes in participants' outcomes?	Look for words such as, "more likely than," "less likely than," "associated with," "related to," and "correlated with."
	Quasi-experimental	Comparing a group that gets a particular intervention with another group that is similar in characteristics but did not receive the intervention— no random assignment used	Did the program cause any significant differences in participants' outcomes as compared to non-participants with similar characteristics who did not receive the intervention?	How are people implementing the program? Why did the program get the results it did?	Look for the phrase "compared with." Look for results that are both statistically significant and meaningful. NOTE: Did the study test the equivalence of treatment and control groups prior to the intervention?

Evidence of effectiveness	Research Method	This is ...	This works best for these kinds of questions...	This doesn't work well for these kinds of questions...	Additional Things to Note
 HIGH	Experimental	Using random assignment to assign participants to an experimental or treatment group and a control or comparison group (e.g., one receives the intervention and one does not)	Did the program cause any significant differences in participants' outcomes as compared to the control group's outcomes?	How are people implementing the program?	<p>Look for words such as, "causes" or "leads to."</p> <p>Look for results that are both statistically significant and meaningful.</p> <p>NOTE: The intervention should be clearly defined so that you know what it was designed to entail, and to what extent it was implemented in the study. Also look for information on the experience of the control group.</p>
	Meta-analysis	Synthesis of results from multiple studies to determine the average impact of a similar intervention across the studies	Over all studies conducted on a particular intervention or strategy, what can be said about the direction or strengths of the impacts? What does the totality of research studies say about the effectiveness of a program?	<p>How are people implementing the program?</p> <p>What are people's perceptions?</p>	<p>Look for selection criteria used to include studies and look for measures of effect size.</p> <p>Look for differences in results among the studies. Do some studies show positive results while others show negative or do all studies show positive results?</p>

Adapted from Edvantia SBR Rating for Technical Assistance Programs and Services form (2007) and Carter McNamara Overview of Methods to Collect Information handout (1998)

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Critical Reading Protocol for Studies about Interventions

Directions: Review the study with a highlighter in hand to note interesting and/or relevant information. As you answer the questions below, please also note any questions the study raises or any other information you might need to know.

1. **Authorship:** Who is the author? Is it the vendor or a third party? Who funded the study? Is there an obvious bias?

Tip: Third party studies often find lower impacts than studies done by the vendor. It is also important to critically read reports or stories about studies.

2. **Sample:** How closely do the participants in the study mirror your population?

Tip: The more closely the characteristics of the participants in the study resemble the characteristics of your districts, schools, teachers, and students, the more likely it is that the study's findings will be similar for your group.

3. **Research design:** What kind of design did the researchers use? Is there anything unclear or potentially problematic about the design?

Tip: If you want to know about the impact of a program, well-designed quasi-experimental and experimental studies or meta-analyses are the best. (Look at Types of Research Methods Handout.) When looking at quasi-experimental and experimental studies, it is very important to look at the characteristics of the two groups being compared to see if they differ in any way.

4. **Results:** What kinds of outcomes were measured? On which measures did they find statistical significance? Are the results practically significant? If you were going to implement this, what kind of outcomes can you reasonably expect?

Tip: You want to see statistically significant results on the program outcomes. Practical significance involves looking at actual mean differences between the two groups and determining if implementing the intervention is worth your time and effort.

5. **Implementation:** What information is provided about implementation? Does the study connect implementation to the results in any way?

Tip: The outcomes of all interventions depend on how well they have been implemented. You will want to pay special attention to any aspects of implementation that are associated with more or less positive results.

Intervention Review Protocol

To review an intervention, you will want to collect the following kinds of information: program descriptions, implementation information, and outcome data. Sources for this information might include: vendor websites, internal or 3rd party evaluation reports, What Works Clearinghouse(WWC) or other reviews, research reports (e.g. reports from Mathematica, AIR, RAND, MDRC, etc.), descriptive studies and journal articles (peer-reviewed, research & practitioner).

Now that you have your portfolio of information on the intervention together, below are some questions to answer and discuss as a group. The responses should help in making decisions about which interventions might be most beneficial to your students.

Desired Outcomes: What are the goals of this intervention? How well do those match with your students' needs (address problem areas, meet subgroup needs, etc.)?

Program Features: What are the core features of the intervention? How consistent are they with your team's/school's/district's vision? Do these features seem like they would lead to the desired outcomes?

Implementation Issues: As you reviewed the portfolio, did any implementation challenges become apparent? Could any issues like leadership capacity, staffing, funding and facilities pose a challenge to implementation?

Extent of the evidence: Are there any studies that used a strong design to determine the intervention's impact? Did they find statistically significant effects? On what?

Initial Impression: Recommended Need more info. Not recommended



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Summary Checklist of Information Available on Interventions

This checklist is designed to help you develop a **portfolio** with enough information to make an informed decision. If you have a specific kind of information, you will indicate that on the table by a check or by the name of the document. In cases where information is not available, you will note that in the table. Under the outcome information section, you will indicate the type of studies you have. This will help you determine the extent of the evidence on a particular intervention.

Name of Intervention	Program Description (sources: vendor, evaluations)	Implementation information (sources: vendor website, other districts, practitioner journals, evaluations)	Type of Outcome Information Available (sources: evaluations, What Works Clearinghouse (WWC) or other review websites, research journals)				
			Descriptive	Correlation / Regression	Quasi-experimental	Experimental	Meta-analysis

Frequently Asked Questions about SST

How does SST relate to the Response to Intervention (RTI) process?

SST provides the structure and RTI the process for individualized interventions at Tier 3 of RTI, that is, the RTI process should meet the SST state board rule basic requirements. Over time, RTI may evolve into something else, but the SST requirement in Georgia public schools is permanent!

What happens when SST addresses a problem?

A systemic, collaborative problem solving process is used to generate recommendations that are targeted to the student's learning or behavior problem. These recommendations, which include a specific academic and/or behavior plan, are documented in SST records and provided to the student's teacher(s) and/or others to implement with the student. The team then meets periodically to review the student's progress monitoring data and determine the need for continuing, modifying, or concluding the intervention (e.g., increase time, additional supports).

How long is the research based SST intervention implemented?

Interventions used should be those that have a proven record of success, supported by rigorous, objective research methods. The length of time an intervention is implemented is typically indicated in the intervention, which specify the length of time needed for the process to attain reasonable success (e.g., how many weeks, days and minutes are indicated for each intervention based on how it was researched and designed). Interventions must be implemented with fidelity in the way they were designed and researched, following the specific steps of the intervention and reviewing progress monitoring/student response to the intervention. It is vital that progress monitoring is analyzed on a consistent/frequent basis so that the SST problem-solves next steps based on reliable, current data.

Should the SST refer students for a hearing/vision screening?

This is left to the discretion of the local school system. However, difficulties with hearing and/or vision can have a profound impact on a student's ability to learn. It is beneficial to complete a screening early in the SST process. Any problems should be addressed immediately and the impact of the problem on the student's learning should be carefully considered. Consent is required for any screening or evaluation in which students are singled out from their peers. Hearing and vision screenings given to every student in a particular grade do not require consent and can be used as part of the SST process. Prior to any psychological assessment, passing vision and hearing screening is required.

Can the SST refer students for evaluation for special education consideration?

Yes, but only after several important decision criteria are met: 1) that reasonable SST interventions of sufficient duration have been carefully attempted, without success; and 2) that the cause of the problem is suspected to be a disability that cannot be resolved without special education services. Interventions to support the student must be continued during the special education evaluation period.

Do all referrals for special education need to go through the SST?

The state's court commitment (unique to Georgia) was that virtually all referrals should go through the SST referral process. The exception-- or "Bypassing SST"--was outlined in the directives from the Marshall court case: "These cases are those in which the necessity for special education is so clear that use of non-special education options would be non-productive or harmful to the child. In those cases where initial referral is not to the Student Support Team, the reasons therefor will be documented. (Marshall v. GA, 1984)"

How can local school systems determine the effectiveness of their SST process?

Many indicators can show success of the SST process, from parent/faculty satisfaction; to pre/post student performance; to placement rate for initial referrals to special education, i.e., that a high percentage of referrals to special education indeed were found eligible.

What factors impact the effectiveness of SST?

The most important factor in the success of an SST is the attitude with which school personnel view the process. It is most effective when looked upon as a team process for supporting the teacher and student. The effectiveness is greatly reduced when administrators and/or teachers see the process as being simply a paperwork requirement for special education placement.

Secondly, the SST must use a data-driven problem solving process, be well organized and have clear definitions of roles and responsibilities. All participants should be well trained in the process, procedures and legal aspects.

Finally, the paperwork should be teacher friendly and efficient while still meeting legal requirements and providing enough information to future teachers and service providers. Ultimately, the success of any SST relies on the foundation of supports at tier 1 and 2. Success is defined by schools analyzing their data to identify school-wide, classroom, and individual student needs and their use of research based strategies and interventions led by ongoing professional learning, coaching, and measurement of student response to these supports. When these are successful, the number of students referred for SST is reduced, which increases the time and opportunity to provide intensive/individualized supports with better outcomes.

What incentives can be used to encourage educators to serve on an SST?

Schools may want to consider extended year or extended day contracts, a lighter teaching load or fewer administrative duties, PLU credits, and/or stipends.

What benefits can accrue to a school from successful SST efforts?

An effective SST and RTI are highly correlated with positive school climate and successful outcomes for students. Some benefits of an effective SST often include: higher graduation rate, better test scores, fewer students retained in grade, better attendance (by teachers and students), less teacher turnover, better discipline, ready-made needs assessment on teacher needs, more parent involvement, more successful inclusion of special education students in regular classes, and more.

Must parents be invited to all SST meetings held on their child?

Yes. The Student support Team Rule 160-4-2-.32 requires that parents be invited to all SST meetings held on their child.

Must parents give consent for an SST meeting?

Although parents must be invited to all SST meetings, they do not have to give consent for the SST meeting to take place or to give consent for the SST plan to be implemented. Every effort should be made, however, to help parents view the student support team process in a positive light and to understand that this process is not a special education placement.

The SST has referred a student to special education. What should happen while the special education evaluation is in process?

Everyone who works with the student should continue to implement the research based interventions and other efforts outlined in the student's SST plan.

Do students who have difficulty with communication such as articulating their words have to be assisted by the SST before they can be referred to special education for a speech evaluation?

Yes. The SST process applies to all students. Attempts to assist students should occur through the SST with interventions targeting articulation, speech or language difficulties documented with progress monitoring before a referral to special education is made. Of course, if there is clear evidence that strongly suggests the presence of a disability, the school may bypass SST interventions and refer the student to special education. “These cases are those in which the necessity for special education is so clear that use of non-special education options would be non-productive or harmful to the child. In those cases where initial referral is not to the Student Support Team, the reasons therefor will be documented.” (Marshall v. GA, 1984) The evidence considered and the reasons for the SST bypass must be clearly documented by the SST team.

Can special educators be members of a school’s Student Support Team?

It is generally good practice for SSTs to consider individual situations in which a “specialist” might be requested to attend a certain SST meeting for a particular student. These specialists may include special education teachers, administrators, school psychologists, or any other individuals with specialized training who can provide insight about the student and focus on matching research based interventions to student need(s) and analysis of response to intervention/progress monitoring. It is important to note that the State of Georgia’s description of the SST process in its commitment to federal court specifically envisioned SST as a collaboration between general and special education.

IDEA contains a provision that addresses “protections for [students] not yet eligible for special education and related services. What does this mean for the SST Process?

Simply stated, a general education student whose behavior elicits disciplinary action of the school or school system must be afforded all of the rights and procedural safeguards under the IDEA if the school or school system **knew or should have known** that the student was a student with a disability. At the very least, the SST should consider inviting the school psychologist and/or the special education teacher to attend an SST meeting for the student in order to assist the team in decision making about a special education referral. Students with persistent or escalating behaviors should not remain on the same SST plan when there is documentation of lack of, or poor response to, research based interventions matched to their need(s).

****Confirm that this stock content is still required and if so, specific names****

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Title VI- Legal Services (404) 656-4689

Title IX- Legal Services (404) 656-4689

Section 504 and ADA-Legal Services (404) 656-4689

Inquiries concerning the application of the Perkins Act, Title VI, Title IX, or Section 504 and ADA to the policies and practices of the department may be addressed to the Georgia Department of Education, Twin Towers East, Atlanta 30334, (404) 656-2800; to the Regional Office for Civil Rights, Atlanta 30323, or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

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