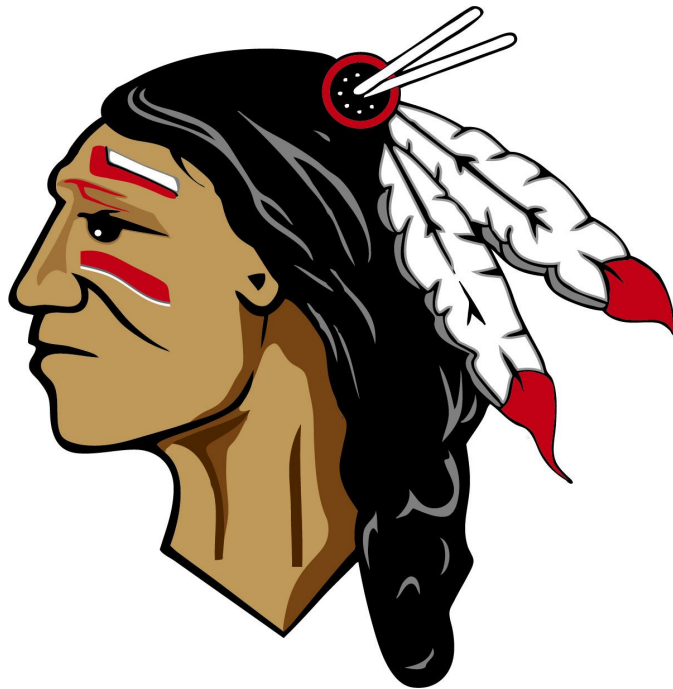# WESTSIDE CONSOLIDATED SCHOOL DISTRICT

RtI ACADEMIC HANDBOOK

Committed to Learn ... Committed to Lead

Board Approved December 2017

Return this folder to the office at the end of the school year.
Table of Contents

WESTSIDE SCHOOL DISTRICT

Westside's Mission:
The Westside Consolidated School District will strive for excellence by engaging learners, empowering minds, and educating all.

Westside's Beliefs:
- Everything we do must be student-centered.
- The teacher is the single-most influential factor on student learning and achievement.
- All learners' needs are met through caring teachers and quality instruction.
- All learners achieve their fullest potential by being held to high expectations.
- The learning environment must provide everyone security, care, dignity, and respect.
- Innovative leadership will provide opportunities for our staff, students, parents, and communities to achieve excellence.

Westside's RtI Vision:
In order to educate, engage, and empower all, Westside is committed to meeting the needs of each student by providing:
- the highest quality instruction
- best practices
- research-based interventions

We will create a school-wide learning community that will provide academic and behavioral support to ensure that all children reach their fullest potential:
- by utilizing progress monitoring
- by evaluating outcomes
- through directed decision-making

RtI Definition and Pyramid

Response to Intervention (RtI) allows students to get support in order to learn successfully. It is a process that could involves a variety of approaches at assisting students to be successful in school. Possible approaches could include small group instructions, online reinforcements, or hands on activities, et. The idea is to intervene as soon as possible to prevent students from falling behind or to help them catch up. It is not a special education program and should not be mistaken as an attempt to place a student in special education

Response to Intervention (RtI) is a multi-step, general education model, designed to identify students who may be at risk for learning to offer support and to monitor progress of learning. This is a fluid process in which students may move in and out of tiers at different times as needed. If students move from Tier II to Tier III, parents will be notified in writing. Those students who show characteristics of dyslexia will be submitted to obtain a level II screener with a dyslexia interventionist. As per the Dyslexia Law, if the initial, level I or II dyslexia screening indicates that a student has characteristics of dyslexia as noted below, the Response to Intervention (RtI) process shall be used to address the needs of the student. The following will be assessed: phonological and phonemic awareness, alphabet knowledge, rapid naming skills, sound-symbol recognition, decoding skills, and encoding skills.
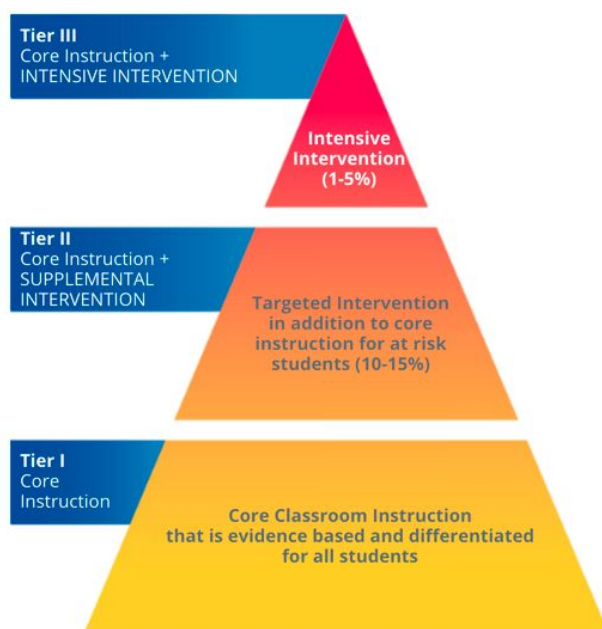
RtI Arkansas
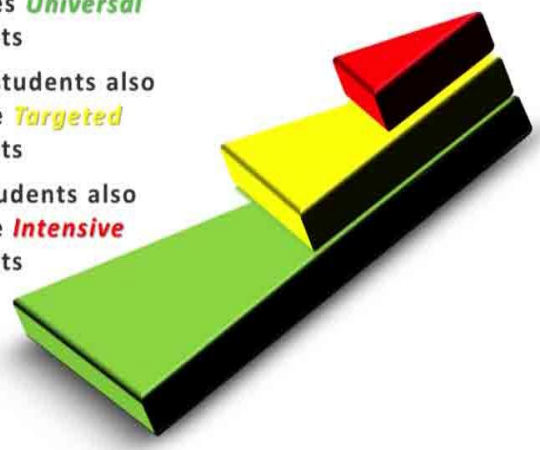
Tier I - CORE INSTRUCTION

Focus: ALL students (Should meet the needs of approximately 80-85% of the students.)

Interventionist: General education teacher

Setting: General education classroom

Grouping: Variable and flexible grouping formats

Curriculum: Scientific, research-based math and reading instruction aligned to state standards and differentiated based on student need and ability

Differentiation (Content, Process, Product, Environment): Differentiation involves: Mixed instructional groupings, team teaching, peer tutoring, learning centers, and accommodations to ensure that all students have access to the instructional program.

Duration: Year-long

Time: Involves a significant block of uninterrupted ELA and math instruction per day

Assessment: Screening 3 times per year (Fall, Winter, Spring) plus a combination of informal measures to inform instruction and identify students who may be at-risk for math and reading failure

Progress Monitoring: Students who are just below or a few points above the recommended benchmark score on universal screening may be progress monitored on a monthly basis

Behavior: Attention to behavior factors (absenteeism, inattention) that impact performance.

Tier II - SUPPLEMENTAL INSTRUCTION

Focus: Students considered at-risk as determined by universal screening, progress monitoring data and additional validated measures of student performance. This Tier should target 10%-15% of the student population..

Interventionist: Trained, skilled and knowledgeable school personnel which may include classroom teacher (e.g. paraprofessional, classroom instructor, elective instructors).

Setting: Variable, can occur in and/or outside of general education classroom.

Grouping: Small, homogenous grouping (up to six students) based on similar instructional needs.

Curriculum: Supplemental, evidence-based intervention designed to address skill deficits of students; complements/supplements core instruction.

Duration: Varies, based on rate of progress and performance of students; 12-18 weeks minimum or time period consistent with intervention guidance.

Time: 60 minutes **total** per week...session frequency may vary. (AIR: Provide Research

Based Support) **Note: in addition to core instruction at Tier I**

Assessment: Combination of informal and formal measures to inform instruction and determine response to intervention, and use diagnostic assessments to identify specific skill deficits relative to reading and math.

Progress Monitoring: Each month examine rate and level of performance for the purpose of determining student response to supplemental instruction / intervention. (Students will be given a Star Assessment).

Behavior: Attention to behavior factors (absenteeism, inattention) that impact performance.

Tier III: CORE INSTRUCTION + INTENSIVE INSTRUCTION

Focus: Students not responding appropriately to Tier I core instruction and Tier II interventions. This Tier should target 5% of the student population.

Policy: Should the RtI committee determine that a student needs to be transitioned from Tier II to Tier III, parents will be notified in writing by assigned building designee.   (Parent Letter)

Interventionist: Highly trained, skilled and knowledgeable school or specialized personnel.

Setting: Most often takes place outside of general education classroom.

Grouping: Small, homogenous grouping (up to 4 students).

Curriculum: Supplemental, customized, intensive, systematic, research-based instruction that targets math or reading areas of greatest need; complements / supplements core instruction.

Duration: Varies, a minimum of 10-30 weeks determined by research based intervention.

Length of Instructional Sessions: 30-60 minutes; four to five times per week. Note: in addition to core instruction at Tier. (AIR Provide research for support.)

Assessment: Combination of informal and formal measures to inform instruction, identify specific skill deficits and determine intervention relative to mathematics and/or reading.

Progress Monitoring: Bi-weekly or weekly to examine rate and level of performance for the purpose of determining student response to supplemental instruction/intervention.

Behavior: Attention to behavior factors (absenteeism, inattention) that impact performance.

Universal Screener

Screening is conducted to identify or predict students who may need additional supports to be successful. Universal screening assessments are typically brief, conducted with **all** students at a grade level, and followed by additional testing or short-term progress monitoring to establish students' risk status.

- Elementary:
    - Rapid Naming (grade K, grades 1-4 as needed)
    - Journeys benchmark/unit assessment system
    - DSA Developmental Spelling Assessment (grades K-4) (Fall and Spring)
    - DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a series of short tests that assess early childhood (K-4) literacy. (Fall, Winter, Spring)
    - Star Early Literacy, Reading and Math (K-4) (All Year)
    - Common Assessments
    - Act Aspire Summative Assessments (3-4)

- Middle:
    - DSA Developmental Spelling Assessment (Fall, Spring)
    - DIBELS 6th Edition (grades 5-6) (Fall, Winter, Spring)
    - Star Reading and Star Math (5-7)
    - Common assessments
    - ACT Aspire (grades 5-7 summative)

- High:
    - ACT Aspire (grades 8-10 summative)
    - ACT (grade 11)
    - Star Reading and Star Math (grades 8-12) (All Year)
    - Common assessments

Progress Monitoring

Progress Monitoring is the practice of measuring student performance using assessments repeated on a monthly basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can
- determine a student's rate of progress
- provide information on the effectiveness of instruction and whether to modify the intervention
- identify the need for further or additional information.

Possible resources might include Academic Progress-Monitoring.

Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.
- Elementary School: DIBELS Progress Monitoring, Common Assessments, (Journeys) Anecdotal Records, STAR Reading and STAR Math
- Middle School: DIBELS Progress Monitoring for Literacy; common assessments for math by target dates, Anecdotal Records, STAR Reading and STAR Math
- High School: quarterly grade level/subject common assessments, Anecdotal Records, STAR Reading and STAR Math

Progress monitoring at each level:
- Tier I: Monitors student progress over time (i.e. common assessments, formative assessments, anecdotes)
- Tier II: Progress monitoring and diagnostic measures will be delivered according to the assessment calendar and guidelines set by each building principal.(See Appendix A)
- Tier III: Progress monitoring occurs bi-weekly or weekly.

Common Assessments

- Common assessments are methods for creating a community of shared practice in a school or district.

- Common assessments are built on learning targets that are developed from grade level standards at the school, district, state and/or national levels.

- Common assessment items are exactly the same so that performance on these items can be compared between teachers.Common assessment are Created to increase the value in comparing student achievement with student performance.

- Common assessment should be collaboratively developed so that every teacher has an understanding of what the expected learning outcomes are for their students and a greater understanding of the curriculum.

- Common assessments are clear and appropriate purpose for your assessment.

See Appendix A for District Assessment Calendar (revised yearly*)*

If all students are expected to demonstrate the same knowledge and skills, regardless of the teacher to which they are assigned, it only makes sense that teachers must work together in a collaborative effort to assess student learning. (DuFour, DuFour, Eaker, 2007)

Dyslexia / Characteristics of Dyslexia

Dyslexia is defined in Ark. Code Ann. § 6-41-602 as a learning disability that is neurological in origin, characterized by difficulties with accurate and fluent word recognition, poor spelling and decoding abilities that typically result from the phonological component of language. These characteristics are often unexpected in relation to other cognitive abilities.

Universal Screening

The universal screening results should potentially identify those students at risk for poor learning outcomes. Students who do not meet the cut-points for risk indicate a skill where success would be unlikely without a supplemental or intensive, targeted intervention in Tier II or Tier III. The use of diagnostic tools does not lead to a diagnosis, but identifies focus areas for differentiated instructions. This process for gathering additional data (progress monitoring) would be considered part of the Level 1 Dyslexia Screening Process.

Who should be screened? According to Ark. Code Ann. 6-41-603, a school district shall screen:
1) Each student in kindergarten through grade two (K-2);
2) Kindergarten through grade two (K-2) students who transfer to a new school and have not been screened;
3) Kindergarten through grade two (K-2) students who transfer from another state and cannot present documentation that the student has had similar screening;
4) A student in grade three or higher experiencing difficulty, as noted by a classroom teacher.

Next Steps

If a student continues to make insufficient progress or fails to respond to intervention, the RtI committee may consider further screening, a Level II: Dyslexia Screener, to determine the nature of the reading problem and the severity of the reading difficulty. A school-based decision making team should meet to review student records and progress, inform parents of concerns, and obtain parental consent when additional assessments are needed to determine if characteristics of dyslexia exist.

If the Level II Dyslexia Screening conducted by the school district indicates a student exhibits characteristics of dyslexia, the student shall be considered to have met the typical profile of a student with dyslexia and should be provided intervention services using a dyslexia program delivered with fidelity. Dyslexia intervention may occur at Tier II or Tier III. Dyslexia intervention is a general education component of RtI. Referral to Special Education may occur if a student fails to make adequate progress.

District-Level Team:

- Required Members from each campus
    - Building Principal
    - RtI Coordinator
    - Counselor
    - Classroom teacher(s)
    - Special Ed Representative
    - Dyslexia Specialist/Reading Specialist
    - Instructional Facilitators

School-Level Team:
- Required Members
    - Principal (Tier III)
    - Classroom teacher(s)/grade level representative(s)
    - Instructional Facilitator (WES, WMS)
- Optional Members
    - Assistant principal(s)
    - Counselor
    - Reading interventionists/specialists
    - English language learner/bilingual specialists
    - Speech education teachers
    - School psychologists, social workers, and/or speech and language pathologists
    - Parents and families
    - Attendance Clerk
    - Nurse

Every campus will have their own School Level Team that will be comprised of various team members. The School Level Team will:
- Meet at least monthly
- Establish schedule, procedures, and norms for meetings
- Delegate member responsibilities based on student needs
- Agree on next steps for each student
- Monitor for fidelity of implementation

Test for Fidelity of Implementation

- **Adherence** - how well we stick to the plan/curriculum/assessment
    - Monitor components on self-report checklist
    - Monitor screening and progress-monitoring
    - Observe teaching methods
    - Use observation checklist

- **Exposure** - how often a student receives an intervention and how long an intervention lasts
    - Record screening and progress-monitoring data
    - Observe teaching duration

- **Quality of Delivery** - how well the intervention, assessment, or instruction is delivered
    - Observe teaching strategies
    - Self-report on knowledge of content, techniques used and reflection on lesson

- **Program Specificity** - how well the intervention is defined and how different it is from other interventions
    - Component Checklist

- **Student Engagement** - how engaged and involved the students are in the intervention or activity
    - Student progress
    - Student survey

Fidelity of Implementation Checklist (National Center on Response to Intervention p.16)

Forms

Tier II Literacy Documentation Form
Tier II Math Documentation Form
Tier III RtI Transition Form
Tier III RtI Documentation Forms
Tier III Parent Notification Letter

RtI Resources

ADE Resources:
Arkansas StudentGPS Dashboard
Arkansas Student Intervention System (ASIS)

Other RtI Resources:
Literacy Matrix
Math Matrix
Ideas Portal
RtI Action Network
Academic Interventions
Progress Monitoring Tools Chart
National Center on Intensive Intervention
Nation Center on Intensive Intervention- Tools Chart
National Center on Intensive Intervention- Tools to Support Data Meetings
Academic Intervention Tools Chart
Florida's Multi-Tiered System of Supports
Vanderbilt Peabody College- IRIS Center
Wisconsin RtI Center
Engage New York
Intensive Intervention
RtI International
Working with Slow Learners

Research Based Interventions:
What Works Clearinghouse
Intervention Central
Center of Response to Intervention
Florida Center For Research

See your campus Interventions Library

Five Year RtI Plan

- ✔ 2017-2018 Block schedule (WHS, WMS)
- ✔ 2017-2018 Progress Monitoring Assessment (Star Reading / Star Math)
- ✔ 2017-2018 DIBELS Math K-6
- ✔ 2017-2018 DIBELS Reading K-6
  - ❏ District Coordinator(s)
    - ✔ Curriculum
    - ❏ 504
    - ✔ RtI
  - ❏ Coach / Instructional Facilitator per building
    - ✔ WES
    - ✔ WMS
    - ❏ WHS
  - ❏ Develop common assessments
  - ❏ Professional Development
    (Everything listed below is a process of three to five years. Each training will be an on-going training and refined as we learn.)
    - ✔ 2016 - 2017 Block Instruction (8th - 12th)
    - ✔ 2016 - 2017 DIBELS Reading K-4
    - ❏ 2016 - 2018 Sept. DSA - Word Journeys (Coop or Apple) (K-6)
    - ❏ 2016 - 2020 (Ongoing) RtI-A - 3 Tiers, Small group instruction (K-7)
    - ✔ 2017 - 2018 STAR Reading K-12
    - ✔ 2017 - 2018 STAR Math K-12
    - ✔ 2017 - 2018 GPS Dashboard
    - ❏ 2017 - 2019 ASIS
    - ❏ 2017 - 2020 Progress Monitor
    - ❏ 2017 - 2019 Curriculum Map / Pacing Guide / Deconstruction of Standards Revisions (K-12)
    - ❏ Small group instruction training
    - ❏ Differentiation Training
    - ✔ Connections Training (K, SpEd Teachers, Various Paraprofessionals)
    - ❏ Common Assessments
    - ❏ Lesson Planning
      - ❏ Units by Design (UBD)
    - ❏ Response to Intervention
      - ❏ Research/Evidence-Based Intervention
      - ❏ Response to Intervention Behavior (RtI-B)

Appendix A District Assessment Calendar

Appendix B Supplemental Chart

Organizational Factors	Tier II	Tier III
Time Allotted for Instruction	60 minutes weekly	Approximately 30-60 minutes, 4-5 days a week (or an equivalent time)
Instructional Grouping	Up to 6 students	1-4 students
Duration of Intervention	Up to16 weeks	10-30 weeks
Interventionist facilitating group	General Education Teacher, Support Staff	Trained Staff
Assessment Factors	**Tier II**	**Tier III**
Level of diagnostic assessment	Group diagnostic assessment	Individual diagnostic assessment
Intensity of progress monitoring	Monthly	Bi-monthly or weekly
Instructional Factors	**Tier II**	**Tier III**
Success rate of student responses	Ensure that the group is at least 80% successful on new material and 90% successful in review material.	Ensure that individual students are at least 80% successful on new material and 90% successful in review
Amount of review and repetitions	Review and practice of core concepts taught in Tier 1	More intensive practice of core and remediation content Considerably more time spent on reviewing concepts and allowing practice
Error correction	Prompt students to correct errors ("Look at the word again….")	Provide direct error correction procedures ("That word is_____. What word?")
Scaffolding	Suggested: "I do, we do, you do together, you do alone."	Provide more intensive guided practice during "we do"

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