Loudon County School System
Response to Intervention and Instruction (RTI²) Plan
Grades K-12

1.1 General RTI² Procedures

The Loudon County School System extended full implementation of the Response to Intervention and Instruction (RTI²) model in all schools throughout the district in grades Kindergarten through 12th. The RTI² implementation plan utilized a phase-in strategy beginning with Kindergarten through 5th grade during the 2014-2015 school year, grades 6th – 8th beginning the 2015-2016 school year and high school beginning the 2016-2017 school year. RTI² serves as a three-tiered approach that supports a systematic and data-based framework through the implementation of scientific, research-based instruction, evidence based practices and intervention that is aligned to students' individual needs.

Tier I will occur within the core curriculum in the general education classroom and will be designed to meet the needs of a majority of the school population (80-85%). Only 10-15% of the student population should need Tier II interventions and only 3-5% should need Tier III interventions. Refer to time-on-task chart in section 2.1 for recommended instruction time per grade cluster.

Tier II will be designed for students when focused instruction within Tier I does not enable them to meet grade-level expectations above the 25th percentile as measured by a skills based assessment. Tier II interventions will be provided to students who score at or below the 25th percentile on the Aimsweb Universal Screener (skills based benchmark assessment) and are struggling academically as determined by evidence provided to the RTI² School Level Support Team (RTI² SLS Team). Students served in Tier II interventions will receive no less than 30 minutes of daily intensive small group instruction focusing on identified skill areas of difficulty in addition to the core academic instruction (Tier I). Refer to time-on-task chart in section 3.2 for recommended instruction time per grade cluster.

Tier III will be designed for students who experience considerable difficulty in acquiring necessary skills and are performing below grade level. Tier III interventions will be provided for students who score at or below the 10th percentile on the Aimsweb Universal benchmark screening and are struggling academically as determined by evidence presented to the RTI² SLS Team. Instruction in Tier III will utilize a scientifically research-based program and evidence-based interventions during an additional 45 minutes of intensive, small group instruction per day. Interventions will be provided to students within their specific skills area of deficit. Refer to time-on-task chart in section 4.2 for recommended instruction time per grade cluster. Students who need further assistance will be referred for evaluation by special service personnel.

1.2 District/School Team

At the district level, an RTI[2] Leadership Team has been formed and includes instructional supervisors, special education supervisor, reading and math instructional coaches and school administrators. This team has been charged with implementing and supervising the transition to RTI[2] by establishing procedures for instruction and intervention practices, identifying, evaluating, selecting and adopting materials and resources for high-quality instruction and intervention, determining assessment protocols, monitoring and reporting assessment data, fidelity monitoring, and guidelines for assessing, planning, and delivering professional development. The District Leadership RTI² Team collaborates monthly to review progress of the program and students.

The RTI² SLS Team will consist of general education teachers, intervention teachers, a school psychologist (as needed), guidance counselor, special education teacher (as needed), ELL teacher (as needed) and administrative staff. The role of the general education teacher will be to provide differentiated research-based and evidence based practices, administer diagnostic assessments, and determine benchmark and standards' mastery. General education and/or intervention teachers will administer progress monitoring assessments, provide research-based interventions and evidence based practices that are complementary to the core curriculum. The administrative staff will provide support through observations, fidelity checks, and on-going staff development and communication. All members of the team will be involved in determining student progress in interventions and if necessary, make appropriate adjustments. The RTI² School Level Support Team will meet, at a minimum, at four to four and a half week intervals. **See Appendix A and B**

1.3 Universal Screening Procedures

RTI² is a process focused on prevention and early intervention that uses assessment data and skills based evidence to determine instruction, intervention, and transitions between tiers. Assessment and progress monitoring will be a major component of the RTI² Framework. Data derived from assessments, progress monitoring and classroom progression will inform the data-based decision making process.

The Loudon County School System will administer the Aimsweb nationally normed, skills based universal screener. A universal screener is a brief screening assessment of academic skills (i.e. basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, written expression (teacher/parent recommendation)) will be administered to students to determine whether students demonstrate the skills necessary to achieve grade-level standards. Universal screening will reveal which students are performing at or above the level considered necessary for achieving long-term success (general outcome measures). Furthermore, universal screening data will be used to identify students in need of further intervention due to identified skill deficits. The Aimsweb 1.0 skills based screening will be administered to help determine a student's specific area of deficit and assist the RTI² SLS Team in determining tier placement needs and specific type of intervention.

The Aimsweb Universal Screener for reading and math will be administered three times a year: at the beginning, middle, and end of the school year in grades K-8 to students who score at or below the 25th percentile on Renaissance Star Early Lit/Star Reading and Star Math in addition to students already receiving intervention. Schools that do not participate in the Renaissance Program will use the Aimsweb Universal Screener for all students in grades K – 8 in the fall and spring and only students in Tiers II and III, new students and students with parent/teacher concerns in the winter. At the high school level, students that are already in Tier II or III will be given the Aimsweb Universal Screener. Also, students with teacher/parent concerns will be given the Renaissance Star Reading/Star Math to determine if they score at or below the 25th percentile. If students score at or below the 25th percentile, they will then be given the Aimsweb Universal Screener. In addition to the universal screener information provided by grades, attendance, and behavioral concerns will also be considered. The universal screener will be administered by RTI interventionist, classroom teacher or other school personal as needed. All personnel responsible for administering the universal screener will be appropriately trained.

The Aimsweb Universal Screener for written expression will be administered three times a year: at the beginning, middle, and end of the year in grades K – 12 to all students in the form of a common writing assessment, which will be scored by ELA teachers/coaches according to a rubric. The scoring will be used to serve as the basis for a teacher referral for students to take the formal universal screener for written expression (Aimsweb).

In grades 9-12, consideration of multiple sources of data for student placement is essential. Sources may include ACT, state assessments, Renaissance Star Reading and Math scores, Aimsweb benchmarking data, grades, attendance, and behavioral concerns. In grades 9-12, students that are currently in Tiers II and III receive the Aimsweb Universal Screener in the fall, winter and spring. In addition, a parent/teacher can submit a student referral if there is concern with academic success. Upon receiving the referral, students will take the Renaissance Star Reading and Math assessment. Students scoring at or below the 25th percentile will then take the Aimsweb Universal benchmark assessment. The addition of student names to the school's early warning system (EWS) helps in the continuous review and monitoring of student progress. The EWS includes important information such as grades, attendance, and behavioral concerns that provide early warning signs for intervention.

Loudon County Schools offers schools two universal screening options based on school needs and resources. The two choices are based on the TN Department of Education options outlined in the revised RTI² manual. **See Appendix C**

1.4 Intervention Planning Procedures

A Student Intervention Plan and Documentation Form (SIPAD) will be developed for identified students entering Tier II or Tier III.
- The RTI² interventionist will develop goals for identified students based on the specific skill deficits identified and will determine the appropriate research-based intervention to be used.
- Adequate progress will be determined by the ROI (Rate of Improvement) as determined by the Aimsweb 1.0 curriculum based measurement and progress monitoring data.

The RTI² SLS Team will assess and determine if exclusionary factors such as, vision/hearing, behavioral, cultural factors, environmental factors, limited English proficiency, other health impairment, or absenteeism are the primary causes of the student's lack of responsiveness to instruction and intervention.

Evidence of the student's present level of educational performance as determined by Aimsweb 1.0 curriculum based measures, other classroom assessments and data will be used to design an appropriate intervention program.

1.5 Students Entering Mid-term

Students enrolling after the start of the school year will be subject to the same enrollment and screening procedures as students who enroll prior to the start of the school year or semester. This includes a student records request form being forwarded to the school in which the child was previously enrolled. School administration will work with the school secretary to ensure the timely receipt of academic records for late enrolling students.

It is expected that Tier II and Tier III students transferring within the district will have a RTI² folder included in their academic records. RTI² related records request will be completed from the receiving school upon enrollment and be forwarded immediately upon request.

For all students transferring from a school outside the district or outside Tennessee that are not in a Tier II or III intervention class, a Teacher Referral for Student Support form will be completed by the classroom teacher, classroom data will be collected for the student where there is a concern and discussed at an RTI² data team meeting. The RTI² SLS Team will use this information to make a determination whether to provide progress-monitoring using the skills based Aimsweb 1.0 progress monitoring assessments to collect more data and determine student needs. Students records will be requested within 2 days of the transfer from outside the district or state. This will aid in support for students that are currently in Tier II or III to help in determining instruction and intervention needs.

1.6 Parent Contact

Parent contact will be an essential component of RTI² and will reinforce the culture of collaboration. A variety of means to inform parents will be implemented, including: phone contacts, electronic mail, US Mail, and other written communications. Parents whose children will be potentially served by the RTI² model will be contacted by the RTI² SLS Team before initiating, changing or discontinuing each tiered level. For students receiving tiered interventions, a monthly progress report will be provided to parents. Additionally, dates and duration of universal screening benchmarks are posted on the school website. Parents of students that are in Tier III will be notified and invited to a School Support Team meeting if evidence supports a referral to special education. Progress will also be communicated to parents during scheduled conferencing and as needed.

1.7 Procedures for English Language Learners

All students will participate in Tier I instruction for English Language Arts and Mathematics using Tennessee State Standards. Scaffolding and differentiation in Tier I will be provided for English Language Learners (ELLs) and can be supported with collaboration from ESL teachers.

Pursuant to SBE policy 3.207, the Home Language Survey will be administered to all students. If the answer to any of the questions is a language other than English, the child will be classified as Non-English Language Background (NELB) and will be assessed for English proficiency. Any student who is found to be an emergent language learner (not scoring as fluent) on the English Language Proficiency Assessment will receive ESL services.

The Loudon County School System will administer the Aimsweb 1.0 Universal Screener to all students who score at or below the 25th percentile on the Renaissance Star Reading/Math assessment. If ELL students fall below the 26th percentile on the Aimweb 1.0 Universal Screener and is a beginner based on the English Language Proficiency Assessment, then ELLs will receive research-based and rigorous ESL services. ESL is an alternative core language program, and the ESL teacher can deliver Tier I services.

If ELL students fall at or below the 25th percentile on the Aimsweb 1.0 Universal Screener and they have acquired intermediate or advanced fluency based on the English Language Proficiency Assessment, then ELL students will be reviewed by the RTI[2] SLS Team and considered for RTI[2] interventions in their specific area of need in addition to their required ESL services. Aimsweb 1.0 assessment will be used as evidence to identify a specific area of deficit. ELL students may take longer to respond to intervention given their limited English Language proficiency.

The universal screener and skills based progress monitoring will be administered to ELL students in English. When program decisions regarding ELL students are being discussed, ESL teachers will be part of the RTI[2] SLS Team.

Tier I Procedures

2.1 Description and Length of Core Curriculum

In K-12, the English language arts and mathematics core curriculum (or Tier I) will be the Tennessee State Standards. The core curriculum will address the needs of ALL students. All students will receive instruction with grade-level standards in small and whole group settings. While providing a strong foundation and striving to meet the needs of all students, Tier I is the first layer of prevention and should be the focus of instruction and differentiation. Classroom teachers will use flexible small groups and target specific skills in reading, writing, and mathematics.

K-12 Minimum Recommended Instructional Times

K-2

Tier I	Kindergarten	First	Second
ELA	150 minutes daily	150 minutes daily	150 minutes daily
Mathematics	60 minutes daily	60 minutes daily	75 minutes daily

3-5

Tier I	Third Grade	Fourth Grade	Fifth Grade
ELA	Minimum of 90 minutes daily (120 minutes recommended)	Minimum of 90 minutes daily (120 minutes recommended)	Minimum of 90 minutes daily (120 minutes recommended)
Mathematics	90 minutes daily	90 minutes daily	90 minutes daily

6-12

Tier I	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
ELA	55 minutes (daily)	90 minutes	55 minutes (daily)	90 minutes
Mathematics	55 minutes (daily)	90 minutes	55 minutes (daily)	90 minutes

2.2 Instructional Practices

Differentiation and scaffolding during Tier I core instruction will be developed using evidence from assessment data (e.g., formative assessments, placement tests, teacher-made assessments, textbook-based assessments, common assessments, benchmark assessments, universal screening) to identify individual student needs. Instruction will address students' individual needs and aligned instructional materials will provide instructional support for cultivating specific skills. The small groups that are formed based on this classroom evidence as well as assessment data will be flexible, which will allow group membership changes based on student progress. Differentiated core instruction does not use methodology such as whole class instruction during the entire instructional period, small groups that never change, or the same independent seatwork assignments for the entire class.

Reading instruction will cover the five essential components:
1. Phonological Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

Tier I, English language arts instruction will be comprised of the Tennessee State Standards which will include social studies and science literacy standards. Core instruction using the adopted textbook series and other approved instructional materials and interventions in these subject areas will provide strategies, activities, and assessments that will guide the instruction of the five components of reading.

2.3 Ongoing Assessment in Tier I

In Tier I, ongoing assessments will be used for all students, aligned with grade-level instruction, and done continuously throughout the year. The process of teaching, assessing, monitoring and adjusting represents a cyclical model of the intended implementation of RTI².

Ongoing assessments will be used for tracking and comparing an individual's or a group's performance and progress through the collection of data. Ongoing assessments will create data and will be used to make decisions regarding instruction.

Ongoing assessments will be essential to the determination of the effectiveness of instructional programs and may include:

- formative assessments (both formal and informal) such as end of lesson assessments, placement tests, teacher-made unit tests, textbook-based assessments, benchmark assessments, and common assessments; and
- Summative assessments.

2.4 Data-Based Decision Making Procedures

The Aimsweb Universal Screener will be administered in reading and math three times a year (writing at parent/teacher request): at the beginning, middle, and end of the school year in grades K-8 to students who score at or below the 25th percentile on Renaissance Star Early Lit/Star Reading and Star Math in addition to students already receiving intervention. Schools that do not participate in the Renaissance Program will use the Aimsweb Universal Screener for all students in grades K – 8 in the fall and spring and only students in Tiers II and III, new students and students with parent/teacher concerns in the winter. At the high school level, students that are already in Tier II or III will be given the Aimsweb Universal Screener. Also, students with teacher/parent concerns will be given the Renaissance Star Reading/Star Math to determine if they score at or below the 25th percentile. If students score at or below the 25th percentile, they will then be given the Aimsweb Universal Screener.

The Aimsweb Universal Screener for written expression will be administered three times a year: at the beginning, middle, and end of the year in grades K – 12 to all students in the form of a common writing assessment, which will be scored by ELA teachers/coaches according to a rubric. The scoring will be used to serve as the basis for a teacher referral for students to take the formal universal screener for written expression (Aimsweb).

In grades 9-12, consideration of multiple sources of data for student placement is essential. Sources may include ACT, state assessments, Renaissance Star Reading and Math scores, Aimsweb benchmarking data, grades, attendance, and behavioral concerns. In grades 9-12, students that are currently in Tiers II and III receive the Aimsweb Universal Screener in the fall, winter and spring. In addition, a parent/teacher can submit a student referral if there is concern with academic success. Upon receiving the referral, students will take the Renaissance Star Reading and Math assessment. Students scoring at or below the 25th percentile will then take the Aimsweb Universal benchmark assessment. The addition of student names to the school's early warning system (EWS) helps in the continuous review and monitoring of student progress. THE EWS includes important information such as grades, attendance, and behavioral concerns that provide early warning signs for intervention.

The RTI² SLS Team will review scores from the Aimsweb 1.0 Universal Screener to identify students who fall at or below the 25th percentile.

A Student Intervention Plan and Documentation Form (SIPAD) will be developed for identified students.
- The interventionist and teachers will develop goals for identified students based on the specific skill deficits identified and determine the appropriate research-based intervention/evidence based practices to be used.

- Adequate progress will be determined by the ROI (Rate of Improvement) as determined by the Aimsweb 1.0 curriculum based measurement and progress monitoring data.

The School-Level RTI² Support Team will assess and determine if exclusionary factors such as, vision/hearing, behavioral, cultural factors, environmental factors, limited English proficiency, other health impairments, and absenteeism are the primary causes of the student's lack of responsiveness to instruction and intervention.

2.5 Professional Development in Tier I

Professional development (PD) generally will refer to ongoing learning opportunities available to teachers and other education personnel through the school and district. The purpose of professional development will be to provide educators with current research concerning best practices for teaching and learning that is related specifically to what teachers are responsible for teaching.

High-quality professional development opportunities will cover specific content pertaining to evidence based effective practices for Tier I instruction, universal screening, ongoing assessment, and databased decision-making. Professional development will include all teachers, administrators, and paraprofessionals when appropriate.

2.6 Fidelity Monitoring

Fidelity monitoring is defined as the accuracy and extent to which Tier I materials are used as intended to provide core instruction to all students. Personnel who conduct Tier I fidelity monitoring may include supervisors, principals, assistant principals, instructional coaches, teacher leaders, and inspiring administrators.

Examples of fidelity monitoring in Tier I may include:
- Review of weekly lesson plans
- Review of teacher/grade level daily schedules
- TEAM teacher observation
- School-level RTI² Support Team meetings in which data is reviewed and discussed
- Monitoring of implementation and alignment of Tennessee State Standards.

Tier II Procedures

3.1 Description of Tier II Interventions

Tier II in K-12 ELA and Mathematics

Tier II will address the needs of students with specific skill deficits. Tier II will be in addition to Tier I and will occur for no less than 150 minutes per week or 30 minutes daily. Those students who require additional assistance beyond the usual time allotted for the core instruction (Tier I) will receive additional intensive small group attention in the specific area of need. Tier II will be provided by trained personnel and will require quality intervention strategies matched to students' needs.

The Loudon County School System implements an RTI² model that includes a problem-solving approach that tailors an intervention to an individual student. It typically has four stages: problem identification, analysis of problem, intervention planning, and response to intervention evaluation.

The RTI² SLS Team will use data-based decision making to determine which students will be placed in Tier II.

3.2 Tier II Configuration

The following charts illustrate the recommended minimum instructional times for Tier II:

Tier II	Kindergarten	First Grade	Second Grade
ELA	20 minutes	30 minutes	30 minutes
Mathematics	20 minutes	20 minutes	30 minutes

Tier II	Third	Fourth	Fifth
ELA	30 minutes	30 minutes	30 minutes
Mathematics	30 minutes	30 minutes	30 minutes

Tier II	6-8 Traditional	6-8 Block	9-12 Traditional	9-12 Block
ELA	30 minutes	30 minutes	30 minutes	30 minutes
Mathematics	30 minutes	30 minutes	30 minutes	30 minutes

In K- 8, interventions in Tier II use recommended time per day/week depending on grade level. In 9 –12, the interventions in Tier II will be provided four days a week. For example, Tier II intervention will consist of an additional 20 minutes per day/100 minutes per week for kindergarten, while grades 2-8 will receive an additional 30 minutes of daily instruction/150 minutes weekly. If students need interventions in more than one area (English language arts and mathematics), then the five days of interventions per week may be split in a two-day/three-day manner based on the area of greater need. For example, if a student needs intervention in ELA and Mathematics but is weaker in math, he/she may receive three days of mathematics interventions and two days of English language arts interventions each week. Each school is different based on need, personnel and scheduling. Individual school schedules may look different based on students with multi-area subject needs.

A student who is receiving special education services should not be excluded from tiered interventions if their data indicates a need. For example, a student with Other Health Impairment (OHI) may receive special education services for his/her disability; however, he/she may also receive tiered interventions in reading, math or written expression. In this case, both special education services and tiered interventions would be provided.

Research supports small groups for interventions. The following are suggested ratios of trained personnel to students during Tier II interventions:

Grade	Ratio
K-5	1:5
6-12	1:6

Trained personnel deliver the interventions. Trained personnel will deliver the selected intervention as intended with fidelity to design. When possible, Tier II interventions will be taught by qualified, certified teachers. Research supports the most trained personnel working with the most at-risk students.

3.3 Progress Monitoring Procedures in Tier II

Progress monitoring assess students' academic performance, to quantify a student rate of improvement (ROI) or responsiveness to instruction, and to evaluate the effectiveness of the intervention. Aimsweb 1.0 will be used for progress monitoring in Tier II and will take place at a frequency of at least every other week. Students will have at least four data points during Tier II intervention before a change in Tier II is considered. Only one or two variables will be changed at a time to measure effectiveness of the change. A change in intervention is considered within each tier before moving to the next tier of intervention.

Changes may include:

• Increasing frequency of intervention sessions;
• Changing interventions;
• Changing intervention provider; and
• Changing time of day intervention is delivered.

A minimum of 8-10 data points (if progress monitoring every other week) OR 10-15 data points (if progress monitoring weekly) will be required in order to make a data-based decision to change to Tier III. The RTI² SLS Team will decide the best placement for students in Tier III. Tier III interventions must be more intense than Tier II interventions.

Trained personnel will administer the progress monitoring in Tier II and classroom teachers should continuously analyze the progress monitoring data.

3.4 Data-Based Decision Making Procedures

Teachers must show knowledge and evidence of setting goals for each child. Expected growth will be determined by using measures provided by or created through the progress-monitoring instrument. Growth will be related to each specific area of need.

For example, if the student has high error rates in reading fluency, additional assessment will be completed that includes phonics assessments. If the student has phonetic skills deficits, the teacher would intervene first in phonics before addressing fluency. If the student is in third grade, he/she may benefit from fluency or phonics probes to determine an accurate rate of improvement (ROI).

Teachers must show how students are progressing toward these goals using a rate of improvement (ROI) to determine adequate progress. Teachers must use the data from progress monitoring to make instructional decisions.

The rate of improvement (ROI) will be compared to the rate of improvement of a typical peer and will be one of the factors considered in determining whether a student has made adequate progress. The 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 return to grade level functioning.

The RTI² SLS Team will meet to analyze data, measure the effectiveness of interventions, and check student progress toward goals. A plan will be in place for when students are and are not making adequate progress within Tier II. If students are not making adequate progress in Tier II, a change in the intervention will need to be considered.

3.5 Professional Development for Tier II

Professional development will cover specific content pertaining to Tier II interventions, progress monitoring, data-based decision making, and fidelity monitoring. All personnel will have an equal opportunity to receive training provided from district supervisors and coaches.

3.6 Fidelity Monitoring

Fidelity monitoring shows the accuracy or extent of implementation of Tier II instruction/materials and evidence-based practices. Fidelity monitoring is the systematic monitoring by a responsible instructional leader (e.g. principal, assistant principal, supervisor, instructional coach, aspiring administrator and/or teacher leader) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed. Training in how to conduct a fidelity check will be required in order to conduct fidelity checks at schools.

In Tier II, fidelity will be monitored at least three times per semester with two checks being a direct, unannounced observation and one check being indirect review of implementation data. Tier II fidelity monitoring will focus on intervention sessions to ensure that students are receiving interventions as prescribed. The fidelity of implementation per intervention will be assessed throughout the process. Personnel who conduct Tier II fidelity monitoring may include principals, assistant principals, supervisors, instructional coaches, aspiring administrators and/or teacher leaders.

In Tier II, fidelity monitoring will focus on an intervention specific to each student and will use reliable and valid measures.

In Tier II, fidelity will be monitored at least three times per semester with two checks being a direct, unannounced observation and one being an indirect observation, which reviews implementation data (i.e. student attendance, lesson plans, progress-monitoring results).

• 3 checks in Tier II per semester where 2 must be direct, unannounced observations and two must be a review of implementation data (i.e., student attendance, lesson plans, progress monitoring results).
• 5 checks in Tier III per semester where 3 must be direct, unannounced observations and two must be a review of implementation data (i.e., student attendance, lesson plans, progress monitoring results).

Personnel who conduct Tier II fidelity monitoring may include principals, assistant principals, aspiring administrators, teacher leaders and/or instructional coaches. Ongoing fidelity documentation of intervention should include:

• Interventions implemented;
• Evidence of implementation at 80% or greater;
• Student attendance;
• Progress monitoring results; and
• Any other anecdotal information that might account for the student's progress or a lack thereof.

Tier II: Three fidelity checks (at minimum)	
Direct Fidelity Check	**Indirect Fidelity Check**
2 Direct	1 Indirect
Options for Direct Checks: · Walk through observation · Short observations (partial intervention session) · Full observation Direct observations may vary in length depending on the intensity of the observation needed.	**Options for Indirect Checks:** · Review of intervention lesson plan · Review of progress monitoring data · Review of schedule · Review of attendance (including reasons for absense)
Documentation: Fidelity checks can be done for an entire group at the same time; however, the information they provide should be looked at from the student level because the team will be making decisions about each student's needs.	**Documentation:** The data team should conduct reviews of student data. When analyzing one student's progress, the team should consider the group and/or student rate of improvement.
Example personnel to include: · Principals, administrators, or other appointed designees; · Instructional coaches: literacy/numeracy coaches; · School psychologists; and · Special education teachers.	**Example personnel to include:** · Data team (as a regular component of data team meetings)

Interventions must be implemented with integrity. If the intervention is not implemented with integrity of at least 80% or greater, the interventionist should be supported with training until integrity reaches 80%.

Tier III Procedures

4.1 Description of Tier III Interventions

Tier III in K-12 ELA and Mathematics

Tier III will address the small percentage of students (3-5%) who have received Tier I instruction and Tier II interventions (or interventions from direct placement in Tier III) and continue to show difficulty in acquiring the necessary reading, mathematics, and writing skill(s). It will also include students who are 1.5 - 2.0 years behind or are at or below the 10th percentile and require the most intensive interventions immediately. Students at this level will receive daily, intensive, small group, or individual intervention targeting specific area(s) of deficit in grades K – 8 and four days of intensive, small group, or individual intervention targeting specific area(s) of deficit in grades 9th – 12th.

Tier III will be in addition to the instruction provided in Tier I. The RTI² SLS Team will decide the best placement for students in Tier III. Students who have received Tier II interventions and have not made adequate progress or students who score at or below the 10th percentile on the

Aimsweb 1.0 curriculum based measure will receive more intense intervention in Tier III.   As a guideline, these students will be considered the most "at-risk" and in possible need of Tier III intervention.

When making placement decisions for Tier III interventions, it will be necessary to consider other assessments, relative data, and information on the student such as past retention and academic performance. Tier III interventions will be systematic, research-based interventions/evidence based practices that target students identified area of deficit (basic reading skills, reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, and/or written expression). Interventions will be developed based on the unique needs of students. Research based interventions/evidence based practices that will have the greatest chance of addressing the area of need will be selected. There will be evidence that interventions in Tier III are more intense than interventions in Tier II.

There will be a clear description of the prescribed approach to intervention being used for each of the areas (reading, math, or writing). A standard protocol followed by a problem solving approach within the RTI² model will be used to tailor an intervention to an individual student. It typically has four stages: problem identification, analysis of problem, intervention planning, and response to intervention evaluation.

The use of scientifically research-based interventions/evidence-based practices that produce reliable and valid results is required. To be considered research-based, interventions must have a clear record of success.

An effective intervention will be:

• Implemented by trained personnel;
• Implemented with fidelity and confirmed by measurement; and
• Progress monitored to ensure outcomes are being met.

Using evidence, the RTI² SLS Team will determine which students will be placed in Tier III.

4.2 Tier III Configuration

In grades K-8, the interventions in Tier III will be provided daily (9 – 12 four days per week). The following charts illustrate the recommended minimum intervention times for Tier III in grades K-12:

K-2

Tier III	Kindergarten	First Grade	Second Grade
ELA	40-45 minutes	45-60 minutes	45-60 minutes
Mathematics	40-45 minutes	40-45 minutes	45-60 minutes

3-5

Tier III	Third	Fourth	Fifth
ELA	45-60 minutes	45-60 minutes	45-60 minutes
Mathematics	45-60 minutes	45-60 minutes	45-60 minutes

6-12

Tier III	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
ELA	45-55 minutes	45-60 minutes	45-55 minutes	45-60 minutes
Mathematics	45-55 minutes	45-60 minutes	45-55 minutes	45-60 minutes

The following charts illustrate the recommended weekly minimum intervention times for Tier III in grades 9-12:

Tier III	9-12 (Traditional)	9-12 (block)
ELA Weekly Minimums	225-275 minutes	225-300 minutes

Tier III	9-12 (Traditional)	9-12 (block)
Mathematics Weekly Minimums	225-275 minutes	225-300 minutes

A student who is receiving special education services should not be excluded from tiered interventions if their data indicates a need. For example, a student with Other Health Impairment (OHI) may receive special education services for his/her disability; however, he/she may also receive tiered interventions in reading, math or written expression. In this case, both special education services and tiered interventions would be provided.

Research supports small groups for interventions. The following are suggested ratios of trained personnel to students during Tier III interventions:

Grade	Ratio
K-5	1:3
6-8	1:6
9-12	1:12*

*See Component 4.8 regarding High School Tier III Intervention Courses

Trained personnel will deliver the interventions. Trained personnel will deliver the selected intervention as intended with fidelity to design. When possible, Tier III interventions will be taught by qualified, certified teachers. Research supports the most trained personnel working with the most at-risk students.

4.3 Progress Monitoring Procedures in Tier III

Progress monitoring assess students' academic performance to quantify a student rate of improvement (ROI) or responsiveness to instruction and to evaluate the effectiveness of the intervention. Aimsweb 1.0 progress monitoring in Tier III takes place weekly. Progress monitoring will be in the area of deficit using a curriculum-based measure that is sensitive to change. Students will have at least four data points during Tier III interventions before a change is considered. Only one or two variables should be changed at a time to measure effectiveness of the change. A change in intervention will be considered within each tier before moving to the next tier of intervention.

Changes may include:

• Increasing frequency of intervention sessions;
• Changing interventions;
• Changing intervention provider; and
• Changing time of day intervention is delivered.

A minimum of 10-15 data points will be required in order to make a databased decision to refer for special education consideration. Students placed immediately in Tier III interventions will have time to respond to prescribed intervention before recommending a referral for evaluation. The purpose of placing a student immediately in Tier III interventions will be to provide the most intensity of intervention needed, not to shorten the duration of the intervention period.

Trained personnel will administer the progress monitoring in Tier III and classroom teachers should continuously analyze the progress monitoring data.

4.4 Data-Based Decision Making Procedures

Teachers must show knowledge and evidence of setting goals for each child. Expected growth will be determined by using measures provided by or created through the progress monitoring instrument. Growth should be related to each area of need.

For example, if the student has high error rates in reading fluency, additional assessment will be completed that includes phonics assessments. If the student has phonetic skills deficits, the teacher would intervene first in phonics before addressing fluency. If the student is in third grade, he/she may benefit from fluency or phonics probes to determine an accurate rate of improvement (ROI).

Teachers must show how students are progressing toward these goals using a rate of improvement (ROI) to determine adequate progress. Teachers must use the data from progress monitoring to make instructional decisions.

The rate of improvement (ROI) will be compared to the rate of improvement of a typical peer and is one of the factors considered in determining whether a student has made adequate progress. The 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 return to grade level functioning.

The RTI² SLS Team will meet to analyze data, measure the effectiveness of interventions, and check student progress toward goals. A plan will be in place for when students are and are not making adequate progress within Tier III. If students are not making adequate progress in Tier III, a change in the intervention will need to be considered before requesting an evaluation.

4.5 Professional Development for Tier III

Professional development will cover specific content pertaining to Tier III interventions, progress monitoring, data-based decision making, and fidelity monitoring. All personnel will have an equal opportunity to receive training provided from district supervisors and coaches.

4.6 Fidelity Monitoring

Fidelity monitoring shows the accuracy or extent of implementation of Tier III instruction/materials and evidence-based practices. Fidelity monitoring is the systematic monitoring by a responsible instructional leader (e.g. principal, assistant principal, supervisor, instructional coach, aspiring administrator and/or teacher leader) to determine the extent to which the delivery of an intervention adheres to the protocols or program models as originally developed. Training in how to conduct a fidelity check will be required in order to conduct fidelity checks at schools.

In Tier III, fidelity will be monitored at least five times per semester with three checks being a direct, unannounced observation and two checks being indirect review of implementation data. Tier III fidelity monitoring will focus on intervention sessions to ensure that students are receiving interventions as prescribed. The fidelity of implementation per intervention will be assessed throughout the process. Personnel who conduct Tier III fidelity monitoring may include principals, assistant principals, supervisors, instructional coaches, aspiring administrators and/or teacher leaders.

In Tier III, fidelity monitoring will focus on an intervention specific to each student and will use reliable and valid measures.

In Tier III, fidelity will be monitored at least five times per semester with three checks being a direct, unannounced observation and two being an indirect observation, which reviews implementation data (i.e. student attendance, lesson plans, progress-monitoring results).

• 3 checks in Tier II per semester where 2 must be direct, unannounced observations and one must be a review of implementation data (i.e., student attendance, lesson plans, progress monitoring results).
• 5 checks in Tier III per semester where 3 must be direct, unannounced observations and two must be a review of implementation data (i.e., student attendance, lesson plans, progress monitoring results).

Personnel who conduct Tier III fidelity monitoring may include principals, assistant principals, aspiring administrators, teacher leaders and/or instructional coaches. Ongoing fidelity documentation of intervention should include:

• Interventions implemented;
• Evidence of implementation at 80% or greater;
• Student attendance;
• Progress monitoring results; and
• Any other anecdotal information that might account for the student's progress or a lack thereof.

Tier III: Three fidelity checks (at minimum)	
Direct Fidelity Check	**Indirect Fidelity Check**
3 Direct	2 Indirect
Options for Direct Checks: · Walk through observation · Short observations (partial intervention session) · Full observation Direct observations may vary in length depending on the intensity of the observation needed.	**Options for Indirect Checks:** · Review of intervention lesson plan · Review of progress monitoring data · Review of schedule · Review of attendance (including reasons for absense)
Documentation: Fidelity checks can be done for an entire group at the same time; however, the information they provide should be looked at from the student level because the team will be making decisions about each student's needs.	**Documentation:** The data team should conduct reviews of student data. When analyzing one student's progress, the team should consider the group and/or student rate of improvement.
Example personnel to include: · Principals, administrators, or other appointed designees; · Instructional coaches: literacy/numeracy coaches; · RTI Coordinators, fidelity monitors · School psychologists; and · Special education teachers.	**Example personnel to include:** · Data team (as a regular component of data team meetings)

If the intervention is not implemented with integrity of at least 80% or greater, the interventionist should be supported with training until integrity reaches 80%.

4.7 Consideration for Special Education

A referral for evaluation for specific learning disabilities (SLD) such as **basic reading skills, reading fluency, reading comprehension, mathematics calculation, mathematics problem solving, or written expression** will be determined when data indicates that Tier III is ineffective. Following written parental consent, information obtained from any screenings completed during the intervention process may be used as part of the eligibility determination for special education. Consent for an evaluation may be requested or received during Tier III interventions, but evidence from Tier III must be a part of determination, and a lack of response to Tier III interventions may not be predetermined. An evaluation for a Specific Learning Disability (SLD) may be conducted during the second half of Tier III, but will not be concluded before Tier III interventions are proven ineffective at the end of Tier III.

Team members involved in making a decision to refer for special education may include the Intervention/School-Level RTI² Support Team members (school psychologist, principal/assistant principal, general education teacher, special education teacher and parent).

Parents must be invited to a meeting to discuss a referral for special education evaluation

4.8 High School Tier III Intervention Courses

The Loudon County School System will use the high school course codes offered by the Tennessee Department of Education for Tier III intervention. There will be two courses offered: Tier III ELA Intervention and Tier III Mathematics Intervention. Students will receive appropriate credit per course. Data-based decisions will be made by the RTI² SLS Team. Tier III intervention will provide elective courses beyond the required English language arts and mathematics classes needed for graduation. Such courses will be offered daily and taught by a certified teacher. Courses will use research-based interventions and strategies and follow guidelines for Tier III intervention. The majority of the intervention course content and process will include direct intervention provided by a certified teacher; however, computer-based and/or technology assisted interventions may be used for a portion of the time. In all cases, intervention programs will match areas of deficit and will be delivered with fidelity. Class size should not exceed a 1:12 ratio.

<u>**Special Education Procedures**</u>

5.1 Special Education Eligibility Procedures

A special education referral for a student suspected of a Specific Learning Disability may be necessary after the student has received tiered interventions, and the intervention(s) provided was not successful in closing the achievement gap. A student may be referred during Tier III, but eligibility will not be determined until interventions have been implemented with fidelity at all levels. Data-based decisions will be made at each tier using a minimum of 8-10 data points (if progress monitoring every other week) _OR_ 10-15 data points (if progress monitoring weekly). Furthermore, a change in intervention will be considered within each tier before moving to the

next tier of intervention. The number of data points reflects empirical research required to make an informed data-based decision. The intervention must have empirical evidence supporting its use in remediating the area of suspected disability (i.e. Basic Reading Skills) and the progress monitoring tool selected must be able to provide evidence that the student did not make a sufficient amount of progress in the area of suspected disability. It is the LEA's responsibility to document that the student received intervention and was progress monitored as outlined by the Tier II and Tier III guidelines.

Student screening:

Students may be screened by a specialist (e.g., school psychologist) at any time within the tiers to provide instructional and/or program planning information. For example, the student's phonological processing or academic skills may be screened to provide additional information to inform instruction and/or intervention. All screenings will be conducted in accordance with the examiner's manual with regard to standardization and examiner qualifications. Prior to a special education referral, this screening information may only be used to help identify the needs of the student and to assist with instructional program planning. Furthermore, this information will not be used to predetermine the student's ability or lack thereof to make progress. If a student fails to make adequate progress after receiving intervention at all levels, the information obtained from any screenings completed during the intervention process may be used _as part of_ the eligibility determination following informed written parental consent. Screenings conducted for instructional programming may be necessary but are not sufficient to document underachievement in the event a special education referral is made.

If, within the RTI² process, the team suspects that a student may be evidencing a disability other than a Specific Learning Disability, then the referral process for that disability must be followed. It is important to note that the RTI² process is not required or appropriate for all areas of suspected disability. For example, a Kindergarten age student who enters school with developmental delays as indicated by multiple sources of information would not necessarily need to go through all tiers of intervention before being evaluated for a Developmental Delay. Similarly, a student who is suspected of having an Intellectual Disability may also be referred prior to the completion of the RTI² process. Any information collected through the screening/progress monitoring process will be vitally important when making these decisions. None of these procedures will conflict with the U.S. Office of Special Education Programs Memorandum 11-07.

Progress Monitoring Requirements:
**Rate of Improvement (ROI):

If a student is 1.5 grade levels or more behind the student may immediately require Tier III intensive intervention. Students who are immediately placed in Tier III level intervention must receive the minimum number of recommended minutes of intervention as reflected in the tables in Sections 3.2 and 4.2. Furthermore, students who are immediately placed in Tier III intervention will be given adequate time to respond to prescribed intervention before a referral to special education is made. The purpose of immediately placing a student in Tier III intervention is to increase the intensity of the intervention, not to shorten the duration of the intervention period.

The student will be given the same amount of time to respond to the intervention as a student who first received Tier II interventions.

If Tier III interventions have been provided and a gap analysis indicates that a student's progress is not sufficient for making adequate growth with the current interventions, then the team may obtain *Notice and Consent for Initial Evaluation*. The team must complete all evaluations and establish the student's eligibility for service within the initial evaluation timeline. The student will remain in intervention and will continue to be monitored while the requested evaluations are being completed. All information collected including the student's responsiveness to intervention will be a part of the student's eligibility determination.

Special Education Referral Information:
A referral to special education will include (at a minimum):
- P*arent Input* to include any pertinent familial information, family/student medical history, and etc.
- *Teacher Input* to include an indirect observation, work samples, documentation of differentiated instruction, etc.
- *Documentation of the Problem* to include classroom-based performance assessments, standardized testing results, and other relevant assessment data
- *Detailed Description of the Intervention Process* to include interventions used, attendance, frequency of implementation, duration of implementation, and fidelity monitoring; and
- *Progress Monitoring* data indicating a lack of responsiveness to intervention.

5.2 Components of a Special Education Evaluation/Re-evaluation

The following outlines the eligibility criteria and eligibility determination when establishing the eligibility of a student for special education services based on a Specific Learning Disability.

Specific Learning Disabilities Eligibility Criteria:
The term Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, and that adversely affects a child's educational performance. A SLD disability includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include a learning problem that is primarily the result of Visual Impairment; Hearing Impairment; Orthopedic Impairment; Intellectual Disability; Emotional Disturbance; Limited English Proficiency; or Environmental or Cultural Disadvantage.

The characteristics as identified in the Specific Learning Disabilities definition are to include:

An evaluation for Specific Learning Disabilities shall meet the following standards:

1. To ensure that underachievement in a student suspected of having a Specific Learning Disability is not due to a lack of appropriate instruction (i.e., empirically research-based instruction that is rigorous, systematic, and peer-reviewed) in the student's State-approved grade level standards, the following must be obtained:

  a. Data that demonstrate that prior to, or as a part of, the referral process, the student was provided appropriate instruction (i.e., empirically research-based instruction that is rigorous and systematic throughout all Tiers of instruction/intervention) in regular education settings, delivered by qualified and appropriately trained personnel; and
  b. Data-based documentation of repeated assessments of achievement, reflecting formative assessment of student progress during intervention, which was provided to the student's parents at a minimum of once every four and one-half (4.5) weeks.

2. The student does not achieve adequately for the student's age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards:

  a. Basic Reading Skills
  b. Reading Fluency Skills
  c. Reading Comprehension
  d. Written Expression
  e. Mathematics Calculation
  f. Mathematics Problem Solving

An evaluation of Oral Expression and Listening Comprehension shall be completed pursuant to the Speech or Language Impairment eligibility standards. If a student has been evaluated by a Speech Language Pathologist and does not qualify as Language Impaired, then the IEP team may consider a Specific Learning Disability in either Oral Expression or Listening Comprehension if either continues to be a suspected area of disability; however, the rigorous intervention and progress monitoring standards must be met.

In order to substantiate inadequate achievement, an individual, standardized, and norm-referenced measure of academic achievement must be administered after initial consent is obtained in the area of suspected disability (i.e., Basic Reading Skills, Reading Fluency, Reading Comprehension, Written Expression, Mathematics Calculation, and Mathematics Problem Solving). Intensive intervention must occur within the tiers before inadequate classroom achievement can be assessed. The score from a standardized achievement test administered prior to receiving intensive intervention may not be used to determine inadequate classroom achievement. The team will select assessment instruments that are sensitive to floor effects and developmental levels, especially for students in the primary grades.

3. The student does not make sufficient progress to meet age or state-approved grade-level standards in one or more areas (i.e., Basic Reading Skills, Reading Fluency, Reading Comprehension, Written Expression, Math Calculation, Mathematics Problem Solving) when using a process based on the student's responsiveness to scientific, research-based intervention in each area of suspected delay.

A lack of sufficient progress will be established by examining the student's Rate of Improvement (ROI) including a gap analysis and will be based on the following criteria:

The rate of progress or improvement is less than that of his/her same-age peers,

or

The rate of progress is the same as or greater than that of his/her same age peers but will not result in reaching the average range of achievement within a reasonable period of time.

4. The LEA must ensure that the child is observed in the student's learning environment (including the general education classroom setting) to document the student's academic performance and behavior in the areas of difficulty. A pattern of strengths and weaknesses in performance shall be documented by two systematic observations in the area of suspected disability. One may be conducted by a special education teacher and one must be conducted by the School Psychologist or certifying specialist:
    a. Systematic observation of routine classroom instruction, and
    b. Systematic observation during intensive, scientific research-based or evidence-based intervention.

In the case of a student who is in a placement outside of the local education agency (LEA), a team member must observe the student in an environment appropriate for a student of that age.

5. The team must determine that underachievement is not primarily the result of Visual, Motor, or Hearing Disability, Intellectual Disability, Emotional Disturbance, Cultural Factors, Environmental or Economic Factors, Limited English Proficiency, or Excessive Absenteeism.

A measure of cognition is not required for all students referred to special education based on a suspected Specific Learning Disability. Only when the team suspects the student may be evidencing another disability (e.g. Intellectual Disability or Functional Delay) will a comprehensive measure of the student's intelligence be administered.

A student whose characteristics meet the definition of a student having a Specific Learning Disability may be identified as a student eligible for special education services if:

1) All of the aforementioned eligibility criteria are met, and
2) There is evidence, including observation and/or assessment, indicating how the Specific Learning Disabilities adversely impact the student's performance in or access to the general education curriculum.

Evaluation participants must include:
1) The parent or guardian;
2) The student's general education classroom teacher;
3) A licensed special education teacher;
4) At least one person qualified to conduct an individual diagnostic evaluation (i.e., School Psychologist and/or Speech-Language Pathologist); and
5) Other professional personnel as indicated (i.e., Occupational Therapist).

In the case of a private evaluation and/or diagnosis (e.g. Attention Deficit Hyperactivity Disorder or Visual Processing), the team should consider information presented to help inform instruction and intervention. The student must be provided academic interventions congruent with the RTI ² guidelines if the team suspects the presence of a Specific Learning Disability as either a primary or secondary disability.

Exclusionary/Rule-out Factors:

Within the special education evaluation process, these factors must be ruled-out as the primary reason for the student's underachievement.

Exclusionary Factor:	Source of Evidence:
Visual, Motor, or Hearing Disability	Sensory screenings, medical records, observation
Intellectual Disability	Classroom performance, academic skills, language development, adaptive functioning (if necessary), IQ (if necessary)
Emotional Disturbance	Classroom observation, student records, family history, medical information, emotional/behavioral screenings (if necessary)
Cultural Factors	Level of performance and rate of progress compared to students from same ethnicity with similar backgrounds
Environmental or Economic Factors	Level of performance and rate of progress compared to students from similar economic backgrounds, situational factors that are student specific

Limited English Proficiency	Measures of language acquisition and proficiency (i.e., BICs and CALPs), level of performance and rate of progress compared to other ELL students with similar exposure to language and instruction
Excessive Absenteeism	Attendance records, number of schools attended within a 3 year period, tardiness, absent for 23% of instruction and/or intervention

Eligibility Determination:

In order for a student's eligibility for special education services to be established, the team must complete and sign the Specific Learning Disabilities Assessment Documentation Form. This form will replace the typical comprehensive Psycho-Educational Evaluation as it relates to a Specific Learning Disability ONLY. An Eligibility Report and a Prior Written notice indicating the student's eligibility determination must also be completed.

Re-evaluations:

All re-evaluations for students with a Specific Learning Disability will be grounded in progress monitoring data. For students who qualified for services using the discrepancy model, it is assumed that the initial eligibility process was valid. Existing student-centered data including ongoing assessments of progress and focused/diagnostic evaluations will be reviewed through the *Re-evaluation Summary Report* to determine if additional information is needed. Again, a gap analysis will be completed and the student's ROI will be calculated in order to determine the amount of services/intervention required to close his or her achievement gap. The level of service required (special education versus general education) will be used to negate or substantiate continued eligibility.

Transfers:

When a student with a SLD identification transfers from one Tennessee LEA to another, the school psychologist will conduct a records review to ensure that all eligibility components were met; however, there is no need to complete the *Re-evaluation Summary Report* unless components of the student's eligibility for services are missing. There is also no need to create a new Eligibility Report when all eligibility criteria have been clearly met.

When a referred student transfers from one Tennessee LEA to another before an eligibility determination is made, the new LEA must facilitate the timely completion of the requested evaluation. The previous school district must send all relevant assessment information to the inheriting school district as soon as possible so that the evaluation and eligibility determination processes are not delayed. If additional time is needed to establish the student's eligibility for

services, then the inheriting school district may submit a request to extend the evaluation timeline. This may be accomplished using the formal extension process, which requires any extension of the timeframe be amended by mutual written agreement between the student's parents and a group of qualified professionals.

Consistent with previous guidance, all out-of-state transfers will be treated as re-evaluations. Furthermore, the team will use the *Re-evaluation Summary Report* to document all relevant information and make a determination. If the previous eligibility process is sufficient to establish the student's eligibility for services based on Tennessee SLD criteria, then the team may choose to adopt those results. A new Eligibility Report will be completed reflecting this decision. A comprehensive re-evaluation (i.e., progress monitoring and achievement data collection) will be completed for eligibility purposes for SLD students that were made eligible using a model other than RTI², and whose pre-referral intervention and/or progress monitoring data is missing. Or, whose previous evaluation does not meet TN SLD criteria, it is assumed that the student did not respond to general education intervention. The student's responsiveness to intervention as indicated by progress monitoring data will be collected, based on services (intervention) provided through the IEP.

 Again, a gap analysis will be completed and the student's ROI calculated in order to determine the amount of services/intervention required to close his or her achievement gap. The level of service required (special education versus general education) will be used to negate or substantiate continued eligibility. All information will be collected and an eligibility determination will be made within the initial evaluation timeframe unless the team agrees to request an extension of the timeline.

Private/Home School:

IDEA requires that districts use a proportionate amount of funding to provide services to students in private and homeschool settings. In order to establish a student's need for these services, districts must engage in child find activities and respond to parental requests for evaluation. There are two possible scenarios:

1) If the student is referred but consent for evaluation has not been received:
In order to rule out lack of appropriate instruction, the district must assist the private or homeschool in both the intervention and progress monitoring process. The team must decide whether these services will be offered by qualified individuals in the private or home school setting, or if these services need to be provided by the LEA. If universal screening and/or academic achievement information is not available, the LEA is encouraged to initiate the referral/problem-solving process by gathering this information; or

2) If the parent provides written request for evaluation:

During the evaluation timeline that begins with the receipt of a written request for evaluation, the LEA will collect data on the appropriateness of the student's current curriculum, the fidelity of instruction, and any interventions implemented prior to the request. Again, the team must decide

whether the required tiered interventions will be offered by qualified individuals in the private or home school setting, or if these services need to be provided by the LEA (i.e., walk-in). If interventions are put into place and the student begins making significant progress, the LEA will meet with the parent and decide whether or not to request an extension of the evaluation timeline. This may be done using the formal extension process, which requires any extension of the timeframe be amended by mutual written agreement between the student's parents and a group of qualified professionals. If the student makes minimal to no progress, the evaluation and eligibility determination must be completed within the evaluation timeframe.

If a district accepts the referral but then later chooses not to qualify the student because lack of appropriate instruction cannot be ruled out, parents may exercise their right to an independent evaluation or initiate due process.

5.3 Data-Based Decision Making Procedures

When determining eligibility for special education, the team will consider data collected through tiered interventions. Data will have been used to determine movement within and out of tiered interventions. Students will have had researched-based, peer-reviewed interventions within the specific area of deficit. They will have been progress monitored over time and a rate of improvement will have been determined. Students that are making sufficient progress will remain at the level of support required to be successful. After tiered interventions have been exhausted and the student has demonstrated insufficient progress, then the student's eligibility for special education service may be determined. The team may initiate the referral process using the following criteria:

- A student does not appear to making sufficient progress after tiered interventions have been implemented with fidelity and data based decisions have been made using 8-10 data points (every other week) or 10-15 data points (weekly) at each tier.
- ROI and a gap analysis must be completed for students being referred for special education to determine if needs are beyond general education Tier III interventions.

The Tennessee SLD criteria identifies two decision rules to inform the IEP team analysis of progress monitoring data from intensive, scientific research-based or evidence-based intervention. A student's rate of progress during intensive intervention is insufficient if either of the following apply:

•The rate of progress is less than that of his/her same-age peers,

or

•The rate of progress is greater than his/her same-age peers but will not result in reaching the average range of achievement in a reasonable period of time.

5.4 Parent Request for Evaluation

If a parent or legal guardian requests an evaluation within the RTI² process, the team must complete the agreed upon components of the evaluation within the initial evaluation timeline as indicated by the LEA's receipt of informed parental consent. The student may be eligible for

services as a student with a Specific Learning Disability based only on the aforementioned eligibility standards. There is no option to use either a discrepancy model or a pattern of strengths and weaknesses model to identify a Specific Learning Disability.

If a parent requests an evaluation, the LEA will include for consideration all intervention and progress monitoring data available at the time of referral. The student will continue to receive intervention in the specific area of deficit and will continue to be progress monitored. If the initial evaluation timeline will expire before adequate data has been collected, then all information and testing completed to that point will be used to establish the student's eligibility for special education. If the team lacks sufficient evidence to establish the student's eligibility for services, the team may agree to request an extension of the evaluation timeline or the student will be made ineligible until sufficient data can be collected.

5.5 Fidelity Monitoring (per Guidelines in Tier II and Tier III)

Qualified personnel throughout the RTI² process will assess the fidelity of implementation of interventions. The minimum requirement is a combined total of 8 checks: 3 checks in Tier II where 2 must be a direct observation and 1 indirect, and 5 checks in Tier III where 3 must be direct observations and 2 indirect that review implementation data (i.e. attendance, lesson plans, progress monitoring results). Ongoing fidelity documentation of intervention should include: interventions used, evidence of implementation at 80% or greater, student attendance, progress monitoring results, and any other anecdotal information that might account for the student's progress or a lack thereof. If the intervention is not implemented with integrity, the interventionist should be supported with training until integrity reaches 80%. Fidelity monitoring should continue within special education interventions and follow the same fidelity monitoring schedule as Tier III interventions.

5.6 Progress Monitoring and Intervention Procedures in Special Education

Students who qualify for special education with a Specific Learning Disability will be assigned services by their Individualized Education Program (IEP) team. Special education services will be the most intensive level of intervention. The student will remain in the core instruction (Tier I) and will have access to tiered intervention within the general education curriculum *to the greatest extent possible*. The same problem solving approach used in the general education RTI² process will be used in special education. Furthermore, interventions will be tailored to the student in the area of identified disability, and progress toward their IEP goals will be monitored weekly or every other week. When students fail to respond to intervention as a result of the provision of special education services, an IEP team meeting will be reconvened.

5.7 Dismissal from Special Education

Students may move from special education interventions to general education interventions if there is sufficient evidence to suggest that the student no longer needs special education services. Movement from special education to general education will be supported by multiple sources of data including ROI, gap analysis, evidence of meeting IEP goals, and student need.

The goal is for all students to be served at their level of need within the least restrictive environment. The team will use the Re-evaluation Summary Report process to gather all sources of information and make an eligibility determination.

5.8 Program Evaluation

The RTI² process within a district will be continually monitored and adjusted to better meet the needs of all students. All students should benefit from the data-based decision making process and all decisions should be made in the best interest of an individual student. District data, school data, and student data will continually be monitored and changes will be adjusted based on the data collected (e.g. strengthening Tier I or more research-based interventions in Tier III).

Appendix A
Roles and Responsibilities of Key Stakeholders

At a Glance: District RTI² Leadership Team Assignment of Roles and Responsibilities

Role(s)	Responsibilities
Chair/Facilitator	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development
Administrators/Supervisors or Designee(s)	Assist in identifying, evaluating, selecting, and adopting materials and resources to establish and maintain procedures for high quality instruction and intervention; developing assessment protocols and fidelity monitoring; and determining guidelines for assessing, planning, and delivering appropriate professional development
Administrators ● Elementary ● Secondary	Assist in establishing and maintaining procedures for instruction and intervention practices; assessment protocols; scheduling; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development
Educational Staff ● Instructional Coaches	Critique established procedures for delivering high quality instruction and intervention; implementation of administering and analyzing appropriate assessment; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success of all students
Role(s)	Responsibilities
Specialists ● Special Education Supervisor ● Special Education Coach	Help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.

Appendix B
Roles and Responsibilities of Key Stakeholders

At a Glance: School RTI[2] Support Team Assignment of Roles and Responsibilities

Schools are unique in regards to personnel and student population; therefore, each individual school must use its collective resources to fully and effectively implement RTI[2.] The following chart is intended as an outline to assist in assigning roles and responsibilities at the school building level.
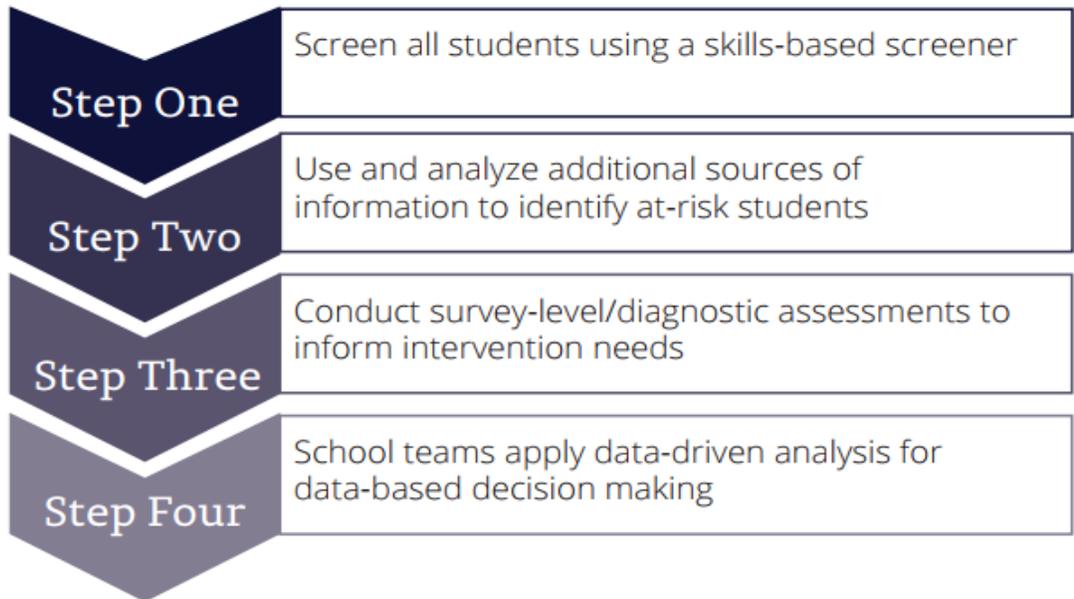
Roles	Responsibilities
Lead Interventionist	Establish and maintain school-level procedures and timelines for instruction and intervention; assessment protocols; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development. He/she appoints or selects a school-level RTI[2] chair/facilitator and a team of representatives from the school level.
Principal or Assistant Principal	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; and guidelines for assessing, planning, and delivering appropriate professional development.
RTI Supervisor and School Based Administration	Critique established procedures for successful delivery of instruction and intervention for reading, English/language arts, writing, and mathematics; provides ongoing professional development and coaching for the successful achievement of all students.
Classroom Teachers ● Elementary ● English/language arts ● Mathematics ● Other	Interpret established school-level procedures to deliver high quality instruction and intervention; follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending/facilitating in appropriate professional development sessions for the purpose of ensuring success for all students
Role(s)	Responsibilities
Specialist ● School Psychologist ● Special Education Teacher ● Speech/Language	Help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation

● Others	
School Counselor (if available)	Assist members of the team with social and emotional behavior of students to help ensure success for all students
Teacher of English Learner (ELL)	Serve students whose native language is not English; delivers an appropriate program to teach English; delivers high quality instruction and intervention; participates in appropriate professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students
Instructional Coaches	Provide support resources, materials and teaching practices that support strong teaching practices.

Appendix C

Loudon County Schools offers schools two options universal screening options based on school needs and resources. The two choices are based on the TN Department of Education options outlined in the revised RTI² manual.

Universal screen process using a skills-based universal screener.

Step One	Screen all students using a skills-based screener
Step Two	Use and analyze additional sources of information to identify at-risk students
Step Three	Conduct survey-level/diagnostic assessments to inform intervention needs
Step Four	School teams apply data-driven analysis for data-based decision making

Universal screen process using a standards-based universal assessment.

Step One	Screen all students using a standards-based assessment
Step Two	Use and analyze additional sources of information to identify at-risk students
Step Three	Conduct skills-based screener on at-risk students to determine the need for skills-based intervention
Step Four	Conduct survey-level/diagnostic assessments to inform intervention needs
Step Five	School teams apply data-driven analysis for data-based decision making