BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Agenda

- Overview of RTI[2]
- Screening
  - Universal Screening
  - Screening for Characteristics of Dyslexia
- Importance of Data-based decision making
  - What is data?
  - How do we collect it?
  - What are we required to collect?
- Instructional Interventions and Supports
- Special Education Referrals
- Student Plans
- Case Studies

Part I: Data-Based Decision Making

Presentation

TN Department of **Education**

RTI² Overview

Department of
Education

RTI²-A + RTI²-B

ESSENTIAL COMPONENTS *FOR ALL TIERS*

1 **Leadership**

2 **Assessment**

3 **Data-Based Decision Making**

Define **A**   **B** Analyze

Evaluate **D**   **C** Implement

4 **Instruction & Intervention**

FEW

SOME

ALL

INCREASED SUPPORT FOR STUDENTS
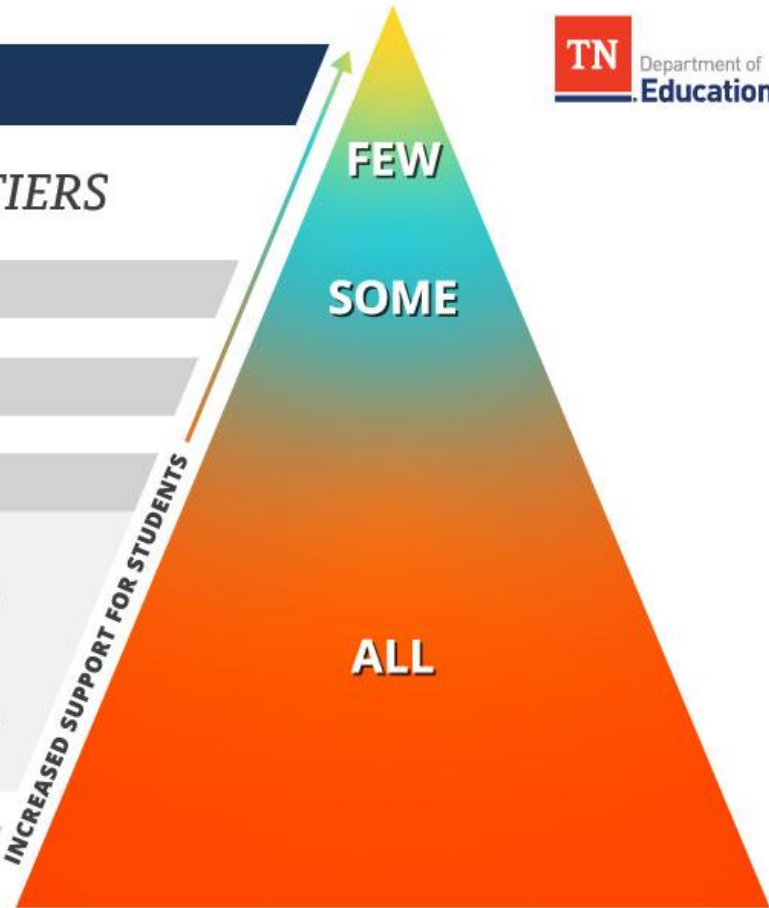
RTI² Misconceptions

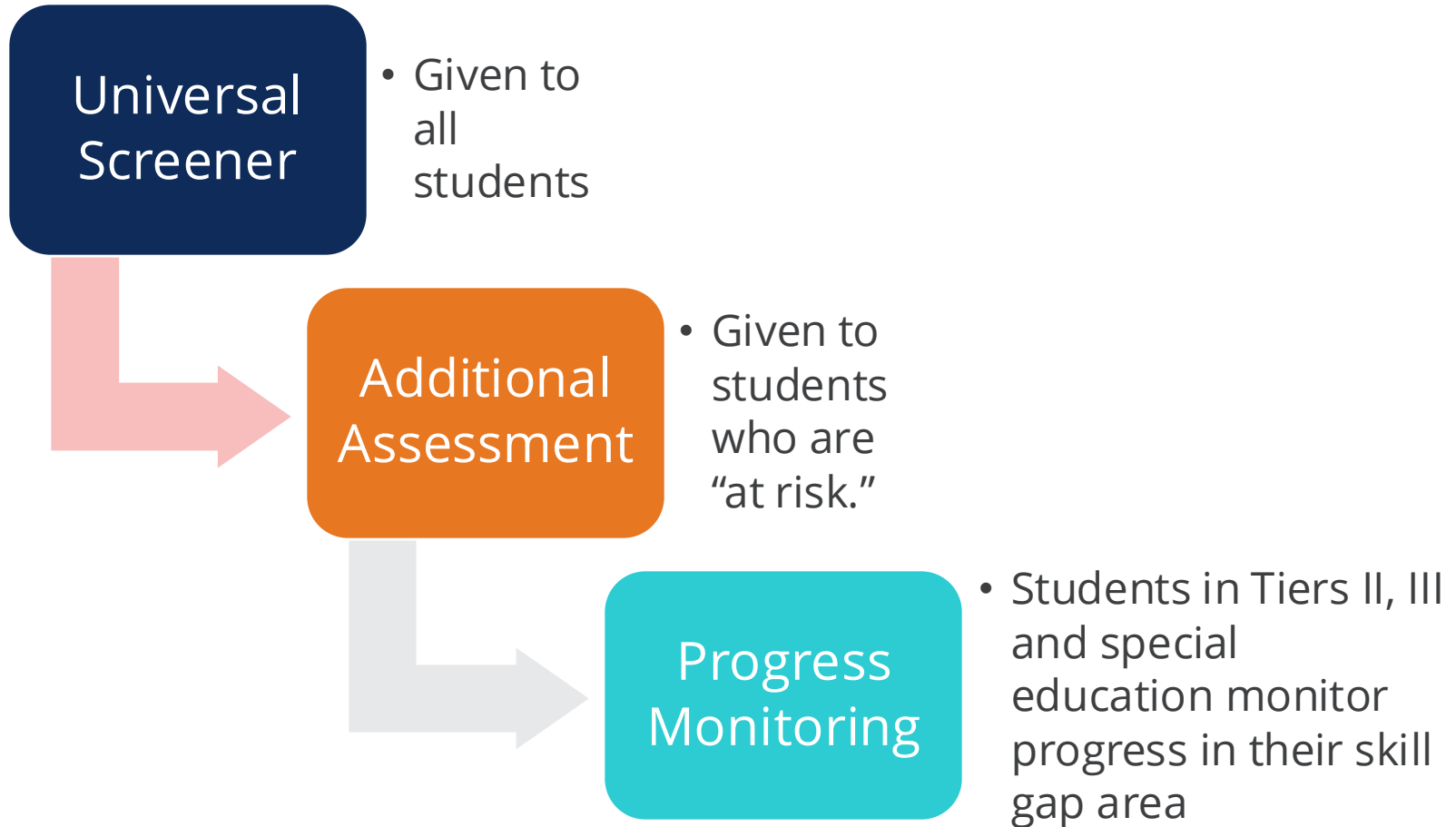A pathway to special education

The same in every school

An instructional program

Only for academics

RTI² Assessment Process

Universal Screener
- Given to all students

Additional Assessment
- Given to students who are "at risk."

Progress Monitoring
- Students in Tiers II, III and special education monitor progress in their skill gap area

Universal Screening

Universal Screening Areas

Math
- Math calculation
- Math problem solving

Reading
- Basic reading
- Reading fluency
- Comprehension

Written Expression
- Transcription
- Text generation and composition

Universal Screening Requirements

K - 6
- Three times per year
- Reading, Math, Written Expression
- K – 3 URS data reported to the department

7-8
- Minimum one time per year with recommended fall administration
- Three times per year for students identified as "at risk"
- Reading, Math, Written Expression

9-12
- Early Warning System minimum one time per year
- Three times per year for students identified as "at risk"
- Include Attendance, Behavior, and Academics within EWS indicators
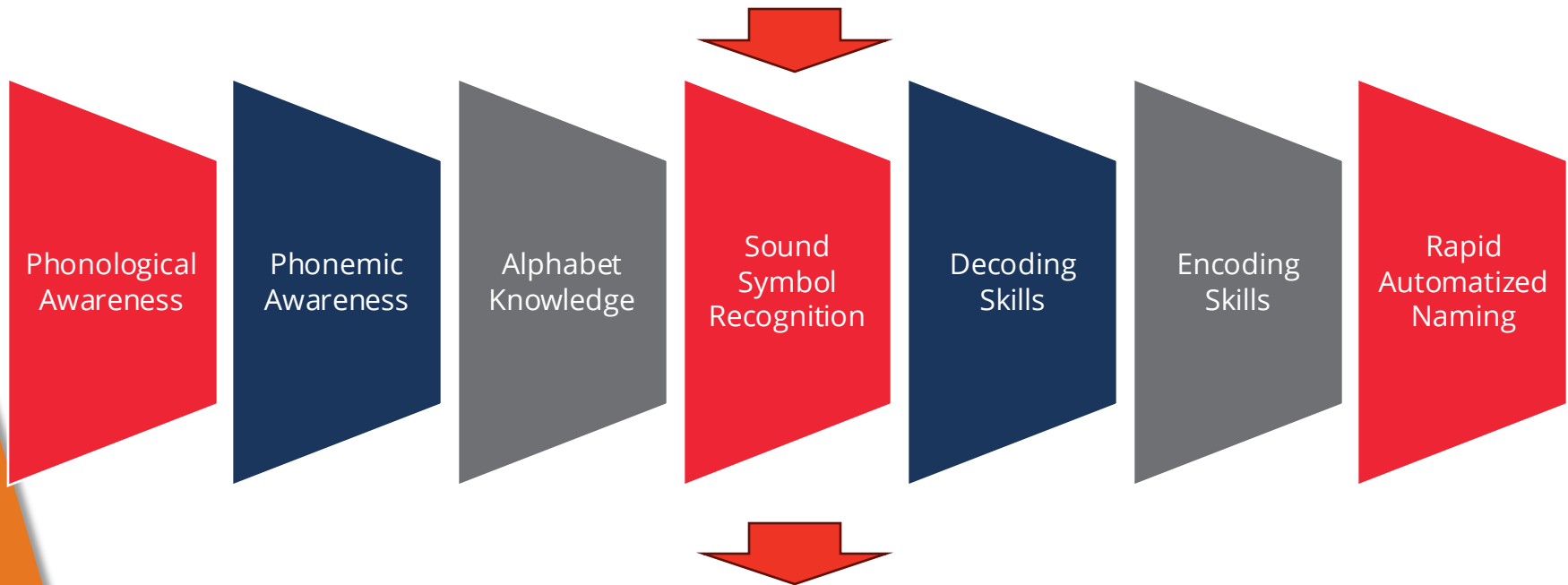
ACADEMICS

Screening for Characteristics of Dyslexia

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Universal Reading Screener

BEST FOR ALL

Skills-based, Grade-appropriate Literacy Screening

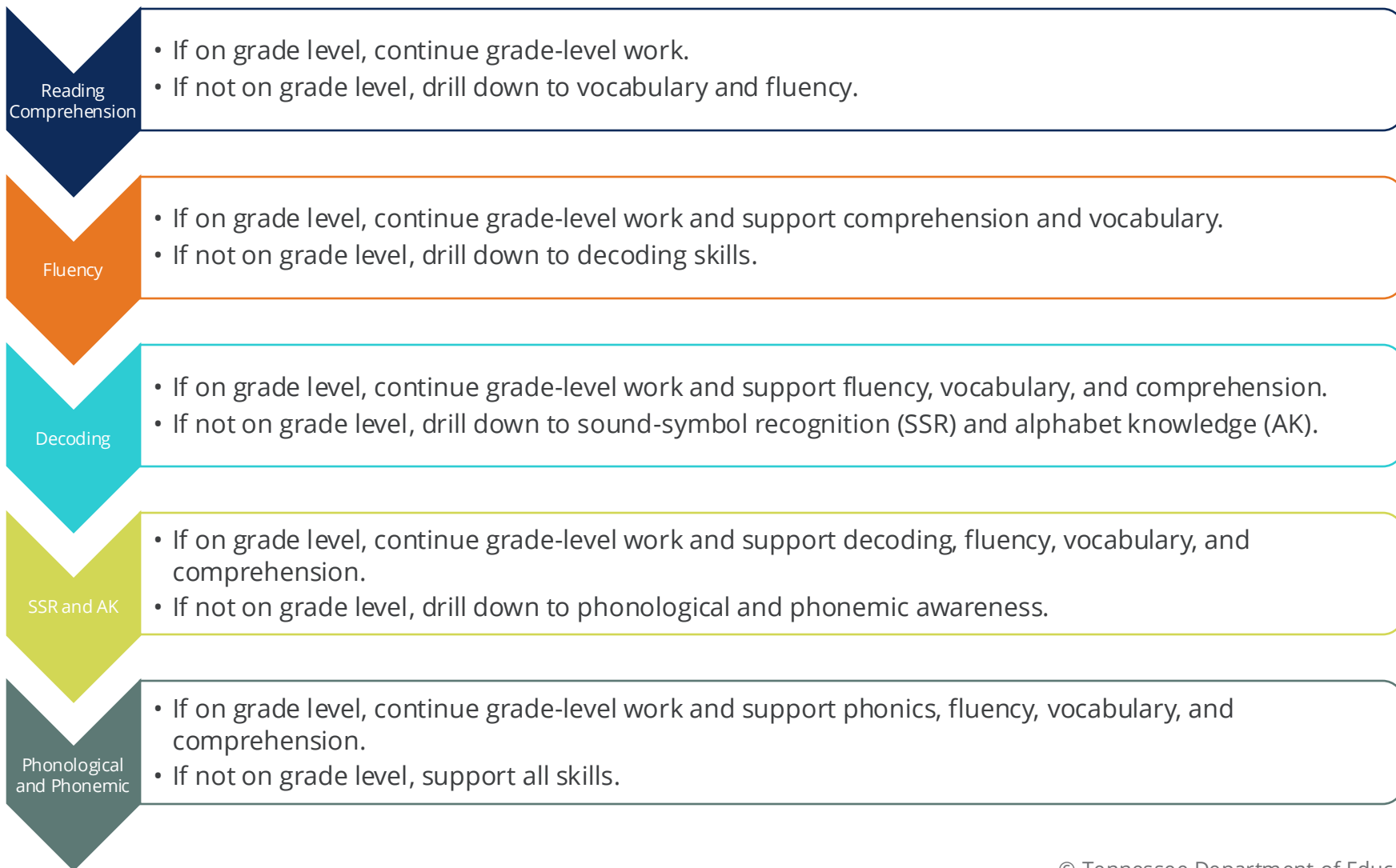| Phonological Awareness	Phonemic Awareness	Alphabet Knowledge	Sound Symbol Recognition	Decoding Skills	Encoding Skills	Rapid Automatized Naming

Data-based Decision Making, Intervention Placement, and Instructional Supports

ACADEMICS

Drilling Down for Diagnostic Information

Reading Comprehension
- If on grade level, continue grade-level work.
- If not on grade level, drill down to vocabulary and fluency.

Fluency
- If on grade level, continue grade-level work and support comprehension and vocabulary.
- If not on grade level, drill down to decoding skills.

Decoding
- If on grade level, continue grade-level work and support fluency, vocabulary, and comprehension.
- If not on grade level, drill down to sound-symbol recognition (SSR) and alphabet knowledge (AK).

SSR and AK
- If on grade level, continue grade-level work and support decoding, fluency, vocabulary, and comprehension.
- If not on grade level, drill down to phonological and phonemic awareness.

Phonological and Phonemic
- If on grade level, continue grade-level work and support phonics, fluency, vocabulary, and comprehension.
- If not on grade level, support all skills.

Data-Based Decision Making

Identifying the Deficit

Universal Screening	Diagnostic Assessment	Survey Level Assessment
Broad skills-based assessment in content area designed to analyze student performance in relation to expected performance; Reveals general performance in relation to area assessed (i.e., fluency)	Broad skills or standards-based assessment designed to analyze student performance in relation to expected performance; Shows student knowledge level in relation to specific content assessed	Specific skill area assessments designed to analyze student performance in relation to expected performance or against specific skill criteria; Shows student knowledge in specific skill area as well as provides instructional information

Interpreting Data

- What does this mean?

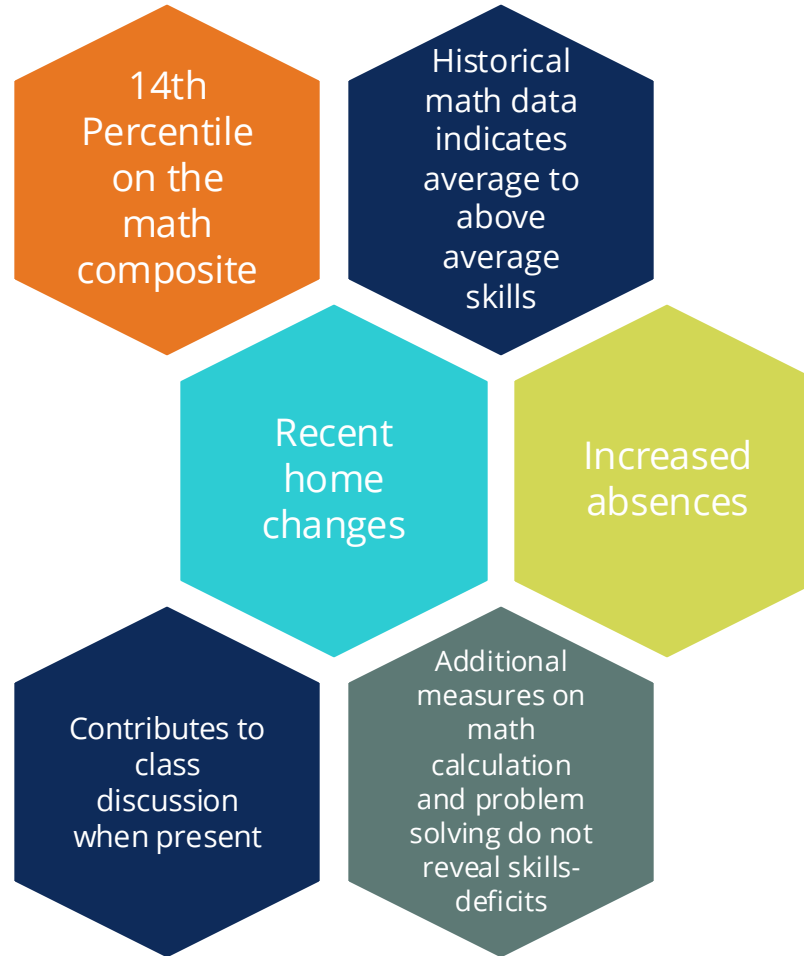A student scored at the 14th percentile on the universal math screener.
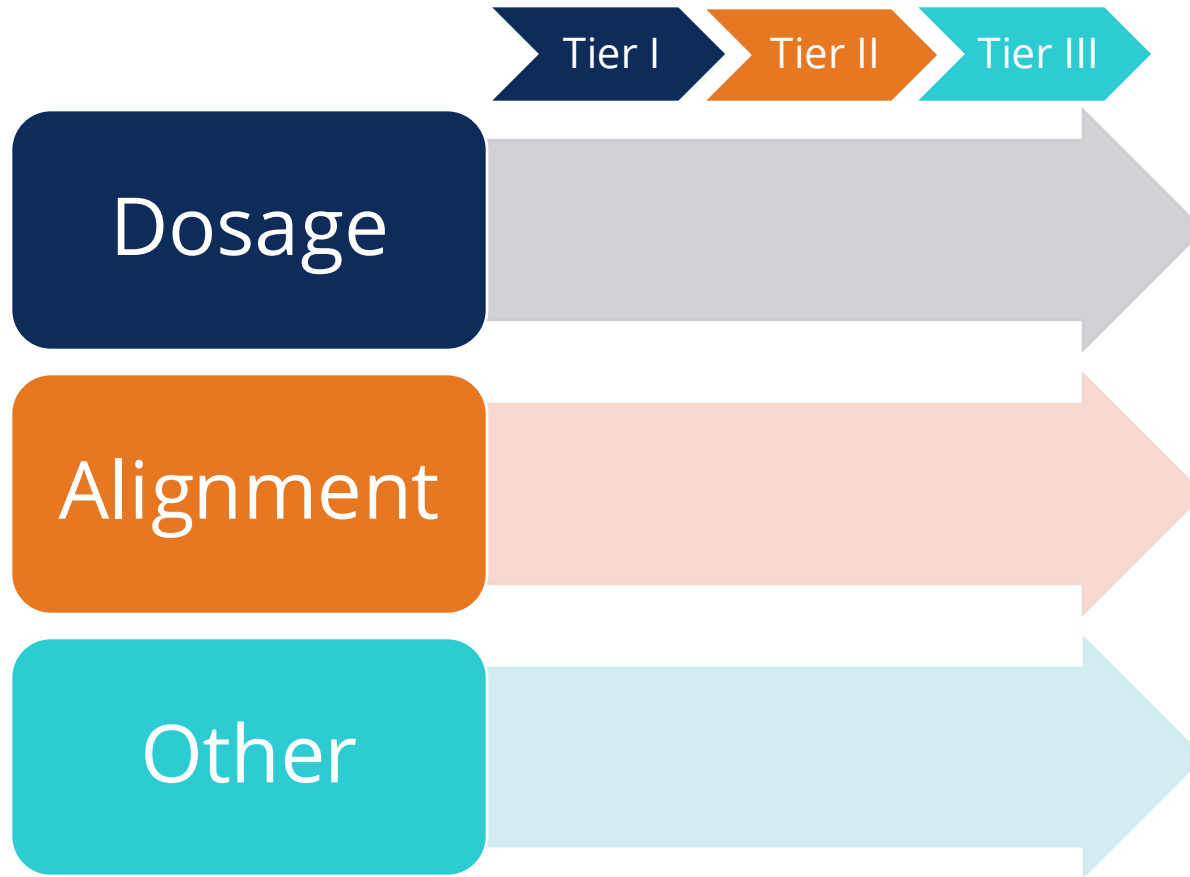
ACADEMICS

Interpreting Data

- What does this mean?

- How do we get this information?

14th Percentile on the math composite

Historical math data indicates average to above average skills

Recent home changes

Increased absences

Contributes to class discussion when present

Additional measures on math calculation and problem solving do not reveal skills-deficits

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Placement or Intervention Change

Tier I   Tier II   Tier III

Dosage

Alignment

Other

Tiered Intervention Exit

Scenario 1

- Student meets the goal for three consecutive grade-level progress monitoring probes.

Scenario 2

- Student meets the goal for two consecutive grade level progress monitoring probes and most current universal screening administration.

Scenario 3

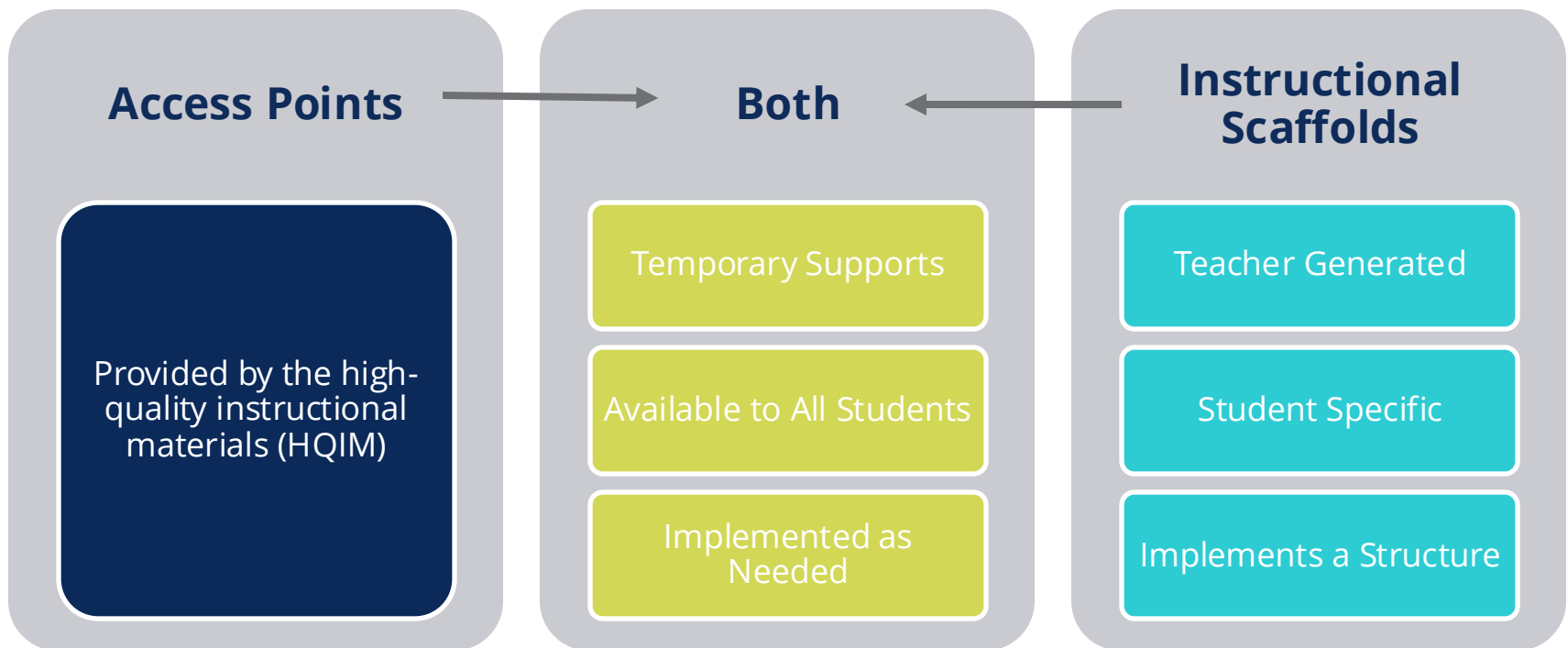- Student meets the goal for two consecutive universal screening administrations.

These are examples only and not meant to be an exhaustive representation of exit considerations. Exit criteria may differ by district, school, or even student, depending on need.

Instructional Interventions and Supports
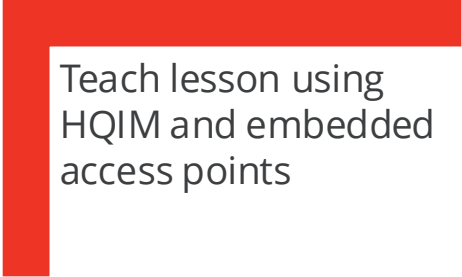
Tier I

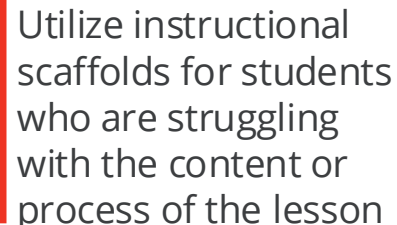# Distinguishing between Access Points and Instructional Scaffolds

Access Points

Provided by the high-quality instructional materials (HQIM)

Both

Temporary Supports

Available to All Students

Implemented as Needed

Instructional Scaffolds

Teacher Generated
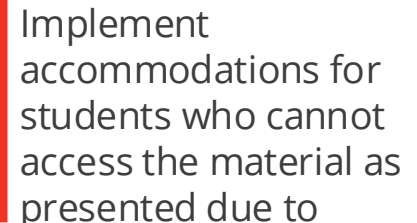
Student Specific

Implements a Structure

Classroom Access Considerations

- Instructional scaffolds and access considerations are given priority before more supportive accommodations

Teach lesson using HQIM and embedded access points

Utilize instructional scaffolds for students who are struggling with the content or process of the lesson

Implement accommodations for students who cannot access the material as presented due to foundational skill deficits
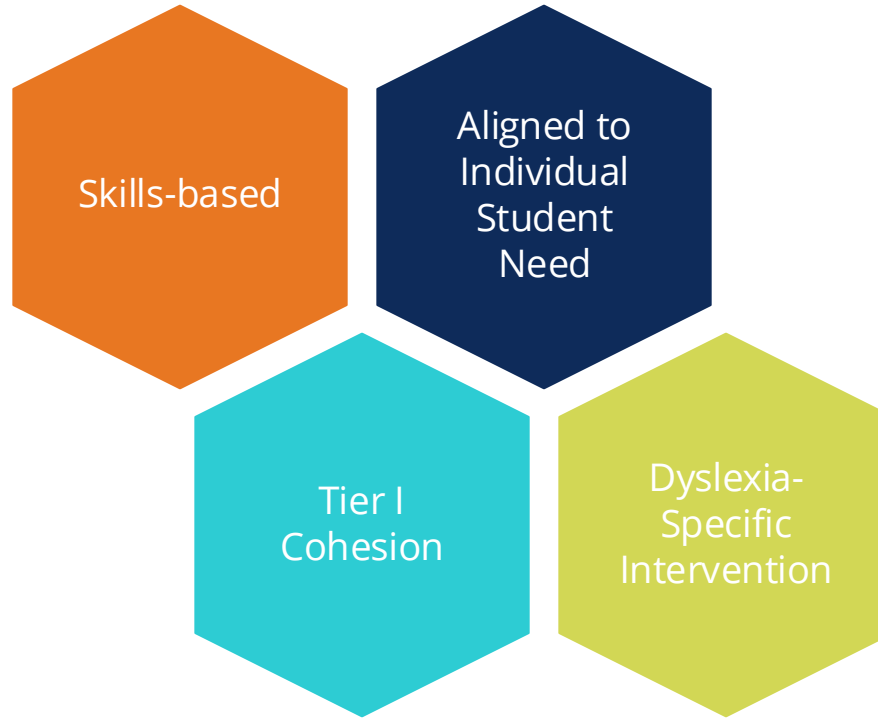
Tier I Supports and Interventions

Standards Based

"Just in Time" support

Uses HQIM

High-Dosage, Low-Ratio Tutoring

Flexible Grouping

Learning Acceleration

Instructional Interventions and Supports

Tier II and III

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Tier II and Tier III Interventions

Skills-based

Aligned to Individual Student Need

Tier I Cohesion

Dyslexia-Specific Intervention

Skills-Based Intervention and Cohesion with Tier I Instruction

- Skills-specific intervention should not be siloed from Tier I instruction.
  - Purposeful consideration of instructional cohesion
  - Alignment between skills and standards
  - Collaboration between interventionist(s) and Tier I teacher(s)

- Provide opportunity for grade-level application within skills-based instruction.
  - Practice skills-based knowledge in grade level content
  - Utilize HQIM when and where appropriate

Skills-Based Intervention and Cohesion with Tier I Instruction

Practice skills with excerpts from HQIM texts

Using terminology across settings (e.g., digraph, diphthong)

Use of Tier I vocabulary for syllabication/ decoding practice

Background knowledge building

Morphological awareness and word study with grade-level content vocabulary

Use of Tier I texts for oral language comprehension skill building

Skills-Based Intervention and Cohesion with Tier I Instruction

Scarborough, 2001

Student Plans

Department of
Education

Current Screening and Decision-Making Practices

Universal Screening Procedures

Data-based Decision Making According to Individual Student Need

Targeted Instructional and Intervention Practices, Progress Monitoring, and Adjustment

ACADEMICS

Data-driven decision making should determine the services and supports a student receives. This can be done through a variety of plans.

Individualized Education Program (IEP)

Individualized Learning Plan (ILP)

Student Intervention Plan/Student Support Plan (including ILP-D)

Section 504 Plan

Student Intervention Plans (SIP)

- Outline the specific plan for intervention designed to respond to the student need.

- The SIP should include:
  - Date of initial support implementation
  - Tiered intervention support level
  - Data to support intervention
  - Identification of target skills to be addressed
  - Intervention to be delivered (methodology or program)
  - Qualitative and quantitative progress monitoring data
  - Review of effectiveness of student supports (quarterly at minimum)
  - Revision of plan as needed

ACADEMICS

Characteristics of Dyslexia

Student Intervention Plan

Characteristics of Dyslexia

Dyslexia-Specific Intervention

TN PULSE and TISA Funding
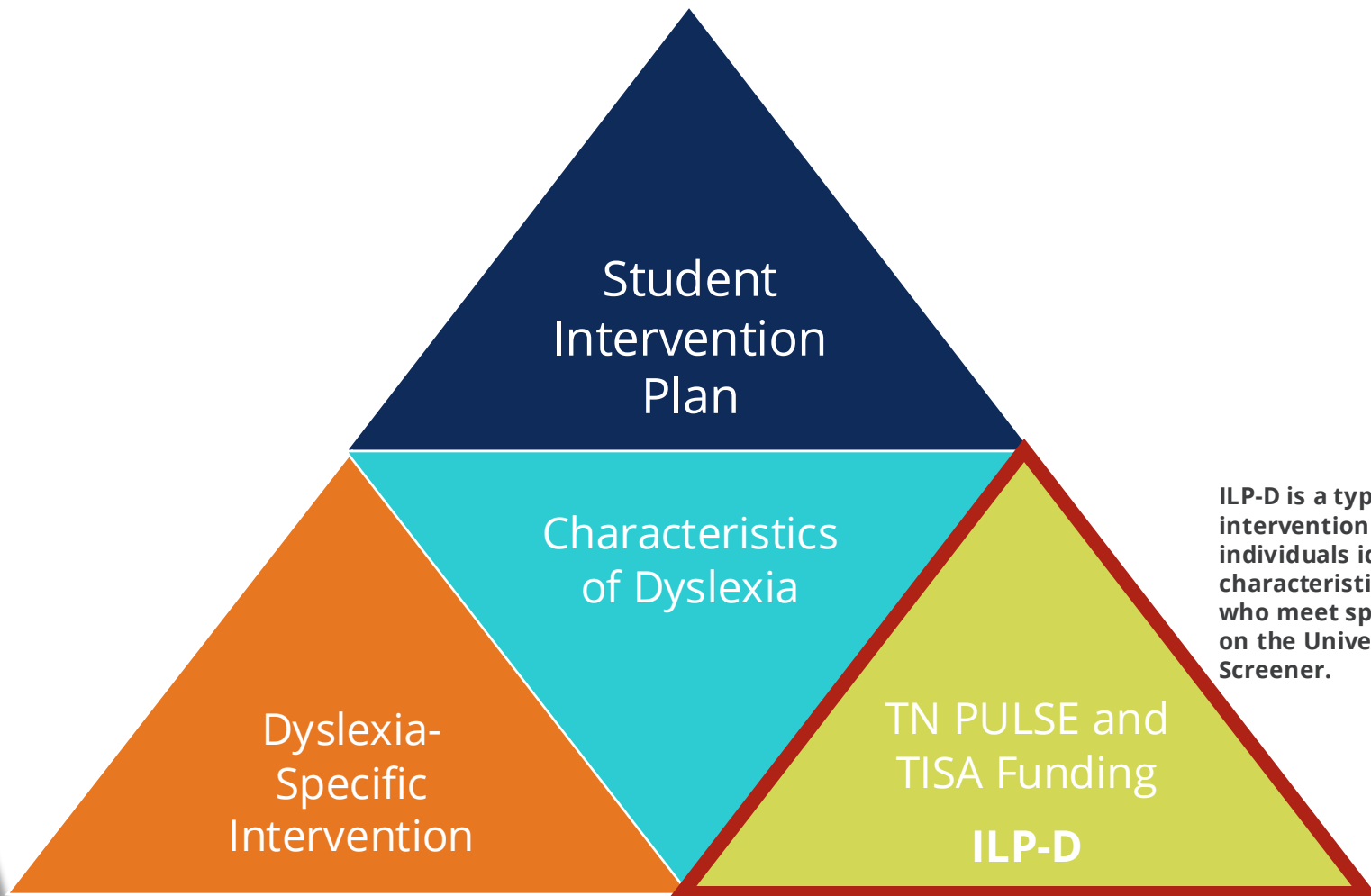
ILP-D

ILP-D is a type of student intervention plan for individuals identified with characteristics of dyslexia who meet specific criteria on the Universal Reading Screener.

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Referrals to Special Education

Specific Learning Disabilities

Characteristics of Dyslexia

Deficits in foundational literacy skills

Risk indicators for reading struggle

Identified through the universal reading screening process using survey-level assessments and other student data

Needs can be met in general education setting

Evidence-based reading interventions and classroom-level supports

SLD in Basic Reading and/or Reading Fluency (Dyslexia)

Learning disability at the word-level for learning to read

Identified learning disability

Eligibility determination by an IEP team after special education referral and comprehensive evaluation

Requires specialized support that cannot be met through general education alone

Specially designed instruction and classroom and testing accommodations

IDEA Requirement

It is important to note that in determining whether a child has a disability -- whether an SLD or any of the other disability categories identified in federal or state law-- the IDEA requires the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, and **prohibits the use of any single measure or assessment as the sole criterion** for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.

34 C.F.R. § 300.304(b)(1) and (2)
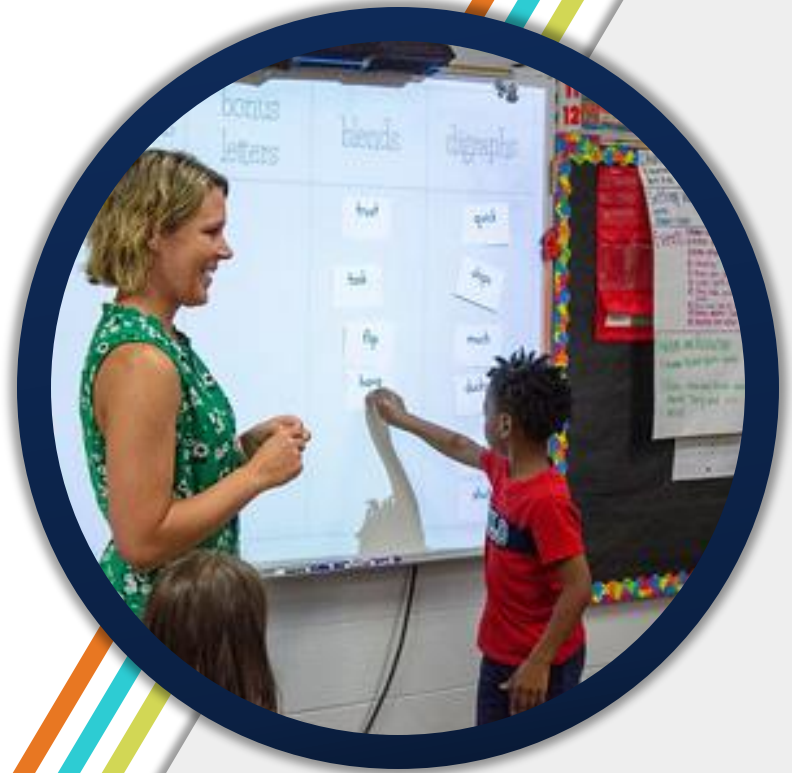
What to do when you suspect a disability?

Focus on the data, not the process.

Respond to the data.

Respond appropriately to requests for evaluation.

Avoid language: "We don't have enough data points," or "The student must go through RTI^2 first."

Avoid pre-determination.

Avoid language: "The student hasn't been in RTI^2 long enough. If I test the student now, we won't be able to make the student eligible."

Refer if a disability is suspected.

The evaluation and continued progress monitoring can occur concurrently.

REMEMBER

If at any time a student is suspected of having a disability, a request for an initial evaluation **must** be initiated. RTI² cannot be used to deny or delay a request for an evaluation. *See U.S. Dep't of Educ., Memo to State Directors of Special Education (Jan. 21, 2011)*

Students are:
- not required to exhaust all tiers of intervention
- not required to obtain a specific number of progress monitoring data points or receive a certain number of weeks in intervention
- not to be solely based on assessment score cutoffs

Other data, at the discretion of the student's team, should be considered in combination with RTI² progress monitoring data to identify a student with a specific learning disability.

Outside evaluations or diagnoses must be considered by the IEP team.

RTI² progress monitoring and initial evaluations for a specific learning disability can occur concurrently.

SLD Evaluation

Number of Data Points

Individuals with Disabilities Education Act (IDEA) Obligations

- IDEA requires local education agencies (LEAs) to:

Identify and evaluate all students suspected of having a disability	Evaluate and determine eligibility within 60 days of receiving consent	Provide FAPE to students with a qualifying disability and a need for special education	Make decisions about services and placement through the IEP team

Closing

Department of **Education**

Thank You!

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Part II: Case Studies

Guided Activity