Washington County School System
Response to Instruction (RTI)
Guidelines and Procedures

Washington County Mission Statement

The mission of the Washington County Board of Education is “Excellence in Education” for all students. The district seeks to provide programs and learning venues to promote academic achievement, career technical opportunities and holistic growth for each student.

Washington County Vision Statement

Student success through excellence in education.

Washington County Board of Education
P.O. Box 1359
Chatom, AL 36518

Phone: (251) 847-2401
Fax: (251) 847-3611
Response to Instruction

What is Response to Instruction? Response to Instruction (RTI) integrates core instruction, assessment, and intervention into a tiered model of support to maximize student achievement and reduce behavior problems.

RTI involves:
- Doing what is needed to teach students
- Teaching students using scientifically validated methods
- Checking regularly to see how well students are learning
- Adjusting instruction as needed to improve student outcomes

Purpose of RTI: RTI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards. The purpose of RTI is to enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for Special Education Services. All suspected exceptionalities (SLD, MR, Behavioral Disorders, etc.) must go through the RTI process for evaluation.

The Core Principles of RTI

Within the RTI model:
- Students receive high-quality, researched-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners
- Movement between tiers should be guided by a data-driven decision-making process
- Universal screening and progress monitoring are the basis for instructional decisions.
The Response to Instruction (RTI) Team

Goal: The goal of the RTI Team is to enhance the capacity of schools to educate all students, especially those with challenging social behaviors.

Effective, efficient, and relevant schoolwide discipline is based on a balance of four key elements:
- Clearly specified outcomes that are related to academic achievement and social competence.
- Data-based decision making that guides selection and modification of curricula and practices, evaluation of progress, and enhancement of systems.
- Evidence-based practices that have a high probability of outcome achievement for students.
- Systems that support high fidelity implementation and sustained use of effective practices.

Each school is responsible for having a Response to Instruction (RTI) Team. Each team member will have a duty during RTI meetings (team leaders, data manager, secretary, time keeper). School team members should include at least:
- School Principal or Assistant Principal
- Guidance Counselor
- RTI Coordinator/Facilitator
- Special Education Teachers
- Classroom Teacher

Responsibilities of the RTI Team:
- Monitor all students who are receiving Tier II and Tier III interventions
- Oversee RTI fidelity
- Make Referrals to Special Education
- Meet monthly
- Ensure grade level teachers in K-12 are participating in monthly data meetings to evaluate and monitor student progress data and/or recommend curriculum and instructional improvements across all content areas
- Develop goals and plans of intervention

Responsibilities of School Principals:
- Plan for RTI meetings with RTI Coordinator
- Facilitate RTI meetings
- Conduct quarterly Tier 2/3 walk-throughs
- Ensure that STAR Benchmarks are completed within the testing windows
- Ensure all teachers are documenting Tier 2/3 using appropriate forms

Central Office Team:
- Superintendent
- Curriculum Coordinator
- Special Education Coordinator
- Reading Specialists
Responsibilities of the Central Office Team:
- Provide an implementation framework and guidelines
- Support schools in implementation of RTI
- Monitor RTI fidelity
- Provide resources, tools, and professional development

Responsibilities of District Reading Specialists:
- Attend RTI meetings as “Strategists”
- Coach teachers on the implementation of Tier 2/3 intervention programs
- Provide daily targeted intervention to one of group of Tier 2 (based on grade level data)

RTI Responsibilities of Teachers:
- Participate in the decision-making process
- Complete RTI documentation forms
- Deliver high quality research-based instruction
- Consistently progress monitor the deficit skill of the intervention student
- Submit progress monitoring and documentation consistently and timely to the RTI Coordinator
- Communicate progress with parents

Documentation

Parent Notification Form (See Appendix 4)
This parent letter must be sent home and a copy kept for documentation. In addition, teachers must document parent contact via progress reports, letters, emails, phone calls, conferences, etc. regularly to inform parents about student progress, include them in the decision making process, and possibly in the intervention process.

Response to Instruction Team (RTI) Student Intervention Plan (See Appendix 11)
The Response to Instruction (RTI) Team will complete this form each time they meet. A separate form must be filled out for each area of intervention (reading, math, or behavior). A new form will be filled out each time the plan is changed.
Documentation of instruction in the targeted deficit area will include:
- student work samples in the deficit area
- progress monitoring data in the deficit area
- Student Intervention Documentation Form (SID)
- targeted lesson plans

Student Intervention Documentation Form (SID) (See Appendix 3)
Tiered Instruction

Tier I or Core Instruction is to be provided by the regular classroom teacher using the Alabama Course of Study Standards as well as research based best practice strategies and a research based curriculum.

Tier II Instruction in grades Kindergarten through third is to be provided by a regular classroom teacher or qualified personnel and is explicit and targeted in the deficit area. Tier II instruction is at least thirty-minute period of time in addition to Tier I instruction. Tier II intervention in grades four through twelve can be imbedded in the core with the teacher providing additional support to Tier II students in small groups or individually.

Tier III Instruction is to be provided by a person deemed trained and qualified by the local principal and central office administration. Tier III intervention is basic skills instruction provided in a pull-out program.

Special Education Referrals

Parent Referrals: Students with a parent referral for special education will be referred to the appropriate Special Education teacher. Documentation of RTI interventions is still required with a parent referral.

Out of State Without an IEP: When teachers suspect or have been told by parents that a child has received special education services in another state but do not have an IEP, the RTI Team will meet and the RTI process will begin.

In State with Documentation of the RTI Process: The RTI Team will meet and determine the appropriate course of action (continue the existing plan, develop a new plan, or refer for special education services).

Students who end the school year and have completed the RTI Process but have not been referred: The RTI Team will meet at the beginning of the new school year and determine the appropriate course of action (continue the existing plan, develop a new plan, or refer for special education services).

Progress Monitoring

*Progress monitoring is checking regularly to see how well students are learning. TEACHERS only are to progress monitor students.*

Universal Screening for All Students: DIBELS, STAR Reading, and STAR Math

Tier I Students (All Students): Progress monitored at least three times per year for STAR Reading and STAR Math and DIBELS is once a month.

Tier II Students: Tier II students are to be progress monitored after 10 days of intervention for STAR and DIBELS is every 2 weeks. Kindergarten-third grade progress monitoring tools include DIBELS, STAR Reading, and STAR Math. Grades four-twelve progress monitoring tools include: STAR Reading and STAR Math.

Tier III Students: Tier III students are to be progress monitored after 10 days of intervention. Tier III students should be taught in smaller groups with greater intensity (no more than 8 in a group), and using a research based intervention curriculum (STAR Math and DIBELS). Tier III intervention is for students who are deficit in basic skills and should be progress monitored in the deficient skill. Skills to be progress monitored in Tier III:
Basic Reading Skills
Phonemic Awareness (DIBELS: Initial Sound Fluency, Phoneme Segmentation and SAXON Phonics)
Phonics (DIBELS: Nonsense Word Fluency, or Oral Reading Fluency Passage: Accuracy Percentage)
Oral Reading Fluency (ORF Passage)
Dolch Sight Words
Vocabulary
Comprehension (DIBELS MAZES)

Basic Math Skills
Basic Math Facts
Math Computation
Math Reasoning and Problem Solving

Documenting Student Progress

1. Identify the deficient skill.
2. Determine what tool you will use to monitor student learning:
   a. DIBELS progress monitoring
   b. STAR Reading
   c. STAR Math
   d. Comprehension (DIBELS MAZES)
   e. Saxon Phonics (K-3) and Intervention Program (4-12)
3. Determine the student’s baseline performance.
4. Determine the student’s goal.
5. Determine how many weeks the intervention will be provided.
6. Determine the student’s Rate of Improvement (ROI).
   a. Goal minus Baseline equals Student Gap
   b. Gap divided by Number of Weeks of Intervention equals Weekly Rate of Improvement
7. Chart student’s progress on the Progress Monitoring Log bi-weekly for Tier II and Tier III students.

Rule of Three:
When three consecutive data progress monitoring data points reflect either a positive or negative response to intervention on the aimline, the data can be considered stable and reflects either a positive or negative response to intervention.
• Kindergarten – 3rd grades baselines will be determined by the DIBELS benchmark, and the students progress monitoring scores must be higher than DIBELS benchmark score in order to receive one data point.
• 4th – 12th grades baselines will be determined by STAR benchmark, and the students progress monitoring scores must be higher than STAR benchmark scores in order to receive on data point.
• The intervention program will be utilized to support students in their areas of focus or deficiency.
APPENDICES

APPENDIX 1  RTI Checklist
APPENDIX 2  RTI Agenda
APPENDIX 3  SID Form
APPENDIX 4  Parent Notification Letter for Tier 2
APPENDIX 5  Fidelity Check Walk-through Form
APPENDIX 6  Computer-based Fidelity Check Walk-through Form
APPENDIX 7  Small Group Walk-through Form
APPENDIX 8  Referral for Tier 3 Form
APPENDIX 9  Parent Notification Letter for Tier 3
APPENDIX 10 Parent Progress Report (Tier 3)
APPENDIX 11 Intervention Plan for Tier 3
APPENDIX 12 RTI Effectiveness (school wide) Report
APPENDIX 13 Tier 2/Tier 3 Data Meeting Form
APPENDIX 14 Policy & Procedures Receipt Acknowledgement
RESPONSE TO INSTRUCTION FOLDER CHECKLIST

Data Meeting Forms

___ Agenda (RTI Coordinator)

___ Minutes (Principal Appointed)

Tier 2 Checklist

___ Tier 2 Student Intervention Documentation Form

___ Progress Monitoring Documentation Tracking Log
   (K-3: DIBELS for Reading and STAR for Math – and – Grades 4-12: STAR Reading and Math)

___ Tier 2 Student Data Meeting Notes

Upon referral to Tier 3, the following forms should be filled out:

___ Referral for Tier 3 (Attach ALL requested reports)

___ Copies of Tier 2 Documentation

___ Tier 2 Intervention Walkthrough Checklist (Principal provided)

Tier 3 Checklist

___ Tier 3 Parent Notification Letter

___ Tier 3 Plan

___ Tier 3 Student Data Meeting Notes

___ Tier 3 Student Intervention Documentation Form

___ Progress Monitoring Tracking Log

___ Intervention Walkthrough Checklist

SPED Referral Checklist

___ Copies of Tier 3 Documentation
Washington County Schools

__________________________ School
Response to Instruction (RTI)
Grade ______ Data Meeting

Date:________________________

AGENDA
- Discuss recent STAR scores for reading and math
- Discuss recent DIBELS data (K-3 only)
- Modify RTI rolls (if needed)
- Discuss fidelity worksheets (if needed)
- Address SPED referral questions
- Discuss time allotments for RTI
- Questions/Concerns

Sign-in

__________________________________________ Principal

__________________________________________ RTI Facilitator

__________________________________________ RTI Teacher

__________________________________________  Grade Teacher

__________________________________________  Grade Teacher

__________________________________________ Reading Specialist
Student Intervention Documentation (SID) RTI – Tier 2 or Tier 3 (Circle one)

Student: ___________________________ Grade: _______ School: ___________________________ Teacher: ___________________________

Parent Notification of Intervention Initiated Sent: Yes / No Sent by: ___________________________ Date Sent: ___________________________

Name of Intervention: ___________________________ Goal: ___________________________ ROI: ___________________________

Intervention Start Date: ___________________________ Intervention Provided By: ___________________________ Tier: ___________________________

<table>
<thead>
<tr>
<th>Intervention Dates</th>
<th>M</th>
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<th>W</th>
<th>Th</th>
<th>F</th>
<th>Targeted Skills/Goals</th>
<th>Strategies Utilized</th>
<th>Mastery/Progress</th>
<th>Reteach or Continue</th>
<th>PM completed</th>
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Today’s Date: ____________________

Dear Parent/Guardian of ________________________________,

At ________________________________ School, our mission is to ensure that every child becomes college or career ready. Each school in our school district implements the Response to Instruction (RtI) Initiative which provides appropriate interventions for struggling students beyond the core curriculum. By now you have likely been informed by school personnel of your child’s difficulties in the area of ________________________________. We recently held a Response to Instruction team meeting to discuss your child’s data and better ways to meet their needs. After analyzing their data, we determined that your child was a candidate for Tier 2 intervention.

We would like the opportunity to discuss this data and information with you in order to keep you up-to-date on your child’s progress. We have scheduled time for a meeting or phone conference with you for ________________________________ at __________. We hope you will agree to join us for this important meeting. You play an important role in the success of your child and the school welcomes any input you may have. If you have any questions or concerns, please call the school at 251-XXX-XXXX and speak with your child’s teacher or the RtI Coordinator.

Thank You,

______________________________
RtI Coordinator

Parent/Guardian, please check one below and have your child return the form to school.

______ I will attend the meeting on the scheduled date and time.

______ I will be available for a phone conference at the scheduled time.

______ I will not be able to attend the scheduled meeting or phone conference but I will be available for a meeting or phone conference on:

_________________________________________ at ________________.

Date ___________ Time ________________

______________________________  ______________________  ________________
Parent/Guardian Signature      Phone Number      Date


Washington County Schools: ________________________ School
Tier 2 & 3 Direct Fidelity Check-Intervention Walkthrough Observation

Instructor: ________________________ Tier: __________ Grade: __________ Date: __________

Intervention Name: ________________________ Observer: ________________________

Rating Scale: 1 = minimal evidence noted; 2 = evidence noted; 3 = high level of implementation

Classroom Setting
_____ Space is appropriate for intervention implementation.

Materials
_____ Evidence exists of program materials being used as designed.
_____ Teacher uses the Teacher’s Guide/manual/instructions during intervention.

Teacher Instruction
_____ Teacher follows the selected program’s instructional routines as designed.
_____ Evidence exists that activities are student goal directed.
_____ Teacher fosters active student engagement and motivation to learn.
_____ Classroom behavior management system is effective in providing an environment conducive to learning.
_____ Transitions are smooth and quick.

Student Actions
_____ Evidence of active versus passive learning
_____ Evidence of student engagement

Classroom Environment
_____ Teacher and student interactions are mutually respectful and positive in tone.
_____ Evidence exists that the teacher provides all students with an opportunity to learn.
_____ Evidence indicates that the teacher implements activities that support student diversity.

_____ Total Points/39 = _________% Fidelity

Outcome:
_____ Direct Fidelity Check suggests that interventions are completed with at least 80% fidelity.
_____ Direct Fidelity Check suggests that interventions are completed with less than 80% fidelity.

Observer’s signature ________________________ Date ________________________

Teacher’s signature ________________________ Date ________________________
Washington County Schools: ____________________________School
Tier 2 and 3 Computer-based Intervention Fidelity Checklist

Intervention: ____________________________ Instructor: ____________________________ Date: _____________

Type of intervention group (circle one): Tier 2  Tier 3

Observer: ____________________________ Start and Stop Time: ____________________________

High level of implementation: 2; Inconsistent level of implementation: 1; Low level of implementation: 0

<table>
<thead>
<tr>
<th>AREA</th>
<th>Level of Implementation</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td><strong>Program Access/Preparation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher has computers turned on and headphones available</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Teacher provides student with at least 30 minutes of individual time to complete intervention</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring Students While They Are Working</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher ensures that students are working in their own account and not another student’s account</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Teacher walks behind students while they are working to be available for questions and to ensure students are on appropriate intervention program (not another computer activity)</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Teacher checks that students have successfully completed the entire activity</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher provides individual or small group instruction as needed in the specific skill-deficit area when computer intervention time is less than 30 minutes (Tier 2) or less than 45 minutes (Tier 3)</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Teacher uses data, skill suggestions, and resources within program to provide additional intervention</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Follow up/Intervention Monitoring</strong></td>
<td></td>
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<tr>
<td>Teacher generates class reports to review student progression through intervention program</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Teacher generates individual student reports as needed to provide additional instruction or share with parents</td>
<td>2 1 0</td>
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<tr>
<td>Teacher reviews reports for notifications that the students had excessive idle time, rushed through intervention, or excessive log offs</td>
<td>2 1 0</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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/20= % Fidelity

Outcome:

______ Fidelity Check suggests that interventions are completed with at least 80% fidelity.

______ Fidelity Check suggests that interventions are completed with less than 80% fidelity.

Observer’s signature ____________________________ Date _____________  Teacher’s signature ____________________________ Date _____________
Washington County Schools: ____________________________ School

Tier 2 and 3 Small-Group Direct Fidelity Check

Instructor: ____________________________ Date: ____________________________

Observed by: ____________________________ Tier/Area of Intervention: ____________________________
Intervention Program: ____________________________ Number of students in group: ____________________________
Start and Stop Time: ____________________________ Total Time of Observation: ____________

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<tr>
<th>AREA</th>
<th>Level of Implementation</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Materials and Time</strong></td>
<td></td>
<td></td>
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<tr>
<td>Teacher and student materials ready</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Teacher organized and familiar with lesson</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td><strong>Instruction/Presentation</strong></td>
<td></td>
<td></td>
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<tr>
<td>Follows steps and wording in lessons</td>
<td>2 1 0</td>
<td></td>
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<tr>
<td>Uses clear signals</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Provides students many opportunities to respond</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Models skills/strategies appropriately and with ease</td>
<td>2 1 0</td>
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<tr>
<td>Corrects all errors using correct technique</td>
<td>2 1 0</td>
<td></td>
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<tr>
<td>Provides students with adequate think time</td>
<td>2 1 0</td>
<td></td>
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<tr>
<td>Presents individual turns</td>
<td>2 1 0</td>
<td></td>
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<tr>
<td>Maintains good pacing</td>
<td>2 1 0</td>
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<tr>
<td>Ensures students are firm on content prior to moving forward</td>
<td>2 1 0</td>
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<tr>
<td><strong>General Observation of the Group</strong></td>
<td></td>
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<tr>
<td>Student engagement in lesson</td>
<td>2 1 0</td>
<td></td>
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<tr>
<td>Student success at completing activities</td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>Student efforts to use strategies to respond</td>
<td>2 1 0</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>/34 = _______%</td>
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**Outcome:**

_____ Fidelity check suggests that interventions are completed with at least 80% fidelity.

_____ Fidelity check suggests that interventions are completed with less than 80% fidelity.

Observer’s signature ____________________________ Date ____________________________
Teacher’s signature ____________________________ Date ____________________________
Referral for Tier 3

Student Name: [Name]
DOB: [Date of Birth]
Address: [Address]
Referring Teacher: [Teacher Name]
DOB: [Date of Birth]
Address: [Address]

Attended Pre-K: Yes [ ] No [ ] Name of School: [School Name]
Attended Multiple Schools: Yes [ ] No [ ] (Specify if Known)

Is student on prescribed medication? (Specify Type and Documented Reason)

Student Support

Early Intervention (3/4/5 yr. program)
Tier 2
EL
Speech and/or Language Therapy
Learning Enrichment (Gifted)
504
Other

Check programs or services. Past or Present

Prior Collaboration With Parent – Directly Related to the Area(s) of Concern

Document all attempts. Communication between Teacher and Parent is Essential Prior to Tier 3 Plan

<table>
<thead>
<tr>
<th>Dates</th>
<th>Mode of Communication</th>
<th>Area of Concern Discussed and Response</th>
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Summary of Student’s Present Performance Level

Areas of Weakness: (Reading) [Details]
Areas of Weakness: (Math) [Details]

Attach the following:

___ Tier 2 Meeting Notes ___ Tier 2 Intervention Documentation ___ STAR Reports
___ Tier 2 Progress Monitoring Form ___ DIBELS Reports ___ Student Work Samples
___ School Attendance Report ___ Copy of Progress Report/Report Card

Teacher Signature __________________________ Administrator’s Signature __________________________

*Next Steps - Tier 3 Meeting will be scheduled and an invitation will be sent to the parent/guardian.
Parent Notification Letter for Tier 3

Date: ____________________________

Dear Parent/Guardian:

According to recent data, ____________________________, has been identified as being at-risk in the area of ____________________________, and has been referred to the school’s Response to Instruction (RTI) Team as a candidate for Tier 3 instruction.

This team will consider one or more of the following in determining a plan of intervention for your child:

1. Use of various classroom interventions
2. Classroom observations
3. Review of school records to include attendance, discipline records, cumulative records
4. Progress monitoring measures
5. Informal reading, math, and/or behavior inventories
6. Test data
7. Office Discipline Referrals

We believe you are a vital part of your child’s success and encourage your attendance at this meeting to assist in developing your child’s plan.

The meeting is scheduled for ____________________________ at ____________________________.

Please respond and return this letter to school by ____________________________.

_____ I will attend the meeting on the scheduled date and time.

_____ I will be available for a phone conference at the scheduled time.

_____ I will not be able to attend the scheduled meeting or phone conference, but I will be available for a meeting or phone conference on:

Date: ____________________________ at (time) ____________________________.

Sincerely,

*Teacher keeps a copy of this as documentation.
Washington County Schools

Response to Instruction (RTI) Status Update

Date________________

Dear Parent/Guardian of ____________________________,

All students in Washington County Public Schools are provided with standards-based, high-quality academic instruction. The Response to Instruction (RTI) framework, a tiered system of academic and/or behavioral intervention, is also provided to support students who experience difficulty maintaining grade level performance. Interventions typically include specialized, research-based teaching strategies implemented within the general education classroom or in small-group settings for the purpose of increasing student achievement. As required by the Alabama State Department of Education, a Response to Instruction (RTI) Team consisting of teachers, school counselors, administrators, and other support personnel meets monthly to review data regarding student needs. The team recommends the type of assistance to be provided, reviews current data reflecting student progress, informs parents of this progress, and makes recommendations regarding changes to the intervention plan that may lead to even greater success in school.

This letter is to inform you that the RTI Team has reviewed the most recent data for your child to determine student progress toward grade level achievement and to provide you with the current actions. The following indicates the areas of additional support, the updated status of student progress, and the intervention plan.

**Reading: _____**

Progress: ______ No Progress: ______
Intervention Plan: Revised: ______ No Revision: ______

**Math: _____**

Progress: ______ No Progress: ______
Intervention Plan: Revised: ______ No Revision: ______

**Behavior: _____**

Progress: ______ No Progress: ______
Intervention Plan: Revised: ______ No Revision: ______

Your child’s success is very important to us, and we are pleased that we have the opportunity to provide this additional assistance. If you have any questions or would like more specific information regarding your child’s intervention plan and progress, please contact your child’s school.

Thank you,

School Response to Instruction Team
Student Intervention Plan

Intervention #1: __________________________________________________________

Components of Intervention: ____________________________________________

______________________________________________________________________

Proposed Schedule (i.e. number of sessions per/week, length of each session, where intervention will take place): ________________________________

______________________________________________________________________

Intervention #2: ________________________________________________________

Components of Intervention: ____________________________________________

______________________________________________________________________

Proposed Schedule (i.e. number of sessions per/week, length of each session, where intervention will take place): ________________________________

______________________________________________________________________

Student’s parent(s) notified of Tier 3 Intervention (circle): Yes No

Method of Parent Notification: __________________________________________

A committee will review intervention data at week 3 on ______________________ (date).

Committee Members:

Teacher Signature

Date

Team Member Signature

Date

Team Member Signature

Date

Team Member Signature

Date

Team Member Signature

Date

Team Member Signature

Date

Team Member Signature

Date
## Progress Monitoring

<table>
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<tr>
<th>Progress Monitoring Tool:</th>
<th>Date</th>
<th>Score</th>
<th>Is student responding? (Week 3 &amp; 6)</th>
<th>Recommendations: Continue, Revise, Move to Different Tier, Refer to Testing</th>
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<td>Week 2</td>
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<td>Week 3</td>
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<td>Yes or No</td>
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<td>Week 6</td>
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<td>Yes or No</td>
<td>C R M T</td>
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</tbody>
</table>

A committee will review intervention data at week 6 on ______________________ (date).

### Committee Members:

**Teacher Signature**

Date

**Team Member Signature**

Date

**Team Member Signature**

Date

**Team Member Signature**

Date

**Team Member Signature**

Date

**Team Member Signature**

Date

**Team Member Signature**

Date

**Team Member Signature**

Date
RtI EFFECTIVENESS SCHOOLWIDE COMPILATION
Statistical Breakdown Current School Year: 

School ___________________________ Date ________________

Total number of students enrolled in the school

Students Receiving Interventions During the Current School Year

<table>
<thead>
<tr>
<th>Total number of students in any Tier II or Tier III intervention</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Percentage of total students in Tier II or Tier III intervention</td>
<td></td>
</tr>
<tr>
<td>Total number of students in any Tier II intervention</td>
<td></td>
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<tr>
<td>Percentage of total students in any Tier II intervention</td>
<td></td>
</tr>
<tr>
<td>Total number of students in Tier II reading intervention</td>
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<tr>
<td>Percentage of total students in Tier II reading intervention</td>
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<tr>
<td>Total number of students in Tier II math intervention</td>
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<tr>
<td>Percentage of total students in Tier II math intervention</td>
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<tr>
<td>Total number of students in Tier II behavior intervention</td>
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<tr>
<td>Percentage of total students in Tier II behavior intervention</td>
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</tr>
<tr>
<td>Total number of students in any Tier III reading intervention</td>
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<tr>
<td>Percentage of total students in any Tier III reading intervention</td>
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<tr>
<td>Total number of students in Tier III reading intervention</td>
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<tr>
<td>Percentage of total students in Tier III reading intervention</td>
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<tr>
<td>Total number of students in Tier III math intervention</td>
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<tr>
<td>Percentage of total students in Tier III math intervention</td>
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<tr>
<td>Total number of students in Tier III behavior intervention</td>
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<tr>
<td>Percentage of total students in Tier III behavior intervention</td>
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</tbody>
</table>

Most Intensive Intervention Needed by Students:

Students Moving From Tier II to Tier III During the Current School Year

<table>
<thead>
<tr>
<th>Total number of students in all Tier II interventions</th>
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</thead>
<tbody>
<tr>
<td>Total number of students in all Tier II interventions moving to Tier III</td>
<td></td>
</tr>
<tr>
<td>Percentage of Tier II students moving to Tier III interventions</td>
<td></td>
</tr>
<tr>
<td>Percentage of reading Tier II students moving to Tier III intervention</td>
<td></td>
</tr>
<tr>
<td>Percentage of math Tier II students moving to Tier III intervention</td>
<td></td>
</tr>
<tr>
<td>Percentage of behavior Tier students moving to Tier III intervention</td>
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</tbody>
</table>

Students Moving From Tier III to SPED During the Current School Year
Less Intervention Needed by Students:

Students Moving From Tier III to Tier II During the Current School Year

<table>
<thead>
<tr>
<th>Total number of students in all Tier III interventions</th>
<th>Total number of students in all Tier III interventions moving to Tier II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Tier III students moving to Tier II</td>
<td>Percentage of Tier III students moving to Tier II intervention</td>
</tr>
<tr>
<td>Percentage of reading Tier III students moving to Tier II intervention</td>
<td>Percentage of math Tier III students moving to Tier II intervention</td>
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<tr>
<td>Percentage of behavior Tier III students moving to Tier II intervention</td>
<td>Percentage of behavior Tier III students moving to Tier II intervention</td>
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</tbody>
</table>

Students Moving From Tier II to Tier I During the Current School Year

<table>
<thead>
<tr>
<th>Total number of students in all Tier II interventions</th>
<th>Total number of students in all Tier II interventions moving to Tier I</th>
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</thead>
<tbody>
<tr>
<td>Percentage of Tier II students moving to Tier I intervention</td>
<td>Percentage of reading Tier II students moving to Tier I intervention</td>
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<tr>
<td>Percentage of math Tier II students moving to Tier I intervention</td>
<td>Percentage of behavior Tier II students moving to Tier I intervention</td>
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</tbody>
</table>

Data Regarding Race/Ethnicity of Students Receiving Intervention

<table>
<thead>
<tr>
<th>Indicate number of students in Tier II and Tier III interventions according to race/ethnicity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino of any race</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black or African American</td>
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<tr>
<td>Native Hawaiian or other Pacific Islander</td>
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<tr>
<td>White</td>
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<tr>
<td>Two or more races</td>
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<tr>
<td>Washington County Schools</td>
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<tr>
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</tr>
<tr>
<td>Student Name:</td>
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<tr>
<td>Meeting Dates for the Year</td>
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</table>

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<td>December</td>
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<tr>
<td>Meeting Dates for the Year</td>
<td>Meeting Notes</td>
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<td>January</td>
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Policies and Procedures
Receipt and Acknowledgement

By signing this statement, I acknowledge that I have received a copy of the Washington County School System Response to Instruction (RTI) Guidelines and Procedures manual issued by Washington County School district. I acknowledge that it is my responsibility to read and comprehend the information contained in this manual and to consult with the county RTI Coordinator if I have any questions concerning its contents.

I understand and agree:

- that this manual is intended as a general guide to Response to Instruction policies in the Washington County School System;
- that this manual states Washington County School System’s policies and practices in effect on the date of publication,
- that Washington County Board of Education may modify any or all of these policies, in whole or in part, at any time, with or without prior notice; and
- that in the event Washington County Board of Education modifies any of the policies contained in this manual, the changes will become effective immediately upon issuance of the new policy by Washington County Board of Education.

I understand that as an employee of Washington County Board of Education, I am required to review and follow the policies set forth in the Washington County School System Response to Instruction (RTI) Guidelines and Procedures, and I agree to do so.

__________________________________________  _____________________________
Employee Name (Printed)                           Date

__________________________________________
Employee Signature
RTI Tier II/III Progress Monitoring

Teacher

Provide a copy to classroom teacher. Teacher should use form to record weekly progress monitoring data for all Tier II/III students. List all students currently receiving intensive interventions in Reading, Math, or Behavior. Include the date they started the intervention, their baseline data, and weekly progress data. This information should then be provided to the FST committee monthly so they may review student progress and make any necessary revisions to the intervention plan.

**Instructions** - Insert weekly assessment grade or behavior data.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Name of Intervention</th>
<th>Date Started</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
<th>WEEK 5</th>
<th>WEEK 6</th>
<th>WEEK 7</th>
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<th>Student Name</th>
<th>Name of Intervention</th>
<th>Date Started</th>
<th>WEEK 13</th>
<th>WEEK 14</th>
<th>WEEK 15</th>
<th>WEEK 16</th>
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