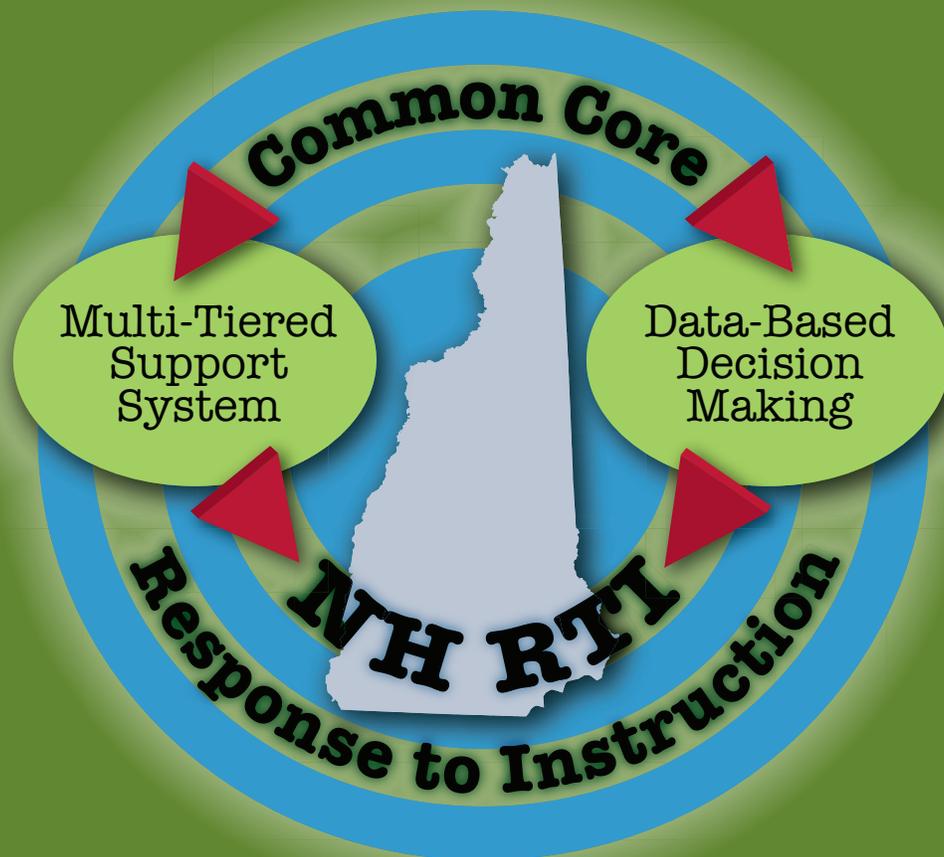


Integrated Instructional Framework for Transformation: NH Response to Instruction Model for Implementation

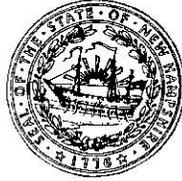


A Multi-Tiered System of Support for Instruction and Behavior that Supports Implementation of the Common Core State Standards



*Developed by the
New Hampshire Department of Education
in Collaboration with the
Professional Learning Community*

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November, 2012

Dear Superintendents:

New Hampshire has a long history of educational excellence because of its dedicated teachers and leaders and because of its adaptability to the changing needs of its student population. In this historic time, as the Common Core State Standards begin to shape educators' efforts in New Hampshire's daily classrooms and the Federal government considers our Flexibility Waiver Request in lieu of the ESEA renewal, I can think of no other initiative that is more systemic to the personalization of learning for each and every student than the New Hampshire Response to Instruction initiative known as RTI.

RTI and its Multi-Tiered System of Support is an integral part of the newly defined four pillars from the NH Department of Education. It assists in the mastering of standards, the prioritization of instruction and the utilization of assessment to generate meaningful data upon which sound instructional decisions can be made. RTI focuses on student-centered learning that will improve our teachers' ability to effectively prepare students for college and future careers. Because of this, RTI is a vital component of our New Theory of Action through which we prepare students to demonstrate competency in the understanding and application of the content knowledge that they acquire in New Hampshire's schools.

The attached "*New Hampshire RTI Framework, a Multi-Tiered Instructional and Behavioral Approach that Supports the Implementation of the Common Core*" is the work of several years of planning, deliberation and alignment on the part of the NHRTI Professional Learning Community, the New Hampshire Department of Education, and the National Center for RTI in Washington. This document will serve as a comprehensive guide to RTI implementation in your SAU and schools as your teachers and leaders strive to ensure a better educational experience for all learners in a rapidly changing world that requires competency in the workplace. This document will also serve as a framework for the regional systems of support that New Hampshire has put in place to insure increased student achievement in all schools on the improvement to innovation continuum.

I hope that you will find the RTI Implementation Framework to be a valuable tool as we strive, together, to transform the future of education in our state.

Sincerely,

A handwritten signature in black ink that reads "Virginia M. Barry".

Virginia M. Barry, Ph.D.
Commissioner of Education

Acknowledgements

Information in this document was compiled from extensive research on evidenced-based practices regarding school improvement and improved student outcomes, contributions from a diverse cross section of stakeholders, and intensive technical assistance from the National Center on Response to Intervention. Many thanks to all who contributed to, and volunteered their time to work on, the document. Special thanks to the members of the Response to Instruction/Professional Learning Community, RTI Steering Committee, National Center on Response to Intervention staff, and the Colorado Department of Education for the many resources available on their website.

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RTI Demonstration Site Teams



▲ Chichester



▲ Nottingham team

▼ Madison Team





Section 1

Introduction

Schools across New Hampshire and the rest of the nation are searching for research-based approaches that can lead to improvements in school climate, academic achievement and the behavioral success of students. In response to that need, many states including NH have adopted the Common Core State Standards (CCSS) in order to improve the likelihood that all students in all NH schools receive a high quality education that leaves them college and career ready upon graduation. As a way to implement those standards, many NH schools have invested in the process of developing, implementing, or sustaining a research-based, multi-tiered academic and/or behavioral framework commonly referred to as Response to Instruction (RTI). There is a growing body of evidence that suggests schools in NH and across the country are implementing an RTI framework with fidelity and that faithful implementation can improve the academic achievement and behavioral success of students.

The intent of this blueprint document is to assist NH schools and districts in implementing multi-tiered RTI frameworks of academic and behavior support which are aligned with the CCSS. The aim is to accomplish this by providing a common language and the essential features of the NH RTI framework, as well as resources and practical examples. This blueprint for RTI implementation recognizes and acknowledges the unique and individual attributes of NH school districts, allowing for personalization based on local school and community needs and context. It is important to note the RTI process cannot delay the initial evaluation for special education services of a child suspected of having a disability.

According to the National Center on Response to Intervention (NCRTI) (2010), RTI integrates assessment and intervention within a school-wide, multi-level (tier) prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at-risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions based on a student's responsiveness. RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities in accordance with state law. Within this definition are four essential components for an RTI framework: screening; progress monitoring; multi-level prevention system; and data-based decision-making.

NH RTI Framework and Definition

The NH RTI framework is modeled after the NCRTI framework but NH's framework has seven essential components. These seven components are: curriculum and instruction; assessments; collaborative data-based decision making; a multi-tiered system of support (MTSS); parent and family engagement; leadership; and school culture and climate. As seen in Figure 1 (on page 3), collaborative data-based decision making is at the center of an RTI/MTSS framework. The use of assessments, such as progress monitoring and screening, provides data to drive instructional decisions, and a multi-tiered system of support allows a district or school to meet the instructional needs of most students. Surrounding data-based decision-making are the other key components of an RTI/MTSS framework. A rigorous curriculum and high quality instruction is essential. Parent and community engagement, strong leadership and a culture which supports the needs of all students in a positive school environment are the keys to successful implementation of an RTI/MTSS framework. These seven components provide a blueprint from which schools build the necessary infrastructure and provide professional development to meet student needs.

The seven components will be described in further detail in later sections of this document. Taken comprehensively, this framework supports a rational, practical, and unified implementation of the many important initiatives being undertaken across NH schools.

Alignment of the Common Core State Standards and Response to Instruction

The CCSS provide a consistent, clear understanding of what students are expected to learn, so teachers and parents have a blueprint to ensure students are college and career ready upon graduation. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success. With New Hampshire students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. The CCSS provide a framework for what students shall know and be able to do as they progress through the K-12 educational system. The evidence-based standards (a) are aligned with college and work expectations; (b) include rigorous content and application of knowledge through high-order skills; and (c) are built upon the strengths and lessons of current state standards. The CCSS articulate the content to be



taught so that educators can focus on how instruction can best meet the needs of each student. When implemented within a multi-tiered instructional and behavioral system that uses data to drive implementation and meet the academic and behavioral needs of all students, successful implementation of the CCSS can help to ensure that every child graduates prepared for college, work, and a meaningful life.

The CCSS are a set of rigorous and ambitious standards, with high cognitive demands for all students that will place them on the path towards college and career. These standards require deep learning of concepts and skills and the application of them. Schools must respond, likewise, with rigorous and relevant instruction to ensure that ALL students are able to access their grade level standards and be able to demonstrate proficiency on the assessments. To help schools transition successfully to these standards, a variety of support systems need to be in place, especially when students have gaps in knowledge and skills. Every student should have access to strong and effective core instruction that is standards-based, data-driven, and responsive to needs. Effective use of data from multiple assessments allows teachers to make good decisions about their curriculum and instruction and to target instruction to meet the learning needs of their students.

Breaking down a standard and assessing the prerequisite skills that students must have to master that standard helps teachers identify and target gaps in student learning in order to close them. In the RTI framework, universal screening and progress monitoring provides ongoing and current data that can drive effective change in the instructional program. Additionally, other formative

assessments such as benchmarks and classroom assessments provide avenues for the multiple data sets that are necessary to determine student needs at the grade level. These data can be used to determine the level of support that a student or group of students might need in a specified amount of time. The RTI framework, implemented effectively and consistently, helps make it easier for teachers to know when their students are behind and in what specific areas they are experiencing a gap in learning. With new and rigorous demands of the CCSS, it is imperative that schools identify the most effective, research-based strategies and techniques that will help keep students successful at their grade levels so that they do not fall behind. For those students already experiencing gaps in their learning, schools can make a concerted effort to collectively understand the RTI framework and implement it with high levels of fidelity to close gaps and help students experience success along with the CCSS.

In addition to alignment with the CCSS, the NH RTI framework aligns with six other major NHDOE initiatives ongoing through 2012–13 including: Curriculum and Instruction; Educator Effectiveness; Assessment and Accountability; Continuous School Improvement; College and Career Readiness; and Family Engagement. More information about the alignment of the NH RTI framework and NHDOE initiatives can be seen in Appendix 1.

NH Definition of RTI

New Hampshire Response to Instruction (NH RTI) is a data-based decision-making process. It is inclusive of a multi-tiered system that supports effective core instruction, promoting academic and behavioral growth and achievement for each learner based on universal screening and progress monitoring. RTI is a systematic integration of all a school's resources, including general education, special education, gifted education, Title I, and English Language Learning programs. Instruction, interventions, and supports are implemented with fidelity and are personalized and aligned with each student's academic, social-emotional, and behavioral needs based on current valid and reliable data.

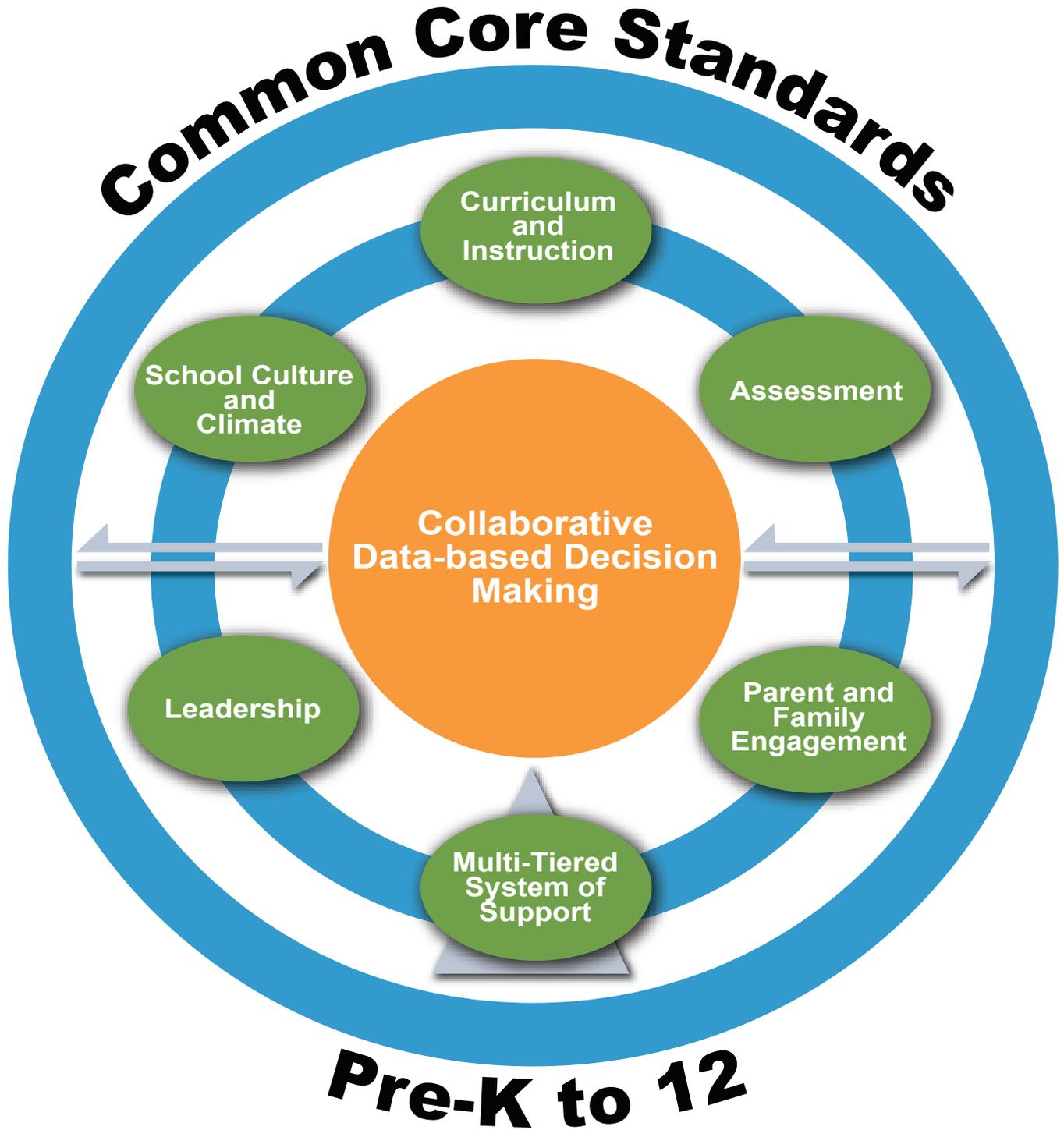
Clarification of RTI

RTI and the multi-tiered system of support are related but not interchangeable. RTI is the foundational frame for the multi-tiered system of support. The multi-tiered system of support (MTSS) describes the types of tiered instruction and interventions provided to student in Tiers I, II and III within the RTI framework.

RTI is not a service; it is an overarching organizational framework for how the school serves all students. Therefore, there are no specific students that are categorized as "RTI students" or teachers that are referred to as "RTI teachers."



Figure 1: The NH Response to Instruction Framework





Section 2

Putting the Seven Components of the New Hampshire Response to Instruction Framework into Practice

COMPONENT 1: Curriculum and Instruction

Rigorous curriculum and high quality instruction are both fundamental to implementation of the CCSS and an effective MTSS. Without these, interventions for small groups or individual students are unlikely to bring about the improvement that will close the gaps in academics or behavior so that students can achieve grade level standards. Before considering additional tiered instruction and other supports, multiple data must be collected and analyzed to reflect that students are indeed receiving the most appropriate instruction in their core classrooms and to consider the types of curricular adjustments that can be made to ensure that elements of high quality instruction are in place and that every student has access to the grade level standards. Within the NH RTI framework, high quality curriculum and instruction are embedded within the MTSS which allows educators to tailor the delivery of instruction to match student needs (both academic and behavioral) based on a variety of formal and informal data to help close the gap for ALL students (see Component 4 to learn more about the MTSS). As schools and districts transition to the CCSS, they must be able to identify the gaps in knowledge and skills and provide interventions and supports to help students close those gaps and achieve academic success.

To provide students with appropriate instruction and support, educators can benefit from an understanding of the distinction among individualized, personalized and differentiated instruction. To help the reader have a clearer understanding of some key terms, these definitions have been provided (NETP, 2010):

Individualization refers to instruction that is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs. For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on.

Differentiation refers to instruction that is tailored to the learning preferences of different learners. Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them.

Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of difference learners. In an environment that is fully personalized such as an extended learning opportunity, the learning objectives and content, as well as the method and pace, may all vary (so personalization encompasses differentiation and individualization).

(From <http://www.ed.gov/technology/netp-2010>)

Research on high quality instruction reveals some common elements. High quality instruction:

- Focuses on rigorous, relevant and real content;
- Activates students' prior understandings;
- Provides multiple opportunities for metacognition;
- Differentiates instruction within the core curriculum;
- Ensures effective feedback based on formal and formative assessment;
- Cultivates in-depth inquiry leading to higher cognitive demands;
- Incorporates active and exploratory strategies;
- Provides explicit and systematic practice;
- Monitors student progress regularly;
- Integrates 21st century skills explicitly throughout all academic areas; and
- Establishes a classroom culture that values student participation, questions, contributions, and ideas.



Keys to Implementing Curriculum and Instruction

- Ensure core curriculum and instruction is research-based and aligned to CCSS standards.
- Ensure core curriculum is effective for most students based on screening data.
- Differentiate instruction within the core curriculum based on student data.
- Put instructional strategies and interventions in place to assist students needing additional support.

Locally validated practices include those practices that result in accelerated student progress and are characterized not simply by making gains, but by closing the achievement gap. These local practices are validated through a systematic process of data collection and analysis at the school or district level. Validated practices are not intended to exclude the art of teaching but rather support it.

Definition of Evidence-Based:

Evidence-based intervention, in this document, is an intervention for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. That is, within the context of a group or single-subject experiment or a quasi-experimental study, the intervention is shown to improve the results for students who receive intervention.
(NCRTI, 2010)

Definition of Researched-Based:

Research-based curricula, on the other hand, may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design, as defined by the Elementary and Secondary Education Act.
(NCRTI, 2010)

COMPONENT 2: Assessment

A major feature of the RTI framework is its use of assessment data to drive the decision-making process at the student, classroom, and school levels. The RTI framework uses a multi-tiered system of assessment that increases in frequency and intensity as greater needs are revealed. Valid and reliable assessments indicate which students are falling behind in critical skills or which students need their learning accelerated. An effective assessment plan has four main objectives:

1. To identify students who are at-risk or who are experiencing difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year, as well as students who have reached benchmarks and who need to be challenged.
2. To monitor students' progress during the year to determine whether at-risk students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged.
3. To inform instructional planning in order to meet the most critical needs of individual students.
4. To evaluate whether the instruction or intervention provided is powerful enough to help all students achieve grade level standards by the end of each year.

The RTI/MTSS framework utilizes multiple types of assessment. The types of assessments are summative, formative and diagnostic.

- Summative assessment is a form of evaluation that describes the effectiveness of the learning. Summative assessments are typically administered at the end of a course or end of a grade.
- Formative assessment is used to measure student progress and provide continuous feedback to the student and teacher concerning learning successes and failures. Formative assessment evaluates instruction.
- Diagnostic assessment is typically done to identify a student's skill strengths and weaknesses.

The essential data collected in an RTI framework is universal screening, diagnostic testing and progress monitoring. Universal screening and progress monitoring assessments are examples of formative assessments. There are two types of formative assessments: mastery measures and general outcome measures (GOM). Mastery measures assess specific skills within a logical hierarchy. GOMs reflect overall competence in the yearlong curriculum as



opposed to being dependent on a particular program. They describe individual children's growth and development over time (both "current status" and "rate of development"). As a result, GOMs can serve as both screening and progress monitoring measures.

Screening Assessments

Universal Screening assessments are brief assessments of targeted skills that are highly predictive of future student outcomes (Jenkins, 2003). It is critical that valid and reliable screening tools are administered to all students. Typically universal screening measures are administered three times per school year in fall, winter, and spring. Results establish a baseline for planning instruction and flexible grouping.

It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007) as well as those exceeding grade level expectations. Results can be used to identify whether the core instruction is working for most of your students, to identify differences based on subgroups to indicate where additional evaluation such as follow-up progress monitoring is necessary, and to establish a baseline for planning instruction and flexible grouping.

To support RTI's fluid approach, reliable and ongoing information from screening assessments must be available to:

- Identify academic and behavioral needs of individual students;
- Inform the problem-solving process (see component 3);
- Design and modify instruction to meet student needs; and
- Evaluate the effectiveness of instruction at different levels of the system (e.g., classroom, school, district).

Progress Monitoring Assessments

Progress monitoring is a systematic method for tracking and comparing an individual's or group's learning progression and is used to inform students' movement within and through the MTSS. A consistent monitoring plan is essential to determine effectiveness of instructional programs and interventions. Progress monitoring assessments are brief, valid, and reliable assessments that are given at least monthly to determine whether students are making adequate progress toward their goals. Progress monitoring assessment data should be collected, evaluated, and used on an ongoing basis for the following purposes:

- Determine rate of a student's progress;

- Provide information on the effectiveness of instruction and to modify the intervention if necessary;
- Identify the need for additional information; and
- Analyze and interpret gaps between benchmarks and achievement.

One example of a type of assessment that can be used for both screening and progress monitoring is Curriculum-Based Measurement (CBM). One of the most effective assessments available for monitoring student progress on a specific skill is CBM. CBM is an alternative to other procedures that may be too costly, time consuming, disruptive to instruction, or ineffective for identifying progress frequently. CBM is comprised of standard directions, materials, scoring rules, and is a timed assessment. CBM measures are quick to administer, fairly inexpensive, and designed to measure progress. CBM is characterized by several attributes:

1. Alignment — students are tested on the curriculum being taught;
2. Technically adequate — CBM has established reliability and validity;
3. Criterion-referenced — CBM is used to determine if students can demonstrate their knowledge by reaching specified performance levels on certain tasks;
4. Standard procedures are used to administer CBM;
5. Performance sampling — CBM employs direct, low-inference measures through which correct and incorrect student behaviors, on clearly defined tasks, are counted within a set time interval;
6. Decision rules are in place to provide those who use the data with information about what it means when students score at different levels of performance or illustrate different rates of progress on the measures over time;
7. Repeated Measurement — CBM can be used over time and to identify insufficient progress as well as level of performance;
8. Efficient — Training is minimal and measures can be given quickly; and
9. Summarized efficiently — a variety of techniques are available that make data accessible to classroom teachers and students.

The NH RTI
framework
focuses
primarily on
implementing
effective core
instruction
with fidelity.



For additional information on evidence-based screening tools view the Screening Tools chart at <http://www.rti4success.org/ScreeningTools> and for progress monitoring tools refer to the progress monitoring tools charts for academics and behavior at <http://www.intensiveintervention.org/resources/tools-charts>.

Outcome Assessments

Outcome assessments are examples of summative assessments. They are group administered tests of the important outcomes (e.g., NECAP-, NWEA-, new state assessment of CCSS) and are often given at the end of the school year. Outcome assessments are often used for school, district, and/or state reporting purposes. These tests are important because they give school leaders and teachers feedback about the overall effectiveness of their instructional program. As part of an effective assessment plan, outcome assessments should be administered annually.

Diagnostic Assessments

While relatively lengthy, diagnostic assessments provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and interventions. Diagnostic assessments should be given when there is a clear expectation that they will offer new or more reliable information about a child's academic or behavioral needs that can be used to help plan more powerful instruction or interventions.

If schools are implementing screening, progress monitoring, and outcome assessments in a reliable and valid way, the need for additional testing, using formal diagnostic instruments, should be reduced. Because they are time-consuming and expensive, complete diagnostic tests should be administered far less frequently than the other assessments. However, specific subtests from diagnostic instruments might be used to provide information in areas not assessed by screening, progress monitoring, or outcome assessments. School leaders should continually ask if the value of the information to teachers from formal diagnostic tests in planning instruction merits the time spent administering such tests.

Keys to Implementing Assessment

- Recognize the different types of assessments within the NH RTI framework and what the data from these assessments can tell you.
- Develop a process for implementing multiple assessments (e.g., schedule for conducting assessments, who will participate in assessments, process for reviewing data, decision rules).
- Select valid and reliable assessments.

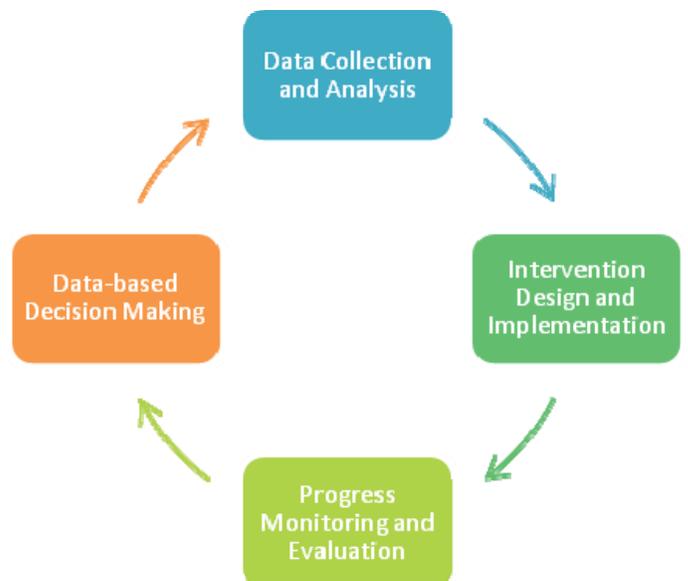
The data-based decision making-process is an integral part of a schools' problem-solving process. The process is cyclical in nature with one phase informing the next. However, key to this process are the use of multiple types of data (not just high stakes tests), a strong capacity to analyze data and understand the implications, and knowledge of how to use the information to improve teaching and learning.

COMPONENT 3: Collaborative Data-Based Decision-Making

Data-based decision-making and collaboration are essential to the problem-solving process. According to Marsh, Pane and Hamilton (2007) in findings from a RAND study, "equal attention needs to be paid to analyzing data and taking action based on data." Teamwork and collaboration, driven by the use of multiple data, are a vital part of creating curricular improvements, designing interventions, and deciding which students will benefit from additional tiered instruction.

To use data effectively, teams of teachers, specialists and administrators meet regularly to analyze various types of data including screening, progress monitoring, use "outcome" for benchmark, and other assessment data. These data are used to make instructional decisions at the district,

Figure 2. Data-Based Decision Making Process





school, classroom, and individual student levels. To do this it is important that adequate time is allocated for educators to study and think about the data, to interpret data collaboratively, and to develop next steps and actions together. In addition it may be helpful for schools to partner with organizations that have expertise to assist with making data usable and to utilize user-friendly technology and data systems that allow educators easy access to data and appropriate options for analyzing, summarizing, organizing, and displaying results (Marsh et al., 2007).

The Data-Based Decision-Making Process seen in Figure 2 (on the previous page) is helpful as a guide to teams and ensures that all phases get adequate time and attention. To help schools make effective data-based decisions, RTI teams should use a systematic Problem-Solving Process that uses the Data-Based Decision-Making Process to develop instructional and intervention strategies with a high probability of success across the MTSS. The Data-Based Decision-Making Process and Problem-Solving Process are complementary in nature, in that data-based decisions are most essential in effective problem-solving.

The problem-solving process provides a structure for addressing the academic and/or behavioral concerns identified through data collected from multiple assessments. Full collaboration among a team of professionals along with parents is required to identify a specific, measurable outcome and to design research-based interventions to address the concerns. The process includes ensuring interventions are implemented with fidelity according to their research base and student progress is monitored to determine the student's response. The key components of a problem-solving process, defining the problem, analyzing the cause, developing a plan, implementing the plan, and evaluating the plan will be discussed in more detail in Appendix 2.

In summary, problem-solving is a self-correcting, decision-making model focused on academic and/or behavioral intervention development and monitoring using frequently collected, measurable data on student performance. The problem-solving process should be rich in data collected and can be repeated as necessary.

Example using gap analysis to evaluate an intervention

Gap Analysis

(Process for using CBM data points to determine gap and realistic growth expectations for student learning)

A critical component of determining a student's response to an intervention as well as the appropriate intensity level of an intervention is addressed through conducting a Gap Analysis. A Gap Analysis is determined by dividing the expected benchmark by the current student performance. The following steps are used to determine the gap and how to determine realistic growth expectations.

EXAMPLE:

A student in second grade is reading 20 words per minute (wpm) based on an Oral Reading Fluency probe, given during the winter screening.

1. Determine the current benchmark expectation (*For the above student the benchmark is 68 wpm for winter*).
2. Determine the Gap by dividing 68 wpm (*the expected benchmark*) by 20 wpm (*the current performance*) $68/20 = 3.4$. The Gap the student has to close by the end of the year is 3.4.
3. Determine if the Gap is significant. A Gap above 2.0 is often considered significant. The next phase of Gap analysis determines what sufficient progress is necessary to close the Gap. (*For the above student significant intervention is needed to attempt to close the Gap because the gap is more than 2.0*).
4. Determine the gain the student needs to make to close the Gap. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. (*For the above student the calculation is as follows: 90 wpm [benchmark in the spring] - 20 wpm [student's current performance] = 70 wpm [necessary to close the gap]*).
5. Determine what progress is realistic. The problem-solving team determines what progress is realistic for the student. 70 wpm (*necessary gain*) divided by 15 (*number of weeks for intervention*) = 4.6 wpm (*weekly gain needed*). The problem-solving team determines whether this is a realistic goal for the student. The team may decide to determine the number of weeks needed to close the gap based on a reasonable weekly gain. For example if the student is expected to gain 3 wpm a week then the team could divide 70 wpm (*necessary gain*) by 3 wpm (*weekly gain*) to establish the length of intervention as 23 weeks (Colorado Implementation guide).

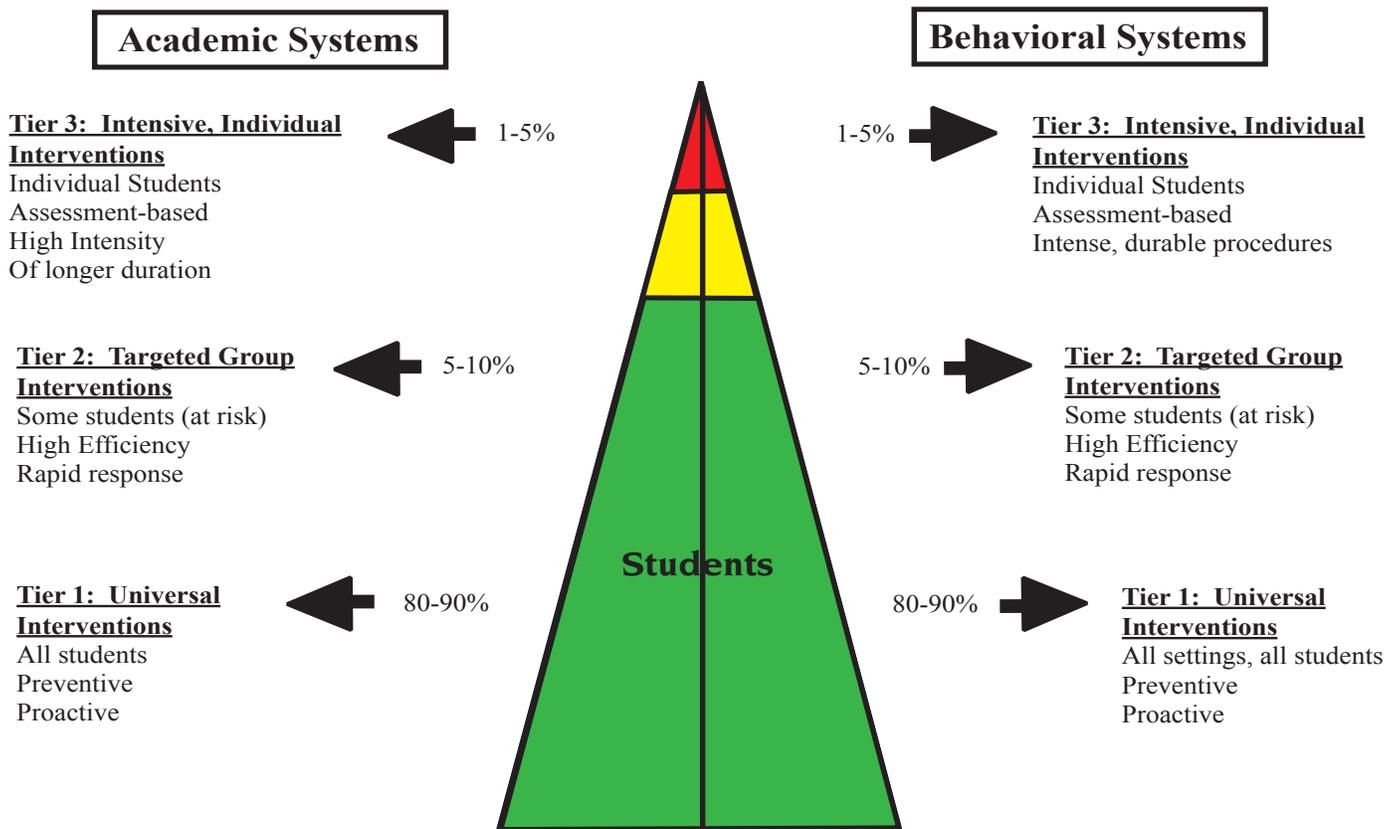


Keys to Implementing Data-Based Decision-Making

- Develop a system for effective collaboration and decision making;
- Provide multiple data points for the team to review; and
- The data team needs to meet regularly to analyze the data.

Teachers offer high quality instruction of the CCSS in Tier 1 and provide targeted intervention within the classroom setting for students who have displayed a need. If the targeted intervention in the classroom is not sufficient students may need targeted group (Tier 2) and/or intensive (Tier 3) interventions. Referrals to special education would be considered when formal data demonstrates that a student is not responding or making progress to high quality instruction and scientific, research-based interventions. However, RTI is not mandated as a process to be considered for referring students for special education services.

Figure 3 MTSS in the RTI Framework



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005)

Note: Percentages are approximations and may vary by district.



COMPONENT 4: Multi-Tiered System of Support

The NH MTSS is synonymous to the NCRTI's multi-level prevention system: primary, secondary, and tertiary levels. Both systems account for academic and behavioral supports that become more intensive based on the degree of need of a student or group of students. Successful implementation of the CCSS rests on teachers' ability to engage all students at a high level of cognitive demand while ensuring that each student has a commanding understanding of the content and skills that they are being asked to think critically about and apply to new situations. The MTSS provides a plausible way to do both. The graphic on the previous page (see *Figure 3*) represents the MTSS in the RTI framework.

Tier I

Tier I includes: a research-based core curriculum that is grounded in the CCSS; universal screening for all students; and differentiated learning activities to address individual needs. The foundation of strong instruction enforces high behavioral and academic expectations, differentiation strategies, and targeted instruction for students. According to research this tier is expected to meet the needs of at least 80% of the students.

Instructional Strategies and Interventions at Tier I

Tier I refers to classroom instruction for all students or the core curriculum and instruction. Core instruction, implemented with fidelity, utilizes a curriculum that is viable, rigorous, relevant and standards-driven. Core instruction offers sufficient depth, breadth, and complexity

Example 1:

In Tier I, students who need extra help learning how to summarize text could be given extra time for guided practice with a trained professional, capturing the main idea of each paragraph in ten words or less and then blending those ideas into a summary.

Example 2:

For students needing accommodations the teacher may provide an outline or graphic organizer with key words or starter words or phrases.

to meet the demands of the CCSS and the needs of all students. Tier I includes universal supports and personalized learning strategies and/or tasks, in academics and behavior, that increase individual student skills, concept formation and over-all academic progress. All teachers routinely use a variety of evidence- or research-based supports as soon as a student begins to struggle in their classroom. For example, teachers' strategies may include flexible grouping, learning centers, scaffolding, peer tutoring, enrichment or extension, differentiated instruction for the application of skills and concept formation, re-teaching, enrichment, and/or additional practice. Teachers may change their method of instruction to provide a student with additional help, as well as accommodations.

Assessment at Tier I

Assessment is an important component of Tier I and includes classroom, grade, and/or district-wide universal screening for all students. Valid and reliable screening tools help teachers differentiate their instruction based on what students already know and can do and provide an initial indication as to which students are lagging in the development of critical academic skills and may need additional assessment or instruction and which students have exceeded benchmarks and need additional challenge. Screening data also allows schools to understand whether the core curriculum is working for most students and to look at how certain sub-groups of students respond to instruction. Progress Monitoring may be used by teachers, administrators and building teams to confirm screen data.

Data-Based Decision-Making in Tier I

Teachers, administrators and building teams that review screening data for all students utilize a systematic process of discussing data so that effective adjustments to instruction can be made. Data is used to make instructional decisions at the system, classroom, and individual student levels (See the NCRTI Implementer Series Screening Module to learn more about using screening data to make decisions). Data team meetings are a vital part of creating curricular improvements, designing interventions, and deciding which students will benefit from additional tiered instruction. RTI teams use a documented data-based decision-making process to analyze data from school-wide universal screening to assist teachers in planning and implementing instructional strategies differentiated on the basis of students' varying skill levels (Kovaleski & Pederson, 2008). This documented process for data-based decision-making is then used for designing instruction and placing students into Tier II and Tier III levels.



Keys for Implementing Tier I

- Identify a system that enforces high expectations and implements research-based clear academic core-curriculum standards.
- Align curriculum with CCSS.
- Define what high expectations are.
- Develop a list of research-based strategies/differentiated strategies for Tier I.
- Implement universal screening for all students.
- Establish a data team and a clear data-based decision making process to review data on a regular basis.

Tier II

According to research Tier II generally helps meet the needs of 15% of the student body who are not succeeding at Tier I based on formal and informal assessment data. Tier II includes small group, targeted supports for students who have been identified as underachieving or as accelerated, progress monitoring is used to monitor student's response to instruction, and diagnostic assessments are used as needed. Based on progress monitoring data, if a student continues to demonstrate insufficient progress and the gap between the student's achievement and expected grade level goals expands, a more intensive intervention plan can be put in place.

Tier II curriculum and instruction:

- is in addition to core instruction;
- is explicit, systematic, and aligned with the Tier I curriculum;
- teaches a specific skill or concept to students who are not making adequate gains;
- includes interventions that are differentiated, scaffolded, and targeted based on individual student's needs; and
- is provided by highly trained educators.

Instructional Strategies and Interventions at Tier II

Tier II involves supplemental, evidence-based, small group, targeted supports for students provided by highly trained educators that aligns to the core curriculum. Tier II teaches a specific skill or concept (e.g. fluency, comprehension) to students who are not making adequate gains within their core curriculum or provides additional challenges for those exceeding benchmark and progress is regularly monitored to measure responsiveness to the interventions. Multiple school personnel can provide the interventions to the students, including the classroom

teacher, intervention specialist, related service providers, or other staff. Tier II instruction is implemented with fidelity based on the instructional procedures, duration, and frequency of instruction detailed in developer specifications.

Assessment at Tier II

Tier II utilizes evidenced-based valid and reliable progress monitoring tools to measure student response to Tier II interventions (see progress monitoring tools chart on the NCII website). It is based on specific skill or concept attainment that is directly tied to grade level standards instruction and foundational skills instruction. It is recommended that progress monitoring occur at least every other week to provide enough data to make accurate decisions in a timely manner. If the academic or behavior need is difficult to identify, a diagnostic assessment (whether formal or informal) may be necessary to further "fine tune" the focus of the intervention.

Data-Based Decision-Making in Tier II

Discussions about student progress in Tier II take place in the collaborative data-based problem-solving team meetings. Student data points are reviewed by the team and analyzed according to grade level targets or benchmarks (see the NCRTI Implementer Series Progress Monitoring Module for more information about using progress monitoring to make data based decisions). The problem-solving team may also want to review fidelity data to understand whether the intervention was implemented as intended by the developer.

Keys for Implementing Tier II

- Evaluate staff resources and establish a structure to provide small group, targeted support for struggling students.
- Establish clear guidelines for identification of Tier II students and define how to target instruction.
- Define what constitutes progress and how the team will know when progress is achieved.
- Develop an agreed-upon list of evidenced/research-based strategies.
- Develop clear guidelines for progress monitoring.
- Progress monitoring every two weeks.

For additional information regarding Tier II and the essential components see the Integrity Rubric Self-Evaluation tool and Progress Monitoring Tools chart on the NCRTI website: www.rti4success.org.



Tier III

Tier III of the RTI framework is the most intensive of the three. It is intended for students who have not made sufficient progress based on Tier II interventions and those students with persistent and severe academic and/or behavioral needs. This typically represents 3-5% of all students. Within Tier III, assessments occur more frequently and interventions are individualized using a problem-solving process based on progress monitoring and diagnostic data to target each student's area(s) of need. Progress monitoring data quantify the effects of the intervention program by depicting the student's rate of improvement over time. When teams are discussing intervention at Tier III, they consider a reasonable target for the student. The target is decided by calculating the student's rate of improvement (see problem-solving section on gap analysis).

For additional information on the essential components of Tier III refer to the Integrity Rubric Self Assessment tool on the web: www.rti4success.org.

Instructional Strategies and Interventions at Tier III

Tier III intensive supports are intended for students with significant and/or chronic deficits as well as for students with significant underachievement who require the most intensive services available in a school. At Tier III, the teacher may begin with a more intensive version of the intervention program used in Tier II (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student's needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least weekly) and more in-depth diagnostic assessments with each student to identify or adapt more intensive strategies and/or evidence-based programs to address the student's specific learning needs. Tier III interventions should be delivered by well-trained staff that are experienced with individualizing instruction based on data and interventions should be delivered in group sizes that are optimal for the age and need of students based on research and may result in small group instruction of two to three students or individual instruction. While many students in Tier III may continue to receive Tier I or their core curriculum, decisions about student participation in both Tier I and Tier II should be made on a case-by-case basis and Tier III interventions should address the general education curriculum in an appropriate manner for students.

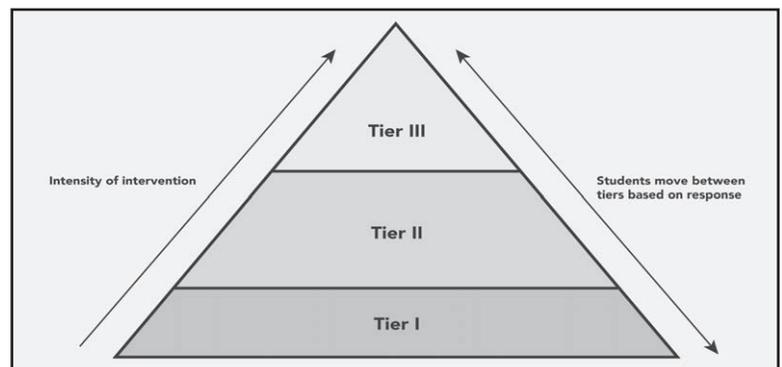
Therefore, Tier III curriculum and instruction (academic and/or behavior) serve multiple purposes:

- To provide interventions for students who have not responded adequately to one or more rounds of Tier II supplemental, targeted curriculum and instruction or have severe and persistent academic and/or behavioral needs. This small percentage of students usually demonstrate more severe deficits and require curriculum and instruction that is more explicit, more intense, and specifically designed to meet individual needs.

- To provide training on student-specific learning needs such as mastering Braille code, auditory training, assistive technology, behavior, etc.

The National Center for Intensive Intervention (NCII) provides additional information about Tier III interventions using a process called data-based individualization (DBI). Learn more about DBI and intensive intervention by reading *Data-based Individualization: A Framework for Intensive Intervention* at <http://www.intensiveintervention.org/resource/data-based-individualization-framework->

Figure 4. Movement Between Tiers



NCRTI Evaluation module: www.rti4success.org

[intensive-intervention](http://www.intensiveintervention.org) and visiting NCII's website at www.intensiveintervention.org.

Assessment at Tier III

The intensity of assessment also increases in Tier III. Because of the urgency at this level, progress monitoring is conducted more frequently. It is recommended that progress monitoring occur at least weekly. The major purpose of assessment in Tier III is to provide information on how to meet the student's instructional need, to ascertain whether or not the student is progressing, and to adapt interventions as needed based on students response. Diagnostic assessments may be given to provide a comprehensive look at the student's strengths and areas of need in order to adapt and intensify interventions that meet the student's individual need.



Data-Based Decision-Making in Tier III

Moving to a Tier III intervention is determined by the problem-solving team using the problem-solving process (See Appendix 2) after several Tier II interventions have resulted in limited progress or if the student shows severe and persistent academic and/or behavioral needs. Progress monitoring data quantify the effects of the intervention program by depicting the student's rate of improvement over time. When teams are discussing intervention at Tier III, they consider a reasonable target for the student that may be based on the student's individual need rather than a grade level standard. Gap analysis (within Component 3) provides an example of a decision-making process. The NCRTI and NCII also provide information on making instructional decisions based on progress monitoring data. See the NCRTI Implementer Series on Progress Monitoring for more information.

If the student does not make sufficient progress within a reasonable amount of time, teachers may need to make a referral to the special education process. However, RTI is not mandated as a process to be considered for referring students for special education services.

Reference the problem-solving approach in Appendix 2.

Keys for Implementing Tier III

- Establish a system that provides additional time and resources for Tier III instruction.
- Use the problem-solving approach and establish clear guidelines for identifying students needing Tier III interventions.
- Monitor progress weekly and adapt interventions based on student need.
- Ensure staff are adequately trained to individualize interventions to meet student need.

Flexibility in the MTSS and Movement Between Tiers

The MTSS is designed to provide the most appropriate support for students, based on their need. It is not a system for tracking and placing students in separate classes or programs. Figure 4 (on page 12) demonstrates the flexibility of the MTSS in which schools increase the intensity of support based on the intensity of a student's need. Simultaneously, schools use data to determine the level of success of students in each intervention to move them in and out of the tiers, always ensuring that all students have full access to high quality core curriculum in an appropriate manner based on need.

COMPONENT 5: Parent/Family Engagement

Parents and schools working together is essential for children's academic success. To develop true collaboration, schools must create a positive and welcoming climate where parents and guardians have access to the educational experience and are involved with school's initiatives, curriculum and programs, especially how it applies to their child. Families interact in different ways and with different levels of knowledge with schools. As a result, educators provide various levels of support and opportunities for engaging families through mutually agreed upon methods (e-mail, phone, text) so that families are involved and knowledgeable about their child's education. It is important that educators and schools inform families about the RTI framework, the components, and how it relates to their child. In addition, parents are an important part of the school/district team that builds and oversees the RTI Framework and can be helpful in designing the school's RTI System and also in communicating it to other parents in the community. The valuable information that parents have to share about their child makes them an essential part of the problem-solving team and they should meet with the case manager/designated consultant and/or teacher as appropriate, to provide pertinent information about their child's learning style, difficulty, or area of advancement and to ask questions about their child's progress or lack of progress. The following are examples of how schools and parents can work together:

- Attend parent/teacher conferences;
- Ask questions and learn from each other;
- Support student learning at home;
- Work together when an issue/concern arises;
- Share and gain information about initiatives, curriculum, and programs that are in the school;
- Participate in child specific problem-solving team meetings;
- Partner in intervention planning and progress monitoring;
- Participate on school-level, school board or district level committees; and
- Collaborate with community resources and share them with others in the community.



Keys for Implementing Parent/Family Engagement

- Develop a plan for communicating with and informing parents.
- Identify community resources who will partner with the school in developing relationships with families in the community.

COMPONENT 6: Leadership

Effective leadership is critical, both at the school and district level, for successful implementation of the RTI framework. The NCRTI considers leadership as one of the overarching factors necessary for implementation of an RTI framework. The degree to which district and school leaders are able to move the focus of RTI from philosophical understanding to actual practice is a measure of effective leadership. Because of the broad impact of the RTI framework and its impact on the educational outcomes of students, systemic changes will need to occur to execute implementation with fidelity. These changes may include: dedicated time for data meetings; problem-solving team meetings; targeted professional development; and must be championed, monitored, and supported by all stakeholders. District administrators will need to work with principals to support the implementation plan, regularly monitor results and review the action plans developed by individual schools. As a result of the wide systemic changes needed to implement RTI effectively, collaborative district and school leadership is imperative to the sustainability of the model and guides the implementation of RTI by developing leadership roles and expectations at all levels.

Keys for Implementing Effective Leadership

- Creating a clear vision and commitment to the RTI process;
- Inspiring, facilitating, and monitoring growth and improvement, along with holding high standards for everyone;
- Promoting the essential components of RTI and the systemic changes needed to implement RTI with fidelity;
- Committing resources, time, and energy to building capacity and sustaining the momentum needed for change;
- Supporting collaborative problem-solving approaches with colleagues, families, learners, and community members to build partnerships; and

- Ensuring that a continuous cycle of improvement is an embedded practice and thereby maintaining the effective implementation of the RTI framework.
- Resources:
<http://rtinetwork.org/professional/rTI-talks/transcript/talk/40>

COMPONENT 7: School Culture and Climate

The culture of a school can have a profound influence on teaching and learning. It is shaped by the beliefs, values, and actions of the leader and staff, and it in turn, helps to shape the beliefs, values, and actions of the students that it serves. Under strong instructional leadership, teachers are encouraged to grow professionally in their understanding of content, their explicit use of instructional strategies, and in their belief that all students can learn.

The school climate focuses on learning and growth, and on meeting the needs of all students to create a community of life-long learners. Students communicate with school staff regarding their access to content and their ability to achieve grade level expectations as defined by the common core. The core principles of a multi-tiered RTI Framework support and embrace positive school climate within all school settings. Positive school climate depends on four essential elements:

1. Creating a caring school community;
2. Teaching appropriate behavior and social problem-solving skills;
3. Implementing positive behavior support; and
4. Providing rigorous academic instruction.

Essentially, a positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning. A positive school climate is observed when key elements are solidly in place. These include:

- Defining and consistently teaching expectations of behavior for students, parents and educators;
- Students and adults are acknowledged and recognized consistently for appropriate behaviors;
- Behavioral and instructional errors are monitored, corrected, or re-taught;
- Teachers are engaged in a collaborative team problem-solving process using data to design instruction and behavior intervention plans; and
- Families are included in a culturally-sensitive, solution-focused approach to support student learning.



Understanding the elements of a positive school climate is vital; however, equally important in maintaining a positive school climate is the development of systems to support school personnel in implementing the identified research-based practices to improve student outcomes. Naturally, the identified practices to support student achievement and social competence are dependent on a clear understanding of the information and data available to decision makers. The school staff needs to understand what data to collect, how frequently to use them, and the purpose for collecting data.

NH DOE has taken a leading role in the implementation of the School-Wide Positive Behavior Initiative currently being put into practice in many New Hampshire schools. School-wide positive behavior supports (PBS) is an integrated approach that clearly identifies systems, practices and the use of data to improve student outcomes. It is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students, PBS is consistent with RTI.

Positive school climate culture requires research-based behavioral practices. These include:

- Students receiving high quality, research-based instruction by qualified staff in their general education setting;

- School staff conducting universal screening of academics and behavior;
- Frequent progress monitoring of student performance occurring for all students and used to pinpoint student's specific difficulties;
- School staff implementing specific, research-based interventions to address a student's difficulties within multiple tiers of increasing intensity;
- School staff using progress monitoring data and decision rules to determine interventions, their effectiveness, and needed modifications, using a problem-solving process that includes use of a "standardized" treatment protocol;
- Systematic assessment of the fidelity or integrity of instruction and interventions being in place; and
- Families being informed about student progress, instruction, interventions that are in place, how decisions are made, and being involved in critical decisions.

Keys for Promoting Positive School Climate and a Culture Supportive of RTI

- Create a caring community that involves parents;
- Teach appropriate behavior and problem-solving skills;
- Implement positive behavior supports;
- Provide rigorous academic instruction; and
- Include families.



Section 3

Infrastructure:

Roles, Structures and Processes that Support Implementation of the RTI Framework

Important Roles and Expectations

Designing and implementing the RTI framework of student support through which all children achieve at high levels requires that educators and parents/guardians understand, and are able to perform, the crucial roles they play in ensuring each student's success. This section outlines the roles and responsibilities for creating and sustaining an effective system of student support. The responsibilities of individuals must be deftly woven together to create a system that supports the learning of all students. When necessary, individuals engage in additional professional learning in order to enhance the knowledge and skills they bring to the system.

Because the contexts in which educators work can vary greatly among school systems and schools, the expectations listed for each role are intended to provide guidance and be an illustrative, rather than an exhaustive list. As important as it is to define individual tasks and responsibilities, it is even more important that everyone involved be committed to each student's success and to applying their individual professional skills and talents in order to build, implement, monitor, and refine support systems that ensure that success. On the pages that follow are expectations for:

- District administrators;
- Building administrators;
- Teachers;
- Parents/guardians;
- Problem-Solving Teams;
- Problem-Solving Team Members;
- RTI Coordinator;
- Case Managers/Designated Consultants/Coaches;
- Progress Monitors;
- Interventionists;
- School Psychologists;
- School Counselors/School Social Workers; and
- Specialists.

District Administrators

District administrators have a vital role in the Common Core implementation within the RTI framework. Superintendents, Assistant Superintendents, Directors of Curriculum and Instruction, Directors of Student Services, Special Education and Special Services, etc., must demonstrate an understanding of an RTI framework as well as monitor building-level implementation. District

administrators' most important role when implementing the components of an RTI framework is to help schools recognize that many services that schools provide on a daily basis fit under the umbrella of an RTI framework. District administrators must provide the leadership support necessary to implement the framework with fidelity. Building administrators should be able to rely on district administrators to provide practical models and examples as well as provide the technology and other supports vital to RTI implementation. Furthermore, district level leadership should recognize and articulate the relationship between RTI and student achievement. Roles and expectations are to:

- Align current practices that are functions of RTI;
- Provide practical models of the RTI process;
- Provide technology, professional development, coaching/modeling and other support needed which is important to ensure the fidelity of implementation;
- Articulate the relationship between an RTI framework and student achievement; and
- Align professional development plans linked to staff development needs including professional learning communities and job embedded professional growth.

Building Administrators

Because systems change requires significant leadership, building administrators must take the lead in ensuring positive change as well as incorporating staff development needs into the building action plans. Even though administrators may designate other school personnel to participate in the problem-solving team meetings, administrators should plan to attend meetings to support the process as well as identify any needs of the team. Building administrators also are responsible for selecting problem-solving team members who will work collaboratively in a problem-solving manner. Administrators should carefully consider the school culture in making assignments to the team and in providing the appropriate professional development to all staff. Furthermore, principals need to support necessary schedule changes to support problem-solving teams and intervention delivery. The principal's active support of the process must be evidenced by vocal support, by resources the principal makes available to the process, and, most importantly, by active participation. Roles and expectations are to:



- Clearly articulate the mission/vision for student success;
- Align resources and personnel to support vision/mission;
- Ensure Multi-Tiered Instruction is aligned with the Common Core;
- Participate in problem-solving team meetings;
- Maintain constant communication with problem-solving team members between meetings; and
- Monitor integrity of data.

Teachers

Teachers play a central role in the implementation of the RTI framework. A significant purpose of the framework is to provide research-based instruction in the general education classroom through an instructional program that allows the majority of students to be proficient and meet CCSS. Teachers are curriculum experts who are expected to plan and implement core instruction. Within the MTSS, teachers are expected to identify student performance levels and implement effective strategies and interventions (differentiated instruction, specific reading strategies, flexible grouping, etc.) that are intended to improve the student's performance. Furthermore, teachers should utilize progress monitoring tools to identify students who are not making sufficient progress. An important component of teachers' responsibilities is to collect, utilize and discuss data with their colleagues to improve all students' learning. Roles and expectations are to:

- Identify students through screening, benchmarks and/or progress monitoring data who are not making sufficient progress;
- Communicate with parents regarding student progress, identified concern(s);
- Complete documentation and attend problem-solving team meetings;
- Collect, discuss, and reflect upon data with grade-level or content-level teams to inform instruction;
- Differentiate and personalize instruction within the core programming based on progress monitoring data;
- Collaborate with the designated consultant(s); and
- Support, participate in the implementation of the intervention plan.

Parents and Families

Parents and educators working together is essential for children's academic success. To develop true collaboration, schools create a positive and welcoming climate where parents and families have access to the educational experience. Families learn about the school's initiatives, curriculum and programs, especially how it applies to their child. Parents are helpful in designing the school's RTI system and in communicating the RTI framework to other parents in the community. Parents have valuable

information to share about their children. They bring value to the problem-solving team and to developing intervention plans. Roles and expectations are to:

- Attend parent/teacher conferences;
- Ask questions and learn from each other;
- Support student learning at home;
- Work together when an issue/concern arises;
- Share and gain information about initiatives, curriculum, and programs that are in the school;
- Participate in child-specific problem-solving team meetings;
- Partner in intervention planning and progress monitoring by providing input and observations;
- Participate on school-level, school board or district-level committees; and
- Collaborate with community resources and share them with others in the community.

Problem-Solving Teams

Each building must assign certain staff to support the Common Core implementation through an RTI framework. Primarily, schools assign an RTI Coordinator who oversees the problem-solving process and ensures the integrity and consistency of the RTI framework in their building. Principals assign individual(s) who will be integral to their Problem-Solving Team and who can provide guidance and support to the team members. The problem-solving team may be composed of professionals that provide multiple perspectives. The team is recommended to include:

- Parents;
- Classroom teacher(s);
- General education teachers (number depends on building composition);
- Special education teachers (number depends on building composition);
- School psychologist; and
- School administrator.

The team may include, when needed, Building level specialists (depending on the area of expertise):

- Curriculum Support Team members/reading specialists;
- School counselors/school social workers;
- Behavior Specialists/Positive Behavior Support team members;
- Speech language pathologists;
- Title I or reading/math specialists;
- Hearing teachers;
- Vision teachers;
- English Language Learner teachers;
- Gifted & Talented specialists;
- Occupational Therapists/Physical Therapists; and/or
- Nurses.



RTI Coordinators (School)

The RTI coordinator is expected to monitor the day-to-day operations of the process and participate in any district-level and school-level trainings that support the implementation of RTI. The RTI coordinator is responsible for collecting and reviewing documentation forms for the problem-solving team and determining which case manager/designated consultant will be assigned to the case. The coordinator notifies teachers about the days, times and locations of meetings and coordinates any specialists who need to attend the meeting. Furthermore, the RTI coordinator is responsible for ensuring that data is collected, including progress monitoring, fidelity of interventions, development of RTI plans, and tracking of students in Tiers II and III, as well as students who are referred for a special education evaluation. The RTI Coordinator is also responsible for interpreting data and making recommendations to the administration for targeted professional development. Roles and expectations are to:

- Monitor and organize problem-solving processes, including scheduling meetings;
- Coordinate and collect student data (benchmark data, progress monitoring data, screening results);
- Monitor fidelity of interventions;
- Coordinate and collect teacher data for planning professional development;
- Collect documentation forms;
- Attend District Coordinator Meetings (if applicable);
- Facilitate meetings;
- Set meeting agendas;
- Maintain a collaborative atmosphere;
- Resolve conflicts;
- Record and distribute meeting minutes; and
- Schedule benchmark assessments, progress monitoring and intervention time frames.

Case Managers/Designated Consultants/Coaches

The case manager/designated consultant/coach is a role specific to the problem-solving team. This individual links the classroom teacher to the problem-solving team and is a critical component of the RTI Model. The majority of the problem-solving team members are expected to act as a case manager/designated consultant/coach for select cases. Furthermore, all case managers/designated consultants/coaches should become proficient with general consultation skills and approaches. Their most important function is to support the teacher throughout the problem-solving process. The case manager/designated consultant/coach may be asked to help the teacher complete the documentation forms necessary for the problem-solving team, assist the teacher in collecting student data before the initial problem-solving meeting, as well as inform the teacher about the problem-solving process. The case manager/designated consultant/coach should meet with

the teacher prior to the initial meeting to determine the specific student need that will be addressed in the initial meeting as well as what factors may be contributing to the problem. They may also need to connect with the family to gain the family's perception as well as pertinent information about the student's need. The expectation is that case managers/designated consultants/coaches utilize effective consultation skills as well as take the time necessary to complete the first two steps of the problem-solving process, which are defining and analyzing the problem. This allows the initial meeting to be manageable when developing the intervention plan.

Additionally, the case manager/designated consultant/coach is expected to communicate on a weekly basis (at a minimum) with the referring teacher, interventionist, and progress monitor to ensure that the intervention plan is implemented as designed and is effective. The case manager/designated consultant/coach may need to work with the referring teacher to adjust the intervention plan prior to the next meeting; however, if significant concerns arise or significant changes need to be made, the case manager/designated consultant/coach can request an additional meeting for further discussion. Roles and expectations are to:

- Inform the teacher about the problem-solving process;
- Support the referring teacher throughout the process;
- Help the teacher complete documentation forms if necessary;
- Collect needed data prior to meeting;
- Meet with the referring teacher to define the problem prior to the meeting;
- Communicate on a weekly basis with the referring teacher, interventionist and/or progress monitor;
- Provide interventions when appropriate;
- Progress monitor when appropriate; and
- Monitor problem-solving meeting time and remind team of time limits.

Progress Monitoring Staff

Another vital component of the intervention plan is the individual responsible for progress monitoring. The progress monitor, first and foremost, must have an understanding of the progress monitoring tools available and the purposes for each tool. Training on administering and scoring Curriculum-Based Measurement (CBM) as well as training on graphing and Gap Analysis is expected for individuals identified as progress monitors. Progress monitors can include teachers, paraprofessionals, retired teachers, support personnel, students, etc. Additionally, progress monitors must communicate on a weekly basis with the interventionist, case manager/designated consultant and/or teacher to determine whether the implemented intervention is successful. The progress monitor must also



use a graphing system to visually demonstrate progress. The graph is expected to be a tool at the decision-making meetings. There are several methods available for graphing including Excel, DIBELS.uoregon.edu, AIMSWeb.org, and Chart Dog at interventioncentral.org. Roles and expectations are to:

- Monitor the student's progress during the intervention's progress as directed by RTI plan;
- Graph progress to determine if students are making progress; and
- Communicate on a weekly basis with interventionist, case manager/designated consultant/coach and/or teacher.

Interventionists

When a student is referred to the problem-solving team for a targeted intervention, an intervention plan is established. The intervention to be put in place and the individual providing the intervention are central to the plan. The interventionist may be a variety of individuals in the system, including the classroom teacher, special education teacher, Title I teacher, Gifted and Talented specialist, paraprofessional, school counselor, school psychologist, school social worker, etc. Although speech therapists, occupational therapists, physical therapists, hearing and vision teachers, nurses, etc., should be consulted when developing interventions in select cases, their role in providing the intervention as part of their case load should only be considered in the most significant cases and only with the specialist's input. Interventionists should be adequately trained to provide the intervention selected, should have the resources including time and materials and should be expected to implement the intervention with fidelity. Also key to an interventionist's role is to communicate on a regular basis with the classroom teacher and the case manager/designated consultant/coach as well as the RTI Coordinator, as necessary. An attendance log should be maintained during the intervention period of weeks/months. Roles and expectations are to:

- Provide interventions with fidelity; and
- Communicate with the classroom teacher, case manager, and manager/designated consultant/coach on a weekly basis about intervention effectiveness.

School Psychologists

School psychologists are experiencing a significant role change that focuses more on targeted assessment and support. Although the role of the school psychologist varies somewhat in every district, school psychologists are expected to play an active role in the implementation of the RTI Model, as well as be an active member on the problem-solving team. School psychologists have considerable skills in the area of consultation, problem-solving, assessment, and systems change that lend

themselves directly to the implementation of RTI. School psychologists are expected to support schools in developing problem-solving teams that are effective and efficient, support development of evidence-based interventions, and support implementation of progress monitoring tools. School psychologists may or may not be the RTI coordinator or facilitator. Decisions about the level of leadership a school psychologist has in the problem-solving process will be dependent on school needs, administrator expectations, and the school psychologist's individual skill set. Roles and expectations are to:

- Support building administrators in developing problem-solving teams;
- Participate as a designated consultant and/or RTI Coordinator;
- Progress monitor as appropriate; and
- Provide interventions as appropriate.

School Counselors/School Social Workers

School counselors and school social workers will also be important participants in the RTI Model. Their roles will also vary by building, and will be influenced by the skills the individual displays as well as the needs of individual schools. School counselors and social workers can be a valuable resource at the Tier I, II, or III levels to support interventions or to participate on the problem-solving team. Roles and expectations are to:

- Support the problem-solving process;
- Provide consultation to the problem-solving team as appropriate;
- Engage families in the process; and
- Support and empower families to partner in the process.

Specialists

(Speech/Occupational Therapist/Physical Therapist/Nurse/English Language Learner Teachers/Gifted and Talented Specialists/Title I Teachers/Vision Teachers/Deaf and Hard of Hearing Teachers)

Specialists are an important component to the problem-solving team and often assist the interventionists. However, the level of their participation will vary based on their case load, level of expertise, time in building and intensity of the intervention, etc. Specialists are expected to participate in the RTI process as outside consultants who help in the development of interventions and the identification of progress monitoring tools. Roles and expectations are to:

- Consult with problem-solving team on development of interventions and progress monitoring tools for specialized area; and
- Support interventions at the Tier II & III level as appropriate.



Section 4

New Hampshire Model: NH College and Career Ready Standards and MTSS in the Middle and High School

In the current climate, the traditional ways of working in high schools are no longer appropriate or relevant. There is a pressing need to put into place organizational systems and frameworks to improve outcomes for all students, including at the secondary education level. As evidence of success for RTI in the elementary schools continues to grow, secondary schools are now looking at ways in which to implement the model to benefit adolescent students in their schools. While there is currently limited research focused on RTI at the secondary level, high schools and middle schools across the country and within NH have begun to implement the core features and critical components (see Section 2) of RTI to support students. Similar to elementary schools, secondary school efforts with RTI focus on literacy, math, and behavior and should be aligned to the CCSS. They also should focus on ensuring that students are on track to graduate college, be career-ready and reduce the dropout rate. Implementing RTI at the secondary level utilizes the same core components for implementation of RTI regardless of grade level, however, how the components are implemented (specifically curriculum and instruction, assessment, collaborative data-based decision-making, and the MTSS) may differ as a result of certain contextual factors that require unique considerations for middle and high schools. This section describes these contextual differences and provides examples from middle and high schools in New Hampshire and other states.

RTI Implementation at the High School Level: Similarities and Differences

In spite of the similarities between RTI implementation at the elementary and secondary level, there are contextual factors that significantly influence how high schools will implement RTI, and so it is “different from elementary and middle schools because of their emphasis on postsecondary outcomes, dropout prevention, diploma achievement, career planning, etc.” (p.18, Flannery & Sugai, 2009). High school specific “contextual factors” that influence the implementation of RTI include how high schools form leadership teams, the professional development needs of staff as they transform their way of working, and how instructional decisions are made in the classroom, in content areas, at the grade levels, school-wide, and district-wide. Further, there are local contextual factors that impact implementation, including student socio-economic

and demographic characteristics, the composition and strengths of the school staff, school resources, and policies and leadership, among others. The strength of the RTI approach is that the shared leadership and decision-making framework as well as the emphasis on job-embedded professional development ensures that local and high school contextual factors are embedded in the school’s implementation.

Some of the specific characteristics of secondary schools that impact RTI implementation include:

1. A high school education is geared towards the goal of accumulating a specific number of credits in specific required courses within a 4-year time-frame in order to attain the credential required for college, the military, and most types of employment.
2. The unique developmental, neurological, and social-emotional needs of adolescents require sophisticated and collaborative techniques and strategies to engage all students.
3. Reading, writing, and numeracy skills are explicitly taught at the elementary level, however, those skills are expected and required for success in every class in the upper grades.
4. The traditional model of high school organizational and leadership structures are driven by content area groupings and outcomes, and teachers often work autonomously.
5. High school curricula often include levels of classes such as “honors” and “advanced placement” course options, and students are more frequently separated into homogeneous groupings.
6. Incoming ninth graders enter a significantly different type of educational and social environment when they begin high school, including increased expectations for student self-reliance and independence and social and academic skills. This transition is most difficult for students who struggle with self-management skills such as executive functioning, among others, and data show they fare poorly in the 8th to 9th grade transition (CITE).
7. Secondary schools have the benefit of student specific longitudinal data accrued from previous



grades. These data can be utilized in establishing specific instructional strategies and interventions as students' transition from elementary to middle and middle to high school.

8. Students with Individualized Education Plans (IEPs) must receive school-to-career and post-high school transition planning and supports beginning at age 16 (age 14 in NH), adding a layer of complexity to the educational program planning and supports that students with disabilities receive.
9. Given that traditional high school instruction is driven by content-area, teachers in high schools are not accustomed to the idea of universal screening across all students to identify levels of performance or to find students who may be at risk.

Policy Influences: College and Career Readiness, Drop Out Prevention, and Competency-Based Learning

The CCSS are an important element to achieve college and career readiness for every student, and impact high school instruction in highly distinct ways. The requirement that all students leave high school being college and career ready means that high school instruction and interventions are refocused to ensure readiness for college-level and employment expectations. Just as the CCSS are important elements to provide a rigorous curriculum and expectations for all students at the elementary level, the CCSS provide a road map for instruction across all content areas, and provide guidance for addressing literacy and math skills, as literacy and numeracy are required for and need to be taught in every class. Assessments within the CCSS are also more sophisticated, including formative assessments and progress monitoring so instruction can be adjusted along the way. This requires high schools to redesign core coursework, instructional time, assessments, and resources to address the needs of students who require supplemental and intensive level instruction. The RTI framework offers a platform for delivery of the CCSS and

instruction that prepares every student for college and career based upon need and individual goals.

High schools must pay attention to the need for student proficiency in literacy, numeracy, and social emotional skills in order to access the secondary level content and meet CCSS standards. An additional significant indicator of successful student outcomes in high school is the on-time accumulation of credits towards graduation with a regular diploma. High schools have a limited number of years to prepare students to be college and career ready. In high schools, therefore, one of the primary drivers of the multi-tiered system of instruction should be to stay on track towards attaining a high school diploma in four years and ongoing instruction and tiered levels of support geared towards graduation planning. Fortunately, the state of NH has adopted a dropout prevention policy that requires compulsory attendance until age 18 (most states allow students to dropout at age 16). This policy, adopted in 2007, has resulted in one of the lowest dropout rates in the country (under 1% in 2010-11).

NH has moved to a competency based system for awarding credit and conducting assessments in the context of a High School Reform and Redesign Initiative (NH DOE, 2007). This initiative has allowed high schools to

move away from traditional Carnegie Units and awarding credit for attendance in class. Instead, schools have begun to offer class credit for options such as Extended Learning Opportunities, online learning, dual high school and college course taking, among others. The flexibility provided by the new credit system has allowed several NH high schools to implement these high school reforms within a tiered model (see examples that follow). When a high school implements these reforms within a RTI framework, fewer of the highest-need students will experience suspensions, class failure, and fewer will be placed in segregated or alternative programs (Malloy & Hawkins, 2010; Wells, Malloy & Cormier, 2008).

The collaborative report from the NCRTI, Center on Instruction, and the National High School Center, Tiered Interventions in High Schools: Using Preliminary 'Lessons Learned' to Guide Ongoing Discussion (<http://www.rti4success.org/resourcetype/tiered-interventions-high-schools-using-preliminary-lessons-learned-guide-ongoing>) provides examples of how eight high schools have implemented the essential components of RTI. RTI in Middle Schools: The Essential Components (<http://www.rti4success.org/resourcetype/rti-middle-schools-essential-components>), developed by NCRTI provides similar information at the middle school level based on lessons learned from middle schools implementing RTI. NCRTI also provides webinars that further detail considerations and lessons learned from high schools and middle schools implementing RTI across the country.



Challenges: Scheduling and Credits

Many of the same challenges faced at the elementary level will also be faced at the secondary level. What increases the challenges at the secondary level is the complexity of the organization and the nightmare of scheduling, especially in high schools.

Developing structures to deliver intervention within the framework of middle, junior, and high school in ways that are palatable to adolescents can be difficult. For example, the one-on-one tutorial approach used in elementary schools during the school day may be disruptive to the operation of a typical middle or high school and may also be met with resistance from adolescents who would prefer not to be singled out. Further, schools have indicated that the challenges for providing building schedules to accommodate one or two levels of intervention classes was the need to build schedules to accommodate time for intervention classes, re-arranging staff time to teach smaller groups, and locating and funding appropriate resources can be challenging. Schools have found that other structures, such as a class within a class, a lab, before- or after-school programs, special elective courses, and co-teaching, may be considered to support the implementation of the MTSS.

It is also difficult (although not impossible) for secondary schools to promote flexible movement across tiers within a semester course schedule. They also struggle with ways to deal with how interventions will affect credits; students must be sure to take the courses they need to earn a diploma. If a student needs substantial intervention, he or she may not be able to meet graduation requirements in the 4 years typically allotted for high school.

While all schools are structured differently the NCRTI provides some examples of scheduling based on lessons learned through middle and high schools. A webinar is available at <http://www.rti4success.org/webinar/rti-scheduling-processes-middle-schools-3432> and a brief is available at <http://www.rti4success.org/resourcetype/rti-scheduling-processes-middle-school>.

Considerations for Implementing Components at the Secondary Level

1. Curriculum Instruction

One of the critical features of RTI implementation is the articulation of a set of core instructional practices, competencies, and benchmarks based on CCSS that are taught to ALL students. Within New Hampshire's High School Reform and Redesign initiative (NH DOE, 2007) high schools and many middle schools have articulated competencies in the major academic areas (Language Arts, Math, Science, and Social Studies). In effect, the use of competencies can frame the Core or Universal instructional system. For social/emotional learning, School-wide Positive Behavioral Interventions and Supports (SW-PBIS) allows

each high school to create its own core social/emotional instruction. A PBIS school creates a behavior expectations matrix or rubric (see example that follows) which becomes the core set of behavioral standards that are expected of and taught to all students).

2. Assessment

Assessment of student learning is a necessary component of an RTI framework. Data from assessments is used to drive instructional decision-making. The framework for assessment required by a comprehensive RTI/MTSS is no different at the secondary level than at the elementary level. Assessment practices within an RTI framework include (a) screening, (b) progress monitoring, (c) diagnostic assessments, and (d) outcome evaluation.

While there is a wealth of assessment tools at the elementary level, there has been less focus on the use of assessments at the secondary level, but the use of data to inform decisions continues to be strongly emphasized across grade levels. At the high school level, universal screening is not expected for all students but may be administered for non-proficient, struggling or high risk students as they transition from middle to high school and at any other time the team determines the need. Screening at the secondary level may take multiple forms. For example, schools may use eighth grade state assessment data to determine students in need of additional interventions or they may review data to determine whether students are on track for graduation by looking to see if they have multiple failures. Progress monitoring may also vary at the high school and middle school level. While some CBM and progress monitoring tools may be appropriate for students at the secondary level, such as maze passages, fewer empirically validated assessments are available. Schools may use other formative assessments, measures imbedded within intervention programs, reviews of grades, attendance, and office referral data along with other sources to monitor student progress. The National High School Center developed the Early Warning System for middle school and high school to monitor and identify students at risk of dropping out of school. This tool uses validated thresholds and can be used to screen students to identify those at risk of dropping out of school as well as monitor student progress on an ongoing basis.

3. Collaborative data-based decision-making

An RTI system at the high school level is the same as for other levels, including a cross-stakeholder team model for decision-making and use of a deliberative problem-solving process. The data used for decision-making will be more diverse at the high school as the concern is focused on college and career readiness, including identifying who is on track for graduation, attendance, grades, and behavior problems. The National High School Center recommends a process for school leadership teams to



establish targets for college and career readiness which normally takes place in two steps. The first step is to establish the high school performance targets in an upper grade (typically Grade 11 or 12) by linking test scores in that grade to data on the same students' college outcomes. The second step is to backward-map the upper-grade performance targets to lower grades (2010). (For an example of how a district mapped college and career readiness among 8th grade students using district data see: http://www.betterhighschools.org/docs/NCEA_CollegeCareerReadiness.pdf).

4. A Multi-Tiered System of Support

Examples of academic interventions for high school and middle school students with intensive needs are less common at the secondary level but there are available evidence-based interventions and research-based strategies appropriate for assisting adolescent learners. Some examples of resources that provide information about interventions at the secondary level include:

- What Works Clearinghouse reviews the evidence-base of interventions including those focused on Adolescent Literacy, High School Math, Middle School Math, and Dropout Prevention. These reviews can help to determine which interventions to use in Tier II and Tier III.
- The National Center on Intensive Intervention hosts an academic intervention tools chart that includes interventions appropriate for the secondary level. Users can filter by secondary to identify just those relevant resources.
- Doing What Works provides multi-media modules on a variety of topics, including “Response to Intervention in Elementary-Middle Math,” “Adolescent Literacy,” and “Dropout Prevention.” Each module provides a summary of research-based practices, an explanation of key concepts, expert interviews, school-based interviews, sample materials, tools, templates, and ideas for moving forward.
- The Meadows Center for Preventing Educational Risk, also provides a wealth of research on dropout prevention, adolescent literacy, content literacy, and more
- The Center on Instruction provides a wealth of information about instruction and instructional strategies including those for adolescent literacy, writing, science, math, technology, and engineering.

There is also agreement that high school students must engage in educational experiences that are relevant to their goals and life circumstances. The Stupski Foundation (McPeak & Trygg 2007) offers one framework for secondary literacy instruction that includes a multi-

tiered system of instruction, and instruction based upon competencies allows students to work on only those competencies they have not mastered, rather than retaking a course.

One example of the implementation of a Tier 3 support model within a high school framework is the implementation of the RENEW intervention (Rehabilitation for Empowerment, Natural supports, Education, and Work) at Somersworth High School. RENEW, first developed in 1986, is a school-to-career transition intervention for youth with emotional and behavioral challenges who are at great risk of dropping out of school. RENEW incorporates several of the critical principles and values from the children's mental health, disability, and education communities, including putting the youth and family at the center of the process, focusing on supports that use the strengths and address the needs of the youth and family, fostering self-determination, providing unconditional care, and focusing on natural supports and community inclusion. In 2007, Somersworth HS began to incorporate RENEW as a Tier 3 intervention for students who were one or more grade levels behind their peers, were demonstrating major behavior concerns, had high numbers of absences from school, and who had not responded to Tier II interventions (primarily behavior support). Teachers in the school learned how to facilitate the RENEW person-centered planning and team process, and began to see students re-engage in school and experience success. Data for 12 students who participated in RENEW (2007 through 2009) showed an average increase in credits earned increased from 19 to 42 per semester and average number of office discipline referrals dropped from 67 to 11 per semester over two years. The students used the RENEW process to access regular classes, work, experience internships and vocational classes (for more information about RENEW see <http://www.iod.unh.edu/renew>). See Section 2 to learn more about the additional components, Leadership, Engaging Families, and Climate and Culture.



Section 5

Fidelity of Implementation

What is Fidelity of Implementation?

Fidelity of implementation is the degree to which a program is implemented as intended by the developer. (Gersten et al., 2005; Mellard and Johnson 2007). When this definition is applied to schools, it refers to the degree to which teachers implement programs as intended by the program developer. The question to ask is “Are teachers using the curriculum, instruction and assessment practices in the same way over and over, with consistency and accuracy?”

Why is Fidelity Important?

Fidelity of implementation helps link student outcomes to instruction. How do educators explain a student’s lack of response or a student’s excellent response? If a program or protocol hasn’t been implemented as intended one cannot attribute a good response or a poor response to that procedure. Fidelity of implementation helps to determine the effectiveness of the intervention. If a program has been implemented with fidelity, an RTI framework can be adapted, and instruction adjusted based on student response.

It is important to remember that implementing a program or process as intended is not the end goal. But only by verifying fidelity practices can a link between student outcomes and instruction be established with any degree of confidence. Research suggests that positive student outcomes depend on the degree to which interventions are supported by evidence and the fidelity of implementation at the school and classroom levels (Pierangelo & Giuliani, 2008).

Fidelity Within an RTI Framework

Fidelity is a thread that runs through all the components of RTI: curriculum and instruction assessment, multi-tiered systems of support, collaborative based decision-making, screening, and progress monitoring.

Fidelity practices are an integral part of the RTI model and of each of the components of RTI. The practices must all be faithful to the plan as a whole.

At the school level one way to monitor fidelity would have to be to have a plan for regularly checking to make sure RTI practices discussed throughout the plan are faithfully followed. With integration of fidelity practices within the RTI framework, staff members have a clear sense of what they need to do and how to do it. They understand that fidelity checks are routinely applied to, and sustain, RTI practices at the whole school level. These RTI practices include: an evidenced based curriculum that spans multiple levels; a valid and reliable assessment system (screening and progress monitoring) which operates throughout the year; and implementation of clear data-based decision rules.

Ways to Measure Fidelity

The best way to monitor fidelity is to measure it. Fidelity can be measured through self-report data, observations, or logs and lesson plans. Self-report data can include questionnaires, surveys, or interviews, and may provide an indicator of teacher knowledge as well as the context of implementation. Although these measures can be very efficient to conduct, they are often unreliable when used alone because they are subject to bias. For example, reports may include exaggerations or under-reporting in an attempt to make the responder look better.

Conducting observations can be done by developing checklists of critical implementation components, recording and listening to sessions at random, doing spot checks, conducting peer observations, and implementing peer coaching. Direct observations are the least efficient but most reliable form of fidelity measurement.

Reviewing logs and lesson plans and student work allows evaluation of what was done. It could include looking at the content covered and student progress. Reviewing logs, lesson plans, and student work is moderately efficient and moderately reliable. It provides less



information about delivery, dosage, and adherence to scripts (if applicable) than other measures of fidelity, however.

The NCRTI developed the “RTI Essential Components Integrity Rubric” and accompanying worksheet as a tool for schools and districts to assess or self-assess their progress in implementing RTI. A copy of the rubric worksheet can be found in Appendix 2. The Integrity rubric and the Integrity worksheet are for use by individuals responsible for monitoring the school-level fidelity of RTI implementation. They may also be used by schools for self-appraisal.

A critical component to implementing RTI with fidelity and measuring fidelity of implementation is developing a supportive atmosphere and culture which builds a school wide understanding of the essential components of an RTI framework and the value of implementing those components with fidelity. Creating school level structures

and resources that support fidelity of implementation such as open communication, time for grade level or content teams to meet, professional development to support expectations and follow-up, including re-training, generates staff buy-in.

The research literature is pretty clear (Johnson, Mellard, Fuchs, & McKnight, 2006; Pierangelo & Giuliani, 2008; Sanetti & Kratochwill, 2009). Higher fidelity of implementation means better results, whether we are looking at the chemistry lab, the hospital setting, the kitchen, or the school. If the rules and procedures are followed, we will have higher fidelity and better outcomes for students.

This content is summarized from NCRTI’s “Using Fidelity to Enhance Program Implementation within an RTI Framework” (www.rti4success.org).

▼ **Madison Elementary
School Leadership
Team**





▼ Chichester



▲ Commissioner Virginia Barry with children at Chichester



◀ Amherst Middle School Leadership Team



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National Center for the Response to Intervention
www.rti4success.org

Training Documents/Implementer Series:

- Module 1- Screening
- Module 2- Progress Monitoring
- Module 3- Multi-Level Preventions System
- Selecting and Developing Technical Assistance
- Developing an RTI Professional Development Plan
- Using Fidelity of Implementation Within an RTI Framework

Tools:

- RTI Integrity Implementation Rubric
- Screening Tools chart
- Progress Monitoring Tool Chart
- Instructional Intervention Tools Chart

Briefs:

- RTI in Middle Schools: Frequently Asked Questions
- RTI Implementing Process for Middle Schools

Webinars to assist in RTI implementation (Ex: RTI in Middle School):

National Center on Student Progress Monitoring.
www.studentprogress.org

New Hampshire Center for Effective Behavioral Interventions and Supports (NH CEBIS)
www.nhcebis.seresc.net

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▲ **PILOT SITE TEAM**
*(left to right) Nottingham,
Madison, Amherst Middle School*



▲ **NOTTINGHAM DATA MEETING**



Appendix 1

NH State Initiatives	NH Department of Education Supporting Funding and Personnel	NH RTI Components: <i>Curriculum and Instruction, assessment, collaborative data-based decision-making, multi-tiered system of support (MTSS), parent/family engagement, leadership, culture and climate</i>	Alignment to RTI Definition and Purpose
Educator Effectiveness	<ul style="list-style-type: none"> NH Taskforce - Effective Educators Principals Leadership Effectiveness Taskforce Teacher Effectiveness – Phase I & II Professional Standards Board Standards for Professional Learning Council for Tech Ed Partnership with Higher Education 	Staff qualifications Leadership Data based decision making Multi-tiered systems of support Assessment (screening/diagnostic/progress monitoring) School culture and climate Articulation of teaching and learning (vertical and horizontal alignment) Parent/family engagement Ongoing high quality PD	<p>New Hampshire Response to Instruction (RTI) is a multi-tiered system that supports effective core instruction, promoting academic and behavioral growth and achievement for each learner. RTI is a systematic integration of all a school's resources, including general education, special education, gifted education, Title I, and English Language Learning programs. Instruction, interventions, and supports are implemented with fidelity and are personalized and aligned with each student's academic, social-emotional, and behavioral needs based on current valid and reliable data.</p>
Curriculum and Instruction	<ul style="list-style-type: none"> State Implementation Team Early Childhood Common Core standards Literacy and Numeracy Action Plans Math Task Force High School Competencies 	Multi-tiered system of support Screening/diagnostic Progress monitoring Collaborative data-based decision-making Research-based practices and core instruction Evidence-based interventions, Articulation of teaching and learning Ongoing high quality PD	
Assessment and Accountability	<ul style="list-style-type: none"> State Longitudinal Data System State Assessment (NECAP and NH ALPS) NAEP SMARTER Balanced Assessment Consortium Performance Plus online data resource (e.g. i4see, tracker) 	Data-based decision-making Valid and reliable tools Fidelity of Implementation of the MTSS Multiple measures of performance	
Continuous School Improvement	<ul style="list-style-type: none"> All NH Title Programs (e.g1, .2D, 4B) SIG (School Improvement Grants) SINI/DINI/Restructuring/Corrective Action Special Education/IDEA (includes Program Approval, Focused Monitoring, SPP, Gen. Supervision) PBIS/NH Responds State Systems of Support English Language Learner Programs Charter Schools 	School culture and climate Collaborative data-based decision-making Multi-tiered system of support Research-based practices/core instruction Evidence-based interventions Articulation of teaching and learning Family engagement Ongoing high quality PD	
College and Career Readiness	<ul style="list-style-type: none"> HS Redesign Vocational Education Vocational Rehabilitation GED/Adult ED Secondary Transition Planning Next Generation Learners Extended Learning Opportunities 	Multi-tiered system of support Data-based decision-making Culture and Linguistics Research-based practices/core instruction Evidence-based interventions Parent/family engagement	
Family Engagement	<ul style="list-style-type: none"> NH Connections Special Education Statewide Parent Survey Title Programs (SIG) Focused Monitoring Process -expectations for parent engagement 	Curriculum and instruction Assessment Collaborative data-based decision-making School culture and climate Multi-tiered system of support Leadership	



Appendix 2

How to Use and Score the Self Assessment Integrity Rubric



AMERICAN INSTITUTES FOR RESEARCH®

1. Response to Intervention Integrity Worksheet- How to use and score

Introduction

American Institutes for Research (AIR) has developed this Integrity Rubric and Worksheet to help schools and districts assess fidelity of Response to Intervention (RTI) implementation. The goal of these documents is to create a common understanding of the essential components of RTI and the items and activities that must be in place to successfully implement the RTI framework with fidelity. Beneath each component are indicators which describe areas necessary for RTI implementation. More discrete measures are used to describe the ratings of each indicator. The components, indicators, and measures within the Fidelity Rubric and Worksheet have been reviewed for alignment with research.

Purpose

The primary purpose of the Integrity Rubric and Worksheet is to increase the effectiveness of RTI implementation in a school and improve student achievement. They are designed to provide formative assessment of RTI implementation, quality, and effectiveness and to give schools a comprehensive assessment of how they are implementing RTI by identifying strengths and shortcomings. The data will make evident the areas of greatest need and be used to guide training, ongoing coaching, professional development, and resource allocation.

Use

The Integrity Rubric and Worksheet are intended for use by evaluators or other leadership personnel with extensive RTI experience. All evaluators will be trained on the content of the rubric and worksheet and the process for using them. It is intended that a consistent method for data collection, along with a process for inter-rater agreement, be in place prior to site visits and/or interviews. The worksheet includes leading questions for each rating and a place for notes, including documents that have been reviewed.

The data collected through interviews or site visits will be compiled numerically with corresponding notes and reported to each school individually. Data will also be aggregated across all that are interviewed.

Scoring

The sections of the rubric are exactly aligned with the sections of the worksheet. The Rubric provides a five-point rating scale and descriptions of practices that would score a 1, 3, and 5. If the evaluator judges a school's practice to fall between the described ratings, they assign the school a rating of a 2 or a 4. For example, if you judge a school to be performing at a level higher than the rubric describes for a 3 rating but not quite at the level described for a 5, rate the school as performing at a 4.



Self Assessment RTI Essential Components Integrity Worksheet

RTI Essential Components Integrity Worksheet

School: _____ District: _____ Date: _____
 Grades of Student Population: K 1 2 3 4 5 6 7 8 9 10 11 12
 Persons Interviewed: _____
 Interviewer: _____

Focus Area: Reading/Language Arts Grades: _____
 Mathematics Grades: _____
 Behavior Grades: _____

**The RTI Essential Components Integrity Rubric and the RTI Essential Components Integrity Worksheet are for use by individuals responsible for monitoring the school-level fidelity of Response to Intervention (RTI) implementation. They may also be used by schools for self-appraisal; however, they were not designed for compliance monitoring and therefore should not be used for this purpose.*

The rubric and the worksheet are designed to be used together and are aligned with the *Essential Components of RTI: A Closer Look at Response to Intervention* (National Center on Response to Intervention, 2010).

**The Rubric and the Worksheet can both be found at: <http://www.rti4success.org/resource/rti-integrity-rubric-and-worksheet>*

Instructions—The purpose of this worksheet is to provide a framework for collecting relevant information and for recording a school's rating on various items related to RTI implementation. Descriptions of ratings for each item are provided on the RTI Essential Components Integrity Rubric.

Information about school-level implementation should be collected through interviews with school personnel (sample interview questions are provided below) and through observations and document review. After all of the information has been collected, use your notes and the RTI Essential Components Integrity Rubric to rate the school on each item. The Rubric provides a five-point rating scale and descriptions of practices that would score a 1, 3, and 5. If you judge a school's practice to fall between the described ratings, assign the school a rating of 2 or 4. For example, if you judge a school to be performing at a level higher than the Rubric describes for a 3 rating but not quite at the level described for a 5, rate the school as performing at a 4.



Item	Sample Interview Questions	Comments/Remarks	Ratings
Screening —The RTI system accurately identifies students at risk of poor learning outcomes or challenging behaviors.			
1. Screening Tools	What tools do you use for universal screening? When your school selected the screening tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool? Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)? Do you have reason to believe that the screening tool(s) that you use may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.		① ② ③ ④ ⑤
2. Universal Screening	Are all students at the target grade levels screened at the beginning of the school year? Does your school conduct screening throughout the school year? If so, how many times during the school year are students in the target grade levels typically screened? Is a well-defined cut score used to identify students at risk? Do you conduct a follow-up assessment to ensure that the results of the initial screening were accurate before placing a student in secondary prevention? If so, please describe. Describe the process for conducting the screenings. To what extent is this process consistently followed? How closely does the administration of the screening follow the developer guidelines? Are there differences in the process for different students? If yes, describe these differences. Is there anything about the process that you feel would jeopardize the accuracy of the results? If so, please describe.		① ② ③ ④ ⑤





Item	Sample Interview Questions	Comments/Remarks	Ratings
<i>Multi-Level Prevention/Intervention System—The framework includes a school-wide, multi-level system for preventing school failure.</i>			
Primary Level Prevention/Core Curriculum			
3. Research-Based Curriculum Materials	<p>When your school selected its core instructional materials, how much attention was paid to the evidence from the vendor regarding effectiveness of the materials when used with fidelity?</p> <p>Does your school have a practice of maintaining documentation from the vendor about the evidence of the effectiveness of the materials when used with fidelity?</p>		① ② ③ ④ ⑤
4. Fidelity	<p>Is the core curriculum delivered with fidelity? If so, what evidence indicates this?</p> <p>Are procedures in place to monitor the fidelity of delivery of the core curriculum?</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
5. Articulation of Teaching and Learning (in and across grade levels)	<p>What efforts have been made to articulate teaching and learning from one grade to another?</p> <p>Describe the process that supports the articulation of teaching and learning from one grade to another.</p> <p>What efforts have been made to articulate teaching and learning within grade levels or subject areas?</p> <p>Describe the process that supports the articulation of teaching and learning from one teacher to another within the same grade.</p> <p>How consistent is the learning experience among students in the same grade and subject with different teachers?</p>		① ② ③ ④ ⑤
6. Instruction	<p>To what extent do teachers use student assessment data and knowledge of student readiness, language, and culture to offer different teaching and learning strategies that address individual needs?</p> <p>How consistent is this effort among the teaching staff?</p>		① ② ③ ④ ⑤
7. School-Based Professional Development	<p>Do the teachers regularly participate in school-based professional development that is structured so that teachers continuously examine, reflect upon, and improve instructional practice?</p> <p>If so, please describe this professional development.</p> <p>How frequently is professional development provided?</p> <p>What percentage of the teaching staff participates?</p>		① ② ③ ④ ⑤





Item	Sample Interview Questions	Comments/Remarks	Ratings
Secondary Level Prevention			
8. Evidence-Based Intervention	What program(s) does your school use for secondary intervention? Have these programs demonstrated efficacy with the target populations (e.g., has research shown that the interventions positively impact student achievement)?		① ② ③ ④ ⑤
9. Complements Core Instruction	How do the instructors of the secondary level intervention ensure that the content that they address is well aligned and complements the core instruction for each student? How are foundational skills that support core instruction incorporated into secondary level intervention?		① ② ③ ④ ⑤
10. Fidelity	Are procedures in place to monitor the fidelity of implementation of the secondary level interventions? If so, please describe. Does the evidence indicate that the intervention is implemented with fidelity?		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
11. Instruction	Are the secondary level interventions always led by staff adequately trained to implement the interventions with fidelity? If not, who provides the secondary level intervention and what is their background? Are the secondary interventions always conducted with small groups of students? What is the maximum small group size? Describe a typical secondary level experience for students.		① ② ③ ④ ⑤
12. Determining Responsiveness to Secondary Level Prevention	Are the decisions about whether or not a student is responding to secondary level interventions based on progress monitoring data? Are the decisions made based on the slope of a student's progress or on the student's final status at the end of secondary level prevention? Are the criteria implemented accurately and consistently?		① ② ③ ④ ⑤
13. Addition to Primary	Are the secondary level interventions always implemented as a supplement to the core curriculum? If no, please explain.		① ② ③ ④ ⑤





Item	Sample Interview Questions	Comments/Remarks	Ratings
Tertiary Level Prevention			
14. Evidence-Based Intervention	<p>What evidence-based instructional practices are implemented at the tertiary level?</p> <p>How were the interventions used at the tertiary level developed?</p> <p>Are the tertiary level interventions more intense than the secondary level intervention? If so, how are they more intense?</p>		① ② ③ ④ ⑤
15. Fidelity	<p>Are procedures in place to monitor the fidelity of implementation of the tertiary level interventions?</p> <p>How do you ensure that the individualized instruction at the tertiary level includes evidence-based instructional practices?</p>		① ② ③ ④ ⑤
16. Instruction	<p>Are the tertiary level interventions always led by staff adequately trained to implement the interventions as designed? If not, who provides the tertiary level intervention and what is their background?</p> <p>Does the group size allow for the interventionist to adjust and individualize instruction to address the needs of each student?</p> <p>What is the maximum small group size?</p> <p>Describe a typical tertiary level experience for students.</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
17. Determining Responsiveness to Tertiary Level Prevention	<p>Are the decisions about whether or not a student is responding to tertiary level interventions based on progress monitoring data?</p> <p>Are the decisions made based on the slope of a student's progress, or on the student's final status at the end of tertiary level prevention?</p> <p>Are the criteria implemented accurately and consistently?</p>		① ② ③ ④ ⑤
18. Relationship to Primary	<p>Are the tertiary level interventions always implemented as a supplement to the core curriculum or do tertiary level interventions replace the core curriculum for some students?</p> <p>How do you decide if a student receiving tertiary instruction should remain in primary prevention?</p> <p>How do you ensure meaningful connections exist between tertiary intervention and the core curriculum?</p>		① ② ③ ④ ⑤





Item	Sample Interview Questions	Comments/Remarks	Ratings
<i>Progress Monitoring—Ongoing and frequent monitoring of progress quantifies rates of improvement and, informs instructional practice and the development of individualized programs.</i>			
19. Progress Monitoring Tools	<p>What tools are used for progress monitoring? How many alternate forms of equal difficulty are available?</p> <p>When your school selected the progress monitoring tool(s), how much attention was paid to the evidence from the vendor regarding the validity, reliability, and accuracy of the tool(s)?</p> <p>Does your school have documentation from the vendor that these tools have been shown to be valid, reliable, and accurate (including with sub-groups)?</p> <p>Do you have reason to believe that the progress monitoring tool(s) used may have issues with validity, reliability, or accuracy (including with sub-groups)? If so, please explain.</p> <p>Has the tool been validated for use with student populations similar to yours?</p> <p>Does the scoring manual or other information provided by the vendor provide benchmarks for acceptable growth?</p>		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
20. Monitoring Progress	<p>How often is the progress of students at the secondary level monitored?</p> <p>How often is the progress of students at the tertiary level monitored?</p> <p>Is progress monitoring conducted frequently enough to show a trend in academic (or behavioral) development over time?</p> <p>Describe the process used for monitoring progress.</p> <p>Are the progress monitoring measures administered according to developer guidelines?</p> <p>To what extent is this process consistently followed?</p> <p>Are there differences in the process for different students? If yes, describe these differences.</p> <p>Is there anything about the process that would jeopardize the accuracy of the results? If so, please describe.</p>		① ② ③ ④ ⑤
<i>Data-Based Decision Making—Data-based decision making processes are used to inform instruction, movement within the multi-level system, and disability identification (in accordance with state law).</i>			
21. Decision Making Process	<p>Describe how decisions are made to move students between levels.</p> <p>Who is involved in decision making?</p> <p>What data are used to inform those decisions, and how are they used?</p> <p>What criteria and guidelines are used for making decisions?</p> <p>Do you have reason to believe that the decision-making process may be subject to bias or inappropriate influence?</p> <p>To what extent are the screening, progress monitoring, and other assessment data used to inform instruction at all levels, including the core instruction?</p> <p>Are consistent decision making rules used with all students?</p>		① ② ③ ④ ⑤





Item	Sample Interview Questions	Comments/Remarks	Ratings
<i>Overarching Factors—Factors that relate to the entire RTI framework.</i>			
22. Prevention Focus	To what extent do you believe the teaching staff views the purpose of RTI as primarily to prevent students from having academic and/or behavioral problems? What portion of the teaching staff view RTI as primarily a means for special education identification?		① ② ③ ④ ⑤
23. Leadership	To what extent are the school and district administrators aware of the RTI framework at your school? To what extent do the actions taken and decisions made by district administrators improve the effectiveness of the RTI framework at your school? To what extent do the actions taken and decisions made by school administrators improve the effectiveness of the RTI framework at your school? Does your school have a designated person who oversees and manages RTI implementation? If yes, what percentage of that person's time is devoted to overseeing and managing RTI?		① ② ③ ④ ⑤
24. Staff Qualifications	Describe the training and qualifications for staff who provide the secondary and tertiary interventions. What ongoing professional development is available to staff who provide secondary and tertiary interventions?		① ② ③ ④ ⑤



Item	Sample Interview Questions	Comments/Remarks	Ratings
25. Culturally and Linguistically Responsive	What efforts have been made to ensure that core instruction and secondary and tertiary level interventions take into account cultural, linguistic, and socioeconomic factors for students?		① ② ③ ④ ⑤
26. Communications With and Involvement of Parents	Are parents knowledgeable about the RTI framework in your school? How are parents of students at the secondary or tertiary level kept informed of the progress of their child? How are parents involved in decision making regarding the participation of their child in secondary or tertiary levels of prevention?		① ② ③ ④ ⑤

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Appendix 3

Implementing Problem-Solving within the RTI Framework

The purpose of the problem-solving process in RTI is to implement a decision-making framework that will lead to the development of instructional and intervention strategies with a high probability of success. It provides a structure for addressing the academic and/or behavioral concerns identified. The system must integrate the use of data from multiple assessments, to determine if the core instruction is effective, to guide the development of appropriate interventions, and to provide frequent monitoring of progress. A problem-solving process requires full collaboration among a team of educators to identify a specific, measurable outcome of expected academic or behavioral achievement and to implement research-based interventions. The process includes ensuring interventions are implemented with fidelity according to their research base and student progress is monitored to determine the student's response. Maintaining an open line of communication with the family is vital to ensure all information that might impact success is considered. Family understanding of the process is critical to the success of the student (see Component 5 for more on the importance of family engagement).

The key components of a problem-solving process will be discussed in this section. The problem-solving process is used for all tiers of instruction.

Problem-Solving Team

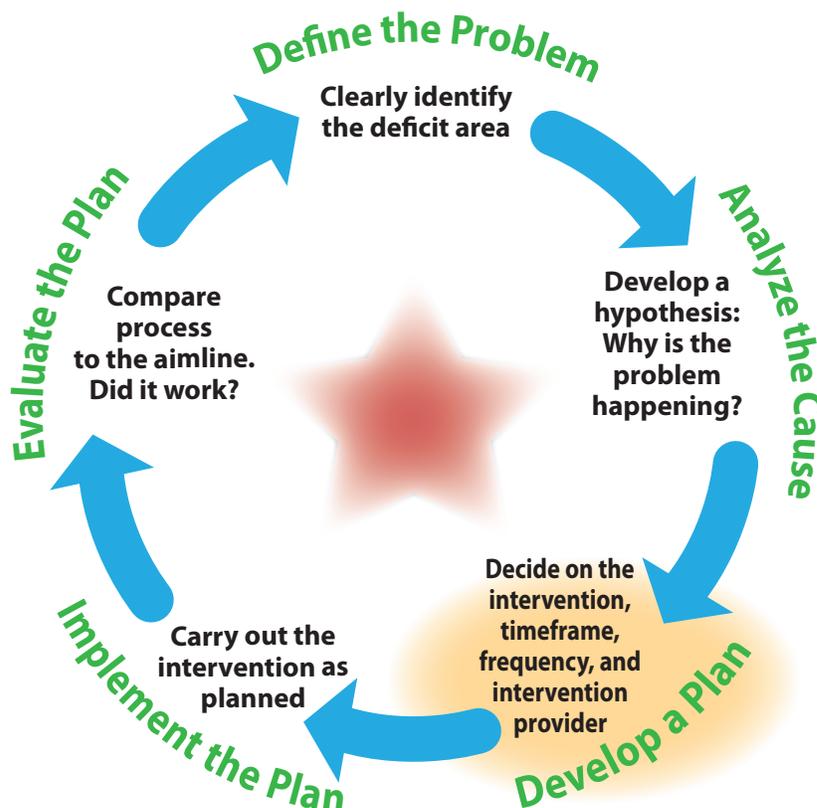
A problem-solving team is responsible for assessing the impact of the core instruction (Common Core State Standards) on student learning and whether interventions are meeting student needs. Diverse representation and collegiality are essential elements of successful problem-solving teams. Teams must be composed of a variety of educational staff, including teachers, specialists, and administrators. They must have dedicated time in the schedule to meet on a regular basis. Team membership should include individuals who have a diverse set of skills and expertise that can address a variety of behavioral and academic needs. Team members should have training in the Problem Solving Process and clear expectations should be established related to

participation on the team. Problem-solving teams should identify a facilitator who guides the process and ensures a collaborative atmosphere. A recorder and timekeeper also are important roles on a problem-solving team. The problem-solving team supports the implementation process

Problem-Solving Process

A problem-solving process includes a structured format when analyzing possible reasons for students' academic or behavioral needs and possibly planning interventions. A structured problem-solving approach is used when defining the problem or issue, reviewing the data (multiple measures), and prioritizing a student's needs. A structured approach including the adoption of team norms, roles and use of a data-driven dialogue protocol, helps the team make efficient use of time and increases the probability that it will select the right intervention(s) matched to student(s) need. Steps in the problem-solving process are: define the problem, analyze the problem, develop a plan, and evaluate the response to the plan. See Figure A2-1 (below) for a visual representation of the problem-solving process.

Figure A2-1. The Problem-Solving Process





The following outlines the key features of the five phases of the problem-solving process.

Define the Problem

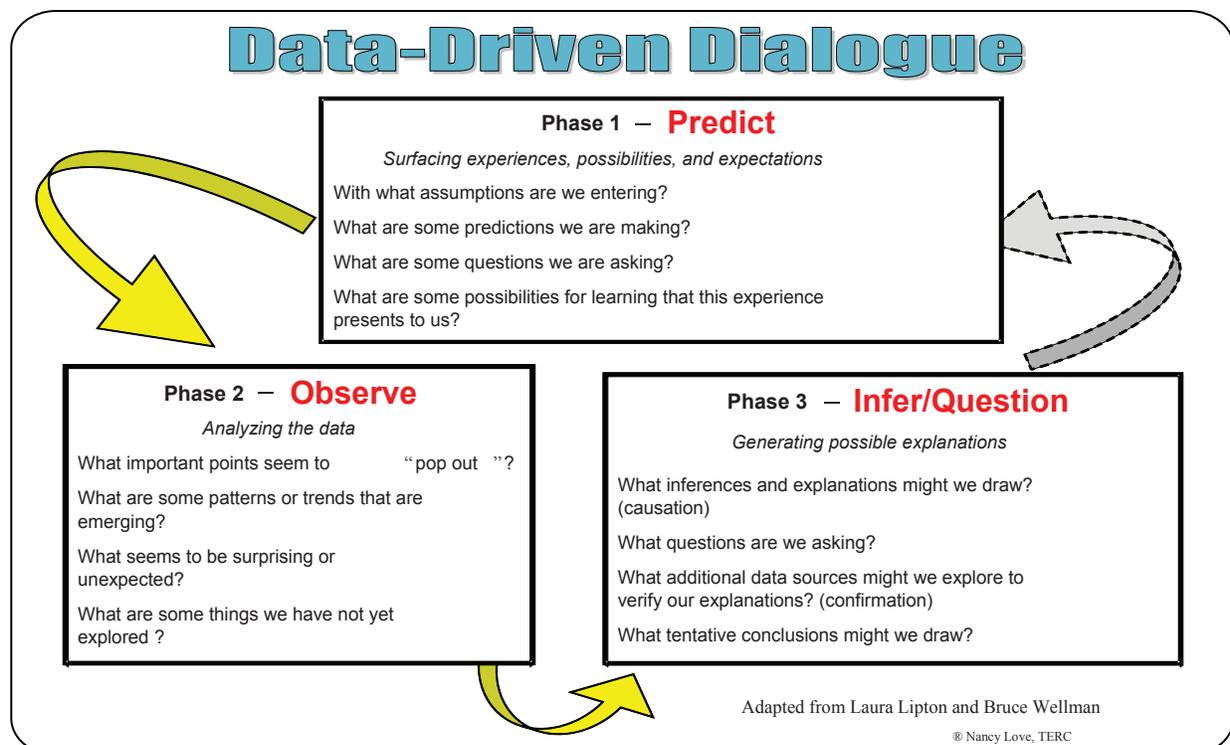
The problem should be stated in objective, measurable terms, using direct measures of academics and/or behavior. The definition of the problem must focus on teachable skills that can be measured and can be changed through the process of instruction. Problems can be defined as the difference between what is observed or measured and an expectation for a student. Expectations can be developed based on CCSS, local norms, normative standards, criterion-based measures, peer performance, instructional standards, developmental standards, district or state assessments and/or teacher expectations. For example, a second grade student may be reading 21 words per minute (wpm), while the classroom norm may be 32 wpm. Another example might be around student behavior such as the expectation of student engagement in the core instruction. The expectation may be to reduce the number of disruptions made by students in the core instruction. Thus, defining a problem involves articulating an accepted expectation. It is important to understand whether the identified problem exists for only one student, a small group of students, or a large percent of students in a class. This knowledge will lead to different types of responses. When a large percent of students demonstrate a common

need, adjustments in the core curriculum and instruction may be necessary and problem-solving is then conducted on a large scale. On the other hand, if a problem is present for only one or a very few students, individual problem solving can take place. The classroom teacher, typically, collects classroom data about the students' performance using multiple measures. This information is brought to the problem-solving team where it is reviewed with other school wide assessments or various types of relevant data.

Analyze the Problem

The goal of problem analysis is to answer the question "Why is this problem occurring?" During this step, the relevant information about the problem is gathered and considered, potential hypotheses about the probable causes of the problem are described, and information is gathered to either confirm or disprove the hypotheses. This requires the use of a data-driven dialogue protocol (see Figure A2-2). For discussions to be productive, teachers and instructional support staff need to understand the purpose and have a common goal. Participants must balance promoting their ideas with equal attention to understanding the ideas of others. Norms and roles should be developed that allow members to work collaboratively and productively and with respect for each other. These discussions require that all parties have clarity about the decision-making process that will focus actions, and ensure that all participants

Figure A2-2 Data-Driven Dialogue





understand the implications and consequences of decisions. When educators collectively review classroom-based strengths and concerns, collect and analyze data from a variety of sources, and establish plans for change, the RTI framework has the greatest probability of success. Data are most helpful when they are used for self-assessment for teachers and learners and combined with reflection, problem-solving, and discovery. Data-driven discussion is a collective process designed to share common understandings of issues and events using information from a variety of sources. Data-driven discussion requires changes in the working culture of groups and is a collaborative learning cycle. Curriculum decisions, instruction scheduling, and student groupings should all be made through the team's data-driven process. Gathering information may involve further examination of student work, information provided by the parents, observations in the instructional setting, behavioral assessments, or examination of data from other sources. When the underlying cause is determined, the team may explore evidence-based interventions that are relevant. Some questions for the team to ask in analyzing the problem include:

- Has the student received quality core instruction in the target skill?
- Does the core curriculum support the development of the target skill?
- Does the school environment support the acquisition and application of the target skill?
- Has valid data been collected accurately?

Develop and Implement the Plan

The goal is to develop an instructional/intervention plan that matches the identified student need and has the most likelihood of success. A good intervention plan:

- Explicitly states the expectations and the skills to be taught;

- Defines the evidence-based instruction/intervention;
- Focuses on measurable objectives;
- Defines who will be responsible for the instruction/intervention including when, how and how long;
- Describes a plan for measuring and monitoring the effectiveness of instructional efforts or intervention (including a quantifiable baseline and target goal for the skill to be developed, plus progress monitoring);
- Reflects the resources available; and
- Is monitored for fidelity of implementation.

For example, for behavioral interventions, time sampling or other direct behavioral measures may be used, while academic interventions may utilize core curriculum standards.

Evaluate Instruction

Progress monitoring is a methodology for measuring the effectiveness of an intervention. The goal of progress monitoring is to answer the question, "Is the instruction/intervention working?" If an intervention is not delivering the desired results, the intervention should be reevaluated using the problem-solving process. Thus, a key feature of the methods used to collect data is that they can be administered frequently and are sensitive to small changes in skill levels. By plotting skill levels on a graph, trends in student performance can be visualized more easily. If an intervention is not producing the desired results, a first step is to evaluate whether the intervention is being implemented as designed. If not, adjustments should be made to ensure fidelity of the intervention. Teams should consider whether the intensity of an intervention needs to be increased by either 1) reducing the size of the group; 2) increasing the amount of time/frequency that the intervention is delivered; or 3) narrowing the focus of the instruction.



Appendix 4

Selecting a Screening or Progress Monitoring Assessment

(developed by NCRTI: www.rti4success.org)

Selecting a screening or progress monitoring tool begins with identifying the needs and resources of the district or school and then selecting a screening or progress monitoring tool that matches those needs and resources. Before tool selection, teams must consider why screening or progress monitoring is being conducted, what they hope to learn from the screening or progress monitoring data, and how the results will be used. Conducting an assessment of needs, priorities, and logistics is a logical first step. The NCRTI screening tools chart (<http://www.rti4success.org/screeningTools>) and the National Center on Intensive Intervention (NCII) Progress Monitoring tools charts (<http://www.intensiveintervention.org/chart/progress-monitoring>) provide practitioners with publisher-created summaries that may assist districts and schools in identifying tools that match their needs and resources.

Needs, Priorities, and Logistics

Districts and schools should consider the following when establishing a screening and/or progress monitoring system: the desired outcome, the timing and schedule of screening/progress monitoring, and the role of staff members. Schools and districts also must consider the logistics necessary for implementing screening and progress monitoring, such as what is needed for administration and scoring, how much training is needed to implement screening and progress monitoring with fidelity, and what resources are available to support screening and progress monitoring implementation. Schools and districts should accurately identify their needs but might be unable to address all of them because of lack of resources.

Outcome Measures

Districts and schools should identify what outcome measure(s) are the focus of the RTI model. Screening and progress monitoring tools are selected on the basis of their ability to predict success and growth on these outcome measures. Examples of different outcome measures include Oral Reading Fluency, Word Identification Fluency, Letter Sound Fluency, Passage Reading Fluency, Math Computation, Identification, Maze and many others. In addition, outcomes are not limited to reading and math and may include measures of mental and physical health, speech and language, behavior, graduation, or postschool outcomes. Schools and districts may want to measure multiple outcomes for their students. In this case, it is necessary to identify different screeners and progress monitoring assessments to assess different outcomes. In selecting outcome measures, districts and schools should consider how the outcome of interest maps to the curriculum and state standards. Schools must choose age-appropriate outcome measures that capture student ability.

Timing

Although screening and progress monitoring data are informative, time spent taking and scoring assessments displaces time available for instruction for both teachers and students. To limit time wasted during screening and progress monitoring, schools and districts must consider the most effective and efficient manner to conduct screening and progress monitoring. The time demanded for screening can vary by type of screener. Classwide screeners may take 3–60 minutes to administer, whereas individual screeners typically take 1–2 minutes per student. Most progress monitoring tools take a shorter amount of time, but are administered individually. The length of the screening and progress monitoring assessments will depend on type of assessment and instructional domain. Schools and districts should set aside sufficient time for test administration, data analysis, and professional development.

Staff Roles

Trained staff are essential to an effective screening and progress monitoring process. Staff administer and score screening and progress monitoring assessments, analyze data, and make decisions based on the data. Schools and districts must identify who will be involved in each stage of the screening process. This process might include considering whether the teacher, paraeducator, or an assessment team will conduct the screening or progress monitoring and who will be involved with the data team. In considering staff, it is also important to consider their knowledge and abilities. For example, are the people participating in the data team knowledgeable about using data to make decisions?

Administration

Different types of screening and progress monitoring assessments may demand different types of materials. In making decisions about tool selection, schools and districts must consider how the tool is administered. Some assessments are paper-and-pencil assessments, whereas others are computer based. Paper-and-pencil assessments often require printing or the purchasing of new materials each year. Schools and districts must decide whether it is feasible to select a computer-based program, given their current level of access to computers. It might not be wise to purchase a computer-based tool if the computers are on loan for a short time. Regardless of the decision to use paper-and-pencil or computers, districts and schools should consider the long-term feasibility of supporting the implementation of the tool. Teams should also consider the data management needs in addition to the tool administration. Some tools include data analysis and reporting



features, whereas others may demand additional statistical programs and data warehouses to track and analyze the data.

Training

Training is required to help ensure the fidelity of implementation. Before selecting a tool, one must consider what training resources are necessary to build the capacity of relevant staff. A number of forms of training can occur, such as use of field-tested training manuals (typically provided by the tool developers), professional development activities conducted in person or over the Web, and ongoing technical assistance support. Publishers often provide a recommended training schedule. Administrators should ensure that the publisher-recommended professional development matches the resources of the district or school before purchasing any tool.

Funding

A number of costs are associated with assessment, including the cost of the tool and any additional materials, training, and instruction for students identified by the screening and progress monitoring. The costs of tools vary, but they typically are \$1-5 per student. Some measures also have additional system costs, especially computer-based tools. Another significant cost related to assessment is the cost of training staff to administer screening tools and to analyze and use the data appropriately.

Selecting a Tool

The tools charts developed by NCRTI and NCII provide relevant information for selecting tools. Tools are submitted by tool developers for review, but reviewed for technical rigor by a technical review committee made up of experts in the field. The tools charts do not provide an exhaustive list of all available screening or progress monitoring measures as vendors or tool developers must submit their tools in order for it to be reviewed. One can learn more about the tools available on the screening tools chart by visiting <http://www.rti4success.org/screeningTools> and <http://www.intensiveintervention.org/chart/progress-monitoring>. The tools chart provides information on a measure's technical rigor, efficiency of use, implementation requirements, and supporting data. One can learn about the different information that the tools chart provides and the suggested steps for review by viewing the user guide.

Once a tool is selected, districts and schools need to continuously evaluate whether the tool matches their needs and resources and provides the data needed to inform their decisions.

Additional Resources

NCRTI Screening Tools Chart

The Screening Tools Chart aims to assist educators and families in becoming informed consumers who can select screening tools that best meet their individual needs. The Center's Technical Review Committee (TRC) on Screening

independently established a set of criteria for evaluating the scientific rigor of screening tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Screening or the NCRTI. Please note that all submissions to the TRC review process were voluntary. A user guide accompanies the tool chart to provide additional information for teams for using the chart.

NCII Progress Monitoring Tools Chart

NCII provides two progress monitoring tools charts for academic measures. One includes general outcome measures and one includes mastery measures. The chart aims to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs. The Center's TRC on Academic Progress Monitoring independently established a set of criteria for evaluating the technical adequacy of progress monitoring tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Progress Monitoring or the NCII. Please note that all submissions to the TRC review process were voluntary. A user guide and audio tour accompanies the tools chart to help teams navigate the available information.

Implementer Series: Establishing a Screening Process (12:40)

This learning module focuses on the steps for establishing a screening process in a school or district and includes an activity to walk through the process.

Iowa's Application of Rubrics to Evaluate Screening and Progress Tools (54:43)

In this webinar, Dr. John Hosp, Associate Professor in the Department of Teaching and Learning at the University of Iowa and member of NCRTI technical review committee for screening tools, shares rubrics for evaluating screening and progress tools and describes the process used by the Iowa Department of Education to apply these rubrics in detail.

Selecting Evidence-Based Tools and Programs for Implementing Response-to-Intervention (29:12)

In this webinar, Dr. Allison Gandhi, provides an overview of the screening, progress monitoring, and instructional tools charts, describes the information that they provide, and walks through the process that teams can use when selecting an appropriate tool.



Appendix 5

How to Look at Assessment Data

Keys to Implementing the Use of Universal Screening Data.

When planning on how to look at screening data it is important to consider some key questions to help look at and interpret the data. What are the expected student outcomes? How will the district or school determine its needs? What questions do you want the data to answer? How will you select a screening tool? What action will you take in response to the results?

States, districts, and schools typically identify the outcomes students are expected to achieve, and then screen to see which students are not likely to achieve those outcomes.

It is important to clarify expected outcomes in writing:

- What are you looking for? (Ex: Is our core curriculum and instruction effective? Which students need additional assessment and instruction?)
- How will you look for it? (benchmarks, target scores, cut scores) (What are the decision rules?)
- How will you know if you found it?

When selecting screening tools it is important to consider if the tool is:

- Reliable and valid and if it demonstrates diagnostic accuracy for predicting which students will develop learning or behavioral difficulties.

Does the tool provide age-appropriate outcome measures that capture student ability? It is important that the screener you choose has strong classification accuracy, meaning the screening tool is able to accurately classify students into “at-risk” and “not at-risk” categories. For example, in reading,

in order to have good classification accuracy, screeners must target reading or reading-related skills that are pertinent to the grade and time the screen is administered (Jenkins, Hudson, & Johnson, 2007, pp. 585).

- In kindergarten, relevant skills could include phonemic awareness, letter and sound knowledge, and vocabulary.
- In first grade, phonemic spelling, decoding, word identification, and text reading are important skills to assess.
- In second and third grades, measures should assess number and type of words students can read and comprehend, and the fluency of those skills.
- In higher grades, comprehension of more difficult texts is an important, relevant reading skill.

The most appropriate screening tool for you will depend on your specific needs. In determining your needs, you should think about the following questions:

- For what skills do I need a screening tool?
- For which specific academic outcome or measure am I interested in screening?
- For what grades do I need a screening tool?
- Will this screening tool be used with all students or only a specific subgroup(s) of students? Which subgroup?
- For more detail in selecting a screening tool see the PowerPoint presentation on screening at www.rti4success.org.



Appendix 6

NHDOE Resources for Using Data

Multiple Options for Diverse Users

We have many different users with varied technology skills and data needs. So we have a variety of options – a library of resources. These range from pre-canned longitudinal reports to graphical district profiles to detailed secure student level data systems. Use this link to see the reports listed below.

www.education.nh.gov/instruction/accountability/data-sys.htm

District Profile

A central access point to learn about schools and districts. A series of HTML pages that include a variety of information (enrollment data; state assessment data; drop-out and graduation data; student subgroup information, AYP status, etc.)

Student Level Analysis

Our PerformancePLUS system provides an extensive and dynamic reporting engine. School educators can create their own reports. They can look at performance, consider results by state standard, view student responses at the item level and drill down to view seven years of student assessments. And not just state assessments, they can also view multiple measures (e.g. NWEA, SAT, AimsWeb, Dibels, PSAT, Access for ELL students, Local benchmark assessments, etc.)

Pre-Defined Longitudinal Reports

With a single click users can view pre-defined reports that show state assessment results over many years. These reports break down results by subgroups and consider student cohorts to enable analysis. Reports include: Grade comparisons, Cohort comparisons, District v. State comparison, Cohort history, and a Subgroup GAP analysis. Each report has many graphs that are pre-defined and appear with a single click.

Fall Testing Grade: 6
Fall NECAP results for students who attended this District during the academic year prior to the year reported. Grade is fall testing grade.

Individualized Education Plan Teaching Year Results For District

Line 1: Percent Proficient or above, Line 2: Avg Scaled Score, Line 3: Number Tested

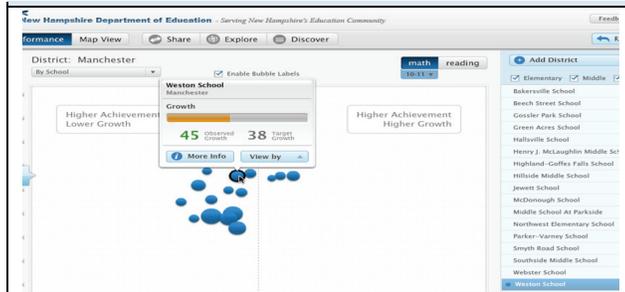
Fall test year fall grade	2005/6	2006/6	2007/6	2008/6	2009/6	
IEP	District	19% 631 73	31% 633 76	40% 636 90	41% 637 90	42% 637 96
	State	22% 621 2,364	28% 632 2,515	27% 633 2,474	29% 633 2,426	32% 634 2,404
	No IEP	68% 644 295	77% 647 295	83% 649 299	85% 650 299	84% 650 299
State	69% 644 13,831	79% 646 13,147	76% 647 12,701	77% 647 12,597	80% 648 12,558	

Fall NECAP results for students who attended this District during the academic year prior to the year reported. Grade is fall testing grade.

Econ. Disadvantage Status

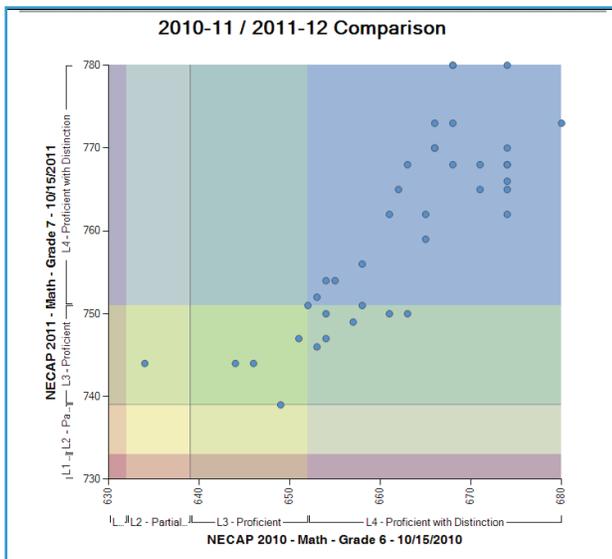


NHDOE Resources for Using Data, continued



Growth Model

A school level growth model that allows comparisons across schools, as well as the ability to look at growth over time by viewing multiple years of growth. The growth model allows you to look at how your students are growing as compared to similar students across the state.



P+: Student Level Analysis (example 1)

This report can have many different uses depending upon the variables you choose for the x and y axis. In this example, we are viewing a cohort of students who took the 6th grade assessment in 2010-11 and also the 7th grade assessment in 2011-12. You can plot how students progressed from the 6th to the 7th grade. Were the students in the class able to advance from a lower proficiency to a higher proficiency? You could plot growth of students versus proficiency.

Upcoming Features: Soon you will be able to color students by group (e.g. male/female; by classroom) (i.e. Mike's students red; Ginny's yellow and Irene's green).

Date	Assessment Name	Section Name	Score	Proficiency Level	Subject
10/15/2011	NECAP 2011 - Math - Grade 6	Math Scale Score	629	L2 - Partially Proficient	Mathematics
10/15/2011	NECAP 2011 - Reading - Grade 6	Reading Scale Score	659	L4 - Proficient with Distinction	Reading
10/24/2011	Reading Benchmark 1 Benchmark 1.1-1.2	Total Score	14	L2 - Partially Proficient	Reading
2/19/2012	NWEA Wonder 2012 - Math Survey 6r - Gr 6	Total RTT Score	216	L3 - Proficient	Mathematics
2/19/2012	Reading Survey 6r.1.3 Benchmark	Total Score	21	L4 - Proficient with Distinction	Reading
4/15/2012	Reading Benchmark 4.4 Benchmark 1.1-1.2	Total Score	17	L3 - Proficient	Reading
5/1/2012	NWEA Survey 2012 - Language Survey 6r - Gr 6	Total RTT Score	224	L3 - Proficient	Written and Oral Communication
5/1/2012	NWEA Survey 2012 - Math Survey 6r - Gr 6	Total RTT Score	234	L3 - Proficient	Mathematics
5/1/2012	NWEA Survey 2012 - Reading Survey 6r - Gr 6	Total RTT Score	224	L3 - Proficient	Reading

P+: Student Level Analysis (example 2)

You can drill down in any of the reports to a given student. At the student level you can view seven years of assessment results of student involvement (e.g., attendance, courses, special programs, etc.). The assessments include multiple measures such as local benchmark tests, NWEA, Dibels, etc. – not just the state assessment.

Soon teachers will also be able to enter student learning styles and qualitative strengths and needs.



And More...

Training: We recognize that both new and experienced users need support. Join our new virtual social network to collaborate virtually with colleagues across the state!!

Please logon to your MyNHDOE Single Sign On to access The New Hampshire Network: <https://my.doe.nh.gov>

We also use data in other ways, for example...

- Sharing data with Researchers
- Providing Reports to Legislators

For More Information Contact:

- Irene Koffink, NH DOE (SLDS Grant Manager) – (603) 271-3865, Irene.Koffink@doe.nh.gov
- Ginny Clifford, NH DOE (Data Use Network Lead) – (603) 271-3455, Virginia.Clifford@doe.nh.gov
- Michael Schwartz, NH DOE (DOE Consultant) – (603) 548-8898, Michael.Schwartz@doe.nh.gov

Don't Forget:

- There is no single right answer – different users have different needs.
- Teachers need multiple measures at the student level – it's not just about the state test.



Appendix 7

Secondary Self Assessment

Questions	Answer “Look Fors”
<i>Do we believe that all students can learn?</i>	<ul style="list-style-type: none"> • Teachers have high expectations for ALL students. • Teachers describe differentiated instruction to meet the needs of learners in their classes. • “Laziness” is not frequently offered as an explanation of poor performance.
<i>Is our school committed to scientifically-based instruction?</i>	<ul style="list-style-type: none"> • Programs/techniques used are based on research with adolescents. • Instruction is differentiated for students. • A system for checking fidelity of instruction exists. • Assessment data are gathered and reviewed on a regular basis. • Classroom instruction changes as a result of data analysis. • Programs/classes are structured to meet the needs noted in assessment. • Students participate in different programs/classes based on assessment results.
<i>Do we have a school wide approach to literacy?</i>	<ul style="list-style-type: none"> • Literacy assessment data are gathered on at least an annual basis. • For students experiencing reading difficulty, problems in comprehension, fluency and word recognition are identified. • The school improvement plan specifically addresses literacy. • Each teacher can explain her role with literacy. • Teachers are supported with high quality professional development that advances literacy in the content areas. • We offer a variety of services in varying degrees of intensity to address literacy needs. • When we address student literacy needs we differentiate, word recognition, fluency, and comprehension problems.
<i>Who is involved in RTI at our school?</i>	<ul style="list-style-type: none"> • RTI leaders are from across general and special education. • Speech-language pathologists, school psychologists, reading specialists and literacy coaches are centrally involved. • All educators can explain the school’s approach to RTI, as well as the rationale. • Parents understand their children’s involvement in RTI at the school. • School level administrators are actively engaged in leading the effort and providing necessary resources.

(Ehren, 2012)



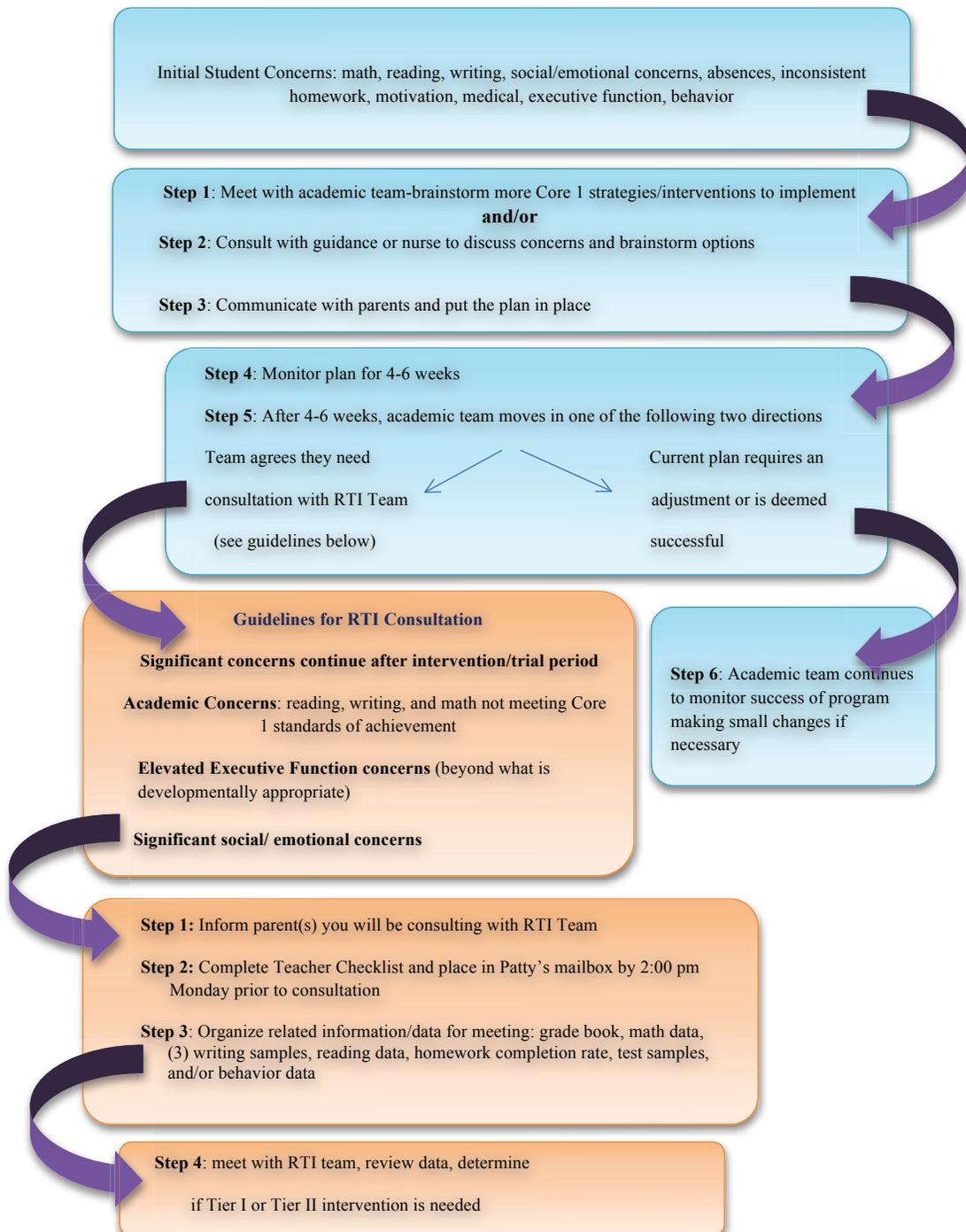
Appendix 8

RTI in Action in our Model Schools

The following pages show how Amherst Middle School, and Chichester schools have been implementing RTI.

Amherst Middle School

Amherst Middle School Flowchart for RTI Team Consultation Meetings





Amherst Middle School

**Screening Process for Instructional Decision-Making
Amherst Middle School**

	READING	MATHEMATICS
Purpose of Screening	Identify students who are at risk for learning difficulties and may need additional assessment and instruction.	Identify students who are at risk for learning difficulties and may need additional assessment and instruction.
Screening Tools	MAPS NWEA – Spring for Grades 5-8 AIMSWEB MAZE – Fall, Winter, Spring for Grades 5-8 (9/1/12) DEVELOPMENTAL SPELLING ASSESSMENT (DSA) – Fall, Winter, Spring for Grades 5 & 6 AIMSWEB R-CBM – for students with Maze Scores below 40%ile, Fall, Winter, Spring Grades 5-8 (9/1/12)	MAPS NWEA – Spring for Grades 5-8 AIMSWEB Computation – Fall, Winter, Spring for Grades 5-8 AIMSWEB Concepts and Applications - Fall, Winter, Spring for Grades 5-8 (9/1/12)
Screening Team and Responsibility	Classroom English Language Arts Teachers: <ul style="list-style-type: none"> Administer MAPS NWEA Administer and score (9/1/2012) - AIMSWEB MAZE after modeling and training during spring, 2012 Grades 5 & 6 administer and score DEVELOPMENTAL SPELLING ASSESSMENT (DSA) Team of learning specialists and Literacy Coach: <ul style="list-style-type: none"> Administer and score selected AIMSWEB R-CBM *All data is compiled by the Literacy Coach and brought to the RtI Team	Classroom Math Teachers: <ul style="list-style-type: none"> Administer MAPS NWEA Administer and score AIMSWEB Computation with support of trained paraprofessionals Administer and score AIMSWEB Concepts and Applications Data will be recorded by the RTI team *All data is compiled by Math Coach and brought to the RtI team
Questions the Data Will Answer	<ul style="list-style-type: none"> ✓ What is the general school and grade-level trends or issues? ✓ Are Core Curriculum and Instructional Delivery working for at least 85% of our students at each grade level? ✓ Is there consistent performance across grade levels? ✓ Are there grade-level trends or issues? ✓ Which students need additional instruction or assessment? ✓ What are our areas of need and how can this knowledge guide us to set measurable school wide goals? 	<ul style="list-style-type: none"> ✓ What is the general school and grade-level trends or issues? ✓ Are Core Curriculum and Instructional Delivery working for at least 85% of our students at each grade level? ✓ Is there consistent performance across grade levels? ✓ Are there grade-level trends or issues? ✓ Which students need additional instruction or assessment? ✓ What are our areas of need and how can this knowledge guide us to set measurable school wide goals?

Continued on back ➡

Screening Process	MAPS NWEA - Arranged in groups by guidance counselors and administered in April using computer labs and portable carts AIMSWEB MAZE – Large Group –September - week 2; January - week 2; May - week 2 DEVELOPMENTAL SPELLING ASSESSMENT (DSA)- Large Group-September - week 4 (grade 5 only); January - week 4; May - week 4 AIMSWEB R-CBM- September - week 4; January - week 4; May - week 4	MAPS NWEA - Arranged in groups by guidance counselors and administered in April using computer labs and portable carts AIMSWEB Computation - Large Group –September - week 3; January - week 3; May - week 3 AIMSWEB Concepts and Applications - Large Group –September - week 3 (grade 5 only); January - week 3; May - week 3
Decision Rules/Cut Scores for Tier 1	MAPS NWEA - students scoring at or above 40 th ile AIMSWEB MAZE – students scoring at or above 40 th ile DEVELOPMENTAL SPELLING ASSESSMENT (DSA) – students scoring at grade level expectation AIMSWEB R-CBM - students scoring at or above 40 th ile	MAPS NWEA - students scoring at or above 40 th ile AIMSWEB Computation – students scoring at or above 40 th ile AIMSWEB Concepts and Applications - students scoring at or above 40 th ile
Decision Rules/Cut Scores for Tier 2	MAPS NWEA - students scoring above 25 th ile and below 40 th ile AIMSWEB MAZE – students scoring above 25 th ile and below 40 th ile DEVELOPMENTAL SPELLING ASSESSMENT (DSA) – students scoring 1 developmental level below grade level expectation AIMSWEB R-CBM - students scoring above 25 th ile and below 40 th ile	MAPS NWEA - students scoring above 25 th ile and below 40 th ile AIMSWEB Computation – students scoring above 25 th ile and below 40 th ile AIMSWEB Concepts and Applications- students scoring above 25 th ile and below 40 th ile
Decision Rules/Cut Scores for Tier 3	MAPS NWEA - students scoring below 25 th ile AIMSWEB MAZE – students scoring below 25 th ile DEVELOPMENTAL SPELLING ASSESSMENT (DSA) – students scoring 2 developmental levels below grade level expectation AIMSWEB R-CBM - students scoring below 25 th ile	MAPS NWEA - students scoring below 25 th ile AIMSWEB Computation – students scoring below 25 th ile AIMSWEB Concepts and Applications- students scoring below 25 th ile
Communication with Teachers and Parents	Teachers: Screening results - discussed at the October, February, and June RtI meetings (1 st meeting following Benchmark Screening). Teachers and RtI Leadership team will make Instructional decisions based on the screening data. Parents/Guardians: <ul style="list-style-type: none"> MAPS NWEA results mailed home in June and are revisited during Fall parent conferences. AIMSWEB scores - shared as needed. If additional data is needed, a teacher or RtI leadership team member will contact the parent for permission. Parent(s), teacher and specialists will meet to review results and recommendations. 	Teachers: Screening results - discussed at the October, February, and June RtI meetings (1 st meeting following Benchmark Screening). Teachers and RtI Leadership team will make Instructional decisions based on the screening data. Parents/Guardians: <ul style="list-style-type: none"> MAPS NWEA results mailed home in June and are revisited during Fall parent conferences. AIMSWEB scores - shared as needed. If additional data is needed, a teacher or RtI leadership team member will contact the parent for permission. Parent(s), teacher and specialists will meet to review results and recommendations.



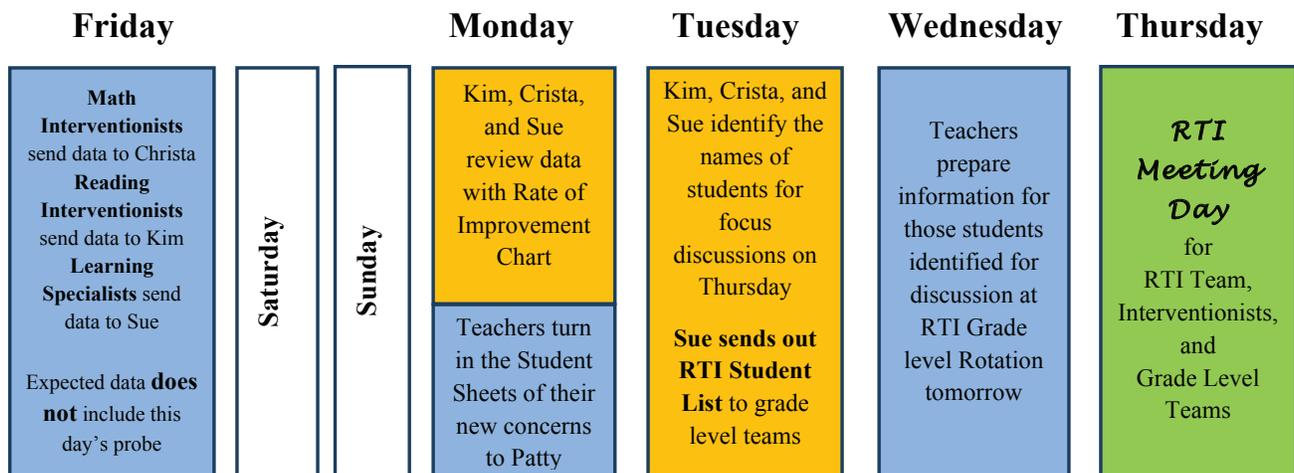
Amherst Middle School

**Progress Monitoring Process for Instructional Decision-Making
Amherst Middle School**

	READING	MATHEMATICS
Progress Monitoring Tools	AIMSWEB MAZE AIMSWEB R-CBM	AIMSWEB Computation AIMSWEB Concepts and Application
Staff Responsible for Progress Monitoring	Core: Literacy Coach/Classroom Teacher Tier 2: Reading and Learning Specialists Tier 3: Reading and Learning Specialists	Core: Math Coach/Classroom Teacher Tier 2: Classroom Teacher/ Learning Specialists/Math Interventionist Tier 3: Learning Specialists
Purpose of Progress Monitoring	Monitor students' response to core, tier 2, and tier 3 instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and/or compare the efficacy of different forms of instruction.	
Frequency	Core: 1x per month Tier 2: 2x per month or weekly Tier 3: weekly	
Tracking and Reporting Data	Specialists', Coaches', and Classroom Teachers' responsibilities: <ul style="list-style-type: none"> Collect progress monitoring data Keep progress monitoring records Report progress monitoring data at monthly grade level Instructional Decision Making (RTI) meetings. RTI Leadership Team's responsibilities: <ul style="list-style-type: none"> Review progress monitoring data regularly Ensure administration and scoring process of progress monitoring data is accurate Identify students in need of supplemental interventions Evaluate efficacy of supplemental interventions 	
Questions Progress Monitoring Will Answer	<ul style="list-style-type: none"> Are students making progress at an acceptable rate? Are students meeting performance goals? Does the instruction or intervention need to be adjusted or changed? Are students maintaining their skill at performance level once released from an intervention? 	
Setting Goals for Progress	<ul style="list-style-type: none"> Baseline based on grade-level Benchmark Goals are based on National Norms for weekly improvement: Rate of Improvement (ROI) x # Weeks + Baseline Score = G (See attached Goal Setting, ROI grade level charts) If needed, tier 3 goals will be set with intra-individual framework 	
Communication with Parents	<ul style="list-style-type: none"> Parent meetings Progress reports 	

December 11, 2012

*Amherst Middle School
RTI Preparation Week
Chart*



Teachers



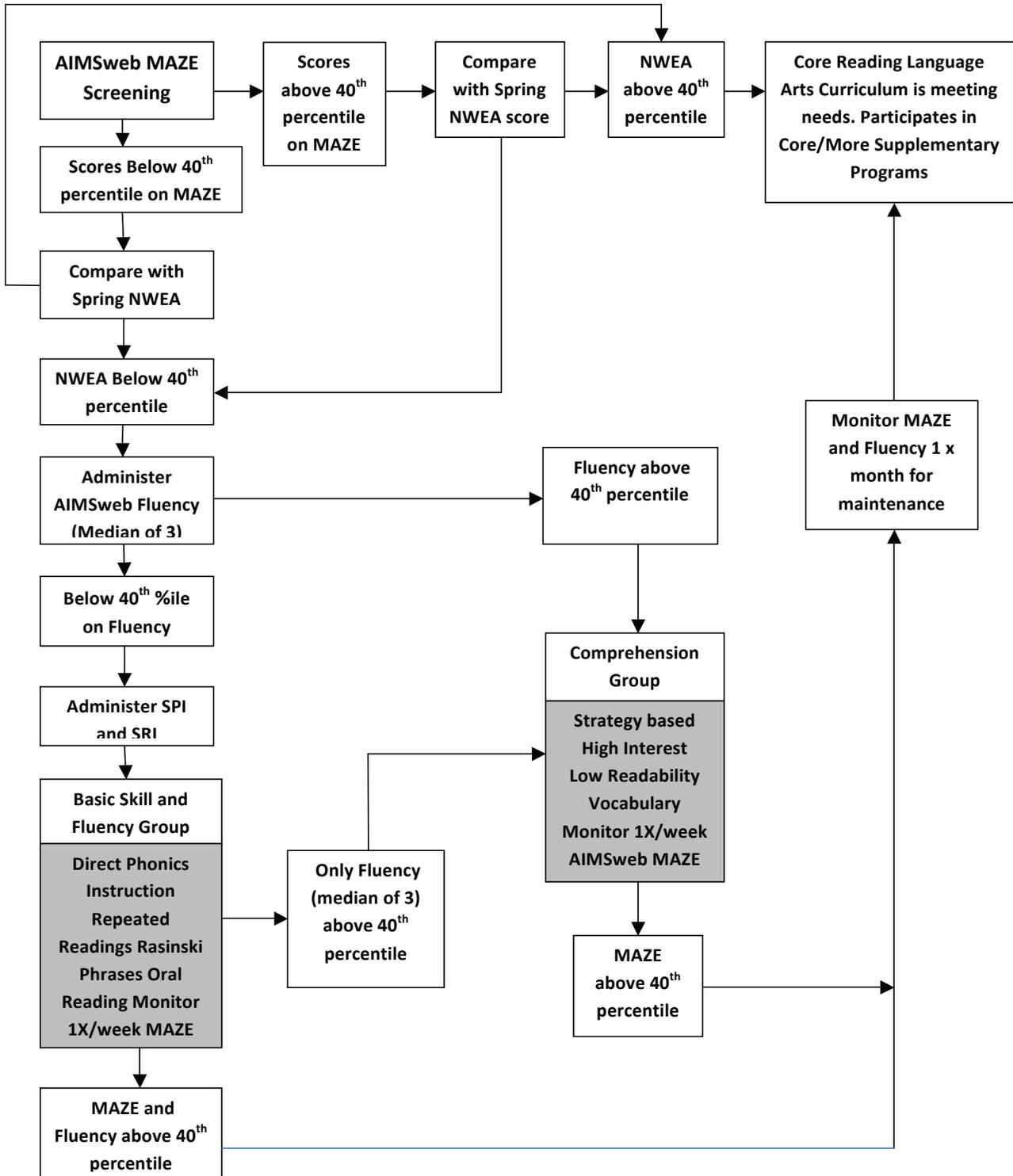
RTI Team



RTI Team & Teachers



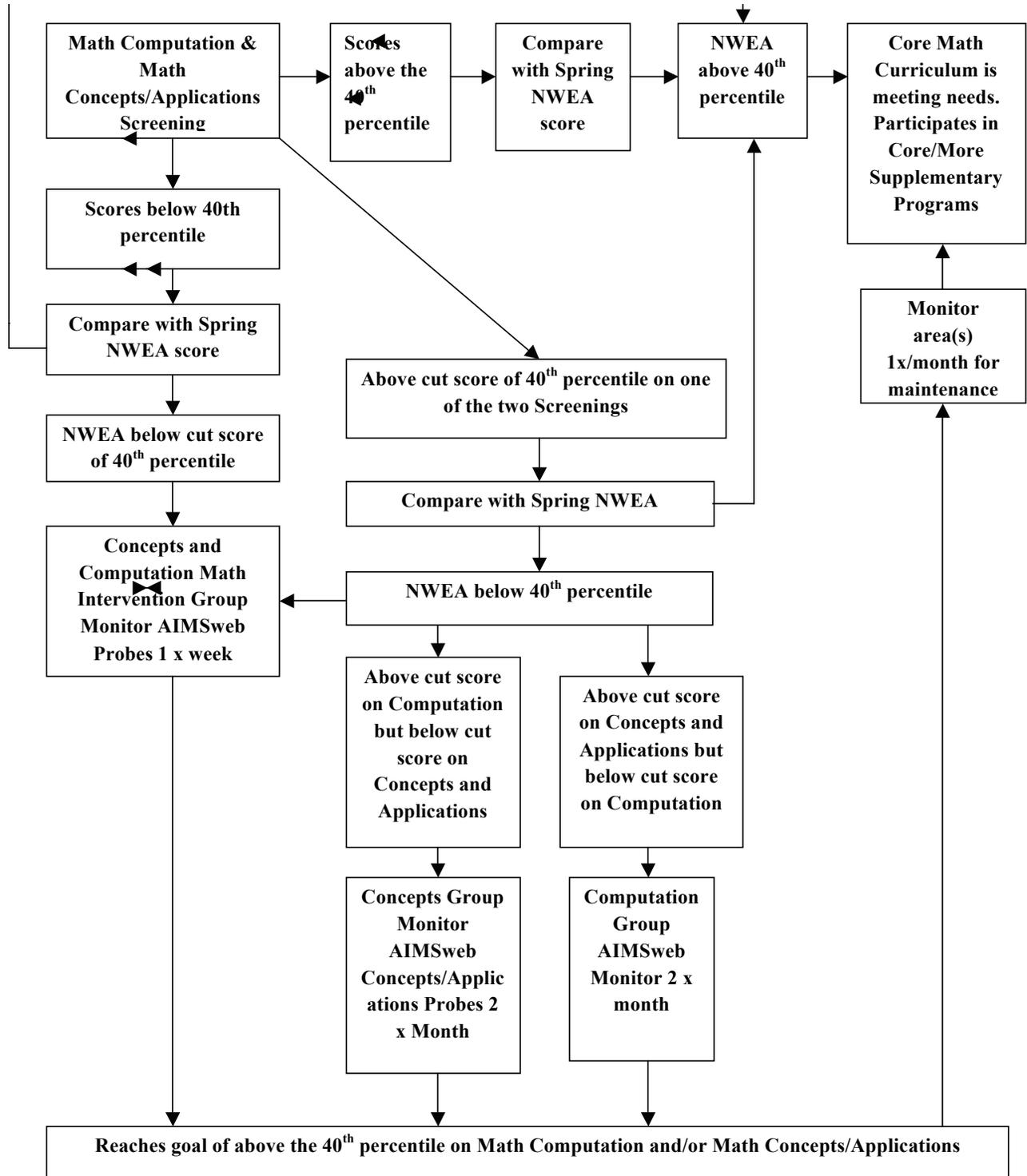
Amherst Middle School



Amherst Middle School Reading Instructional Decision Making Guide
 Flowchart 10/9/2012



Amherst Middle School





Amherst Middle School

Goal Setting Sheet Grade 5

Reading Fluency

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # words added to Baseline Score
30 th -39 th percentile	.86		.86 x 4	3-4
20 th -29 th percentile	.81		.81 x 4	3
10 th - 19 th percentile	.75	1.125	1.125 x 4	4
1st-9 th percentile	.69	1.5	1.5 x 4	4

Reading MAZE

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # Correct Responses added to Baseline Score
30 th -39 th percentile	.22		.22 x 4	1
20 th -29 th percentile	.22		.22 x 4	1
10 th - 19 th percentile	.19	.285	.285 x 4	1
1st-9 th percentile	.17	.285	.285 x 4	1

Math Computation

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # points added to Baseline Score
30 th -39 th percentile	.42		.42 x 4	2
20 th -29 th percentile	.36		.36 x 4	1-2
10 th - 19 th percentile	.28	.42	.42 x 4	1-2
1st-9 th percentile	.14	.21	.21 x 4	1

Math Concepts and Applications

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # added to Baseline Score
30 th -39 th percentile	.06		.06 x 4	0-1
20 th -29 th percentile	.03		.03 x 4	0-1
10 th - 19 th percentile	.03	.045	.045 x 4	0-1
1st-9 th percentile	.03	.045	.045 x 4	0-1

Based on expected ROI from AIMSweb norms Revised - 2013
Amherst Middle School

Goal Setting Sheet Grade 6

Reading Fluency

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # words added to Baseline Score
30 th -39 th percentile	.69		.69 x 4	3
20 th -29 th percentile	.69		.69 x 4	3
10 th - 19 th percentile	.69	1.035	1.035 x 4	4
1st-9 th percentile	.67	1.005	1.005 x 4	4

Reading MAZE

Percentile Range	Expected ROI	Increased ROI	ROI times # of weeks	Approximate # Correct Responses added to Baseline Score
30 th -39 th percentile	.19		.19 x 4	1
20 th -29 th percentile	.17		.17 x 4	1
10 th - 19 th percentile	.14	.21	.21 x 4	1
1st-9 th percentile	.14	.21	.21 x 4	1

Math Computation

Percentile Range	Expected ROI	Increased ROI	ROI times # of weeks	Approximate # points added to Baseline Score
30 th -39 th percentile	.33		.33 x 4	1-2
20 th -29 th percentile	.31		.31 x 4	1
10 th - 19 th percentile	.25	.375	.375 x 4	1-2
1st-9 th percentile	.14	.21	.21 x 4	1

Math Concepts and Applications

Percentile Range	Expected ROI	Increased ROI	ROI times # of weeks	Approximate # added to Baseline Score
30 th -39 th percentile	.14		.14 x 4	0-1
20 th -29 th percentile	.11		.11 x 4	0-1
10 th - 19 th percentile	.08	.12	.12 x 4	.5
1st-9 th percentile	.08	.12	.12 x 4	.5

Based on expected ROI from AIMSweb norms Revised - 2013
Amherst Middle School



Amherst Middle School

Goal Setting Sheet Grade 7

Reading Fluency

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # words added to Baseline Score
30 th -39 th percentile	.64		.64 x 4	2-3
20 th -29 th percentile	.61		.61 x 4	2-3
10 th - 19 th percentile	.58	.87	.87 x 4	3-4
1st-9 th percentile	.50	.75	.75 x 4	3

Reading MAZE

Percentile Range	Expected ROI	Increased ROI	ROI times # of weeks	Approximate # Correct Responses added to Baseline Score
30 th -39 th percentile	.19		.19 x 4	1
20 th -29 th percentile	.17		.17 x 4	1
10 th - 19 th percentile	.14	.21	.21 x 4	1
1st-9 th percentile	.08	.12	.12 x 4	.5

Math Computation

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # points added to Baseline Score
30 th -39 th percentile	.25		.25 x 4	1
20 th -29 th percentile	.19		.19 x 4	1
10 th - 19 th percentile	.14	.21	.21 x 4	1
1st-9 th percentile	.06	.09	.09 x 4	.5

Math Concepts and Applications

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # added to Baseline Score
30 th -39 th percentile	.19		.19 x 4	1
20 th -29 th percentile	.17		.17 x 4	1
10 th - 19 th percentile	.14	.21	.21 x 4	1
1st-9 th percentile	.08	.12	.12 x 4	.5

Based on expected ROI from AIMSweb norms Revised -2013
Amherst Middle School

Goal Setting Sheet Grade 8

Reading Fluency

Percentile Range	Expected ROI	Increased ROI	ROI times # of weeks	Approximate # words to be added to Baseline Score
30 th -39 th percentile	.56		.56 x 4	2
20 th -29 th percentile	.53		.53 x 4	2
10 th - 19 th percentile	.53	.795	.795 x 4	3
1st-9 th percentile	.53	.795	.795 x 4	3

Reading MAZE

Percentile Range	Expected ROI	Increased ROI	ROI times # of weeks	Approximate # Correct Responses added to Baseline Score
30 th -39 th percentile	.08		.08 x 4	0-1
20 th -29 th percentile	.11		.11 x 4	0-1
10 th - 19 th percentile	.11	.165	.165 x 4	1
1st-9 th percentile	.08	.12	.12 x 4	.5

Math Computation

Percentile Range	Expected ROI	Increased ROI	ROI times # weeks	Approximate # points added to Baseline Score
30 th -39 th percentile	.22		.22 x 4	1
20 th -29 th percentile	.19		.19 x 4	1
10 th - 19 th percentile	.17	.255	.255 x 4	1
1st-9 th percentile	.08	.12	.12 x 4	.5

Math Concepts and Applications

Percentile Range	Expected ROI	Increased ROI	ROI times # of weeks	Approximate # added to Baseline Score
30 th -39 th percentile	.11		.11 x 4	0-1
20 th -29 th percentile	.08		.08 x 4	0-1
10 th - 19 th percentile	.08	.12	.12 x 4	.5
1st-9 th percentile	.06	.09	.09 x 4	.5

Based on expected ROI from AIMSweb norms Revised - 2013
Amherst Middle School



Chichester

Our Core Principles

Our school is dedicated to:

- Early intervention.
- Using a problem solving model to make decisions.
- Using a multi-tiered model of service delivery.
- Delivering scientific, research-based interventions with fidelity according to the intervention plan.
- Using assessment for screening, progress monitoring, and diagnosing.
- Monitoring student progress to inform instruction.

Mission of the Chichester Central School

Chichester Central School will foster a learning community in which academic excellence is promoted, respect for self and others shared, and childhood memories created that lead to a happy, successful adulthood.

For more information:

- www.rti4success.org
- www.ld.org (excerpts)
- www.nclد.org
- www.wrightslow.com
- www.aimsweb.com

CHICHESTER CENTRAL SCHOOL

219 Main Street
Chichester, NH 03258

Pamela Stiles, Principal

Phone: 603-798-5651
Fax: 603-798-3230
www.sau53.org/ccs.

Response to Intervention

CHICHESTER CENTRAL SCHOOL

"How Can I Take Responsibility For My Own Learning?"

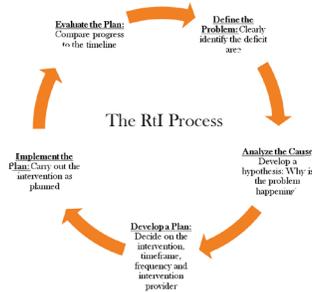


2012-2013

Response to Intervention

RTI is the practice of providing **high-quality** instruction and/or **intervention** matched to student needs and using **learning rate over time** and level of performance to make **important educational decisions.**"

Each child, on a regular basis is monitored for progress in reading fluency and comprehension. Results of this monitoring are used to make decisions about the need for further intervention at the regular and special education levels.



Chichester Central School is committed to providing the correct level of instruction to meet each student's needs.

Benefits of Response to Intervention

The use of RTI as part of the school's procedures for addressing all students' needs can potentially:

- Reduce the overall number of students referred for special education services and increase the number of students who succeed within the general curriculum.
- Provide critical information about the instructional needs of the student, which can be used to create effective educational interventions.
- Reduce the time a student waits before receiving additional instructional assistance, including special education if needed.
- Limit the amount of unnecessary testing that has little or no instructional relevance.
- Ensure that students receive appropriate instruction, particularly in reading, prior to placement in special education.
- Sharpen the focus of the school to utilize Best Practices and solid research-based instructional strategies.
- Make kids feel confident about their success and enjoy coming to school.

A Three-Tier Model

All students will be screened (tested) at the beginning, middle, and end of the year so that benchmarks can be established. In addition to the general language arts class, teachers will provide direct instruction in small groups as determined by the assessments.

Students who score in the 60-100% will comprise **Tier I**. These students will work with their classroom teacher twice a week in small groups to further advance their abilities in language arts.

Those who score in the 26-59% will be in **Tier II**. These small groups will work with the classroom teacher three times a week, targeting specific skills to build and solidify content knowledge. They will be progress monitored every other week so that the success of the interventions can be determined.

Those scoring 25% and below, **Tier III**, will generally receive intensive intervention five days a week for 30 minutes and will be progress monitored every week.



Chichester

Currently CCS provides alternatives to the general education curriculum in a variety of ways and intensity. The list below serves *as an example* of interventions often discussed:

- Small reading groups in grade 1
- Reading Recovery
- Lexia Early Reading
- Title I
- 504 accommodations
- Structured Studies
- Classes at grades 7 and 8 designed for remediation (math and reading)
- LIPS
- Wilson Reading
- Keys to Literacy
- Quickreads Fluency
- Read Naturally
- Explode the Code
- Wordly Wise for Vocabulary Development
- Megawords-Multisyllabic Words for Reading, Spelling, and Vocabulary
- Lively Letters
- Folding in Method
- IXL Math
- Singapore Math
- Mastering Math Facts



Chichester

Childrens' Academic, Social, Emotional Standing

CASES Meeting Schedule

2012-2013

Date	Group	Date	Group
9-17 PM	Middle School	1-16 AM	2D
9-19 PM	Grade 6	1-16 PM	3B
9-24 PM	Grade 5	1-23 AM	1S
9-26 AM	4B	1-28 AM	1R
9-26 PM	4C	1-28 PM	K
10-1 PM	3B	2-4 AM	4B
10-3 AM	2K	2-4 PM	Grade 6
10-3 PM	2D	2-11 AM	4C
10-10 AM	1S	2-11 PM	Grade 5
10-10 PM	1R	2-13 PM	Middle School
10-15 PM	K	2-18 AM	2D
10-22 PM	Grade 6	2-18 PM	3B
10-24 AM	4C	2-20 AM	2K
10-24 PM	Middle School	2-20 PM	1S
10-29 AM	4B	3-6 AM	1R
10-29 PM	Grade 5	3-6 PM	K
10-31 PM	3B	3-18 AM	4C
11-5 AM	2D	3-18 PM	Grade 5
11-5 PM	2K	3-20 AM	4B
11-14 AM	1R	3-20 PM	Grade 6
11-14 PM	1S	3-25 PM	Middle School
11-19 PM	K	3-27 AM	2K
11-26 PM	Grade 6	3-27 PM	3B
11-28 AM	4B	4-1 AM	1R
11-28 PM	Middle School	4-1 PM	2D
12-3 AM	4C	4-3 AM	1S
12-3 PM	Grade 6	4-3 PM	K
12-10 PM	3B	5-1 PM	Middle School
12-12 AM	2K	5-6 PM	Grade 5
12-12 PM	2D	5-8 PM	Grade 6
12-17 AM	1S	5-13 AM	4C
12-17 PM	1R	5-13 PM	4B
12-19 PM	K	5-15 PM	3B
1-7 AM	4C	5-20 AM	2D
1-7 PM	Grade 6	5-20 PM	2K
1-9 AM	4B	5-22 AM	1S
1-9 PM	Middle School	5-22 PM	1R
1-14 AM	2K	5-29	K
1-14 PM	Grade 5		



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RtI 2012-13

Literacy and Math

Literacy

Grade 2	10:35-11:05
Grade 3	11:50-12:20
Grade 4	2-2:30
Grade 5	12:30-1
Grade 6	1-1:30

RtI Math (IXL)

<i>Monday</i>	9:50-10:20	5	Jean gets in morning; student moves to next room
	12:30-1	6	student moves to next room
	1:30-2	4C	student moves to next room
	2-2:30	3	Amy brings to lab at end of day
<i>Tuesday</i>	10:30-11	1S	Jo gets in AM; Jo/Corrine move to Corinne's room
	12:15-12:45	1R	Crystal brings to 2D
	1:30-2	2D	Sharon brings to 2K
	2-2:30	2K	Cy brings back to lab
<i>Wednesday</i>	9:50-10:20	5	Jean gets in morning; student moves to next room
	10:40-11:10	6	student moves to next room
	12:30-1	6	student moves to next room
	1:30-2	3	Amy brings to lab at end of day
<i>Thursday</i>	9:15-9:45	1R	Corinne picks up in the morning; Crystal brings to Chris G
	10:05-10:35	6	student moves to next room
	10:35-11:05	4B	student moves to next room
	11:45-12:15	4C	Sharon brings to Chris G
	12:30-1	6	student moves to next room
	1:30-2	2K	Sharon brings to 2D
	2-2:30	2D	Cy brings to lab at end of day
<i>Friday</i>	10:30-11	1S	Jo picks up in the morning; Crystal brings to 4B
	11:45-12:15	4B	Catie brings to Jean
	1:45-2:30	5	Jean returns at end of day

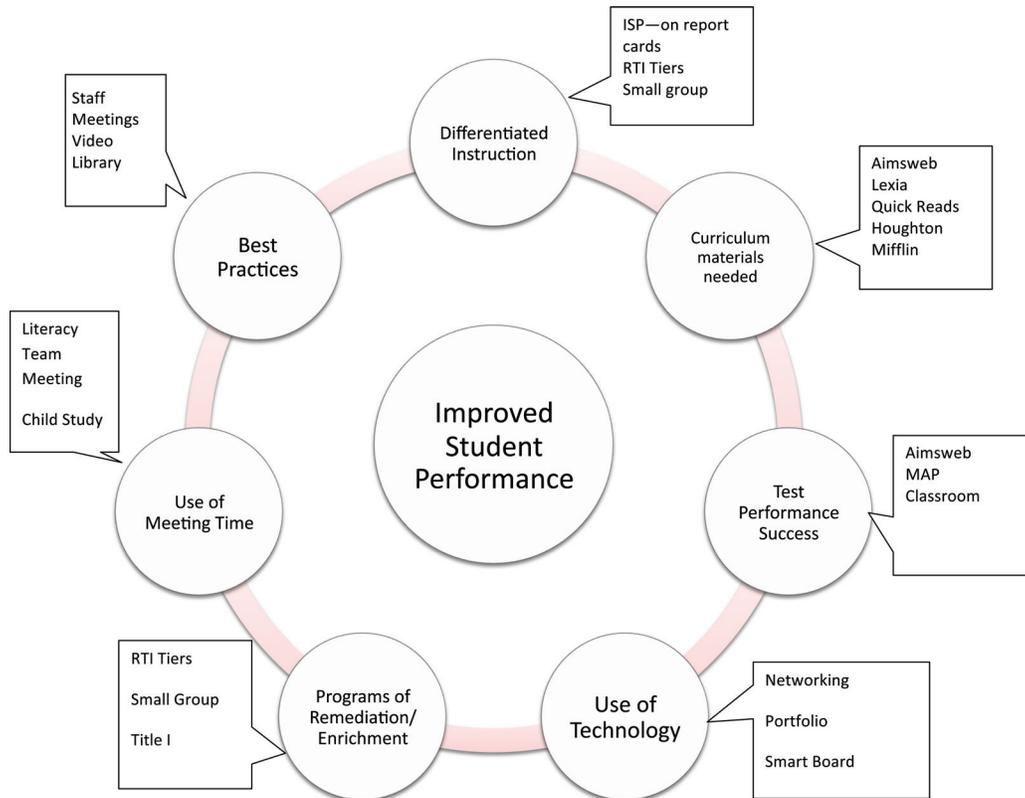
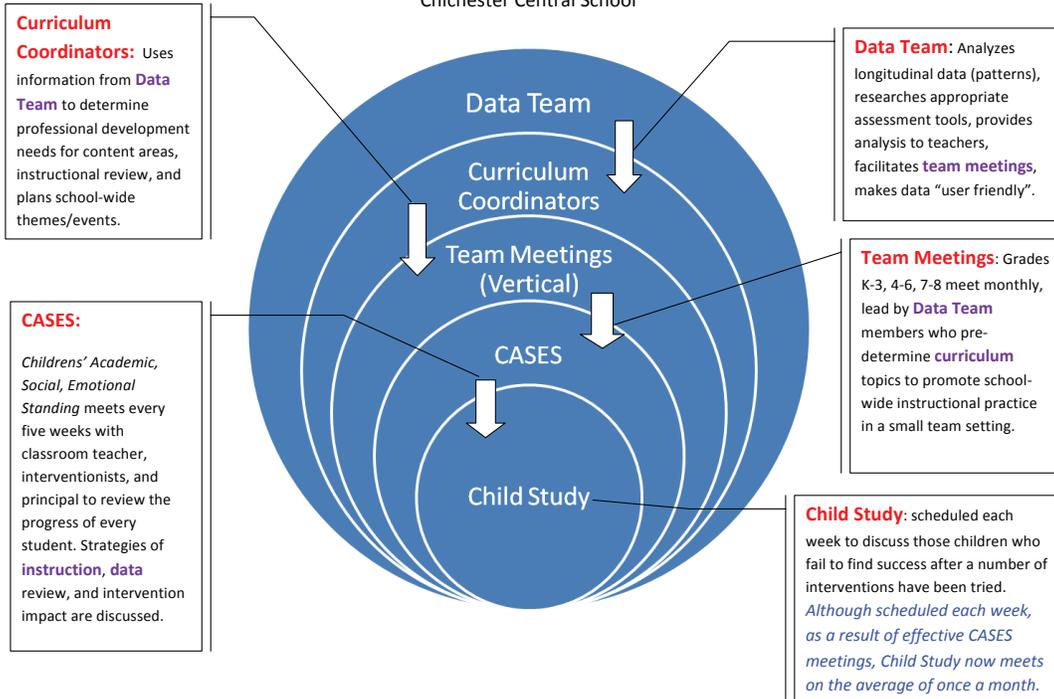


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A Systems Approach to School-Wide Success: Response to Intervention

From the Whole School to the Whole Child

Chichester Central School





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RtI is the practice of (1) providing high quality instruction and intervention matched to student needs and (2) using data over time (3) to make important educational decisions.

CASES MEETING NOTES

DATE:

Grade In Attendance:

Review of Goals:

Most Immediate Concerns (students, instruction, etc.)

RtI: Strategies and Structures

Goal(s) for next meeting:

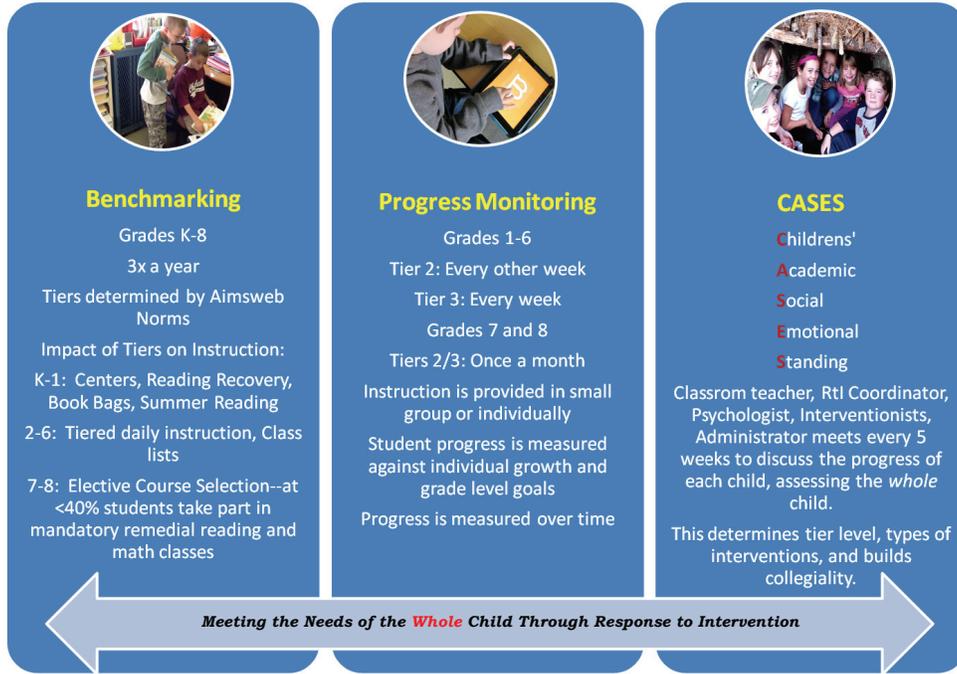


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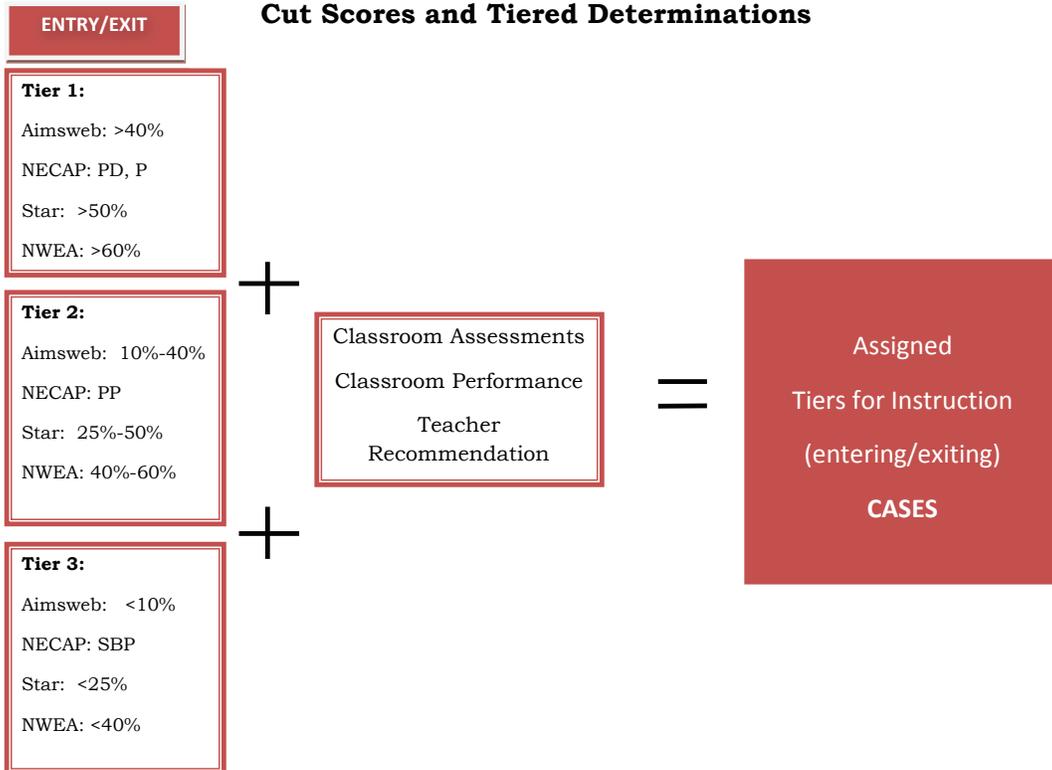
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Response to Intervention

Benchmarking and Progress Monitoring System



Cut Scores and Tiered Determinations





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RtI: From Inception to Integration

Above is the cover page of Chichester's 83-page presentation on RtI. The entire presentation can be found at <http://www.education.nh.gov/innovations/rti/> under Pilot Sites, Chichester Elementary School.



Glossary of Terms

Assessment – measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results. Major types of assessment include: screening, progress monitoring, diagnostic, and outcome.

Baseline Score – a student’s initial knowledge level or baseline knowledge.

Benchmark or Target Scores – a predetermined level of performance on a screening test that is considered representative of proficiency or mastery of a certain set of skills.

Core Curriculum – the course of study deemed critical and usually made mandatory for all students of a school or school system.

Criterion Scores – scores on a screening test that separate students into performance levels (example: established, emerging, and deficient).

Cut Score – score on a screening test that divides students who are considered potentially at risk from those who are considered not at risk.

Data-Based/Data-Driven Decision-Making – a process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision-making is continuous and regular, and most importantly linked to educational/socially important questions.

Diagnostic Assessment – assessments done to identify a student’s skill strengths and weaknesses.

Differentiated Instruction – refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student’s needs. To differentiate instruction is to recognize students’ varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Evidence-based Intervention – an intervention for which data from scientific, rigorous research designs have demonstrated (or empirically validated) the efficacy of the intervention. (That is, within the context of a group or single-subject experiment or a quasi-experimental study, the intervention is shown to improve the results for students who receive the intervention.) (NCRTI)

Fidelity – refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers’ specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative assessment – a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes.

General Outcome Measure – an assessment that reflects overall competence in the Common Core Curriculum (example: Curriculum Based Measure, as in AIMSWEB).

Intra-Individual Framework – a method of determining a rate of improvement for a student.

Mastery Measure – an assessment made up of a series of short term instructional objectives (example: end of unit test in an intervention program).

Positive Behavior Practices – a tiered evidence-based intervention system embedded in the school curriculum/culture/expectations that has a prevention focus: teaching, practice, and demonstration of pro-social behaviors.



Progress Monitoring – brief assessments that are used to monitor students’ response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress and compare the efficacy of different forms of instruction.

Rate of Improvement (ROI) – specifies the slopes of improvement or average weekly increases, based on a line of best fit through the student’s scores.

Research-Based Curricula – may incorporate design features that have been researched generally; however, the curriculum or program as a whole has not been studied using a rigorous research design, as defined by the Elementary and Secondary Education Act (NCRTE).

Screening Assessment – brief, valid, reliable assessments that are used to identify students who are at risk of poor learning outcomes.

Tier I Primary – Primary core curriculum and instruction is grounded in the Common Core State Standards (CCSS) for all students. The foundation of strong instruction enforces high behavioral and academic expectations, differentiation strategies, and targeted instruction for students. Primary Tier (Tier I) instruction includes: a research-based core curriculum, universal screening for all students to determine each student’s current level of performance, and differentiated learning activities to address individual needs (e.g., flexible grouping, learning centers, scaffolding, peer tutoring, enrichment or extension). These decisions are supported by formal and informal assessments.

Tier II Secondary Intervention – supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment. Secondary level interventions are often short-term, implemented in small group settings, and may be individualized.

Tier III Tertiary Intervention – Intensive academic and/or behavioral interventions which are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

Trend Line – a line through the student’s scores that visually represents the performance trend or the rate of improvement for the student.

Slope – quantification of the trend line or the rate of improvement.

Standard Protocol – one consistent intervention selected by the school, which can address multiple students’ needs (This approach is supported by a strong research base) (The IRIS Center-Peabody Vanderbilt).

Summative Assessment – a form of evaluation used to describe the effectiveness of an instruction program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).