

Mountain Brook Schools

A Multi-Tiered Approach to Instruction

Response to Instruction (RtI) Plan

Developed Spring 2011

Implemented Fall 2011

Revised May 2016

**Mr. Richard Barlow
Superintendent**

**Dr. Missy Brooks
Director of Instruction**

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The Board, in accordance with Title IX (20 U.S.C. §1681, et seq.), strictly prohibits discrimination on the basis of sex or gender in its programs or activities, or any matters of employment. The prohibition includes sexual harassment based on sex, sexual assault, as defined by law and Board policy. Sexual harassment and sexual assault complaints should be filed and reviewed under the Board’s sexual harassment policies (G-32, J-49). All other complaints under Title IX will be filed and reviewed according to the Board’s general complaints and grievance procedures (G-34, J-41).

The Superintendent is authorized and directed to designate a Title IX Coordinator, whose duties will include, but not be limited to receiving and responding to Title IX inquiries and complaints. The following persons have been designated to handle inquiries regarding nondiscrimination policies: Dr. Dale Wisely—Director of Student Services (Title VI), (wiselyd@mtnbrook.k12.al.us); Dr. Susan Cole—Personnel Director (Title IX), (coles@mtnbrook.k12.al.us); Dr. Missy Brooks—Director of Instruction (Title II), (wildman-brooksm@mtnbrook.k12.al.us); Mrs. Shannon Mundy—Special Education Director (Section 504), (mundyl@mtnbrook.k12.al.us). Contact Information: 32 Vine Street, Mountain Brook, AL 35213, 205-871-4608.

Mountain Brook Schools

A Multi-Tiered Approach to Instruction Response to Instruction (RtI) Plan

Introduction

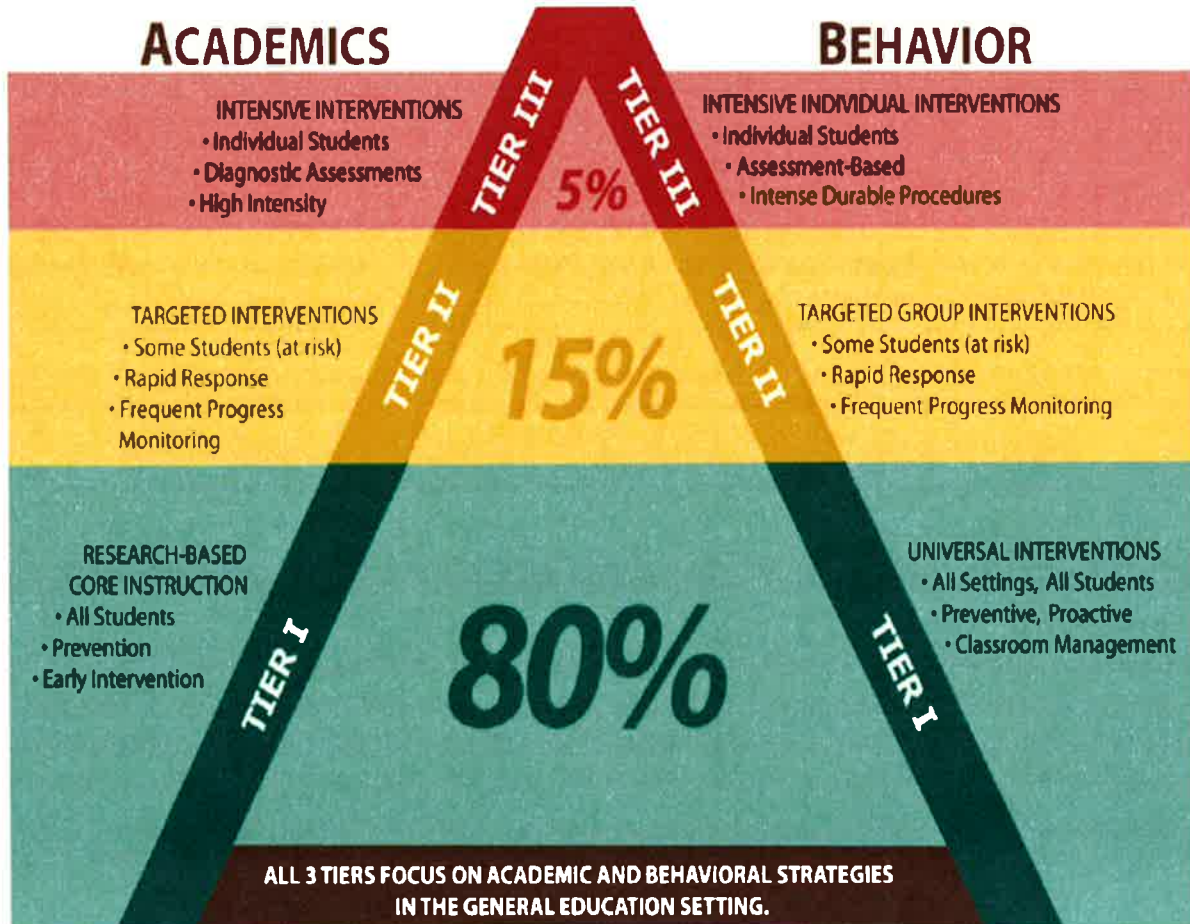
The purpose of the RtI framework is to combine core instruction, assessments and intervention within a multi-tiered system to increase student achievement and to reduce behavior problems.

Response to Instruction is defined as:

"an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems."
(Response to Instruction: Alabama's Core Support for All Students)

Providing scientific, research-based core instruction and interventions are key elements of the RtI framework.

Mountain Brook's Multi-Tiered Instruction Model



Intervention vs. Accommodations

Interventions are designed to improve student skills.

- The student who struggles with reading may become more proficient in reading as the result of effective reading interventions (i.e. systematic, sequential multi-syllabic word phonics exercises which emphasize segmenting and blending syllables; systematic practice in chunking text to facilitate reading with proper inflection and rhythm; structured practice in summarizing text and identifying main ideas and details; utilizing Venn diagrams or other graphic organizers to compare and contrast aspects of vocabulary terms which are essential for text comprehension; etc.).

- The student who struggles with math may become more proficient in math as the result of effective math interventions (i.e. structured daily practice in building fluent retrieval of basic arithmetic facts; guided practice in working with visual representations of mathematical ideas; daily guided practice in identifying common underlying structures in word problems; verbalization of thought processes during problem solving exercises; etc.).
- The student with behavioral difficulties may decrease inappropriate behaviors as the result of effective behavior interventions (i.e. implementation of a behavior plan or behavior contract; practice in using refocusing and self-control skills; participation in an anti-bullying curriculum; etc).

Accommodations are designed to "level the playing field" and are not designed to improve student skills.

- A student may make a better grade on a reading assignment because accommodations were implemented by the teacher (i.e. text was shortened, text was read to the student, extra time was allowed for the student to complete the reading assignment, etc.)
- A student may make a better grade on a math test because accommodations were implemented by the teacher (i.e. fewer math problems were presented to the student; extra time was allowed for the student to complete the math assignment; etc.)

As accommodations do not represent scientific, research-based interventions, they are not to be included in the interventions considered by the SST. While accommodations do not improve student skills and are not considered to represent scientific, research-based interventions, **any teacher may elect to employ accommodations when accommodations seem to be appropriate for use with any student.** Accommodations are provided for a student in need, regardless of an IEP or 504 plan.

Continuous Instruction and Intervention Services

When students begin the intervention process (Tier II or Tier III), they will continue in that process until they have attained grade-level standards and skills or until they are referred to the next level. Unlike the BBSST process, RtI interventions may be carried over from one school year to the next school year.

Student Support Team (SST) Purpose

The purpose of the Student Support Team (SST) is to help guide general education intervention services for all students who have academic or behavior difficulties, including those students who exhibit the characteristics of dyslexia. The SST supports the school's successful implementation of the Response to Instruction (RtI) framework.

The SST is responsible for the decisions which ensure that:

- (1) students receive instruction and interventions matched to their identified needs,
- (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and
- (3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

Structure of Student Support Teams

Schools will structure SST's that are comprised of specific school personnel.

Elementary and secondary teams consist of the following: counselors, an administrator, a special education teacher, and a general education teacher. Other pertinent personnel will be invited as needed.

There is a designated SST coordinator in each school.

The principal has the responsibility to ensure and document that procedures, instruction, and intervention are implemented with consistency.

Frequency

Frequency and duration of meetings are determined at the school level. Considering that each referred student's data should be reviewed by the SST monthly, it may work best to have the team meet weekly so that fewer students are reviewed at each meeting.

Student Support Team's Work and Responsibilities

The work of the SST will ensure the consistency and effectiveness of the school's implementation of the RtI framework. Much of the work of the SST is documented by the materials included in the Student Intervention Folder which should include the SST Referral Form, Tier II Documentation, SST Vision and Hearing Form, SST Student Intervention Plan and Review(s), SST Student Intervention Documentation Form, and copies of intervention progress reports sent to parents.

The following responsibilities detail the work to be accomplished by the SST in assisting with the implementation of the RtI framework at the school level:

1. The SST ensures that academic and behavior screening data are gathered and utilized, as well as other important information, to determine student needs for interventions and to verify the effectiveness of the school's Tier I instruction.

Research-based screening procedures should be used to determine student needs for intervention and to determine that the differentiated instruction in Tier I is meeting the needs of at least 80% of all students. Screening procedures should be time-efficient and have evidence of validity, reliability, and classification accuracy. Essential reading and math skills which should be screened at various grade levels are detailed in Appendix C.

Students in Grades K-3

Generally, all students in grades K-3 should be screened in the academic areas of math and reading as well as behavior at the beginning of each school year. Additionally, their progress should be monitored through benchmark assessments conducted at midyear and at year's end. This data should be reviewed to make sure that each student who needs intervention is provided that intervention in a timely manner.

Students in Grades 4-12

Generally, screening for students in grades 4 – 12 may consist of a variety of options.

- Schools may elect to begin the screening process through a records review by examining performance on high stakes tests such as ACT Aspire combined with a review of attendance, grade or course failures, and other risk factors. If this initial records review screening process reveals that the student is at risk for academic or behavioral difficulties, the screening process should conclude with administration of a scientific, research-based screening procedure in the areas of suspected difficulty.
- Middle and high schools may screen new students as they enter a school. At the end of each school year, an administrator and counselor will meet with feeder SSTs to review students.

Independent dyslexia evaluations provided by a parent or guardian to the SST must be considered by the members of the SST.

2. The SST ensures that tiers of scientific, research-based instruction and intervention are provided with consistency.

The consistent provision of scientific, research-based instruction and tiers of intervention is a key element of the RtI framework.

The SST's review of data from screening, benchmark assessments, and progress monitoring will provide initial information about the effectiveness of instruction and interventions.

Administrators should also be collecting and maintaining information through observations and other data collection that may be used to evaluate the environment in the classroom and to document consistency of the school's implementation of scientific, research-based instruction and interventions.

3. The SST ensures that decisions to move students through the tiers are made with consistency based on the school system's established criteria.

The school system should develop criteria or decision rules (Appendix D) which are used consistently in all schools throughout the system to determine the student's need for initial intervention, for movement into more or less intensive interventions, and for dismissal from interventions. Generally, decision rules are based on data derived from screening procedures, benchmark testing, and progress monitoring.

4. The SST ensures that screening data and additional assessment data as needed are used in selecting specific interventions to meet individual student intervention needs.

When screening results suggest a need for reading or math intervention, vision and hearing screening should be completed and those results should be considered by the SST.

When screening results suggest a need for reading intervention, the SST will need to analyze screening results to determine the type of reading intervention which will best meet the student's needs (i.e., word-level intervention or comprehension intervention). If the decision regarding type of reading intervention needed is not obvious based on screening results and other available data, the SST may collect or request additional assessment information (i.e., phonics screener, word reading efficiency measure, vocabulary assessment, phonological processing assessment, etc.).

When screening results suggest a need for math intervention, the SST will need to analyze results to determine the type of math intervention which will best meet the student's needs (i.e., basic operations interventions and math fluency or reasoning and concept application interventions). If the decision regarding type of math intervention which will best meet the student's needs is not obvious based on screening results and other data, the SST may collect or request additional assessment information.

When screening results suggest a need for behavior intervention, the SST will need to analyze results to determine the type of behavior intervention which will best meet the student's needs (i.e., behavior contract, attendance contract, ABA strategies, etc.)

5. The SST ensures that an intervention plan which includes appropriate and measurable intervention goals is established for each student who receives intervention.

The SST will develop an intervention plan for each student receiving intervention. Intervention goals are set by determining the student's baseline level of performance on the task which will be used for progress monitoring and then by deciding the level of performance on the progress monitoring task which should be achieved by the student by the end of the year. Goals should be established to result in meaningful and measurable academic or behavioral gains. Goal setting procedures with examples using various progress monitoring tasks are described in Appendix F.

6. The SST will ensure that appropriate progress monitoring tools are selected to measure the student's response to the intervention.

With data-based decision making, it is vitally important that the data appropriately reflect the intervention outcomes. If inappropriate progress monitoring tools are utilized, effective interventions could be abandoned because the data do not reflect the actual gains made by the student as a result of the intervention. For example, if reading comprehension is the intervention focus, it would not be appropriate to monitor comprehension gains with a measure of reading rate. As we encourage the student to read, summarize, and reflect, it may be that a progress monitoring tool that primarily measures reading rate would not provide information about the degree to which the student's comprehension skills are changing. Suggestions for progress monitoring probes which reflect intervention outcomes with a high degree of validity and reliability are included in Appendix G.

7. The SST ensures that student progress monitoring is conducted at a minimum of 2 times per month, on a schedule specified by the school or school system.

When progress is monitored at a minimum of two times per month, the SST will have substantial data upon which to make recommendations regarding the student's response to intervention within a reasonable time period.

8. The SST reviews each student's accumulated progress monitoring data on a specified schedule (generally, each student should be reviewed monthly).

SST meetings should consist of systematic review of the progress monitoring data accumulated for each student receiving intervention as well as discussion of factors related to the student's response to the intervention. Progress monitoring data should be graphed and the goal Rate of Improvement (ROI) and cumulative achieved ROI should be available for discussion. Examples of progress monitoring data graphs are included in Appendix H. The SST will note specific recommendations for each student based on recorded documentation.

9. The SST ensures that parents of students receiving intervention are provided with regular data-based intervention progress reports.

The AAC and Federal laws and regulations specify that parents of students receiving interventions must be notified periodically of specific progress made by the student. The progress monitoring data discussed at the monthly SST meeting and SST recommendations should be shared with parents. A Parent Notification of Intervention Letter should be sent to parents by the SST within 1 week of initiation of intervention. An Intervention Progress Report will be sent to the parent with the report card.

10. The SST ensures that, as students transition out of interventions as a result of academic or behavior gains, their progress continues to be monitored for a reasonable period (generally 12 weeks) to ensure a smooth transition into tiers of reduced instructional or behavioral support.

When a student achieves Tier II intervention goals and grade-level standards are met, the SST may determine that the student should transition to Tier I Instruction without intervention support. When students transition to Tier I without intervention support, progress monitoring should be continued for a reasonable period of time to ensure a successful transition and to monitor maintenance of gains achieved.

When students achieve Tier III intervention goals and grade-level standards, the SST may determine that the student should transition to either Tier II interventions or to Tier I Instruction with ongoing progress monitoring for a reasonable period of time.

See Special Education Completion Considerations for information about the SST's role with students who no longer require special education services.

Special Education Completion Considerations

When the IEP team finds that a student is no longer in need of special education services, the IEP team may determine that the student should transition to either Tier II or Tier III interventions. In coordination with the IEP team, the SST will ensure that appropriate intervention support and progress monitoring are provided to the student who is no longer in need of special education services.

Student Solving Team's Administration and Supervision

The SST process (formerly BBSST), as a part of the *Alabama Administrative Code*, must be fully implemented in all schools as of August 15, 2011.

On October 8, 2015, the Alabama State Board of Education revised the Alabama Administrative Code as it applies to struggling students and students with characteristics of dyslexia. The Mountain Brook RtI Plan addresses these changes which are referenced in Appendix A-3. (AAC §290-3-1-.02 (19) a – e and AAC §290-3-1-.02 (20) a – h)

The principal has the responsibility to ensure and document that all SST procedures are implemented with consistency.

The principal has the responsibility to ensure that all tiers of instruction and intervention are provided with consistency. Maintaining all records of observations and other data collection is one of the methods which should be utilized by the principal in documenting the consistency of instruction and intervention implementation.

Consistent with the Alabama Standards for Instructional Leaders, the principal has the responsibility to ensure that the *Alabama Administrative Code* (AAC) is observed. Some of the specific AAC requirements which impact the SST process include:

The Special Rule is a requirement for any child who is referred for an evaluation.

(2) Special Rule. The public agency shall ensure that:

o AAC §290-8-9.02 (a), page 497

"Prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel and"

o AAC §290-8-9.02 (b), page 497

"Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction was provided to the child's parents."

o AAC §290-8-9.01(4), page 498

"Before a child is referred for a special education evaluation or concurrently during the evaluation process, intervention strategies must be implemented in the general education program and monitored by the SST for an appropriate period of time (a minimum of eight weeks), and be deemed unsuccessful. This rule may be waived for a child who has severe problems that require immediate attention, for three- and four-year olds, for five-year olds who have not been in kindergarten, for children with articulation, voice, or fluency problems only, for children with a medical diagnosis of traumatic brain injury, and for a child who has been referred by his or her parents."

The information below is required if using a response to instruction process for determining eligibility for a Specific Learning Disability.

This is the criteria if using a response to instruction process for determining a child as a child with a Specific Learning Disability.

o AAC §290-8-9.03(10) (b)1, page 514–

"When determining whether a child has a specific learning disability, a public agency will not be required to take into consideration whether a child has a severe discrepancy between intellectual ability and achievement. A public agency may use a process based on the child's response to scientific, research-based intervention."

o AAC §290-8-9.03(10) (c) (ii), page 515–

"The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified in paragraph 2(i) of this section when using a process based on the child's response to scientific research-based intervention."

This is the evaluative component of the criteria listed above.

o AAC §290-8-9.03(10) (d) (I-III), page 516–

(ii) "Documentation that the child has participated in a process that assesses the child's response to scientific, research-based intervention including:

(I) The instructional strategies used and the student-centered data collected; and

(II) The documentation that the child's parents were notified about:

I. The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided,

II. Strategies for increasing the child's rate of learning; and

III. The parents' right to request an evaluation.

System-Level and State-Level Coordination and Reporting

The Mountain Brook Schools Department of Instruction will collect the following data annually from each school:

1. Total number and percentage of students participating in Tier II and Tier III interventions at each school,
2. Total number and percentage of students successfully completing interventions at each school,
3. Total number of students who have received interventions, total number and percentage of those students who subsequently are determined eligible for special education services.
4. Race/ethnicity data regarding students participating in interventions.

Each school system must appoint an SST Coordinator who will:

1. Work with principals at each school to ensure the consistency of the SST process.
2. Establish a mechanism to ensure consistent documentation of the work of SSTs.
3. Collect needed information from each school regarding number and percentage of students participating in and successfully completing interventions at Tier II and Tier III levels.
4. Collect needed information from each school regarding the number of students receiving interventions who subsequently receive special education services.
5. Collect needed information regarding race/ethnicity of students participating in Tier II and Tier III interventions.

Alabama State Department of Education Requirements

- A-1 ALSDE RtI Memo – April 28, 2009
- A-2 ALSDE Dyslexia Awareness Memo – October 16, 2015
- A-3 Alabama Administrative Code Changes – October 8, 2015



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Joseph B. Morton
State Superintendent
of Education

April 28, 2009

MEMORANDUM

TO: City and County Superintendents

FROM: Thomas R. Bice *TRB*
Deputy State Superintendent of Education

RE: Response to Instruction (RtI)

For the past ten years, the State Department of Education (SDE) has partnered with local school systems to support at-risk students through the Building-Based Student Support Team (BBSST) Model. This process has proven beneficial for those students with the most significant learning challenges and has provided a process through which specialized services can be accessed.

While this model has served a specific purpose, we must expand this opportunity to include ALL students and at an earlier point in their learning process. To accomplish this goal, the state of Alabama is looking to again partner with local school systems in the implementation of what we in Alabama will refer to as Response to Instruction (RtI). The goal of this framework is to combine core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems. A guidance document entitled *Response to Instruction: Core Support for ALL Students* is designed to provide information regarding the essential components of RtI and Alabama's tiered instructional model and is available online at www.alsde.edu.

In order for your school system to communicate and work collaboratively with the SDE RtI staff, I am asking that you designate a staff member to serve as your RtI contact to the SDE. The logical choice would be your current BBSST coordinator since BBSST will become a component of this multi-tiered plan at Tier III. Your RtI contact will serve as your liaison to the SDE as we strive to provide customized professional development within your school system.

Please review the guidance document with your school and system leadership team and forward any questions or concerns to Mrs. Christine Spear, RtI Coordinator, via e-mail at cspear@alsde.edu or by telephone at 334-242-9743. We will use your input to develop a year-long strand of professional development opportunities with a goal of full implementation during the 2010-2011 school year.

TRB:LAK

FY09-2007

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STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Thomas R. Bice
State Superintendent of Education

October 16, 2015

MEMORANDUM

TO: City and County Superintendents

FROM: Thomas R. Bice
State Superintendent of Education

RE: Dyslexia Awareness

During the October 8, 2015, Board Meeting, the Alabama State Board of Education voted unanimously to adopt Amended Rule 290-3-1-.02 of the *Alabama Administrative Code* pertaining to regulations governing public schools' support of students with dyslexia and students exhibiting characteristics of dyslexia. This code defines dyslexia, Response to Instruction (Rt!), and the Problem Solving Team (PST) process and outlines the procedure for identifying and supporting students in need of dyslexia-specific services.

The Alabama State Department of Education (ALSDE) is currently developing resources that can be used to provide training on dyslexia-specific awareness, screening, interventions, classroom strategies, academic accommodations, and use of assistive technology. You should receive detailed information regarding these resources later this month.

Additionally, during the October 8, 2015, meeting, the Alabama State Board of Education voted unanimously to recognize the month of October as Dyslexia Awareness Month. Dyslexia impacts between 10% and 20% of children in Alabama schools. Through effective screening, students with dyslexia can be identified as early as kindergarten, long before their learning challenges have resulted in learning disabilities. Please join us in promoting awareness of dyslexia during the month of October and pledging to support the academic achievement of Alabama students.

For additional information regarding training and resources related to dyslexia-specific instruction and interventions, please contact Ms. Judith Stone at jstone@alsde.edu or (334) 353-1389. If you have questions regarding the PST process or Rt!, please contact Mrs. Christine Spear at cspear@alsde.edu or (334) 353-5320.

TRB/CRS/LM

cc: Mrs. Sherrill W. Parris; Mrs. Shanthia Washington; Mrs. Robin A. Nelson;
Ms. Judith Stone; Mrs. Christine Spear

FY 16-2006

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The underlined portion indicates the revisions to the Administrative Code which were approved by the State Board of Education on October 8, 2015.

ADMINISTRATIVE CODE

SUPP. NO. 98-4

CH. 290-3-1

RULES

OF THE

STATE BOARD OF EDUCATION

STATE DEPARTMENT OF EDUCATION

CHAPTER 290-3-1

PUBLIC SCHOOL GOVERNANCE

SUPP. NO. (15)-3

INSTRUCTIONAL SERVICES

(19) Problem Solving Teams (PST). By August 15, 2011, all public schools in Alabama will be required to implement the PST model.

(a) Definitions.

(1.) The Problem Solving Teams (PST) is a model to guide general education intervention services for all students who have academic and /or behavioral difficulties. The PST is central to the school's successful implementation of the Response to Instruction (RtI) framework.

(2.) Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

(b) Decisions regarding the number of PSTs needed by a school should be determined at the school level; however, a minimum of one PST per school is required to review data-based documentation regarding students' progress regularly, advise teachers on specific interventions matched to student needs, and communicate with parents regarding student intervention needs being provided.

(c) The Problem Solving Teams will analyze screening and progress-monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia.

(d) The documentation requirements for a referral to special education found in the Alabama Administrative Code, Chapter 290-8-9.01(2) and (4) (Child Identification) and Chapter 290-8-9.03(10)(b)1, (10)(c)2.(ii), (10)(d)2.(I)(II)(ii) and (10)(d)4 (Disability Definitions, Criteria, and Minimum Required Evaluative Components) must be collected and provided by the PST to rule out the lack of appropriate instruction in reading or math including the essential components of reading instruction or Limited English Proficiency (LEP), as the determining factor in the eligibility decision.

(e) Any student who is reevaluated and determined not eligible for special education services must be referred to the PST to determine the appropriate supplemental services to facilitate successful transition in the general education program.

(20) Dyslexia. Dyslexia is a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

(a) The Alabama State Department of Education will make available a dyslexia-specific training accredited by the International Dyslexia Association (IDA) to prepare individuals to implement multisensory structured language teaching techniques and strategies.

(b) Professional development regarding dyslexia and implications for the classroom teachers, will be provided. This professional development should target dyslexia awareness training, dyslexia screening, dyslexia-specific classroom strategies, academic accommodations, and use of assistive technology.

(c) Students will be screened for characteristics of dyslexia using screening instruments currently in place for use in public schools.

(d) Based on the screening results, the problem solving teams will analyze screening and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia. Guidance may include suggestions of appropriate tiered interventions, dyslexia specific interventions, academic accommodations as appropriate, and access to assistive technology. The dyslexia-specific intervention, as defined in AAC Rule 290-3-1-.02(20)(f) and described in the Alabama Dyslexia Resource Guide, shall be provided by an individual who has expertise in providing dyslexia-specific interventions

(e) The PST will notify the parents of the results of the dyslexia-specific screening, will provide parents with a copy of the goals of the dyslexia-specific intervention plan, and with data-based documentation regarding the student's progress on a regular basis. Independent dyslexia evaluations provided by a parent or guardian to the PST must be considered by the members of the PST.

(f) Dyslexia-specific intervention shall mean evidenced-based, specialized reading, writing, and spelling instruction that is multisensory in nature equipping students to simultaneously use multiple senses (vision, hearing, touch, and movement). Dyslexia-specific intervention employs direct instruction of systematic and cumulative content. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Concepts must be systematically reviewed to strengthen memory. Components of dyslexic-specific intervention include instruction targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics.

(g) Dyslexia interventionist refers to the teacher or individual who provides dyslexia-specific intervention. The dyslexia interventionist shall have successfully completed a certification training

course or shall have completed training in the appropriate implementation of the evidence-based, dyslexia-specific intervention being provided.

(h) The Alabama State Department of Education working with the Dyslexia Advisory Council appointed by the State Board of Education shall develop and maintain a dyslexia resource guide for the use of LEAs, public schools, teachers, and parents.

Student Intervention Folder Content

Each student who receives Tier III intervention should have a folder which minimally includes the following information:

1. Student Support Team Tier III Referral Form
2. Hearing and Vision Screening Form
3. Student Support Team Intervention Plan
4. Student Support Team Intervention Plan Review(s)
5. Tier III Student Intervention Documentation Forms
6. Parent Tier III Intervention Progress Reports

Essential Skills to be Screened

ESSENTIAL SKILLS TO BE SCREENED - READING

All of these skills are included in commercially available screening tools. See the resources section of this document for a list of some of the commercially available screening tools.

If pre-school skills are to be screened, the following skills may be considered as predictive of later success in reading:

- Picture naming
- Alliteration
- Rhyming

The following early literacy skills are typically considered to predict reading success and are included in screening in kindergarten:

- Letter naming fluency
- Letter sound fluency or initial sound fluency
- Phonemic segmentation fluency
- Nonsense word fluency

The following skills are typically considered to predict reading success and are included in screening in first grade:

- Phonemic segmentation fluency
- Nonsense word fluency
- Reading-curriculum based measure (R-CBM) which is sometimes referred to as oral reading fluency (ORF).
 - Both the rate score which is reported in words read correctly per minute (WRC) and the accuracy percentage should be considered. An accuracy score of 90-95% is needed if word-level reading skills support reading comprehension.
- Reading comprehension
 - Some screening tools utilize a form of computer adapted testing (CAT) based upon Item Response Theory (IRT) and scores are reported in scaled scores.
 - Some screening tools utilize a maze procedure and results are reported in number of correct mazes. (See maze procedure description below).
 - Some screening tools utilize a retelling procedure and results are reported in number of words used in retelling the passage.

The following skills are typically considered to predict reading success and are utilized in screening in grades 2-5.

- Reading-curriculum based measure (R-CBM) which is sometimes referred to as oral reading fluency (ORF).
 - Both rate score, which is reported in words correct per minute (WRC), and accuracy percentage should be used as screening indicators.

- Reading comprehension
 - Some screening tools utilize a form of computer adapted testing (CAT) based upon Item Response Theory (IRT) and scores are reported in scaled scores.
 - Some screening tools utilize a maze procedure and results are reported in number of correct mazes.
 - Some screening tools utilize a retelling procedure and results are reported in number of words used in retelling the passage.

The following skills are typically considered to predict reading success and are utilized in screening in grades 6-12.

- Reading-curriculum based measure (R-CBM) which is sometimes referred to as oral reading fluency (ORF).
 - Both rate score which is reported in words correct per minute (WRC) and accuracy percentage should be considered.
 - NOTE: R-CBM MAY BE USEFUL IN PREDICTING WHICH SECONDARY STUDENTS NEED READING INTERVENTION BUT SHOULD NOT BE USED TO MONITOR PROGRESS UNLESS WRC IS VERY LOW (i.e. below 100 WRC).
- Reading comprehension
 - Some screening tools utilize a form of computer adapted testing (CAT) based upon Item Response Theory (IRT) and scores are reported in scaled scores.
 - Some screening tools utilize a maze procedure and results are reported in number of correct mazes.

Computer Adapted Testing Description

- The most useful computer adapted testing (CAT) is based upon Item Response Theory (IRT) and scores are reported in scaled scores.
- Item Response Theory (IRT) is a statistical framework in which examinees can be described by a set of one or more ability scores that are predictive, through mathematical models, linking actual performance on test items, item statistics, and examinee abilities.
- Typically through CAT students read a passage and take a comprehension test.
- The student's responses to initial questions determine the difficulty of subsequent questions which are presented to the student. Differences in scaled scores reflect the depth of the student's comprehension skills.

Maze Procedure Description.

- Use a grade level passage with every 7th word omitted and replaced with three words from which to choose.
- Student has 3 minutes to read the passage silently while circling correct answers as the passage is read.
- Score is the number of correct words circled within the 3 minutes.
- Can be group administered if desired.

ESSENTIAL SKILLS TO BE SCREENED - MATH

All of these skills are included in commercially available screening tools. See resources section of this document for a list of some of the commercially available screening tools.

The following early numeracy skills are typically considered to predict math success and are included in screening in preschool and kindergarten:

- Missing Number
- Quantity Discrimination
- Number Identification
- Oral Counting

The following skills are typically considered to predict math success and are included in screening in first grade:

- Missing Number
- Quantity Discrimination
- Number Identification
- Oral Counting
- Computation

The following skills are typically considered to predict math success and are included in commercially available screening tools for use in grades 2-12:

- Computation
- Concepts and Applications

Criteria and Decision Rules

- E-1 Reading Screeners
- E-2 Math Screeners
- E-3 Behavior Screeners
- E-4 Secondary Records Review

Reading Screeners

Revised October 2013

Kindergarten

DIBELS Next First Sound Fluency (FSF) – *phonological awareness, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	10+	30+	
Below Benchmark	5 - 9	20 - 29	
Well Below Benchmark	0 - 4	0 - 19	

DIBELS Next Letter Naming Fluency (LNF) – *letter identification, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	10+	30+	
Below Benchmark	5 - 9	20 - 29	
Well Below Benchmark	0 - 4	0 - 19	

DIBELS Next Phoneme Segmentation Fluency (PSF) – *phonemic awareness, accuracy*

	Fall	Winter	Spring
At or Above Benchmark		20+	40+
Below Benchmark		10 – 19	25 - 39
Well Below Benchmark		0 - 9	0 - 24

DIBELS Next Nonsense Word Fluency (NWF) – *alphabetic principal, accuracy*

	Fall	Winter	Spring
At or Above Benchmark		17+	28+
Below Benchmark		8 – 16	15 - 27
Well Below Benchmark		0 - 7	0 - 14

First Grade

DIBELS Next Phoneme Segmentation Fluency (PSF) – *phonemic awareness, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	40+		
Below Benchmark	25 - 39		
Well Below Benchmark	0 - 24		

DIBELS Next Nonsense Word Fluency (NWF) – *alphabetic principal, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	27+	43+	58+
Below Benchmark	18 - 26	33 - 42	47 – 57
Well Below Benchmark	0 - 17	0 - 32	0 - 48

DIBELS Next Oral Reading Fluency (DORF) – *wpm, curriculum based measurement for reading, accuracy*

	Fall	Winter	Spring
At or Above Benchmark		23+	47+
Below Benchmark		16 – 22	32 - 46
Well Below Benchmark		0 - 15	0 - 31

Second Grade

DIBELS Next Nonsense Word Fluency (NWF) – *alphabetic principal, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	54+		
Below Benchmark	35 - 53		
Well Below Benchmark	0 - 34		

DIBELS Next Oral Reading Fluency (DORF) – *wpm, curriculum based measurement for reading, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	52+	72+	87+
Below Benchmark	37 - 51	55 - 71	65 - 86
Well Below Benchmark	0 - 36	0 - 54	0 - 64

Third Grade

DIBELS Next Oral Reading Fluency (DORF) – *wpm, curriculum based measurement for reading, accuracy*

	Fall	Winter	Spring
At or Above Benchmark	70+	86+	100 +
Below Benchmark	55 – 69	68 – 85	80 - 99
Well Below Benchmark	0 - 54	0 - 67	0 - 79

**DORF will be administered to all students in the fall. Students who score below 100 will continue the screening process.

Global Scholar Performance Series – *Reading Assessment*

**Performance Series Reading Assessment will be administered three times a year.

Fourth – Eighth Grades

DIBELS Next Oral Reading Fluency (DORF) – *wpm, curriculum based measurement for reading, accuracy*

**DORF will only be administered to students who do not meet Performance Series Reading Assessment benchmarks.

At or Above Benchmark Scores

	Fall	Winter	Spring
Fourth Grade	90	103	115
Fifth Grade	111	120	130
Sixth Grade	107	109	120

Global Scholar Performance Series – *Reading Assessment*

**Performance Series Reading Assessment will be administered in the fall and winter to all students in grades 4 – 6. The assessment may be administered as a screener for a student with a referral to the SST in grades 7 – 8.

AIMSweb Progress Monitoring Cut Scores

AIMSweb Reading – Curriculum Based Measure(R-CBM) – *wpm, curriculum based measurement for reading, accuracy*

At or Above Benchmark Scores

	Fall	Winter	Spring
First Grade		30	53
Second Grade	55	80	92
Third Grade	77	105	119
Fourth Grade	105	120	136
Fifth Grade	114	129	143
Sixth Grade	136	149	161
Seventh Grade	136	150	171
Eighth Grade	138	151	161

AIMSweb MAZE – Comprehension (MAZE) – *curriculum based measurement for reading comprehension*

At or Above Benchmark Scores

	Fall	Winter	Spring
First Grade	1	3	7
Second Grade	4	9	14
Third Grade	11	14	15
Fourth Grade	12	19	19
Fifth Grade	16	21	25
Sixth Grade	21	27	27
Seventh Grade	22	25	29
Eighth Grade	23	21	27

Math Screeners

Kindergarten

Assessing Math Concepts (AMC) Benchmarks

	Counting Assessment	Benchmark
Beginning of the year	Counting a pile Making a pile	To 7 Of 5
Mid- year	Counting a pile Making a pile One more with counters	To 12 Of 9 To 12
End of year	Counting a pile Making a pile One more with counters	To 21 Of 18 To 21

	Hiding Task	Benchmark
Beginning of the year	NA	
Mid-year	With counters	Within 4
End of year	With counters	Within 5

First Grade

Assessing Math Concepts (AMC) Benchmarks

	Counting Assessment	Benchmark
Beginning of the year	Counting a pile Making a pile One more with counters One less with counters *Use EOY K data; assess all new students	To 21 Of 18 To 21 To 8
Mid- year	*Assess only with students who have not yet mastered all parts of the assessment Counting a pile Making a pile One more without counters One less without counters	All should be mastered To 32 To 18 To 21 To 21
End of year	One more/ less without counters	To 100 <i>e.g. 40,50,60,70,80</i>

	Hiding Task	Benchmark
Beginning of the year	With counters *Use EOY K data; assess all new students	Within 5
Mid-year	With counters	6
End of year	With counters	All mastered

Second Grade**Assessing Math Concepts (AMC) Benchmarks**

	Hiding Task	Benchmark
Beginning of the year	Without counters *Use EOY 1 st data; assess all new students	Within 10

	Counting Assessment	Benchmark
Beginning of the year	Without counters *Use EOY 1 st data; assess all new students	Should be mastered

	Grouping Tens	Benchmark
Beginning of the year	*Assess all students Decomposing Tens and Ones Composing Tens and Ones	To 20 (A or P) To 100 (A or P)
Mid-year	Adding and Subtracting Tens	(A or P)
End of Year	*Assess only students who have not yet mastered.	All should be mastered

	2-Digit Addition and Subtraction	Benchmark
Beginning of the year	NA	
Mid-Year	NA	
End of Year	*Assess all students	All should be mastered

*In addition to AMC assessments, second grade teachers should administer the Performance Series Benchmark Assessment in the spring.

Grades 3 – 8**Global Scholar Performance Series Mathematics Assessments****ACT Aspire**

***Performance Series Mathematics Benchmark Assessments will be administered three times a year for students in grades 3 – 6. The assessment may be administered as a screener for a student with a referral to the SST in grades 7 – 8.

Data for students who score below level III on ACT Aspire and/or below the 60th percentile on the Performance Series Benchmark Assessment will be reviewed by the appropriate team.

Grades 2 – 6**District Benchmark Assessments**

District Benchmark Assessments will be administered three times a year for students in grades 2 – 6.

Behavior Screeners

The following criteria will be screened by grade level teams.

Kindergarten and First Grade

PERSONAL AND SOCIAL DEVELOPMENT

Adjusts easily to new situations
Follows class and school rules
Exercises self control
Displays age-appropriate behavior
Respects rights, property, and feelings of others
Practices good manners

WORK HABITS

Follows oral directions
Completes assignments on time
Works well independently
Works well in groups
Puts forth best effort
Uses materials correctly
Cleans up after activities

Second – Sixth Grades

Attitudes and Behavior

Follows class and school rules
Exercises self-control
Respects the rights, property, and feelings of others
Comes to class prepared
Follows written and oral directions
Completes assignments on time
Keeps materials in order
Works well independently
Exhibits good listening skills
Produces quality work
Works well in groups

Secondary Records Review Process

The following indicators for academic success will be reviewed at least quarterly to determine if a referral to Student Support Team (SST) is needed.

Indicator	At Risk Status
Grades	<ul style="list-style-type: none"> • D or F
Absences	<ul style="list-style-type: none"> • 5 unexcused absences in a semester or 7 total absences in a semester (daily and by period)
Tardies	<ul style="list-style-type: none"> • 5 unexcused tardies or 7 total tardies in a semester
Behavior	<ul style="list-style-type: none"> • Alternative school placement • Suspension • Class III Offenses • Multiple Class II Offenses
Test Scores	<ul style="list-style-type: none"> • ACT Aspire Level 1 or 2 • Bottom 10% on PSAT • Bottom 10% on ACT
Course Placement	<ul style="list-style-type: none"> • Collaborative Courses • Algebra 1B

Reading Follow-Up Screening

Students will be identified for reading follow-up screening based on the results of initial universal reading screeners. Follow-up screening will also be provided upon teacher or parent request.

Follow-up screeners for students in grades 1 – 12 will provide the student with an opportunity to demonstrate:

1. Accuracy of word reading in on-grade-level text
2. Spelling skills
3. Phonemic decoding efficiency skills (decoding nonsense words)
4. Sight word reading efficiency skills

Follow-up screeners for students in kindergarten will provide the student with an opportunity to demonstrate:

1. Letter naming skill
2. Letter sound skill
3. Phoneme segmentation skill
4. Nonsense word fluency skill

INTERVENTION GOAL SETTING

In setting the student's intervention goal, the SST will determine the desired year-end level of performance on the progress monitoring task (i.e., needed scaled score, # of words read correctly per minute, # of correct mazes, # of correct digits, etc). For RTI purposes, the weekly rate of improvement (ROI) will be calculated. The ROI will be used by the SST to review the student's learning rate over time and to determine if the student is on track to accomplish the goal. The steps in determining the needed ROI are:

1. Obtain baseline score
2. Decide upon the year-end goal
3. Subtract baseline score from goal to determine the growth needed to achieve the goal
4. Determine the number of weeks available for intervention
5. Divide the growth by the number of weeks available for intervention to determine the weekly rate of improvement (ROI) needed to reach the goal

Example 1:

1. Baseline: 10 correct digits (cd)
2. Goal: 25 cd
3. Growth: 25 cd -10 cd = 15 cd
4. Number of weeks available for intervention: 30
5. ROI: 15 cd / 30 weeks = .5 cd per week (increase in cd needed per week to achieve the goal set by the SST).

Example 2:

1. Baseline: scaled score of 110
2. Goal: scaled score of 275
3. Growth: 165 scaled score points (275-110=165)
4. Number of weeks available for intervention: 30
5. ROI: 165 scaled score points / 30 weeks = 5.5 scaled score points per week (increase in scaled score points needed per week to achieve the goal set by the SST).

ROI which reflects the weekly progress which must be achieved if the annual goal is to be reached is calculated by the following formula:

$$\frac{\text{Goal} - \text{Baseline}}{\text{Number of weeks of intervention}} = ROI$$

Some commercially available screening and progress monitoring tools (i.e. Aimsweb, etc.) provide the school with percentile scores (i.e., 90th, 75th, 50th, 25th, and 10th) which reflect student performance at the beginning, middle, and end of the year. Levels of performance can be based on national, district, or school data.

The SST should set goals which will result in meaningful gains for students. A desired outcome of general education interventions is to enable those students performing below the district's intervention criterion (i.e., below the score needed to predict an ACT Aspire score of III or below the 25th or 10th percentile) to experience enough growth to move them above the

intervention criterion. The tables in the section below are abstracted from the AIMSweb Aggregate Growth report or the STAR Alabama Pathway to Proficiency Report.

Reading Comprehension Intervention Goal-Setting Example (Mazes). The following goal setting example is based upon the data included in Table 1a as abstracted from the Aimsweb Annual Growth Aggregates. Mary is in the 4th grade and achieved a baseline maze score of 4 at the beginning of the school year which is a score that is below the 10th percentile for her grade. The school system uses the 10th percentile and below as the intervention criterion. There are 30 weeks available for intervention during the school year. The SST decided to set her reading comprehension intervention goal at 15 mazes which is a score that is above the 25th percentile and which would be within the average range for her grade. To improve from a baseline level of 4 mazes to a goal level of 15 mazes requires a gain of 11 mazes. The gain of 11 mazes over the 30 weeks of intervention results in a needed Rate of Improvement (ROI) of $11/30 = .37$ mazes per week which is ambitious but believed by the SST to be attainable for Mary.

Here is the reading comprehension goal which the SST developed for Mary: *Following 30 weeks of reading intervention, Mary will achieve a maze score of 15 while silently reading standard 4th grade maze progress monitoring passages. The goal ROI is .37 mazes per week.*

Reading Fluency (rate and accuracy) Intervention Goal-Setting Example. The following example is based upon data included in Table 2. John is in the 3rd grade and achieved a baseline R-CBM score of 40 words read correctly (WRC) per minute which is a score that is below the 25th percentile. It was also noted that he made 8 errors which resulted in an accuracy percentage of 83%. This school system has set the 25th percentile as the score below which students will be considered for intervention and they target 95% accuracy for all students. There are 30 weeks available for intervention. The SST decides to set his reading fluency intervention goal at 100 WRC which will be a score that is midway between the 25th and 50th percentiles and within the average range for his grade. The goal score of 100 WRC represents a gain of 60 WRC. The ROI is $60/30 = 2$ WRC per week which is double the ROI of 3rd grade students who are not receiving intervention. The members of the SST believe this is an ambitious but achievable goal for John.

Here is the goal which the SST wrote for John: *After 30 weeks of intervention, John will achieve 100 WRC with no more than 5 errors while reading standard 3rd grade R-CBM progress monitoring passages. The goal ROI is 2 WRC per week.*

Table 2
3rd Grade R-CBM - Annual Growth Table

Percentile	Fall	Winter	Spring	Growth	ROI
90	138	157	174	36	1.0
75	111	134	147	37	1.0
50	83	105	120	37	1.0
25	54	78	91	37	1.0
10	34	49	62	28	0.8

Behavior Intervention Goal Setting Example. Jane is in the 10th grade and earned 10 office discipline referrals (ODR) during the most recent 6 week grading period. The school has set 6 odrs per grading period (1 per week for 6 weeks) as the screening criterion for consideration for Tier II behavior intervention. A behavior report card will be used for progress monitoring. The behavior report card allows Jane to earn a maximum of 72 behavior points per day. Jane's baseline behavior report card score is 16 behavior points. The team sets Jane's goal as 90% of the 72 possible points or 64 points. Jane's behavior point growth needed to reach this goal is 48 points. To reach this goal within 12 weeks (which is the time selected by the team as appropriate), Jane's behavior report card score must improve by 4 points each week.

Here is the behavior goal which the SST wrote for Jane: *After 12 weeks of intervention, Jane will earn 64 behavior points on her behavior report card which will be utilized in all classes. The goal ROI is 4 points per week.*

Math Computation Intervention Goal-Setting Example (based on percentile scores). The following example is based upon data included in Table 3a. Mark is in the 7th grade and achieved a baseline math computation score of 5 correct digits (cd) which is a score that is below the 10th percentile. This school system has set the 25th percentile as the score below which students will be considered for math intervention. There are 30 weeks available for intervention. The SST decides to set his math computation intervention goal at 25 cd which will be a score that is between the 25th and 50th percentiles and within the average range for his grade. The goal score of 25 cd represents a gain of 20 cd. The ROI is $20/30 = .7$ cd per week which is more than twice the ROI of 7th grade students who are not receiving intervention. The members of the SST believe this is an ambitious but achievable goal for Mark in view of the intensity of the math intervention which will be provided.

Here is the goal which the SST wrote for Mark: *After 30 weeks of intervention, Mark will produce 25 correct digits on standard 7th grade progress monitoring computation probes. The goal ROI is .7 cd per week.*

A word about appropriate grade-level for progress monitoring probes. If a student is performing several grade-levels below their expected grade-level, the SST may consider the need to collect progress monitoring data with progress monitoring probes that are below the student's actual grade level. For example, if a 6th grade student is reading at a 1st grade level, the SST may use various procedures to determine the most appropriate grade-level at which to monitor the student's progress in intervention. In cases in which the student is achieving significantly below their grade-level, use of on-grade-level progress monitoring tools may not reflect progress which is being made in intervention. The SST should follow recommendations which may be available from the publisher of the screening and progress monitoring tools in establishing appropriate grade-level for progress monitoring. Benchmark or screening procedures, however, should always be completed at the student's assigned grade-level.

Note that Computer Adapted Testing (CAT) based on Item Response Theory (IRT) adjusts to appropriate difficulty level for progress monitoring based on the student's responses to screening and progress monitoring probes.

Rule of 4. When 4 consecutive progress monitoring data points reflect either a positive or a negative response to intervention, the data can be considered stable and to be reliably reflecting the results of the intervention. If 4 consecutive data points reflect no improvement, the SST may decide to begin to consider the need for altering the intervention. Progress monitoring data which vary from week to week giving an "up and down" pattern, may not be reflecting the student's progress in a reliable manner. The SST may need to consider variables which could be affecting the student's progress monitoring performance.

PROGRESS MONITORING PROBES

Selection of appropriate progress monitoring tools and probes is most important if the SST is to have valid data to determine the effectiveness of the intervention. The following list provides examples of various progress monitoring probes which may provide valid data regarding the effectiveness of academic interventions.

- If the intervention focus is improved oral reading fluency, then consider progress monitoring with R-CBM passages.
- If the intervention focus is improved reading comprehension, then consider progress monitoring with mazes or with Computer Adapted Testing.
- If the intervention focus is improved word-level decoding skills, then consider progress monitoring with phonics word probes.
- If the intervention focus is improved phonological processing skills, then considering progress monitoring with nonsense word fluency or phonemic segmentation probes (kindergarten and first grade) or with Computer Adapted testing of early literacy skills (kindergarten through third grade).
- If the intervention focus is improved math computation skills, then consider progress monitoring with computation probes or with Computer Adapted Testing.
- If the intervention focus is improved math concepts and applications, then consider progress monitoring with math concepts and applications probes or with Computer Adapted Testing.
- If the intervention focus is improved classroom behavior, then consider progress monitoring with behavior report card points earned.

PROGRESS MONITORING GRAPHS

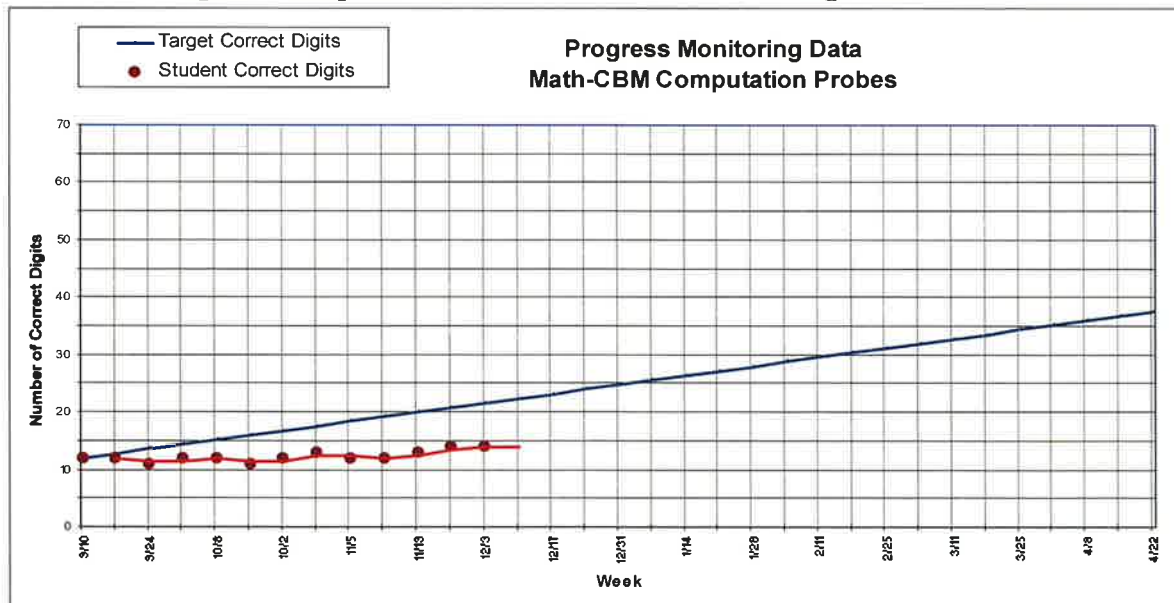
Appendix H-1 Graphs Depicting Response to Math Calculation Intervention

Positive Response to Math Intervention – Continue Intervention



Goal ROI was set by the SST as an increase of .8 CD (correct digits) per week and student's ROI is .82 after 12 weeks of intervention.

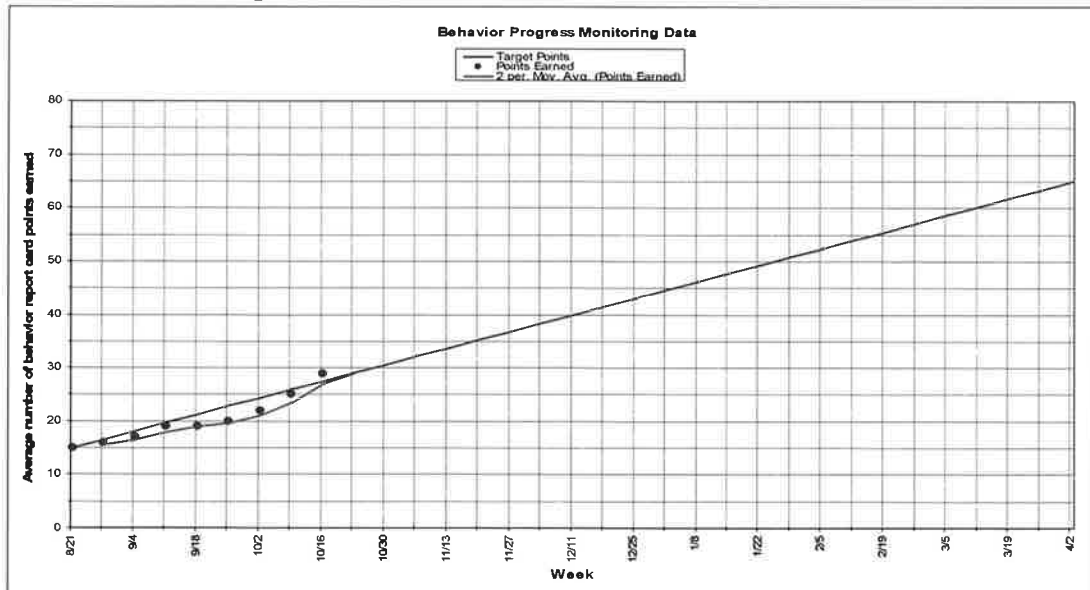
Negative Response to Math Intervention – Change Intervention



Goal ROI was set by the SST as an increase of .8 CD (correct digits) per week and student's ROI is .18 after 12 weeks of intervention.

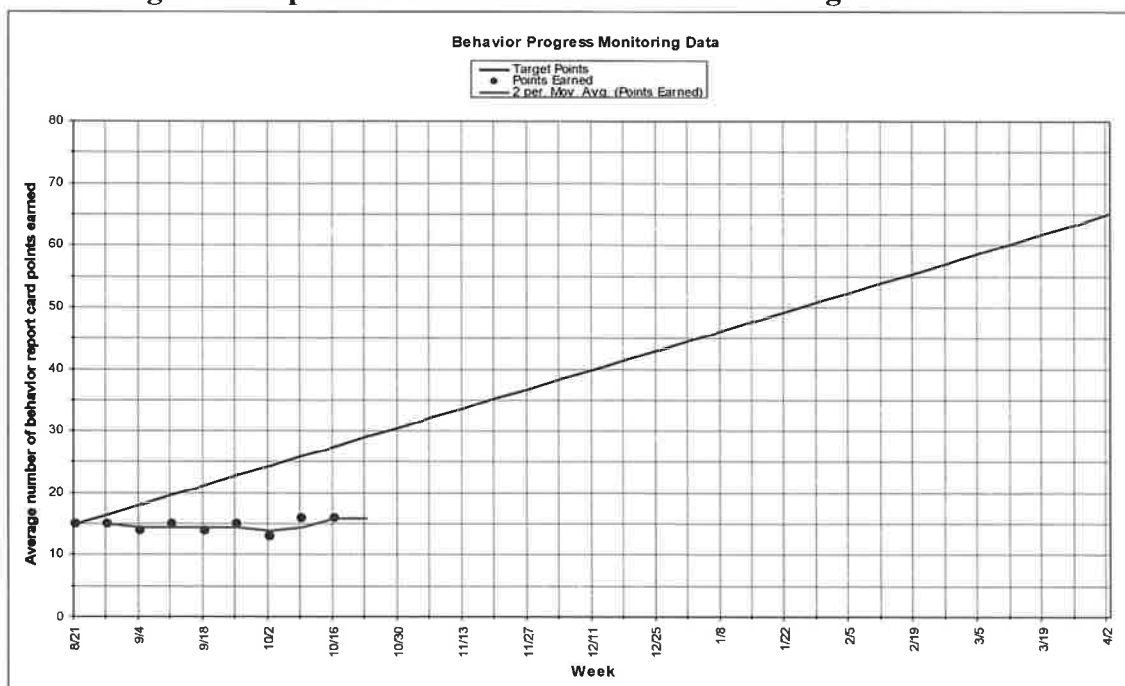
Appendix H-2 Graphs Depicting Response to Behavior Intervention

Positive Response to Behavior Intervention – Continue Intervention



Goal ROI was set by the SST as an increase of 1.56 behavior report card points per week and student's ROI is 1.57 after 12 weeks of intervention.

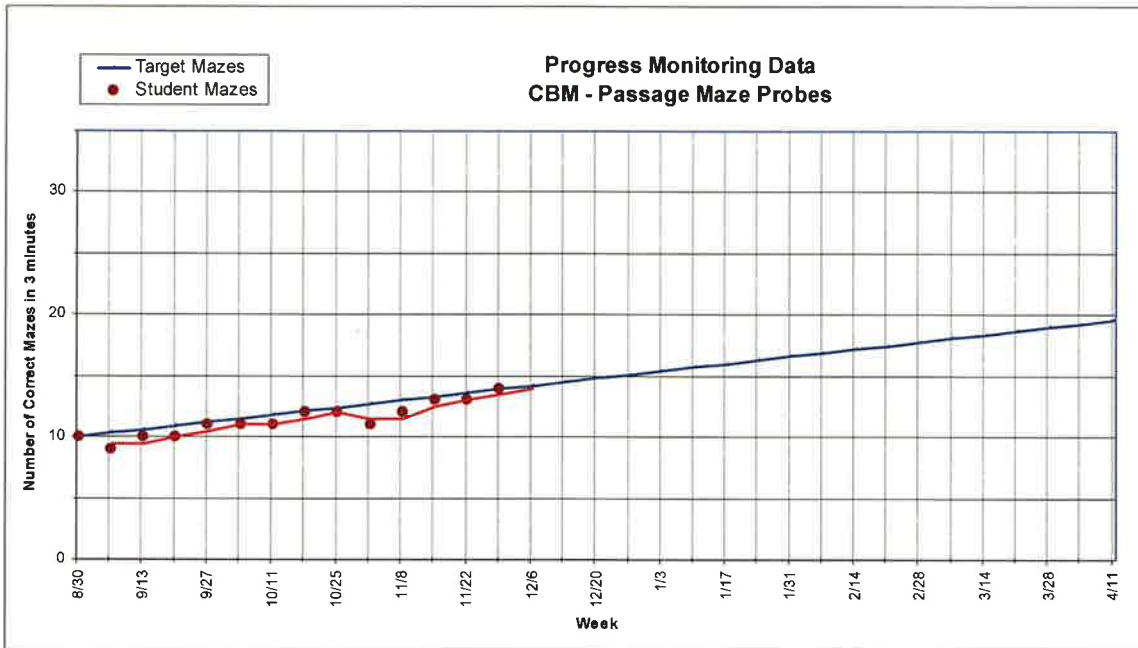
Negative Response to Behavior Intervention – Change Intervention



Goal ROI was set by the SST as an increase of 1.56 behavior report card points per week and student's ROI is .08 after 12 weeks of intervention.

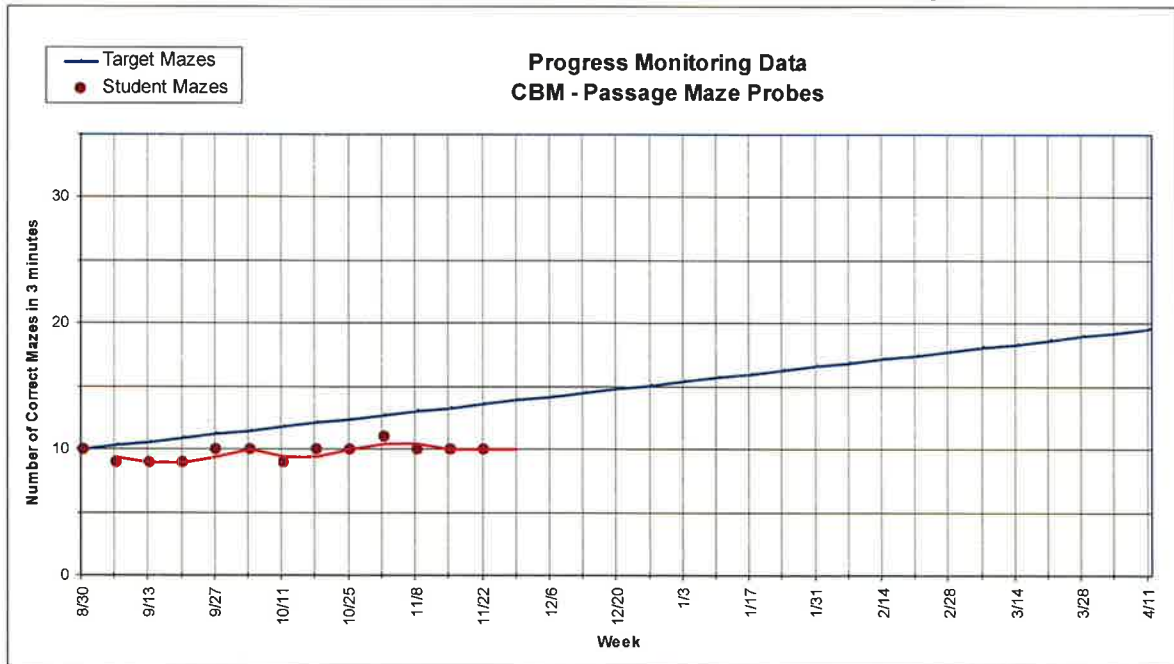
**Appendix H-3
Graphs Depicting Response to Reading Comprehension Intervention**

Positive Response to Reading Comprehension Intervention – Continue Intervention



Goal ROI was set by the SST at an increase of .3 mazes per week and student's ROI is .31 after 12 weeks of intervention.

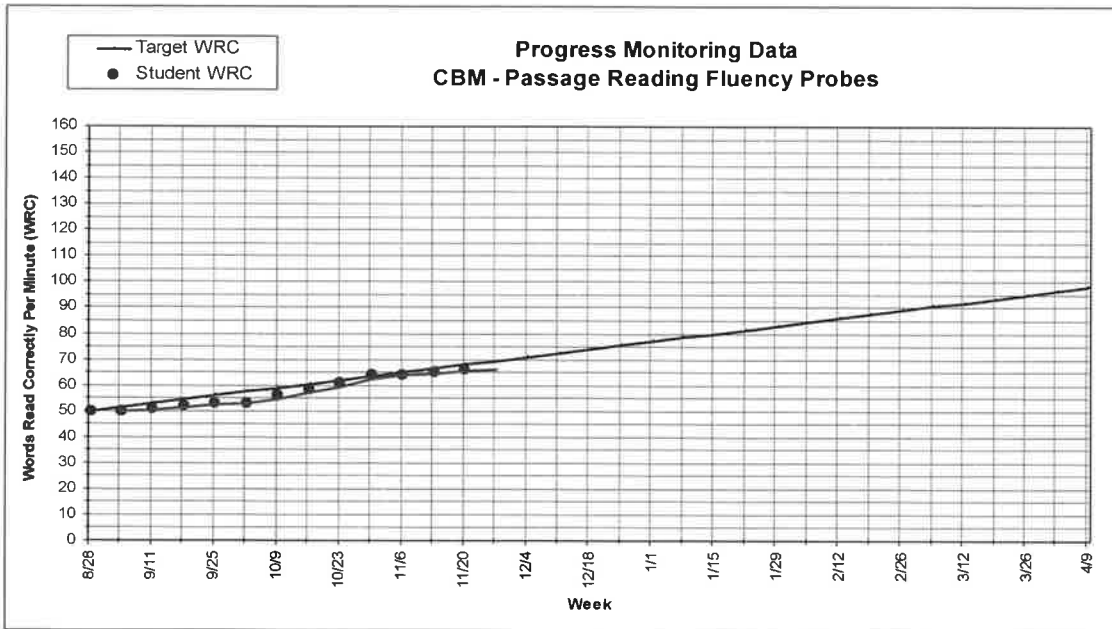
Negative Response to Reading Comprehension Intervention – Change Intervention



Goal ROI was set by the SST at an increase of .3 mazes per week and student's ROI is .08 after 12 weeks of intervention.

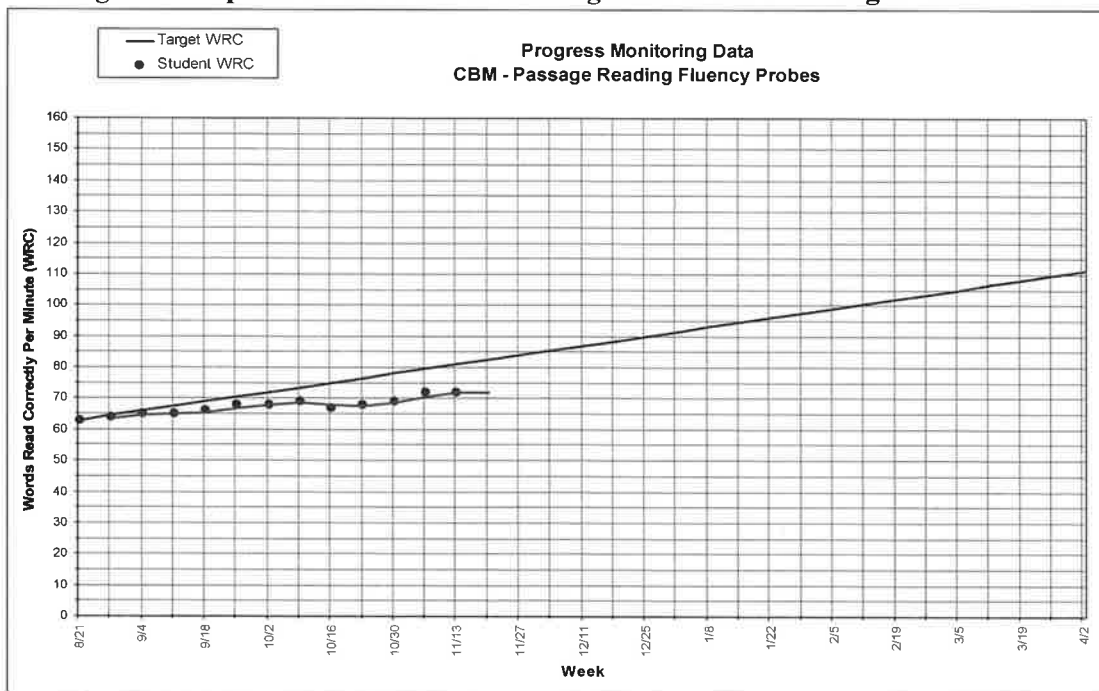
Appendix H-4 Graphs Depicting Response to Word-Level Reading Intervention

Positive Response to Word-Level Reading Intervention – Continue Intervention



Goal ROI was set by the SST at an increase of 1.5 WRC per week and student's ROI is 1.54 after 12 weeks of intervention.

Negative Response to Word Level Reading Intervention – Change Intervention



Goal ROI was set by the SST at an increase of 1.5 WRC per week but student's ROI is only .67 after 12 weeks of intervention.

Mountain Brook Schools

Eligibility Checklist

AREA I – MUST BE COMPLETED FOR ALL INITIAL REFERRALS

Prior to referral, the following must be completed:

- _____ Student must have been provided appropriate instruction in the regular education setting by qualified personnel (SST Tier III Intervention Plan)
- _____ Student must have had an SBR Plan and/or 504 plan for 40-50 days (SST Tier III Intervention Plan and Student Intervention Documentation Form)
- _____ Student must have documented SBR interventions for 90 days for reading and math (SST Tier III Intervention Plan and Student Intervention Documentation Form)
- _____ Progress monitoring of goal(s) must indicate insignificant or no progress made (Student Intervention Documentation Form and Graphs)
- _____ Per AAC Code (p 497)- Documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction of which was provided to the student's parents (Parent Notification Letter, Tier III Intervention Progress Reports, and Graphs)
- _____ For students being referred for attention issues, distractibility, off task behaviors, etc. goals must address those issues. If warranted, a behavior contract and/or BIP implemented (Appendix SST Tier III Intervention Plan and Documentation Form)
- _____ State assessments, informal assessments, attendance, discipline, formative/summative assessments
- _____ Copy of medical diagnosis, if applicable
- _____ Administrator must complete a functional assessment of classroom behavior (BASC SOS)
- _____ SST coordinator and special education teacher shall complete the referral papers for special ed.
- _____ Vision/Hearing screening results from SST

*****The SST process should be in place concurrently with the special education evaluation process.*

***** Refer back to SST those students, who were evaluated but did not qualify for special education services.*