Marion County Public Schools

Academic RtI District Guidelines - Writing

Although each school will develop an individualized 3-Tier RTI program, all Marion County Public schools are expected to adhere to the following district guidelines.

Three Times Yearly Universal Assessment
All Marion County Public schools will administer the Measures of Academic Performance (MAP) assessment to all students in grades K through 10 three times per year (fall, winter, and spring). CBM probes for grades 11 – 12.

Reporting to Parents
Student MAP scores will be sent to all parents following each universal assessment.

Cut-Score Criteria for Identifying Tier II and Tier III Students in Writing
Schools shall use on-demand writing in conjunction with the AIMSweb benchmark assessments in written expression to determine students that shall be targeted for intervention services. Exceptions: Students receiving special education services in the targeted area.

Students shall be exposed to Tier I instruction for a minimum of 6-8 weeks. Following appropriate exposure to grade level core instruction, on-demand writing prompts shall be used to determine which students should be targeted for further assessment and interventions. Students receiving a score of 1 on the Scoring Rubric for Kentucky On-Demand Writing on three consecutive writing prompts should be considered for benchmark assessment through AIMSweb.

A staff member trained in AIMSweb shall then administer a written benchmark assessment. Scores shall be determined through AIMSweb written expression-scoring criteria. The student's assessment results shall be entered into the AIMSweb database and compared to grade level peers. Normative data is available beginning at grade 1. Students that fall below the 10th percentile should be referred to the RtI team for Tier II interventions.

Schools may also choose to set their cut-score criteria at a higher level than the 10th percentile, if they have low numbers of students scoring within the criterion range or if they have sufficient resources to provide intervention services to additional students.

Special consideration for challenges in spelling should be given. Difficulty with spelling is typically a delay in basic reading skills, specifically - phonological processing. It is important for the teacher and RtI team to work together to determine the root cause of challenges in the area of writing so that appropriate interventions will be implemented.

Note: Special education students can receive Tier II and Tier III intervention services in areas for which they are not eligible for special education services. For example, an SLD student receives special education services only in reading decoding/fluency but meets criteria for services in writing. He/she should then receive intervention services in writing.

Schedule for Progress Monitoring
Each Tier II student must have his/her progress monitored a minimum of one time every other week in area of skill deficit. Each Tier III student must have his/her progress monitored a minimum of once a week in language arts and/or math. However, schools can choose to conduct more frequent progress monitoring for some or all of their Tier II and Tier III students. *Note*: Students can be monitored weekly or multiple times weekly, however, intervention should last a minimum of 6 weeks before data-based decisions are made to ensure adequate time for progress.

Progress Monitoring Tools
Option 1: Marion County Public Schools has purchased the AIMSweb program for student progress monitoring. AIMSweb includes brief, Curriculum-Based Measurement (CBM) probes in early literacy, reading fluency, reading comprehension, math computation, math applications, and written expression. Any staff member who will administer and score AIMSweb CBM probes must have completed district provided training. In addition, any staff member who will input or manage data using the AIMSweb program must complete AIMSweb program training.

Option 2: For students enrolled in research-based intervention programs purchased from a vendor, the students can be progress monitored using the assessments included in the program.

Staff Involvement in AIMSweb Progress Monitoring
Each school must identify an AIMSweb School Manager. Only the School Manager will be allowed to set up class lists and teacher/interventionist lists in the AIMSweb program. Only the School Manager will add new students, inactivate students, transfer students within the district and conduct end-of-year procedures in the AIMSweb program.

Each school must identify which staff members will conduct CBM progress monitoring probes and input students' scores in the AIMSweb program. These staff members may include regular education teachers and/or interventionists.

Standard for Positive Progress/Dismissal
Option 1: Any student who achieves an AIMSweb progress monitoring probe score at or above the 50th percentile for his/her grade level across a minimum of 4 consecutive probes is eligible to be dismissed from tiered services.

Option 2: Any student who achieves criteria for exiting from research-based intervention program is eligible to be dismissed.

Standard for Movement to Tier II from Tier III
Any student receiving Tier III services who achieves an AIMSweb progress monitoring probe score at or above the 25th percentile for his/her grade level across a minimum of 4 consecutive probes is then eligible to be returned to Tier II services until he/she meets dismissal criteria.

Standard for Movement to Tier III
When 4 consecutive data points fall below the student's goal line, the intervention should be modified or the student should be considered for movement to Tier III intensive services.

School RTI Team
Each school should establish a school RTI Team. This team will review data to determine targeted students for possible inclusion in Tier II services, monitor AIMSweb progress monitoring data to determine student movement among the tiers, and make decisions regarding dismissals and referrals for MDT evaluations. It is anticipated that this Team will need to meet a minimum of every 6 weeks. It is recommended that interventionists serve on this committee, in addition to support staff such as guidance counselors, curriculum specialists, school psychologists, etc.

Criteria for Referral for MDT Evaluation
A student must accrue a minimum of 18 progress monitoring data points before he/she can be considered for referral for a Multidisciplinary Team (MDT) evaluation. A student must have received Tier III services prior to being referred for an MDT evaluation. (Intervention services should continue during the evaluation process).

Note: Students can cycle through the RTI program more than once. For example, a student may score below the cut-score in first grade and receive Tier II services, make progress, and be dismissed but then score below the cut-score again in fourth grade and re-enter Tier II services.

Emergency Option for Accelerating Tier Progression
The school academic RTI team has the prerogative to accelerate a student's progression through the tiers (such as eliminating Tier II services or shortening the duration in Tier II and/or Tier III) for individual students. However, it is expected that this option will only be used in extreme and unusual situations.

Psychoeducational Screening Option
The school's RTI Team may request psychoeducational screening for any student whose progress monitoring data indicates a lack of positive response to intervention. The RTI Team chairperson must obtain passing vision and hearing screening scores for the student and submit them to the school psychologist along with the request for the psych educational screening. The school psychologist will then give the parent consent for screening form to the student's teacher to send home. Once the screening is completed, the school psychologist will share the results with the student's teacher, the RTI Team, and with the parent.

Multidisciplinary Team Evaluation Referrals
The RTI Team will be responsible for determining if and when a student should be referred for an evaluation. If the psychoeducational screening has not occurred, passing vision and hearing, and motor screening scores must be obtained for the student. He/she must also receive communication screening from the school's speech/language therapist, unless already receiving speech services or has passed a prior speech screening. The RTI Team must ensure completion of these documents: Determination of Student Representation form and Referral form.

Determination of Student Representation form: This form should be completed by the regular education teacher to identify who should be invited to the ARC meetings. If the child's parents are divorced and share joint custody, both parents' names and addresses must be listed and both parents must be invited to ARC meetings. If the child lives with a person other than the parent, an attempt must be made to contact the parent and have him/her sign the *Authorization for Appointment of a Representative for Educational Decisions* form. Both the parent and the person they have authorized, as the student's educational representative would need to be invited to ARC meetings. If the parent cannot be located, then the person the child lives with can sign the *Statement of Authorization for Representation* form and be invited to ARC meetings. If a legal guardianship has occurred, a copy of the court order must be obtained prior to the ARC meeting. If the child is in foster care, the school psychologist should be consulted immediately.

Referral form: Either the RTI Team or the student's teacher should complete this form, which includes documentation of the type, frequency and duration of intervention services. Progress monitoring data (i.e., AIMSweb charts) should be attached. The ARC chairperson should sign this form prior to submission to the school psychologist.

MDT Evaluation Results
If a student receives an MDT evaluation and is determined to qualify for special education services, his/her RTI services may end at the point he/she enters special education. If a student receives an MDT evaluation and is determined to not qualify for special education services, he/she should continue to receive RTI services.

Parent Participation
Parent consent is not required for students to receive RTI services. However, each parent of each targeted student must be notified in writing of the intervention services proposed for their child and given the option to notify the school if they do not want their child to participate.

Parents must also be notified in writing whenever a student is moved from Tier II to Tier III services, from Tier III to Tier II, or dismissed from RTI services.

If a parent requests a MDT evaluation before their child has received the district's minimum duration of intervention services and completes and submits a Referral form, an ARC meeting should be held to review the student's progress and the referral request. The ARC can choose one of these four options:

1) Accept the evaluation due to evidence that the student has not responded positively to interventions.
2) Deny the evaluation due to evidence indicating that the student is NOT suspected of having a disability (i.e., student responded positively to interventions or data exists indicating there is not a need for intervention).
3) Put the decision to evaluate the student on hold until sufficient data can be collected to determine if the student has or has not responded positively to interventions.
4) Accept the evaluation even in the absence of RTI data but inform the parents that student response to intervention data will be collected during the evaluation process and that data must be reviewed as part of the decision-making process in determining special education eligibility.

If the ARC chooses option 3 or 4, and the student is currently receiving Tier II services, he/she should be considered for Tier III services.

Transfer Students
For students who transfer within the district, the AIMSweb School Manager should transfer that student's data to his/her new school. For students who transfer out of the district, the AIMSweb School Manager should print out the student's last progress monitoring chart(s) and place them in the student's permanent file, to be copied and sent to his/her new school. For students not being monitored using AIMSweb, progress monitoring data should also be placed in the permanent file.

<u>Additional Areas of Concern - Documentation of Interventions</u>
The procedures outlined above address academic skills only. However, students can be found eligible for special education services to address skill deficits in areas such as communication, motor development, and adaptive behavior/self-care. MDT evaluations cannot include assessment in these areas without documentation of interventions and student failure to make adequate progress in skill development in these areas.

Therefore, each school must also be prepared to address referrals for students with concerns beyond reading, math, or writing. The school RTI Team should develop the intervention plan to address these concerns. If a student is suspected of having a moderate to severe disability such as Autism or Functional Mental Disability, or a physical disability, such as Visual Impairment, Hearing Impairment, or Orthopedic Impairment, the RTI team will have the prerogative to accelerate the student's progress through interventions, but must plan and monitor an intervention program for the student prior to a referral for evaluation. A minimum length of six weeks of interventions is recommended. A shorter period of time for interventions should only be considered in extreme situations.

NOTE: Motor interventions should never comprise a student's entire intervention plan. Motor concerns can be included in a comprehensive intervention plan but must be secondary to academic concerns because a motor impairment must negatively impact academic functioning to be addressed in the school setting. The RtI team may wish to consult with the district's RtI manual, Motor/Adaptive section, for suggested motor, adaptive, and/or sensory interventions.

Marion County Public Schools
Response to Intervention
District Procedural Guidelines Quick Fact Sheet
Academic

Component	*District Requirement*
Tier Structure	3 Tier Model: Tier I = Universal instruction in core curriculum and teacher-initiated interventions Tier II = Targeted interventions provided a minimum of 30 minutes for 2-3 times/week Tier III = Intensive interventions provided a minimum of 30 minutes 4-5 times/week
Universal Assessment	Scoring Rubric for Kentucky On-Demand Writing; AIMSweb benchmark assessment in writing.
Cut-Score Criteria for Tiers II/III	At or below the 10th percentile in writing is required. Schools can choose to use a higher cut-score criterion yearly, depending on availability of intervention resources. *Note:* Screening data should be used in conjunction with at least one other data source (e.g. classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decision about whether a student is or is not at risk.
Progress Monitoring for Tiers II/III	Tool: AIMSweb Written Expression Curriculum Based Measurement (CBM) probes: Assessments included in research-based intervention program(s). Frequency: Minimum 1 time every other week required. Optional: Students can be monitored weekly or multiple times weekly, however, intervention should last a minimum of 6 weeks before data-based decisions are made to ensure adequate time for progress.
Student Progress Criteria for Dismissal from Tiers II and III	Tier III: 50th percentile or above on grade level for minimum 4 consecutive CBM probes = student moves to Tier II services. Tier II: 50th percentile or above on grade level for minimum 4 consecutive CBM probes OR student achieves criteria for exiting from research-based intervention program OR student reaches 50th percentile on next MAP = student moves to Tier I.
Student Progress Criteria for Moving from Tier II to III	When 4 consecutive data points fall below the student's goal line, the intervention should be modified or the student should be considered for movement to Tier III intensive services.

Component	*District Requirement*
Criteria for Referral for evaluation	Minimum of 18 data points demonstrate failure to make adequate progress. Student must have received Tier II and Tier III services.
RTI Committee Structure	Committee of staff members who can meet regularly to manage student movement between tiers. It is recommended that this committee be comprised of administrators and support staff such as guidance counselors, school psychologists, and curriculum specialists. Interventionists should be involved, as needed, to discuss their individual students.