Integrating Tiered Data Based Decision Making to Address Essential Questions in an RTI Process:

District and School Level Decision-Making

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Today we will focus on

- Communication among problem solvers across the school/district:
  - Grade level teams
  - Individual student problem solving teams
  - Multi-Disciplinary Teams
  - School RTI Teams
  - District RTI Team
- School/district RTI teams *that inform and are informed by* grade level teams
- Using data to identify and prioritize acquisition and allocation of resources (staff, materials) and professional development
- Developing an infrastructure for planning, communicating and responding to students' and educators' needs
- Using RTI information for special education decision-making
- Synergy

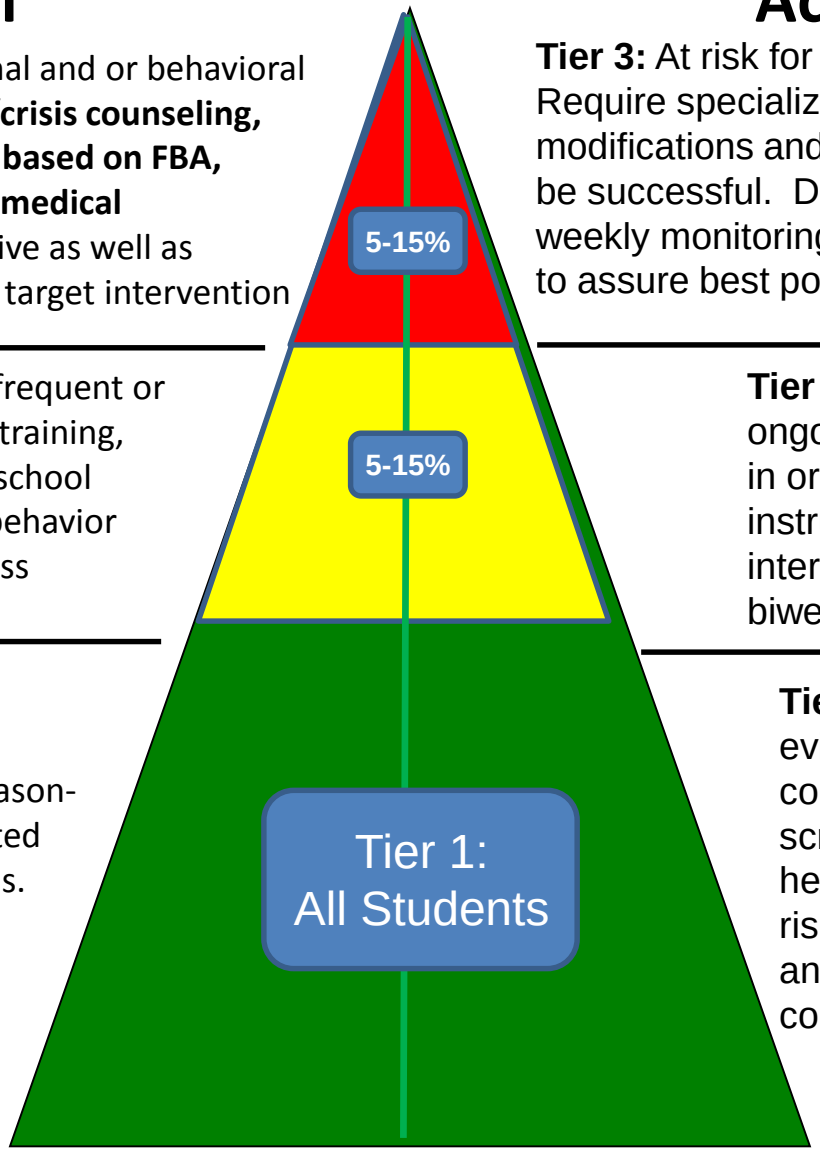
Differentiation/Intervention/Assessment – 3 Tiers

Behavioral

Tier 3: Intensive social, emotional and or behavioral intervention such as: **Individual/crisis counseling, alternate setting for breaks, BIP based on FBA, community based intervention, medical intervention**. Evaluation (formative as well as diagnostic) may be warranted to target intervention

Tier 2: Individual (perhaps less frequent or as need) group counseling/skills training, self monitoring, frequent home-school communication and systematic behavior plans may be necessary to address problem(s).

Tier 1: Effective classroom management including good instructional match and clear, reasonable expectations are implemented on a school-wide/class-wide basis. Positive interactions/ acknowledgements teach prosocial behaviors and build respectful relationships



Academic

Tier 3: At risk for life long academic difficulties. Require specialized instruction, supports, modifications and accommodations in order to be successful. Daily intensive intervention, weekly monitoring and 'diagnostic' assessment to assure best possible progress.

Tier 2: May need temporary or ongoing support and differentiation in order to succeed in core instruction. Small group intervention with weekly or biweekly progress monitoring

Tier 1: All students receive evidence-based, differentiated core instruction. Universal screening 3+ times per year helps to identify students most at risk to prioritize for intervention and to evaluate effectiveness of core instruction

Tiered Problem Solving

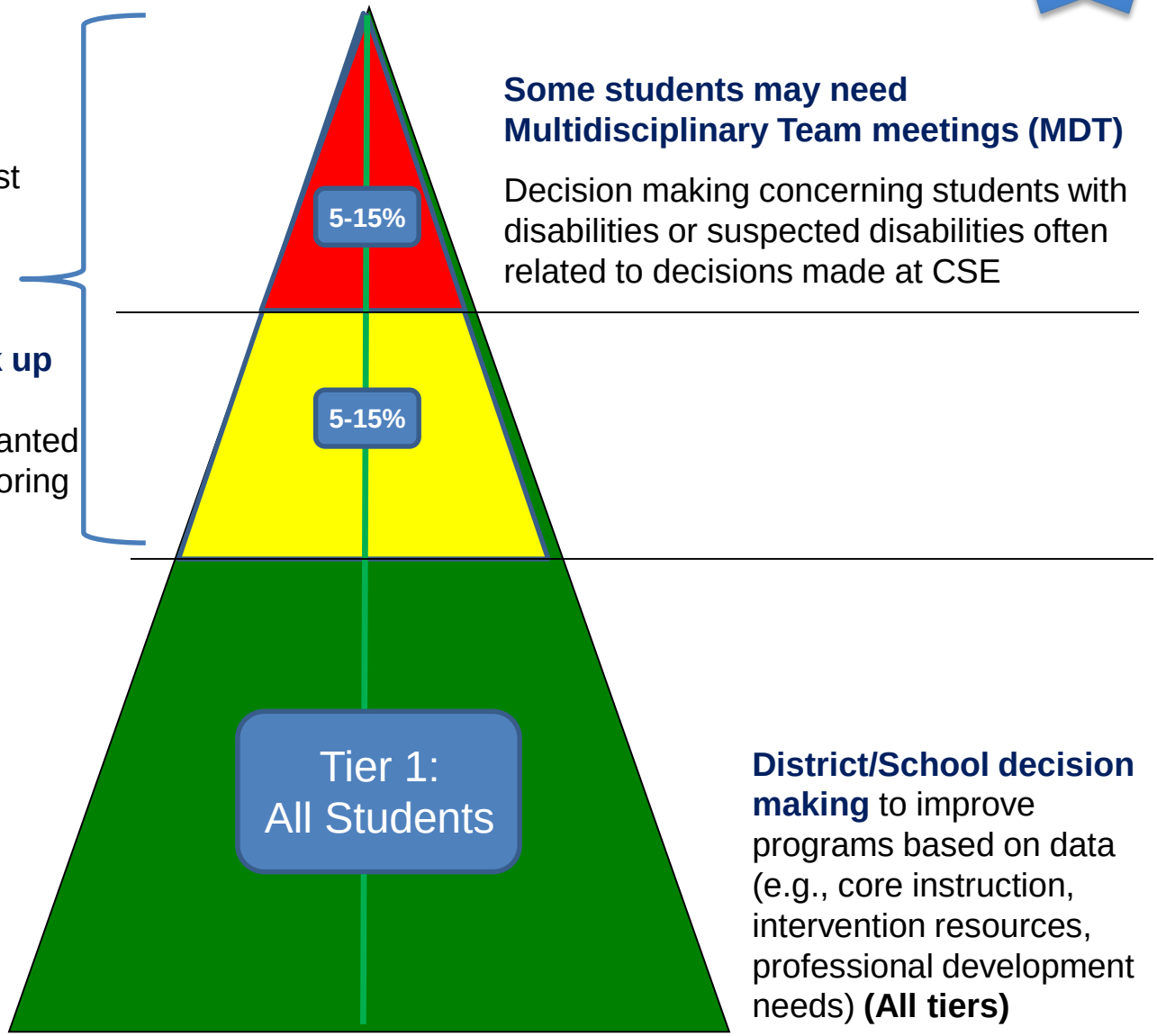
Review

Individualized problem solving meetings for most intense and or complex problems

Progress Monitor Check up Meetings to change interventions if when warranted (based on progress monitoring data)

Post benchmark data meetings for all students to evaluate programs/overall school/grade level risk and assures differentiated instruction and positive behavioral supports

Informal discussion with colleagues



Some students may need Multidisciplinary Team meetings (MDT)

Decision making concerning students with disabilities or suspected disabilities often related to decisions made at CSE

District/School decision making to improve programs based on data (e.g., core instruction, intervention resources, professional development needs) **(All tiers)**

DBDM is part of the RTI problem solving process and addresses the following questions

- What do the students know? (**What are their needs and what do we need to teach?)**
- **Are programs in our school effective** in meeting student needs? (Are there certain groups whose needs are not being addressed?)
- **Who are the students who we prioritize for additional supports?** ***(At this level it may also be teachers, grade levels)***
- Is the student making progress (**Do I stay the course or make an instructional adjustment**)?
- **What do we need to do to improve our educational system for all students?** (e.g., materials, scheduling, professional development)

Data needs to be organized and communicated effectively with key audiences

DBDM can be used to support other school/state requirements. Work smart and coordinate these efforts.

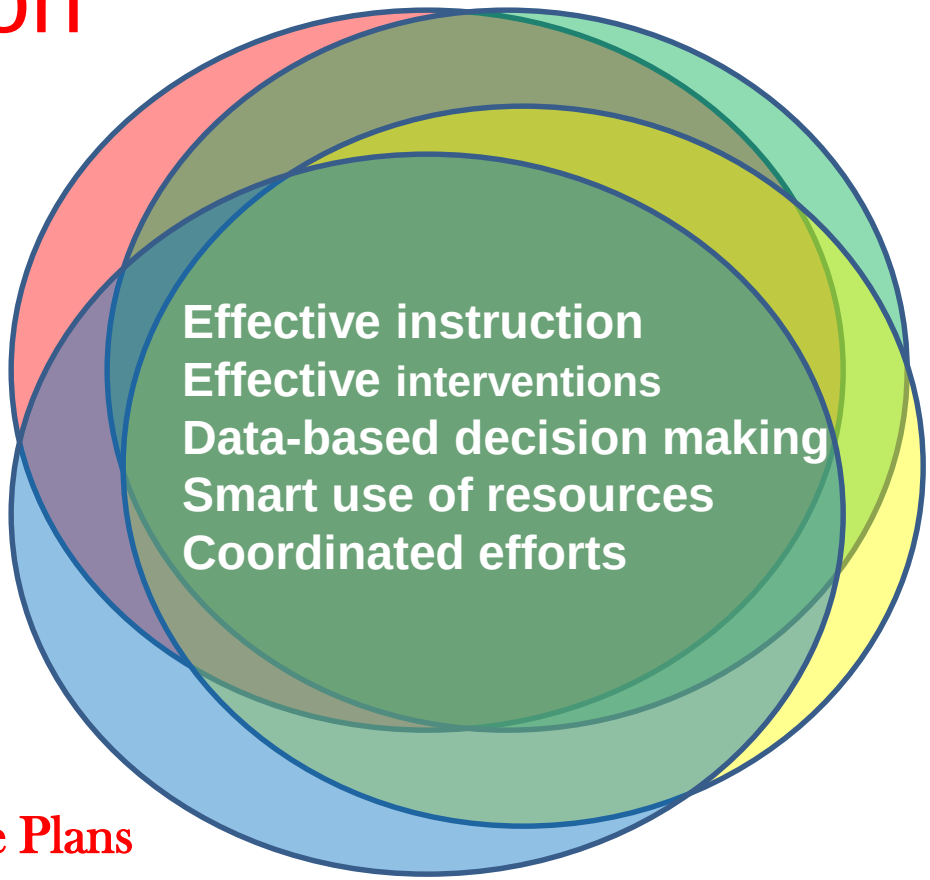
RTI/MTSS

Common Core

PBIS

AIS

APPR



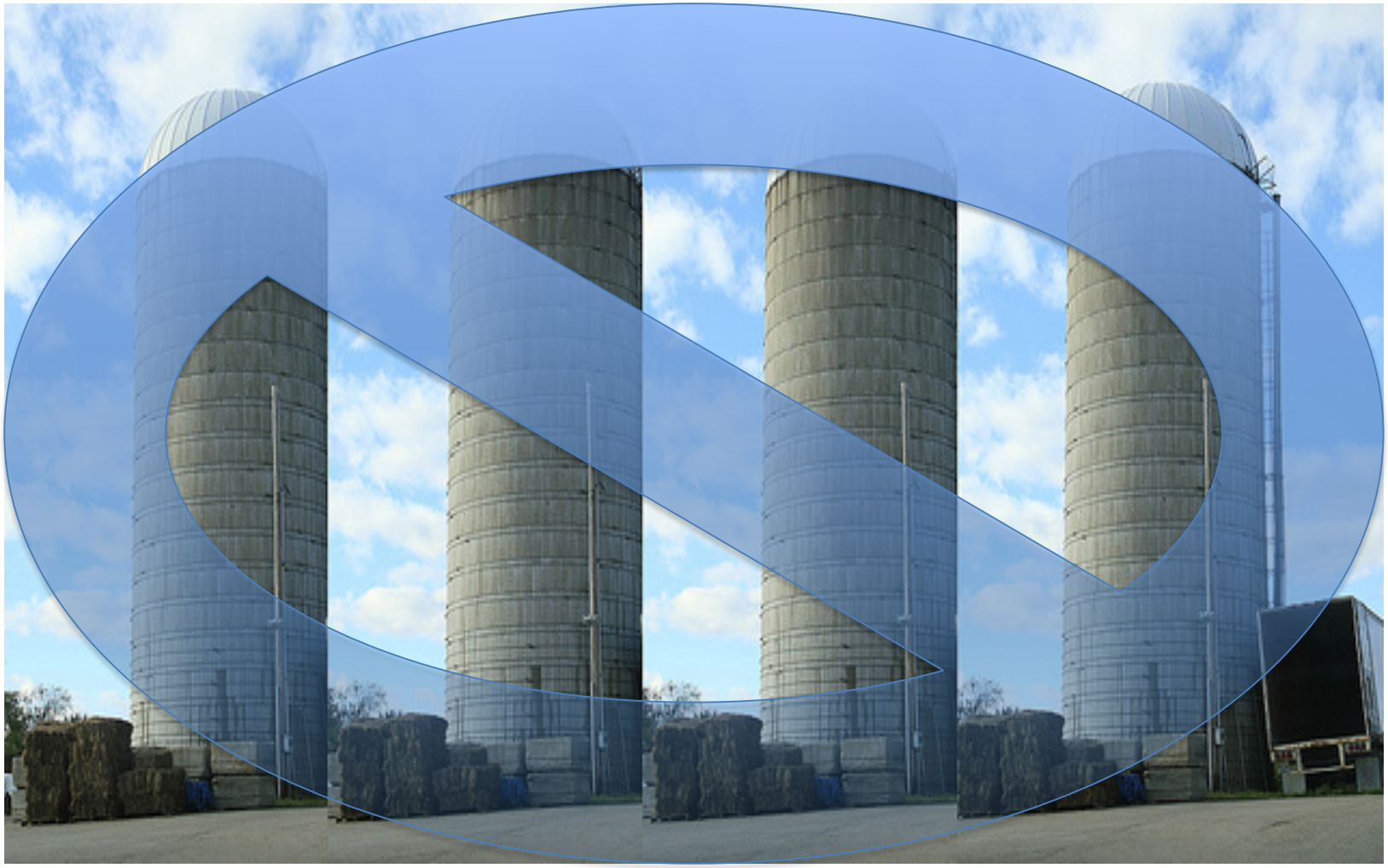
School Improvement

Special Education

What else?

Local Assistance Plans

Don’t work in Silos!



Response to Intervention (RTI)

A tiered problem solving process in schools might be:

Informal consultation with colleagues (All tiers)

Post Benchmark Data Meetings (All tiers September, January and May/June, but focus primarily on tiers 2 and 3 in January and May/June)

Checkup Data Meetings (efficient and responsive) (Tier 2 and 3 at about the October 10 week and March 30 week points)

Effective problem solving team meetings to identify and understand more complex problems for individual students. Plan and evaluate interventions (typically Tiers 2b and 3)

Multidisciplinary Team (MDT) meetings – CSE decision making (initial referrals, IEP Goals, annual/re-evaluation review panning)

District/School RTI team meetings - Make decisions concerning resources, decision making and infrastructure

Response to Intervention (RTI)

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Tiered problem solving, within an RTI process, provides infrastructure/systems level opportunities to identify, understand and address problems/needs

Problem Solving Steps (see 5/24/16 webinar)

1. **Identify prioritized problem(s)**
2. **Analyze the problem: What contributes to the problem?**
   Don't get trapped into admiring the problem and discussing factors over which you have no control!!
3. **Plan interventions that will address prioritized problems/needs**
   (e.g., Resource acquisition/allocation, professional development, scheduling)
4. **Set realistic but ambitious goals**
5. **Plan how to evaluate outcomes**
   (With a well functioning RTI model, assessments in place should be adequate for ongoing program evaluation)
6. **Plan how to support intervention/interventionist, address challenges, and follow up**
7. **Plan communication with relevant audiences**

See accompanying resources: RTI Action Plan 5.30.16
Grade Level Data Meeting Input for School & District Team

School Level RtI Teams

Frequency	Members	Purpose
Four to six times per year or as requested by the Grade Level Data Teams.	• Principal • Teachers reps (general and special education) • Interventionists • School psychologist • Specialists (e.g., Literacy Coordinator, ENL teacher) <u>May consider</u> • Other faculty members* • Parents* • Community member* **= as needed*	• Coordinate RTI for building. • Coordinate assessment and problem solving schedules, and support for teachers. • Plan professional development for interventions and strengthening core instruction. • Report to the grade levels and district team.

Purposes of the School Team

- **Analyze school screening & progress monitoring data**
- Identify needs **across** grade levels and within subgroups
- Informs acquisition and allocation of necessary resources
  - Staff
  - Materials
  - Schedules
- Develop **a school-wide action plan** and **goals** to address area of need
- Evaluate **effectiveness of school-wide plan**, including evaluation of core curriculum/ instruction
- Evaluate **progress towards school level goals**
- **Planning and scheduling benchmarks and data meetings**
- **Works to improve decision making process**

See accompanying 'RTI Action Plan' adapted from NYS RTI document

School Level RTI Team DBDM Questions

Also informed from information collected at grade level data meetings

*See accompanying '**RTI Action Plan'** adapted from NYS RTI document and **Grade Level Data Meeting Feedback for School & District Team***

- What percentage of students at each grade are at risk?
- Is risk diminishing over time (across the school year, over multiple years)?
- What are the areas of need? What might be creating or maintaining the problem(s)
- Are subgroups reaching expected cut scores (e.g. students with disabilities, English Language Learners)?
- Where are our instructional/intervention gaps?

Data Meeting Input for School/District RTI Team

School: _____ Grade level: _____ Date of Meeting: _____

Concerns identified:
What contributes to grade level concerns:
Possible ideas to address concerns:

Possible Barriers
Change strategies:
Scheduling:
Resource acquisition/allocation:
Professional development needs:
Additional supports for instructional/intervention implementation:
Other

Possible Opportunities
Change strategies:
Scheduling:
Resource acquisition/allocation:
Professional development needs:
Additional supports for instructional/intervention implementation:
Other:

What would grade level like to see happen? (Goal)

District RTI Team Membership

When	Members	Purpose
As needed, but at least twice per year. Perhaps after each benchmark. There may be situations that arise that require coordinated decisions	• Superintendent and or Assistant Superintendent • Director of Curriculum and Instruction • Pupil Service Director • Special Education Director • Principals • Teacher reps • Interventionist representative • Support Staff rep	• Examine grade, school, district level needs (including core instruction – these needs should be documented at grade level meetings) • Determine needs gaps and redundancies in assessment (considering multiple purposes for assessment – APPR, RTI, Special Ed, program evaluation) • Determine needs, gaps and redundancies in interventions • Determine needs, gaps and redundancies in professional development • Schedule coordinated teams/meetings • Develop decision rules (e.g., LD determination) • Determine how information is shared with parents • Support RTI and coordinate with other district initiatives/processes/policies.

Grade level teams at Post Benchmark Data Meetings

- What **gaps are we finding in our core instruction/interventions**?
- What gaps are we finding in our **assessment practices, process, scheduling**?
- What **materials** are lacking?
- What **professional development** do we need?
- Are there **obstacles (e.g., scheduling, technology) to full implementation**?

School and District RTI teams

- What **decision rules** guide placement into tier 2 or tier 3 interventions?
- What have we discovered about what works and what doesn't through our **program evaluation**?
- What **materials** have we thoroughly investigated that will address **curriculum/intervention needs**?
- **Determines assessments used** district-wide
- **What is considered a Tier 2 intervention? Tier 3?**
- What is our process for **professional development**

Advanced and Ongoing Preparation for the Post-benchmark Meeting (Fall, Winter, Spring)

School/District RTI Team with input from grade level staff complete this intervention resource inventory and update continuously

Intervention Name	Grade(s) used	Skill(s) addressed	Source of evidence	Needed supports (training, staff)	Time per day needed	Days per week	Group size	How fidelity is assessed

Grade Level Data Meeting Step 1 Examine grade level needs and effectiveness of core instruction (Tier 1)

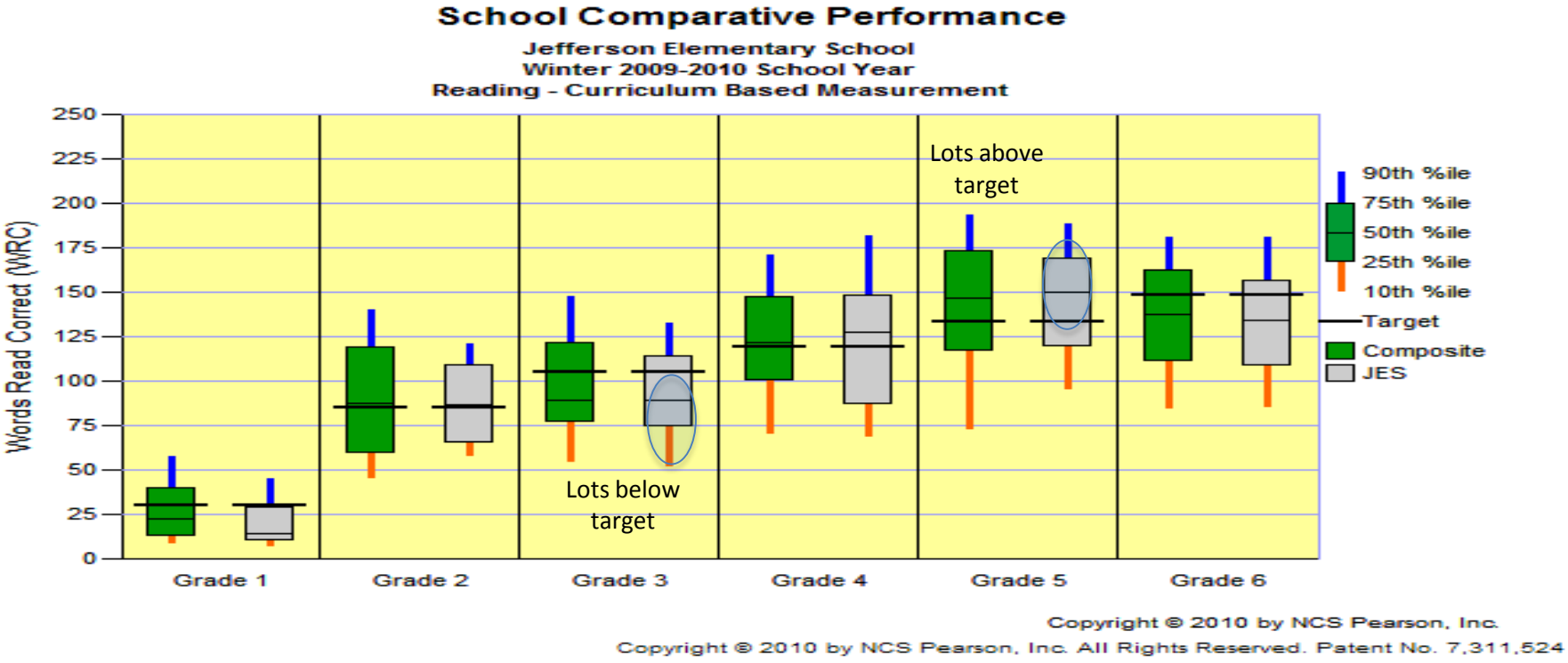
Look at big picture:

- What % of students at grade are at some risk? At high risk?
- Is risk reducing over time (across the school year, over multiple years)? (Winter and Spring)
- Whose risk is reducing/increasing?
- How does your school compare?
- *What are possible areas of weakness in core?*

Step 1: Problem Identification: Charts used (AIMSweb) at a school/district level to identify proportion of students at risk and evaluate core instruction (Tier 1 program evaluation).

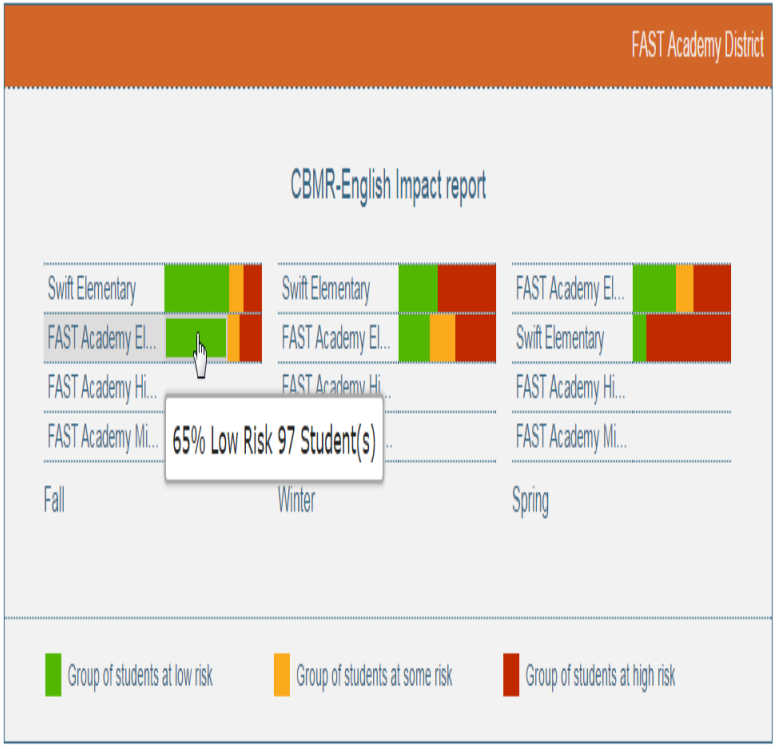
Used to plan resource allocation and professional development needs

AIMSweb example comparing risk at each grade level at one benchmark period. **Compare grade 3 with grade 5.** Interpretation depends on the time of year the benchmark was taken. If this is fall benchmark, identify potential weakness in grade 2 instruction and what grade 4 is doing to accelerate students. Spring? Grade 3 may need some work and grade 5 is doing something right.

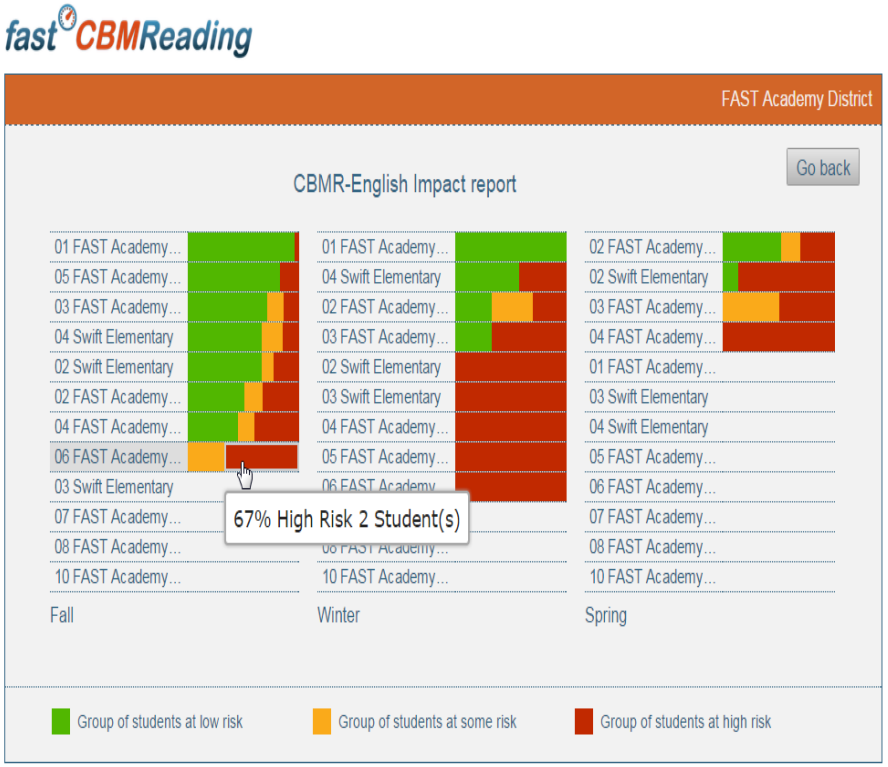


Step 1: Problem Identification: Examples of charts used to identify proportion of students at risk and evaluate core instruction (Tier 1 program evaluation)

Example of **District level** data (FastBridge) that shows risk (proportion of red and yellow) increasing significantly at both schools over the school year



A **school level** report by class examining proportion of students at risk. This type of data can identify areas of significant need in terms of resources and professional development.



Step 2 Analyze/understand the problem: Examine grade level needs and effectiveness of core instruction (Tier 1)

Reflecting on current practice

- What are the specific areas where many of our at-risk students are deficient (*diagnostic data*)?
- Is there data to suggest what aspects of core instruction need to be addressed?
- Are there reasons why some students are not making gains?

Bring this information to the school/district RTI team

Decision Tree: Who's At-Risk?

(Example: School/District Teams make these decisions)

Low Risk

Students who are meeting or exceeding criterion referenced cut scores based on universal screening

Tier I

Slight Risk

Students who are in the average range

(> 30th percentile nationally) but below criterion cut score for low risk

Tier I differentiated instruction and supports

Some Risk

Students who are between 20th and 30th percentile *locally* and below criterion cut score for low risk

Tier 2

High Risk

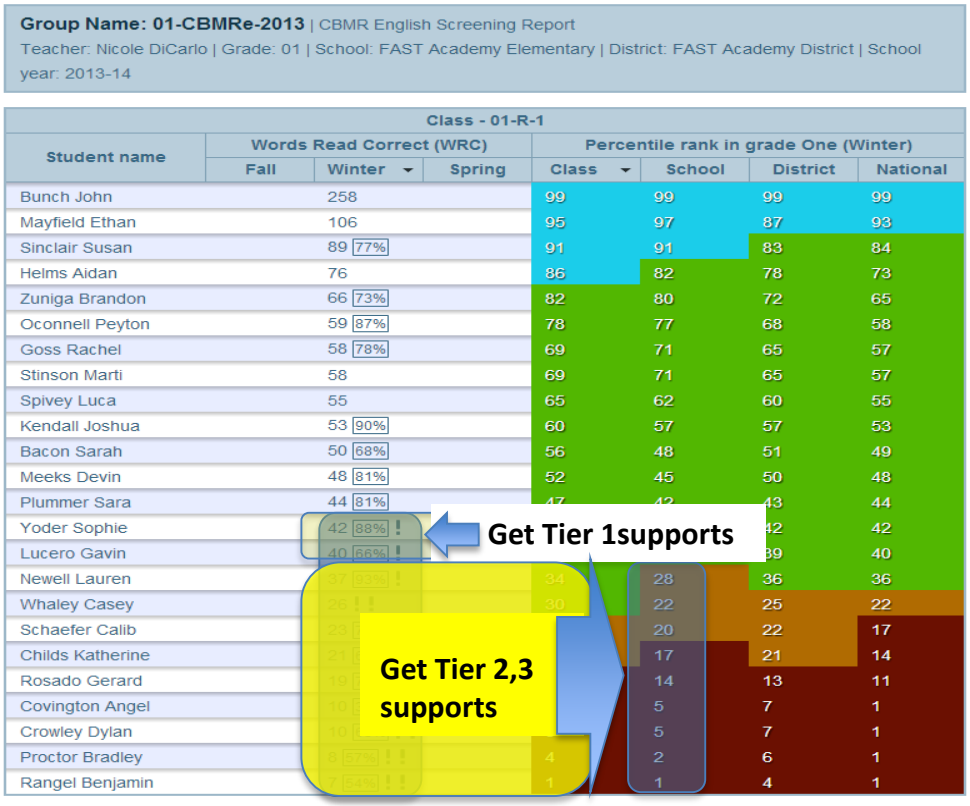
Students who are below 20th percentile locally and at high risk based on criterion cut score

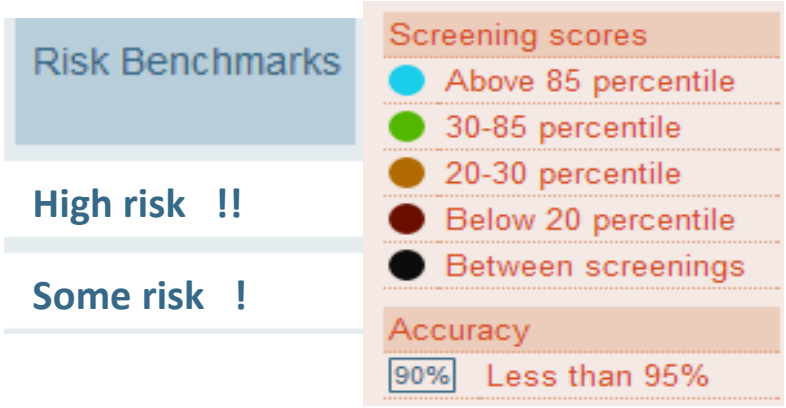
Tier 3

These are examples. School/District RTI team determines

Step 2 Prioritize students for targeted tiered intervention: Decision rules

Addressing needs of only those students below 30th percentile (local norm) may not be enough (especially in 'low performing' schools). On the other hand since low risk is associated with the 40th percentile nationally, most schools do not have the resources to put all students at some or high risk in Tier 2 or Tier 3.





Your School's decision tree may prioritize *all students for* Tier 2, 3 intervention based on local norms and then address needs of remaining at risk students in Tier 1 using grade /classroom based interventions.

RtI Decision Tree for Universal Screening and Progress Monitoring

Did the student meet or exceed the criterion cut score on the universal screener (typically around 40th percentile nationally)

YES
Tier 1 assess with universal screening. Differentiate instruction.

YES with concerns
Student is above 30th percentile but still at 'some risk' based on criterion cut score and or weakness on other 'strong' assessments. Support at tier 1 with classwide intervention. Consider progress monitoring.

NO
Did the student fall into the "Some Risk" or "High Risk" category? An intervention plan may be needed.

Working
Continue Tier 1

Not Working
Bring student concerns to next data meeting discussion

Do other data (local /State Assessments indicate **some concern**?

Do other data (local/State assessments) indicate **high level of concern?**

NO

YES

NO

YES

Tier 1
Make sure a good core instruction and differentiation is in place in the classroom. May receive tier 2.

Tier 2
Put the student in strategic instruction (e.g. 5:1 small group 3-5 days per week) BE SURE TO CONTINUE TO USE DATA to make changes as needed. **Monitor bi-weekly or weekly with RtI assessments**

Tier 3
Put the student in intensive instruction (e.g. no more than 3:1 small group with supplemental and direct instruction curricula). BE SURE TO CONTINUE TO USE DATA to make changes as needed. **Monitor weekly with RtI assessments**

Multidisciplinary Team Meetings

Frequency	Members	Purpose
As needed (or when parents request CSE evaluation)	Principal, special education director, special education staff, reading staff, nurse, school psychologist, literacy coordinator, social worker and or any other staff who may have a supportive or diagnostic role.	To manage formal services provided to students through the Special Education Department. Students are referred to MDT when problems persist despite various attempts to intervene and the student is suspected of having an educational disability.

Multidisciplinary Team (Special Education Decision Making)

School and District RTI Team and or Administrative Team

- **Initial referrals, annual reviews, IEP goal setting, re-evaluation reviews**
- What challenges are we encountering when trying to teach our students who then are referred for LD evaluation? (**Was adequate instruction provided?** Are there concerns that we have curriculum casualties as opposed to students with learning disabilities?)
- **What materials do we need to acquire /allocate** for more effective instruction/intervention?
- **How do we assure that the RTI process was fully implemented** and the correct data gathered?
- What **professional development** do we need to improve?

- What **challenges are we encountering when trying to teach** our students who are referred for LD evaluation or who are currently receive special education services? (Are there concerns that we have curriculum casualties?)
- **Are students with disabilities making adequate progress per state guidelines**?
- What are **requirements for our referral process**?
- **What decision rules guide designation of students as having educational disabilities?**

NYSED Guidance: SLD Determination

"Effective on and after July 1, 2012, ***a school district must have an RtI process in place*** as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

The data from RtI can help to document that the reason for a student's poor performance or underachievement **is not due to lack of appropriate instruction or limited English proficiency**. Along with other individual evaluation information, ***RtI data can yield important descriptive information about how children learn and why they may be having difficulties***."

Refer to Appendix B, NYSED RTI Guidance Document (2010)

Minimum Requirements of a Response to Intervention Program (RtI) X. Use of RtI in the Determination of a Learning Disability

Retrieved 5/14/16 : www.p12.nysed.gov/specialed/RTI/guidance/LD.htm

- When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:
- **does not adequately achieve *grade level standards* in the areas of reading and/or mathematics;**
  and
- (a) is **not making *sufficient progress*** toward meeting those standards when provided with appropriate instruction consistent with an RtI model;
  or
  (b) exhibits a **pattern of strengths and weaknesses** in performance and/or achievement relative to age or grade level standards as ***found relevant by the CSE***; and
- has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

(Bold/color/italicize added)

Minimum Requirements of a Response to Intervention Program (RtI) X. Use of RtI in the Determination of a Learning Disability

Retrieved 5/14/16 : www.p12.nysed.gov/specialed/RTI/guidance/LD.htm

Section X notes that "A student suspected of having a learning disability **must receive a comprehensive multidisciplinary evaluation**."

"The **student-centered data collected and information on instructional strategies used throughout an RtI process** provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the **student was provided appropriate instruction** delivered by qualified personnel **including research-based instruction in reading**;
- **progress monitoring data that describes how a student responded to particular *interventions of increasing intensity***;
- **instructional information on a student's *skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks*; and**
- **evaluative data *including CBM* regarding a student's performance that is useful and instructionally relevant."**

(Bold/color/italicize added)

Building a Case For or Against a Learning Disability: The Dual Discrepancy Model

1) Discrepant From Peers (need specialized instruction)

Group Name: 01-CBMRe-2013 | CBMR English Screening Report
Teacher: Nicole DiCarlo | Grade: 01 | School: FAST Academy Elementary | District: FAST Academy District | School year: 2013-14

Class - 01-R-1							
Student name	Words Read Correct (WRC)			Percentile rank in grade One (Winter)			
	Fall	Winter	Spring	Class	School	District	National
Bunch John		258		99	99	99	99
Mayfield Ethan		106		95	97	87	93
Sinclair Susan		89 77%		91	91	83	84
Helms Aidan		76		86	82	78	73
Zuniga Brandon		66 73%		82	80	72	65
Oconnell Peyton		59 87%		78	77	68	58
Goss Rachel		58 78%		69	71	65	57
Stinson Marti		58		69	71	65	57
Spivey Luca		55		65	62	60	55
Kendall Joshua		53 90%		60	57	57	53
Bacon Sarah		50 68%		56	48	51	49
Meeks Devin		48 81%		52	45	50	48
Plummer Sara		44 81%		47	42	43	44
Yoder Sophie		42 88% !		43	40	42	42
Lucero Gavin		40 66% !		39	34	39	40
Newell Lauren		37 93% !		34	28	36	36
Whaley Casey		26 ! !		30	22	25	22
Schaefer Calib		23 72% ! !		26	20	22	17
Childs Katherine		21 68% ! !		21	17	21	14
Rosado Gerard		19 73% ! !		17	14	13	11
Covington Angel		10 38% ! !		8	5	7	1
Crowley Dylan		10 63% ! !		8	5	7	1
Proctor Bradley		8 57% ! !		4	2	6	1
Rangel Benjamin		7 54% ! !		1	1	4	1

These students are below the 15th percentile compared to local and national norms. Cut scores for decision making concerning student disability is typically made at a district level and national level

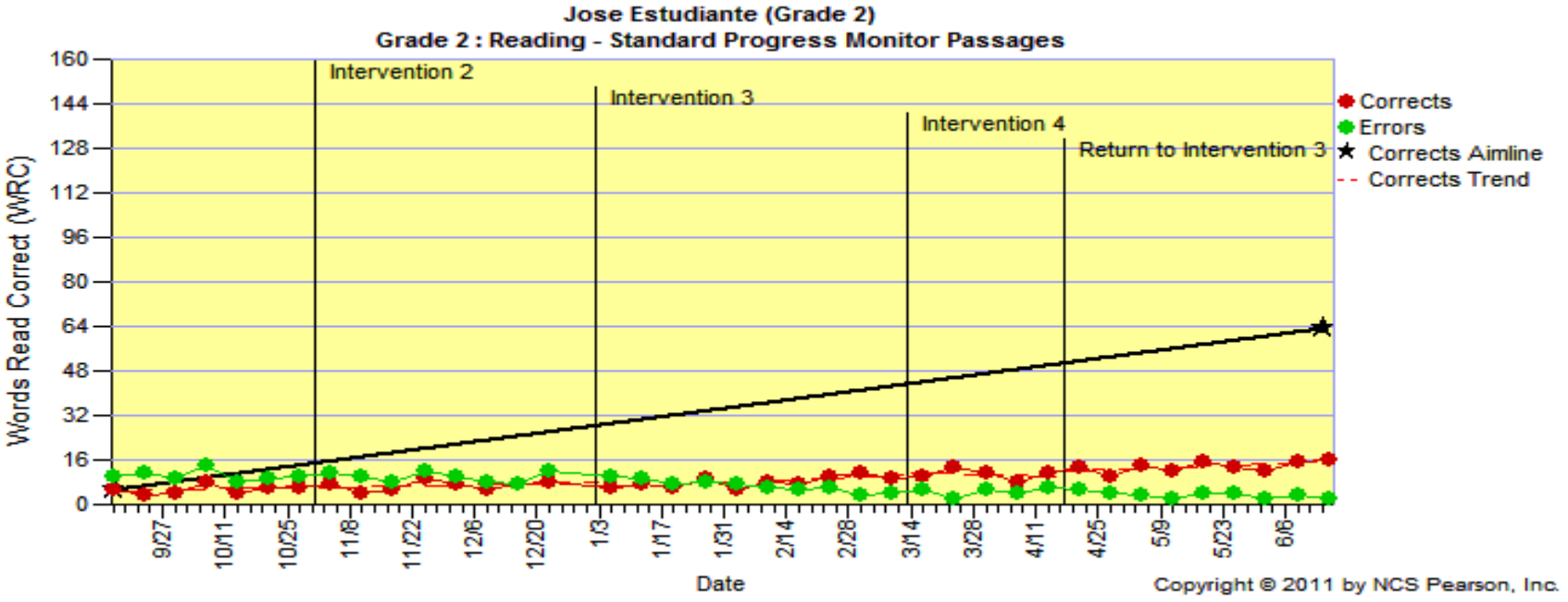
2) Discrepancy or 'Gap' in 'Expected Progress'

"Progress monitoring data that describes how a student responded to particular *interventions of increasing intensity*;" … "evaluative data *including CBM* regarding a student's performance that is useful and instructionally relevant."

- **Typical ROI Fall to Winter for 2nd graders in Jonesville = .9**
- **Typical rate of improvement AIMSweb 2nd grade norms = 1.2**
- **Jose's RTI goal 1.5**
- **District identified criteria for insufficient progress = ≤ .7**

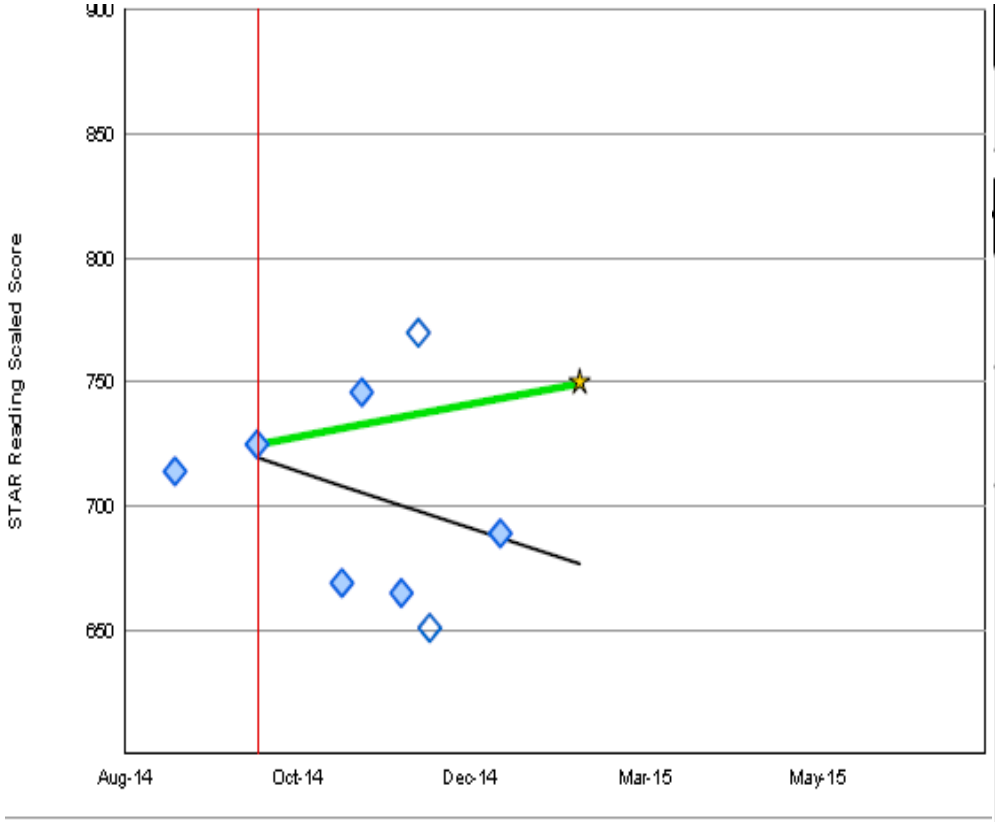
Jose's intervention slopes:

1) .32 2) .24 3) .43 4) - .29 5) .40



Example of STAR Progress Monitoring: Inadequate Growth

Goal: 750 SS /71 PR (Custom) Goal End Date: 2/6/2015 Expected Growth Rate: 1.5 SS/Week



Enterprise Test
Non-Enterprise Test
Trend line is statistically calculated after four or more tests to show the direction the scores are moving.
Goal line represents the student's expected growth path toward the goal.
Star represents the students current goal.
Intervention line identifies the start date of an intervention program.

[redacted] Current Goal

Goal: 750 SS /71 PR (Custom) Goal End Date: 2/6/2015 Expected Growth Rate: 1.5 SS/Week

[redacted] Progress

Program	Program Begins	Test Date	Scaled Score	Lexile® Measure	Growth Rate[7] Scaled Score/Week
		09/16/2014	714	975L	-
		10/15/2014	725	990L	-
NewsEla, MobyMax, Accelerated Reading	10/15/2014	10/15/2014	725	990L	-
		11/14/2014	669	925L	-
		11/21/2014	746	1010L	-
		12/05/2014	665	920L	-5.8
		12/11/2014[c]	770	1025L	1.2
		12/15/2014[c]	651	900L	-2.8
		01/09/2015	689	950L	-2.6

But: *What is expected/sufficient progress????*

➡ District (LEA) needs to develop a consistent policy

RTI goals set for students:

- Expected Rate of Improvement (ROI) for RTI: Accelerated growth rate (e.g., 75th percentile rate of improvement)
- Expected progress norm: 50th percentile growth
- Reach __ criteria by the end of the year

…But what constitutes less than 'sufficient' progress for LD decision making????

Local Education Agency (your district) decides

Some Pptions for 'Less than Sufficient Progress':

- Below the RTI rate of improvement goal (e.g., 75th percentile ROI).

  (This will include many students – probably too many 'false positives')

- Any score below the average rate of improvement for a student in that grade.

  (Based on the assumption that if they are receiving exceptional and additional instruction we should expect exceptional progress).

- A rate of improvement that is 1 standard deviation or one SEM from the average rate of improvement
- (e.g., Average ROI FastBridge 2nd graders CBMReading = 1.36 words per week; SD = .38; Less than sufficient progress is $\leq$ .98 per week growth).

  AIMSweb lists SEM for RCBM at .5

ROI growth norms to determine 'expected growth' and 'below expected growth'?

Some districts may determine expected growth as 50th percentile ROI and below expected growth as 1 standard deviation below that rate.

CBMreading (English): 2nd Grade

	Scores (Rate)			Seasonal Score Differences			Weekly Growth			Weekly Growth by Percentile Group		
%ile	Fall	Winter	Spring	Fall-Winter	Winter-Spring	Fall-Spring	Fall-Winter	Winter-Spring	Fall-Spring	Fall-Winter M (*SD*)	Winter-Spring M (*SD*)	Fall-Spring M (*SD*)
95th	123	146	162	1.49	1.52	1.50	2.66	2.19	2.02			
90th	113	138	152	1.59	1.58	1.59	2.44	1.98	1.89	1.14 (0.73)	0.80 (0.79)	1.03 (0.45)
85th	104	131	145	1.64	1.58	1.62	2.28	1.81	1.79			
80th	97	125	140	1.84	1.52	1.70	2.14	1.67	1.70			
75th	91	119	135	1.84	1.52	1.70	2.02	1.55	1.63			
70th	86	114	130	1.94	1.52	1.76	1.90	1.44	1.56			
65th	81	109	126	1.99	1.58	1.81	1.80	1.34	1.49			
60th	76	105	122	1.94	1.58	1.79	1.70	1.24	1.43			
55th	71	100	117	1.79	1.65	1.73	1.61	1.15	1.37	1.64 (0.61)	1.08 (0.64)	1.36 (0.38)
50th	67	96	113	1.64	1.78	1.70	1.51	1.06	1.31			

For 2nd grade CBMReading, average weekly growth, fall to spring, is 1.36 words. The standard deviation is .38. Therefore is a student is making less than .98 words per week growth, that rate is below what would be expected

ROI growth norms to determine 'expected growth' and 'below expected growth'? Some districts may determine expected growth as 50th percentile ROI and below expected growth as 1 standard deviation below that rate.

AIMSweb Example:

50th percentile ROI (Fall – Spring) at 2nd grade for student whose fall benchmark score is :

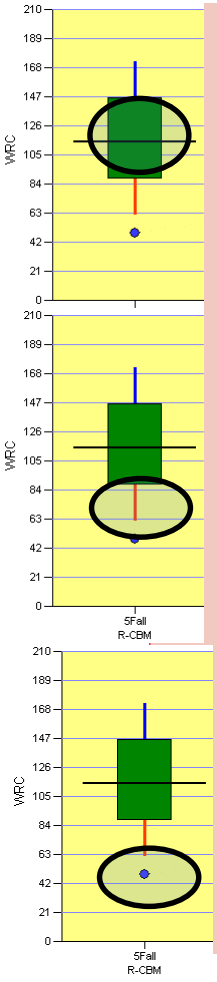
Average 2nd Graders

(50th): **1.25** words per week Improvement

1.25 - .5 = .75

Low 2nd: (11th – 25th): **1.4** words per week improvement

Very low 2nd graders (1st – 10th): **1** words per week improvement



Grade	Fall status	ROI %tile	Fall-W	Winter-S	Fall -Spring	
2	Average	95	≥ 2.48	≥ 1.83	≥ 1.82	95
		85	2.13–2.47	1.51–1.82	1.59–1.81	85
		75	1.88–2.12	1.28–1.50	1.44–1.58	75
		65	1.68–1.87	1.10–1.27	[illegible]	65
		55	1.50–1.67	0.93–1.09	1.21–1.31	55
		45	1.33–1.49	0.77–0.92	1.10–1.20	45
		35	1.15–1.32	0.60–0.76	0.99–1.09	35
		25	0.94–1.14	0.40–0.59	0.86–0.98	25
		15	0.66–0.93	0.13–0.39	0.70–0.85	15
		5	≤ 0.65	≤ 0.12	≤ 0.69	5
	Low	95	≥ 2.59	≥ 1.84	≥ 1.92	95
		85	2.25–2.58	1.54–1.83	1.71–1.91	85
		75	2.05–2.24	1.34–1.53	1.57–1.70	75
		65	1.87–2.04	1.19–1.33	1.44–1.56	65
		55	1.70–1.86	1.04–1.18	1.34–1.43	55
		45	1.52–1.69	0.89–1.03	1.24–1.33	45
		35	1.32–1.51	0.74–0.88	1.13–1.23	35
		25	1.08–1.31	0.57–0.73	1.01–1.12	25
		15	0.73–1.07	0.34–0.56	0.83–1.00	15
		5	≤ 0.72	≤ 0.33	≤ 0.82	5
	Very Low	95	≥ 2.01	≥ 1.88	≥ 1.70	95
		85	1.53–2.00	1.56–1.87	1.44–1.69	85
		75	1.22–1.52	1.32–1.55	1.27–1.43	75
		65	1.00–1.21	1.13–1.31	1.11–1.26	65
		55	0.81–0.99	0.93–1.12	0.94–1.10	55
		45	0.64–0.80	0.73–0.92	0.76–0.93	45
		35	0.49–0.63	0.55–0.72	0.59–0.75	35
		25	0.34–0.48	0.36–0.54	0.43–0.58	25
		15	0.17–0.33	0.14–0.35	0.24–0.42	15
		5	≤ 0.16	≤ 0.13	≤ 0.23	5

Using RTI Process to Rule In/Rule Out Learning Disabilities

In addition to the aforementioned 'Dual Discrepancy', several other factors must be considered (e.g., Was RTI implemented?)

See accompanying resources for considerations:

- Referral checklist - Academic
- Referral Checklist -Social Emotional Behavioral

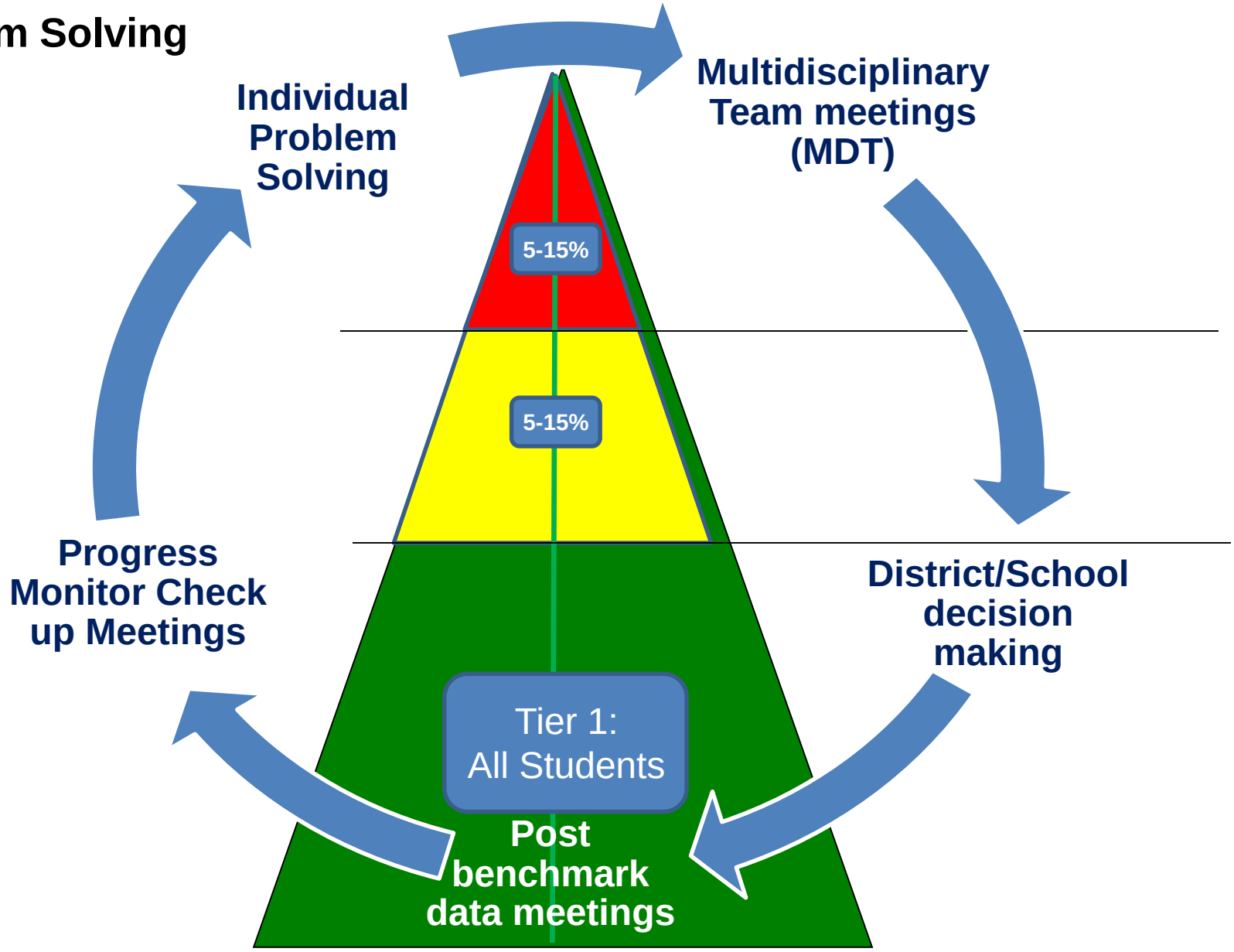
Other helpful resources:

www.nysrti.org/docs/NYSED%20RtI%20Guidance%20Document.pdf (New York)

www.p12.nysed.gov/specialed/RTI/guidance/LD.htm (New York)

www.rtinetwork.org/getstarted/sld-identification-toolkit

Synergistic Tiered Problem Solving



Developing a well functioning, systematic RTI process using data based decision making, that is part of the school's infrastructure, is not a quick process. DBDM can be used to support other school/state requirements. Work smart and coordinate these efforts.

RTI/MTSS

Common Core

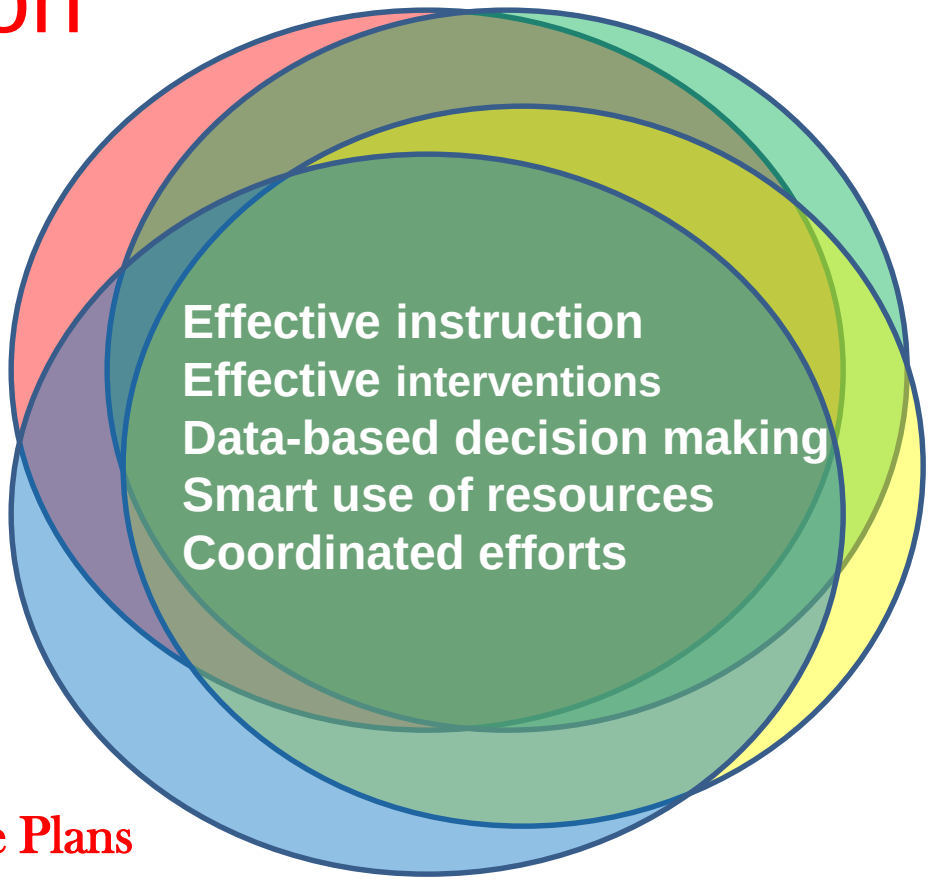
PBIS

AIS

APPR

School Improvement

Special Education



What else?

Local Assistance Plans

Thank you!

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