Beaver Dam Unified School District

Academic Intervention Guidebook
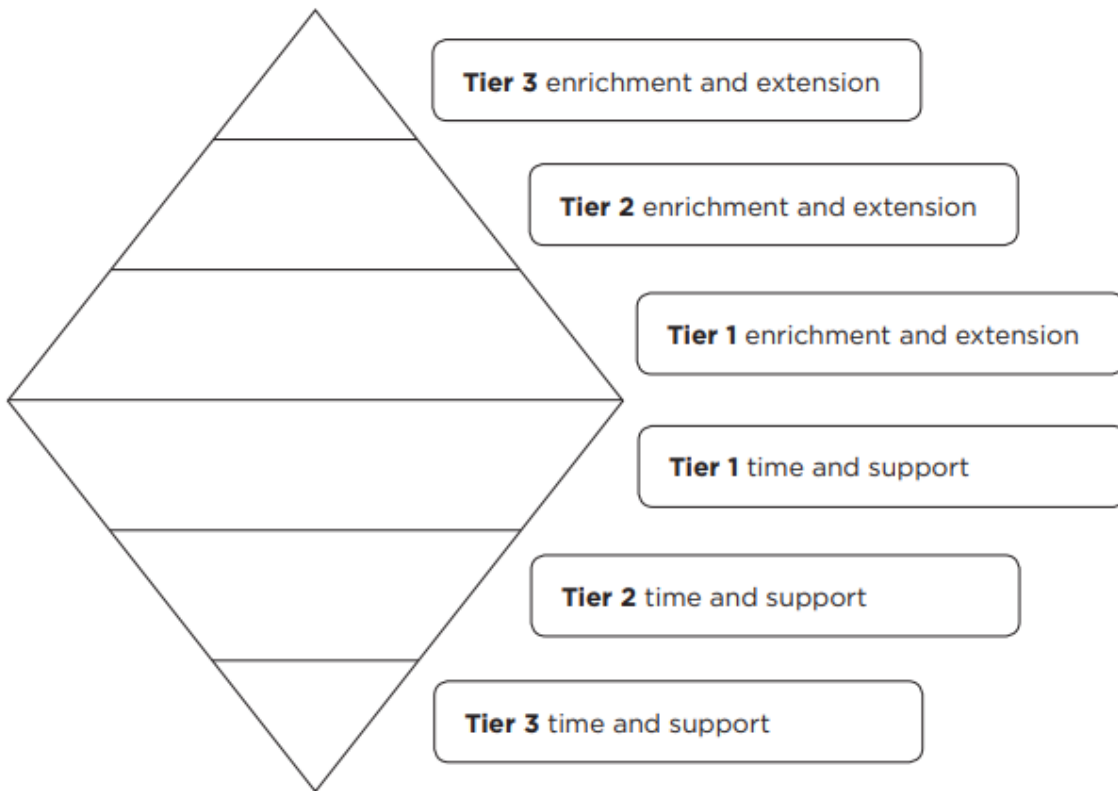

Tier 1
CORE PROGRAM

Tier 2
SUPPLEMENTAL PROGRAM

Tier 3
INTENSIVE SUPPORTS
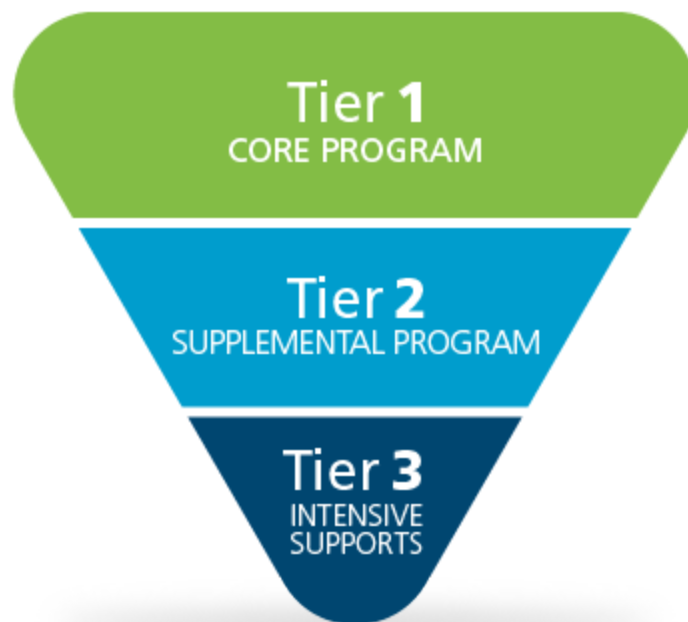
(Solution Tree Resources)

Office of Teaching & Learning
Office of Student Services

Note that this document is subject to frequent updates

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Tier 3 enrichment and extension

Tier 2 enrichment and extension

Tier 1 enrichment and extension

Tier 1 time and support

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Tier 3 time and support

From: Make It Happen (Bailey & Jakicic)

This graphic portrays the RtI model in a manner that demonstrates Tiered support is for students who need intervention as well as for extension.

Section A - Disclaimer

This guidebook is a resource for the BDUSD Principals and intervention teams to support a strong intervention program district wide. This guidebook is in no way meant to contradict or supersede any law or policy.

This guidebook is a compilation of original thought, Solution Tree Resources, and WI RtI Center resources.

Section B - Basic Definitions

Definitions:
- *Core Program*: Access to essential grade level standards and quality instruction for all students.
- *Supplemental Interventions*: Additional support to master essential grade level standards or prerequisite skills.
- *Intensive Interventions*: Intense remediation in universal skills.

Team Definitions:
- *Collaborative Teacher Teams*: These are the grade level, departmental, or other content collaborative teams. These teams take certain responsibilities with the RtI process.
- *Guiding Coalition/Building Leadership Team*: This is the site team from each site that acts as a guiding coalition for the work of the school. This includes supporting the creation, revision, and living of the vision, mission, and collective commitments. This team also collaborates to ensure structures are in place within the building to support the RtI process. This includes schedules conducive to RtI, feedback on processes, and feedback on communication.
- *School Intervention Team*: This is the schoolwide intervention team that collaboratively supports students in need of additional support as identified in the RtI Process. The team consists of educators identified by the Principal for Tier 3 decision making. This team may include interventionists, school psychologists, and the Principal/Assistant Principal.
    - Teacher participation may and should be utilized, especially if the educator is delivering the Tier 3 intervention. However, the teacher team has the primary responsibility of Tier 1 & Tier 2 instruction and supports. Communication between all parties is essential.

Section C - Beliefs & Missteps

<u>Beliefs</u>

Response to Intervention rests on the following shared beliefs:
- All students can learn, grow, and succeed.
- All students have access to rigorous Tier 1 instruction.
- All students have access to additional support to meet grade level learning goals.
- Responsibilities of RtI are shared by teachers, teacher teams, and schoolwide teams.

The underlying mission of the RtI system is to ensure that all students learn at grade level or higher.

<u>Common Missteps When Implementing RtI</u>
(From <u>Taking Action : A Handbook for RtI at Work</u>; Buffum, Mattos, Malone)
- Viewing RtI primarily as a process to identify students for special education.
- Viewing RtI as a regular education process.
- Building interventions on an ineffective core instructional program.
- Failing to create a guaranteed and viable curriculum.
- Using mismatched and misused assessments.
- Relying too heavily on purchased intervention programs.
- Perpetuating ineffective interventions.
- Focusing too much on what the staff cannot directly influence.
- Assuming some students are incapable of learning at high levels due to innate cognitive ability or environmental conditions.

Section D - RtI Levels of Supports Overview

Tier I Core Program	Access to essential grade level standards and quality instruction for all students.	All students have access to grade level instruction and support to meet those expectations.	↕
Tier II Supplemental Interventions	Additional support to master essential grade level standards or prerequisite skills.	Students in need of additional support beyond core instruction and differentiation to meet grade level expectations.	
Tier III Intensive Interventions	Intense remediation in universal skills.	Students who need intensive remediation on universal skills are supported in intensive Interventions.	

Section E - Structures

Team Meetings: There is to be a set meeting schedule to ensure regular collaboration around the team goals. However, meetings and actions can occur in addition to the planned meeting schedule as the system should be responsive to student needs.
- *Collaborative teacher team* meeting frequency is determined at the building level. However, it is suggested that the team meets weekly.
    - The teams operate on the teaching-assessing cycle.
    - Teams have a common year-long goal (SLO) that is able to be monitored in short cycles of improvement.
- *Guiding Coalition/Building Leadership Teams* meet at least monthly to collaborate around the schools plan for continuous improvement, ensuring structures and plans are in place to enhance all three tiers of instruction.
- *School Intervention Teams (SIT)* should meet at least twice per month.
    - The team monitors data to plan, implement, and monitor Tier III interventions.
    - In addition to academic data, the team or a portion of the team, should be regularly monitoring social, emotional, behavioral, attendance, at-risk, and other relevant student information in order to provide support and intervention.
    - Members of the team must be prepared for each meeting with relevant data.
        - For example, the person providing a literacy intervention should bring their tracked progress monitoring data and be able to report if the student is making progress.
    - The SIT Agendas include:
        - At the beginning/conclusion of each cycle of intervention, the most recent available data is used to analyze data, prioritize students in need based on further assessments, and form appropriate Tier III interventions/intervention groups. It is suggested that the SIT track interventions/groups on one spreadsheet for a common view of the school's support system. This would include the interventionist, the students in each group, the intervention being delivered, and a list of additional students of concern to continually revisit. Cycles are 6-8 weeks in length with 4 cycles per school year (roughly aligning to the terms).
        - Interim SIT agendas include a check in on each student in intervention. The person responsible (delivering the current intervention) should be prepared to share out if the student is making progress in the intervention, if the student should exit, if the student should be considered to a different intervention group/support, and/or if a probe should be initiated to have stronger diagnostic data. Students may be referred to a separate team meeting where more time may be dedicated to the student and their needs (potentially a PST meeting).
            - In the interim meetings, the spreadsheet that tracks who is in each group can be used as the "agenda" as each student for the purpose of that meeting should be discussed. Students of concern may also be discussed to enter in an intervention.

Section F - Tier I / Core Program Actions

Purpose: Access to essential grade-level standards for all students.

Type	Potential Qualification Guidelines	Delivered By	Group Size	Frequency/Fidelity
Core Program Access to essential grade level standards for all students.	-All students receive high quality instruction at or above grade level that is responsive to student needs.	-Classroom Teacher(s) -Collaborative team is used to assist the teacher in meeting student needs.	Whole Class / Tier I Instruction Groups	-All Students are present for and receive grade level core/content instruction based on standards.

Teacher Collaborative Team Actions	
The Essential Responsibilities	● Identify essential standards for each grade level or course. ● Create an essential standards unit plan (where are the standards taught?). ● Implement the team teaching-assessing cycle. ● Give common end of unit assessment for essential standards. ● Identify students for targeted intervention support by student, standard, and learning target or prerequisite skill(s).
Suggestions:	● Have an understood way of collecting common assessment information so that it can be efficiently used in collaborative team meetings. ● Ensure the checkpoint/interim and unit assessments are clearly aligned to the essential standards so that student performance can be easily tracked. ● The pacing guide has time built in to re-teach, reinforce, and/or extend learning.

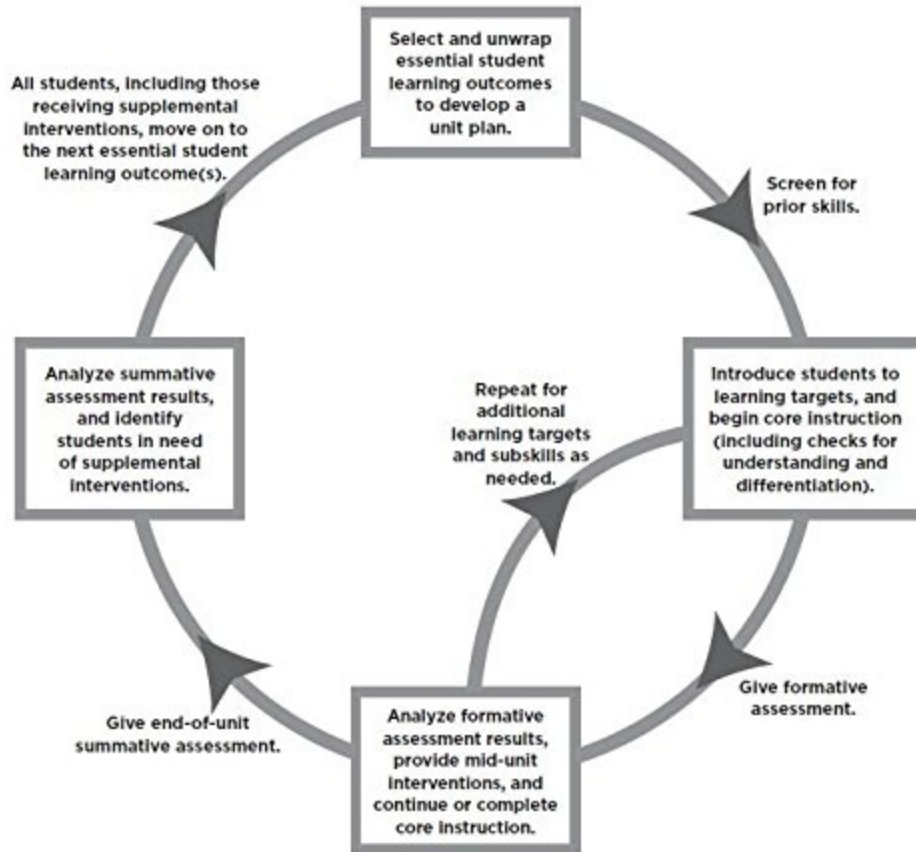| Schoolwide Essential Actions (Guiding Coalition/Building Leadership Team)	
The Essential Responsibilities	● Ensure access to essential grade-level curriculum. ● Identify and teach essential academic and social behaviors. ● Provide preventions to proactively support student success.

Figure 4.7: The team teaching–assessing cycle.

(Solution Tree Resources)

Section G - Tier II / Supplemental Intervention Actions

Purpose: Additional time and support to learn essential behavior and academic standards.

Type	Potential Qualification Guidelines	Delivered By	Group Size	Frequency/Fidelity
Supplemental Interventions Additional time and support to learn essential behavior and academic standards.	Additional time for Essential Standards and prerequisite skills. -The teacher/teacher team, through common assessment analysis, determined the student did not show proficiency on essential standards, benchmarks, or prerequisite skills within the unit of study and needs extra time and support to do so.	-Classroom Teacher -Paraprofessional (Designed by licensed teacher) -Any other trained person who can support. Delivery within classroom workshop, intervention time, or other time designated by the site.	-Dependent on needs.	-1-5 Days/Week, 15-30 Minutes. -An informal record of students needing support is kept by the teacher.
Progress Monitoring	Interventions are monitored by the educator delivering the intervention. Formative assessment based on the focus essential skill(s) are used to monitor progress and proficiency. A probe is not utilized for Tier II interventions.			
Intensity	Intensity of interventions can be increased by: ● Increasing frequency of the intervention. ● Decreasing group size of the intervention. ● Increasing duration of the intervention. ● Narrowing the focus of the intervention.			
Cycles of Intervention	Interventions are planned specific to the essential skills that were not met in the previous unit or prerequisite skills needed for an upcoming unit. The student(s) exit when they show proficiency/meet the determined benchmark. The goal is to develop proficiency prior to concluding the following unit of study. A student may continuously receive Tier II support.			

Teacher Collaborative Team Actions	
The Essential Responsibilities	● Design and lead supplemental interventions for academic essential standards. ● Consider screening in immediate prerequisite skills. ● Monitor the progress of students receiving supplemental supports. ● Extend student learning.

Schoolwide Essential Actions (Guiding Coalition/Building Leadership Team)	
The Essential	● Schedule time for supplemental interventions.

Responsibilities	● Establish a process for schoolwide student intervention identification. ● Plan and implement supplemental interventions for essential social and academic behaviors. ● Coordinate interventions for students needing skill and will support.

Section H - Tier III / Intensive Actions

Purpose: Intensive remediation for individual students.

Note: Specialists, such as LSTs, may be delivering interventions that are not considered Tier III universal skill interventions. These may be booster groups, Tier II interventions, or Tier I supports.

Type	Potential Qualification Guidelines	Delivered By	Group Size	Frequency/Fidelity
Intensive Interventions Intensive remediation in universal skills.	-The School Intervention Team makes selections based on availability of resources and developed guidelines. -Multiple data points/ evidence show the need for intensive remediation in universal skills.	-Classroom Teacher -Interventionist -Other appropriately trained personnel	-1-6 Students Secondary: -Interventions that are taken as courses may achieve a 1:15 teacher to student ratio. -Small group interventions should maintain 1-6 students.	-4-5 Days/Week -15-30 Minutes/Day -Monitored/Recorded in Educlimber Secondary: -80-120 Minutes weekly Interventions are often delivered in a course period with the frequency of daily or e/o day. This is schedule dependent. -Small group intervention time and frequency, if used, are based on the recommendations of the SIT.
Progress Monitoring	Interventions are monitored by the educator delivering the intervention. Each student in a Tier III academic intervention is to have a reasonable goal for growth in the cycle of intervention. A probe, as a formal progress monitoring tool, is used in interventions as determined by the school intervention team using the following protocol: Grades K-2.5: Students who did not meet growth in a cycle (the previous cycle) of intervention should be considered for a probe by the team. A probe takes place weekly. Grades 2.5-5: Students should receive an appropriate probe weekly. Grades 6-8: Students who did not meet growth in a cycle (the previous cycle) of intervention should be considered for a probe by the team. A probe takes place weekly. Grades 9-12: Students who did not meet growth in a cycle (the previous cycle) of intervention should be considered for a probe by the team. A probe takes place weekly. When a probe is not being utilized: ● A monthly monitoring tool, such as i-Ready Growth Monitoring (K-8), may be considered as an added data point. ● The assessment used to monitor the students progress in the intervention and effectiveness of the intervention must have weekly records kept, be produced at data meetings, and kept on record. ● Intervention courses at the secondary level should each utilize a monthly reporting tool for students to show progress.

Intensity	Intensity of interventions can be increased by: ● Increasing frequency of the intervention. ● Decreasing group size of the intervention. ● Increasing duration of the intervention. ● Narrowing the focus of the intervention.
Cycles of Intervention	Interventions run on a 6-8 week evaluation cycle as planned by the school intervention team. Cycles do not specifically exclude a student from entering or exiting a Tier 3 intervention if they meet criteria. Cycles are used as a systematic check to monitor: ● Students in need of entering an intervention ● Students in need of exiting an intervention. ● Reorganization of an intervention. ● Success of an intervention. ● Additional needs for students who are not making gains in an intervention. Students not showing growth should not be placed in the same intervention for more than two cycles without a change in intensity or explicit rationale.

Schoolwide Essential Actions (Guiding Coalition/Building Leadership Team)	
The Essential Responsibilities	● Identify students needing intensive support. ● Create a dynamic, problem-solving site intervention team. ● Prioritize resources based on greatest student needs. ● Create a systematic and timely process to refer students to the site intervention team. ● Assess intervention effectiveness.

School Intervention Team Essential Actions	
The Essential Responsibilities	● Diagnose, treat, prioritize, and monitor Tier 3 interventions. ● Ensure proper intervention intensity. ● Determine if Special Education is needed and justifiable.

Section I - Formal Progress Monitoring/Probe

As outlined in the description of each tier of support, the final decision making for formal progress monitoring, utilizing a probe such as aimsweb+, rests with the school intervention team.

Formal progress monitoring provides benefits that should be considered:
- An additional data point for triangulation of data.
- National normed data to support data analysis.
- Data independent from formative assessments.
- Data helpful should a stakeholder be concerned about the potential need for an individualized education program (IEP and Special Education Services).
  - Wisconsin's SLD Rule indicates the desire for documented evidence from two interventions (may be the same intervention with increased intensity) with enough time for the intervention to reasonably promote growth. Through interpretation, an estimated 12 weeks of weekly probed intervention data is utilized in the referral process.

What should be considered if student's have not made progress in rounds of interventions?

- Is the current intervention appropriate?
- Is the lack of growth due to skill or will issues? How can they be addressed?
- Are there issues with fidelity of the intervention?
- Can intensity of the intervention be adjusted?
- What other support may be fitting for this individual learner?

Section J - Planning an Intervention

The following template, or a specific template to the intervention used, should be utilized to develop clear criteria for the student/intervention. Each student should have a specific and reasonable goal for each round of intervention so we can monitor progress.

What is the targeted essential skill(s) or universal skill(s)?	What is the specific goal for the intervention?	How will the intervention be monitored for success?
What is the action plan for this intervention? Include the intervention and/or protocol, frequency, etc...		

Section K - Documentation of Interventions

- All intensive interventions (Tier III) are to be documented in Educlimber, including:
  - The intervention.
  - The length of time in the intervention.
  - The data points for selection or exiting the intervention.
  - Role/Person that delivered the intervention.
- Students in intensive intervention (Tier III) need to have documented communication to the family regarding the placement in the intervention. They must also be notified of the discontinuance of an intervention. This communication is to be documented. The building principal oversees this communication.
  - Parent communication must include:
    - Frequency of the intervention
    - Notification of progress monitoring
    - Strategies included in the intervention/focus of the intervention
    - Parent right to request an evaluation
    - Notification that parents can receive updates on the student's data
- Students in enrichment programming should be supported and documented in the same manner as students who are below grade level. This includes educlimber documentation, transfer of information between schools, and school intervention team discussions.

- Students who received additional Math and/or Literacy support in Summer School through a course or time with an interventionist are to be documented in educlimber. The Summer School Coordinator(s) is responsible for overseeing this entry.
  - This includes:
    - Intervention/Support area
    - Frequency
    - Progress of the student

Section L - Fidelity Checks

Each school site, under the direction of the building principal, should conduct a fidelity check of intensive interventions occurring using the Intervention Fidelity Checklist. This can be incorporated in the interventionists informal/formal observations. Any intervention observed not meeting sufficient fidelity should be corrected/addressed by the building principal.

- The building principal oversees the process.
- During the informal/formal observation of the interventionist, an appropriate fidelity checklist should be utilized.
- Records of the fidelity checks are to be kept by the building principal for 1 academic school year.

Section M - Advanced Learners

RtI is a system for ALL learners, not just students who are not meeting learning targets. Collaborative teams and school intervention teams should also ensure that advanced learners, whether identified as gifted and talented or not, receive enrichment, extension or enhancement. Teams should be careful not to give an advanced learner "more" work, but to rethink what they are doing.

Advanced learners can and should receive enrichment and extension opportunities. This includes a level of differentiation in Tier I instruction, a level of enrichment or extension in Tier II identified times, and Tier III support for students who have shown significant mastery of grade level content.

Opportunities for students who are meeting/exceeding learning targets include:
- Access to grade level instruction/mini-lessons.
- In unit opportunities/intervention time opportunities
  - Enrichment - Focused study within the unit
  - Extension - Broader study within the field
  - Enhancement - Connecting contents
- Alternative/accelerated curriculum plans
- Providing opportunities that meet their needs/interest in and outside of the school day (Club activities, events, connection to experts).
- Appropriate course planning at the secondary level. This includes plans for AP, Dual Credit, and college courses.
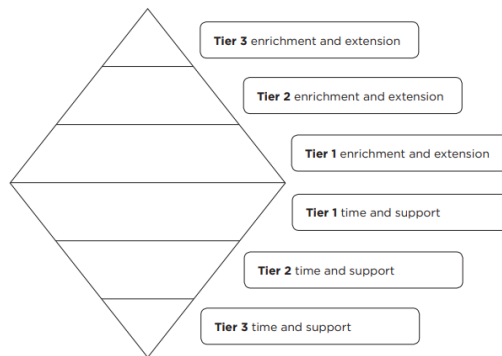
From: Make It Happen (Bailey & Jakicic)

Section N - Special Education Students

Case managers of students receiving special education services should be consulted in the intervention determination process. Students receiving special education services are eligible to receive intervention services. Case managers can help to determine what is appropriate for the student's IEP, goals, and programming. In many cases, the Special Educator provides the intervention services for Tier III as a part of the student's identified needs. Similarly, classroom teachers in Tier 2 interventions can provide opportunities to special education students as they do all students. School Intervention Teams should be used to coordinate services appropriately based on the student needs and availability of school resources.

Regular education students who have been identified for intensive interventions and are not making academic gains after intensive interventions have been conducted as designed, fidelity of interventions have been met, and it has been shown that the student is not performing below grade level due to lack of high-quality instruction matched to his/her needs should be discussed for possible special education referral. Please note that a referral for services can be initiated at any time in accordance with the district RtI plan, Wisconsin DPI, and regulating laws. This is a guideline to help ensure students receive needed services at appropriate times.

Case managers, under the support of the IEP team, should coordinate IEP goals to align to grade level essential standards wherever possible. This supports the student in attaining at grade level, participating in Tier I instruction and RtI structure.

Section O - Transitions

Between Buildings:
- Each building is responsible for ensuring that all data is entered in educlimber regarding the history of Tier III interventions from the past year.
- Data used to place students in or exit them from an intervention is critical for a transition between buildings and should be included in educlimber.
- Specific rationale for a student staying in the same intervention cycle for more than two cycles is important to document in educlimber.
- Each building is to create a profile* of students who ended the year in an intervention and send it to the next school (Building Principals) by the end of June. This should include:
  - Student Names

- ○ Intervention Area
- ○ Determination of whether or not they met their growth goal

*Please note that the profile is only required for students moving to a different school. This is not required for all students in an intervention. Example: Jefferson creates the profile for 5th Graders and delivers it to the Middle School by the end of June.

Between Grades:
- Each educator, in ELA and Math, should keep a record of each student's mastery of essential standards. This information should be passed on to the student's teacher for the following year as organized by the school principal.

Section P - Interventionists

- Interventionists have the priority of serving students with Tier 3 needs. Interventionists can support and/or work with Tier 2 or Tier 1 needs when there is not evident Tier 3 needs.
- Interventionists should make reasonable efforts, under the supervision of the Principal, to maintain fidelity of interventions.
- Any opportunity for interventionists to work in the student/grade level classroom should be taken advantage of.
- Interventions should, to the extent possible, align to current units of study in the core program.
- Interventionist guideline:
  - ○ Interventionists should plan for 10-15 minutes of preparation time for each intervention group they serve. This is a general guideline. The interventionist and intervention team should ensure that there is time to plan/prepare interventions and keep appropriate records.
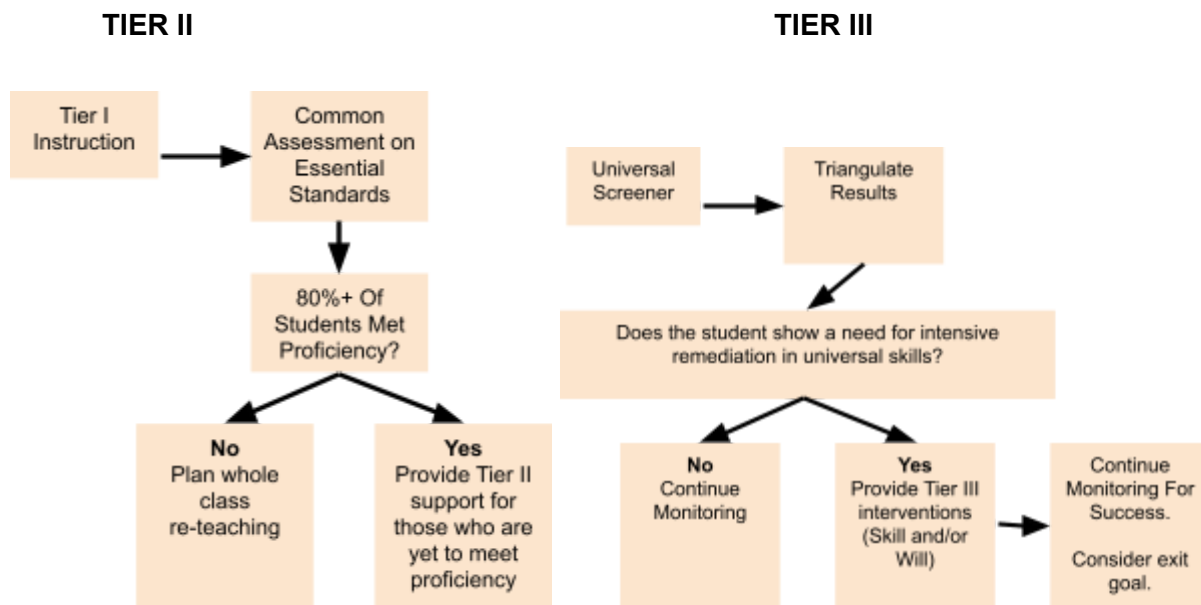
Section Q - Critical Steps To Implement A System of Interventions

The following is a checklist that could be implemented should there not be an intervention system in place at all. It could be used to implement the system in one year in one subject area. While BDUSD has interventions implemented, this can be used as a resource to evaluate our current state and actions needed.

❏ Create a guiding coalition.
❏ Build consensus on the school's mission.
❏ Create teacher teams and a site intervention team.
❏ Schedule weekly collaboration time.
❏ Identify a limited number of essential standards (academic and behavior).
❏ Ensure all students have access to this essential curriculum.
❏ Create and use common assessments on essential standards.
❏ Create a schoolwide teacher-recommendation process for Tier 2 interventions.
❏ Schedule time for Tier 2 interventions on a limited number of essential standards (will and skill).
❏ Identify students who need intensive interventions.
❏ Have the leadership team begin to diagnose, target, and monitor the most at-risk students.
❏ Begin Tier 3 interventions in one subject area.
❏ Evaluate current site interventions.

Section R - Flow-Chart

Tier II and Tier III flowcharts

TIER II

Tier I Instruction → Common Assessment on Essential Standards → 80%+ Of Students Met Proficiency?

No - Plan whole class re-teaching

Yes - Provide Tier II support for those who are yet to meet proficiency

TIER III

Universal Screener → Triangulate Results → Does the student show a need for intensive remediation in universal skills?

No - Continue Monitoring

Yes - Provide Tier III interventions (Skill and/or Will) → Continue Monitoring For Success. Consider exit goal.

Section S - Tier III Entrance Considerations

The following data is used as a first level screener for school intervention teams to consider for Tier III intervention services. If a student scores "below" the entrance considerations, further diagnostic assessments should be used to determine specific student needs and goals in order to prioritize services. No single assessment should place a student in intervention. Data should be triangulated and verified. This is a list of considerations for academic needs. Determining the social, emotional, behavioral needs of students is also considered. Staff may also suggest the school intervention team reviews a student who they believe is in need of a universal skill that is not demonstrated on a screener.

Grade	Literacy	Mathematics
K	**Reading:** I-ready Diagnostic: Standard View - Noted as "at-risk for Tier 3" and/or is noted as "at-risk for Tier 3" in two or more domains. F&P BAS: Demonstrates a need for intensive intervention on the instructional level expectation rubric. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern. **Writing:** Analysis of writing samples. Teacher observation.	I-ready Diagnostic: Standard View - Noted as "at-risk for Tier 3" and/or is noted as "at-risk for Tier 3" in two or more domains. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern.
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2	**Reading:**	I-ready Diagnostic:

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4	**Reading:** I-ready Diagnostic: Standard View - Noted as "at-risk for Tier 3" and/or is noted as "at-risk for Tier 3" in two or more domains. Forward Exam: Students who score in the 25th %ile or below (Below Basic) from the previous year. F&P BAS: Demonstrates a need for intensive intervention on the instructional level expectation rubric. Teacher Observation: Common assessments/pre-requisite	I-ready Diagnostic: Standard View - Noted as "at-risk for Tier 3" and/or is noted as "at-risk for Tier 3" in two or more domains. Forward Exam: Students who score in the 25th %ile or below (Below Basic) from the previous year. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern.

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9	**Reading:** I-ready Diagnostic: Standard View - Noted as "at-risk for Tier 3" and/or is noted as "at-risk for Tier 3" in two or more domains. Forward Exam: Students who score in the 25th %ile or below (Below Basic) from the previous year. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern. **Writing:**	I-ready Diagnostic: Standard View - Noted as "at-risk for Tier 3" and/or is noted as "at-risk for Tier 3" in two or more domains. Forward Exam: Students who score in the 25th %ile or below (Below Basic) from the previous year. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern.

	Analysis of writing samples. Teacher observation.	
10	**Reading:** State Assessment and/or Pre-ACT: Students who score in the 25th %ile or below (Below Basic) from the previous year. I-ready Diagnostic: Standard View - Noted as "at-risk for Tier 3" and/or is noted as "at-risk for Tier 3" in two or more domains from Grade 9. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern. **Writing:** Analysis of writing samples. Teacher observation.	State Assessment and/or Pre-ACT: Students who score in the 25th %ile or below (Below Basic) from the previous year. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern.
11-12	**Reading:** State Assessment and/or Pre-ACT: Students who score in the 25th %ile or below (Below Basic) from the previous year. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern. **Writing:** Analysis of writing samples. Teacher observation.	State Assessment and/or Pre-ACT: Students who score in the 25th %ile or below (Below Basic) from the previous year. Teacher Observation: Common assessments/pre-requisite assessments demonstrate a universal skill is of concern.

Note: Tier III interventions at the secondary level (Grades 6-12) are often offered as classes. Therefore, screening and intervention placement processes must use end of year data from the previous year to make initial placement determinations.

Additional Diagnostic Assessments: May be used to verify screener assessments, prioritize needs, determine specific student needs/goals/interventions. <u>The goal is to identify the universal skill(s) the student may need intervention for</u>.

Literacy/Reading Assessments that help verify, prioritize, and identify need for intervention in decoding, fluency, comprehension, and writing.	Mathematics Assessments that help verify, prioritize, and identify need for intervention in number sense and operations.
F&P BAS administered by Reading Teacher/Specialist	Number Worlds Number Knowledge Test and Placement Tests
Words Their Way Inventory administered by Reading Teacher/Specialist	Observation or Interview of the student.
Observation or Interview of the student.	Analysis of student work.

Skills To Be Addressed in Tier III:
- Reading:
    - Phonemic Awareness, Phonics, Decoding, Fluency
    - Comprehension
    - Vocabulary
- Writing
- Mathematics:
    - Number Sense
    - Operations
- English Language
- Academic & Social Behaviors
- Health & Home

Section T - Critical Questions For Special Education Identification *(Taking Action Reproducible)*

Critical Questions for Special Education Identification

The site intervention team must ask the following questions when considering a student for special education placement.

Tier 1

- Did the student have ready access to essential grade-level curriculum as part of his or her core instruction?
- Did the student receive effective supports, accommodations, or differentiation to support his or her success in learning essential grade-level standards? What were these supports?
- Is there evidence that the school's core instructional practices are working for a large majority of students, including similar students?

Tier 2

- Did the school identify the student for supplemental support in a timely manner?
- What were the student's specific learning needs at Tier 2? (The team should be able to list exact standards, learning targets, and behaviors.)
- What caused the student to not learn these essential learning outcomes?
- What research or evidence-based interventions did teachers use to address the student's specific learning needs?
- Did the school provide these interventions in addition to Tier 1?
- Is there evidence that these interventions were effective for similar students?

Tier 3

- Did the school identify the student for Tier 3 interventions in a timely, proactive manner?
- What quality problem-solving process did the school use to better identify the student's specific learning needs and the cause of the student's struggles?
- What were the student's specific learning needs at Tier 3? (The team should be able to list exact standards, learning targets, and behaviors.)
- What research- and evidence-based interventions did the school use to address the student's specific learning needs?
- Did highly trained professionals in the student's areas of need provide these interventions?
- Did the school provide these interventions in addition to Tier 1 and Tier 2?
- How often did the school monitor the student's progress for each intervention? What revisions or modifications did the school make based on this information?
- Is there evidence that these interventions were effective for similar students?
- Are there any other interventions or supports the school should try before considering special education placement?
- Does the site intervention team unanimously feel that special education identification is necessary and appropriate for this student? What benefits will the student receive due to this recommendation that could not be provided without it?
- Would team members make the same recommendation if the student in question were their child?

END OF GUIDEBOOK