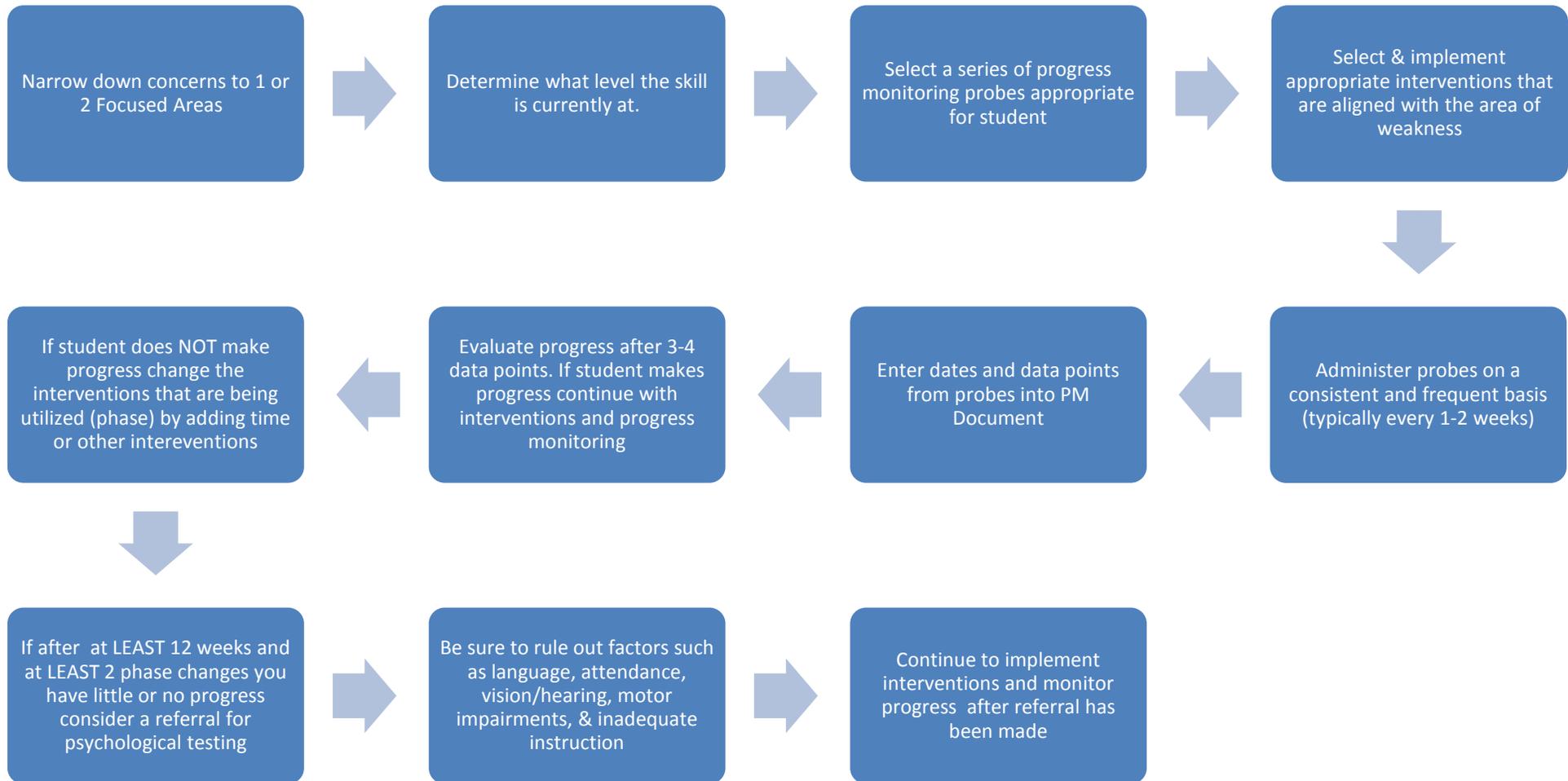


Progress Monitoring with RTI at Tier 3 Using the Barrow County Progress Monitoring Tool



Response to Intervention: The Georgia Student Achievement Pyramid of Interventions



*"We will lead the nation in improving student achievement."
Kathy Cox, State Superintendent of Schools*

Glossary and Resources

Probes

- Short (typically 3-5 minute) assessments that are administered consistently but intermittently (usually every 1 to 2 weeks).
- These probes are what are entered into the Progress Monitoring Document
- Probes are administered at the students level of skill, rather than chronological grade level (i.e. a 6th grade student with a third grade reading level needs to be assessed using 3rd grade probes).
- Probes can be found (free) at www.easycbm.com , <https://dibels.uoregon.edu/>, and on the system level disc given to all administrators.
- Probes can be reused with the same student within limits (same probes should have two months in between).
- The above linked probes include multiple versions of the same area at similar difficulty level.

Interventions

- Teach/build a skill rather than simply facilitate greater performance (building reading fluency rather than simply giving a student longer time on a reading task).
- Often can be simply one on one teaching or tutoring with a certified teacher.
- Are focused on building **academic skills** rather than simply **curricular attainment**.
- At Tier 2 interventions can be group based and general (focusing on broad reading with multiple students who may have different reading levels and difficulties) while at Tier 3 they must be individualized to the students particular needs in a narrow academic area.
- Again should focus on skill deficits that the student missed at earlier levels rather than the current grade level curriculum (which is still being taught to all students at Tier 1).
- Interventions are available widely but their effectiveness can vary and it is easier to find them in some areas than others (lots of interventions for early reading, fewer for intermediate math).
- Some good websites to find interventions in various areas include www.interventioncentral.com, www.fccr.org, www.whatworks.ed.gov, and on the resources form provided to your RTI coordinator.
- Many quality interventions are already being utilized within the schools (Classworks, Voyager Math, After-school tutoring, etc.)

Progress Monitoring

- Completed on the Barrow County progress monitoring form available on the Intranet.
- Probes that are administered and entered into it should be narrowly focused (math calculation rather than just math), consistently leveled (difficulty level of probes should stay the same), and given in even intervals (once every one or two weeks).
- Both a goal level line (what the student can feasibly achieve in a few months) and a grade level line (what a normally functioning student of the same grade would be expected to perform on the same probe) are available to set expectations for growth.
- The goals set early on should not change unless A) the student meets the goal and needs higher goals or B) it becomes apparent the goal was set too high.
- The interventions being implemented at various times when a student is assessed should be entered into the interventions box on the Form.

Phase Changes

- A phase change simply refers to when a particular battery of Tier 3 interventions are tweaked, usually by adding additional time with preexisting interventions or by adding different interventions.
- Phases should be changed when a student does not make progress after some time with the initial intervention package (3-4 weeks is usually a good benchmark).
- Phase changes should be designated on the chart so that the student's linear progress can be tracked to the addition/removal of specific interventions.
- When entered into the PM chart interventions need to be both directly tied into the area of concern (i.e. a reading comprehension intervention would not be appropriate when reading decoding is the area of weakness) and very specific.
- Meaning entering "After School Tutoring" or "Classworks" is inappropriately vague.
- Specifying what particular skills are being worked on and how within these constructs is a better mode of documentation.
- When students do not make progress after multiple weeks (at least 12) and phase changes (at least 2 but preferably 3) a referral for testing needs to be considered, although other factors must also be ruled out.

Where Does RTI Reside in State Regulations & Resources

1. The State of Georgia's full implementation document for RTI can be found on the DOE website at:
<http://public.doe.k12.ga.us/DMGetDocument.aspx/Response%20to%20Intervention%20-%20GA%20Student%20Achievement%20Pyramid%20Oct%202023.pdf?p=6CC6799F8C1371F68DB0D7C596DDE568EC009371819645167EF8D00428F8293B&Type=D>
2. RTI primarily exists in State Law in the SPED regs.
3. SLD Criteria Clause

Required Data Collection

(1) In order to determine the existence of Specific Learning Disability, the group must summarize the multiple sources of evidence to conclude that the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards and intellectual development. Ultimately, specific learning disability is determined through professional judgment using multiple supporting evidences that must include:

(a) Data are collected that include:

(i) At least two current (within twelve months) assessments such as the results of the CRCT or other state-required assessment, norm-referenced achievement tests or benchmarks indicating performance that does not meet expectations for State-approved grade-level standards;

(ii) Information from the teacher related to routine classroom instruction and monitoring of the child's performance. The report must document the child's academic performance and behavior in the areas of difficulty.

(iii) Results from supplementary instruction that has been or is being provided:

(a) that uses scientific, research or evidence based interventions selected to correct or reduce the problem(s) the student is having and was in the identified areas of concern;

- a. (b) such instruction has been implemented as designed for the period of time indicated by the instructional strategy(ies). If the instructional strategies do not indicate a period of time the strategies should be implemented, the instructional strategies shall be implemented for a minimum of 12 weeks to show the instructional strategies' effect or lack of effect that demonstrates the child is not making sufficient progress to meet age or State-approved grade-level standards within a reasonable time frame;

