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# Multi-Tiered Instruction (PLC/RTI) in the School District of La Crosse: Matching Student Needs to Instruction

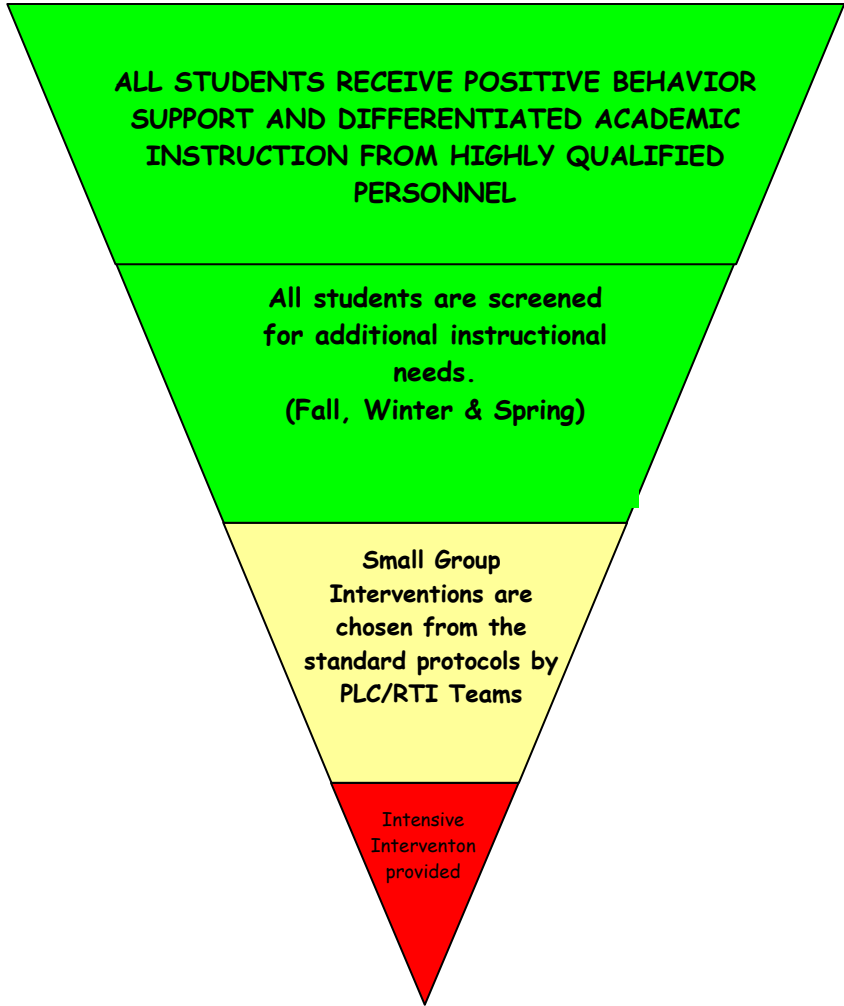
## Four Critical Questions of Learning:

1. What is it we expect students to know?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

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**PLC/RTI MODEL**  
**School District of La Crosse, La Crosse WI**



**TEAMWORK TIMELINES:**

Benchmark Meetings occur fall, winter & spring to review data and make decisions about school-wide progress.

Grade Level Team Meetings occur once each week for 30-45 minutes.

Student Management Team Meetings (SMT) occur at least twice a month for 30-45 minutes to review data, plan and adjust interventions.

Evaluation Team meetings occur when a referral is accepted or written.

**DECISION RULES:**

**80% Decision Rule:** If 80% of students are not meeting benchmarks, review core program (s) and create a plan for improvement.

**20% Decision Rule:** Students with academic skill delays and/or chronic behavior needs are placed in small group interventions provided by the classroom teacher in addition to universal instruction.

**Change Small Group or Intensify Intervention Rule:** When progress data is below the aimline for 3 consecutive points or when the slope is flat or decreasing after 20 days of instruction.

**Consider Reducing Intensity Rule:** when progress monitoring data remains at or above the 25<sup>th</sup> percentile aimline for same age/grade peers for at least three consecutive data points.

**Consider a Referral for Special Education Evaluation Rule:** When a student fails to progress after two (2) consecutive, intensive interventions delivered according to design and for at least 80% of recommended number of weeks, sessions, or minutes for each specific area of concern.

## Overview - PLC Team Process

Professional Learning Communities are a structured, systematic process that supports the instructional/ behavioral needs of all students. Strong teaming is a critical part of this process.

In the La Crosse School District, there are four types of team meetings that occur as part of the PLC/RtI process.

1. Benchmark
2. Grade Level/Content
3. Student Management Team (SMT)
4. Evaluation Team

Teams will determine the role of each member and their corresponding duties to best meet the needs of their school. Suggested roles are as follows:

- **Facilitator** - The facilitator guides meeting in a productive and proficient manner, updates members on progress and sets up follow-up meeting dates. The facilitator needs to be aware of several dynamics: sensitivity to the family, restating comments and suggestions, keeping the meeting on track, valuing each person's contribution, summarizing comments, and delicately guiding the discussion through each phase in order to reach the desired outcome or action plan. The facilitator is responsible for moving the team through the meeting.
- **Note taker(s)** - The note taker documents the meeting by typing up notes and distributing the notes/ action plans to the team.
- **Time Keeper** - The time keeper moves the process along in an efficient manner.
- **Meeting Coordinator** - The meeting coordinator sets the meeting date, coordinates with teachers and decides who is appropriate to invite.
- **Data Entry Coordinator** - The data entry coordinator ensures timely entry of data, including interventions and progress monitoring data, into the PLC/RTI database.

## Benchmark Data Analysis Team Meeting - Fall/Winter/Spring

**Purpose:** These meetings are designed to evaluate the effectiveness of core programs.

**Membership:** Diverse team from building staff

**Estimated time:** 3-4 hours scheduled as needed to meet building needs

**Planning for all students (Tier 1):** Three times a year, fall, winter and spring, this team reviews data on student performance such as academic data, behavior referrals and attendance (e.g., AIMS web, DRA, MAZE, Core Program assessments, grades, etc.) in order to evaluate the effectiveness of core programs. Data should be reviewed for all students including disaggregating results by race and program (i.e., Special ED, ELL, Title I) to look for trends in school improvement. Core programs should meet the needs of at least 80% of the student population.

**Meeting outcome(s):** Trends and data will be shared with all staff for use in developing School Improvement Plans and grade level action plans.

**Documentation:** Benchmark Data Analysis Team Agenda/Log form (found in RtI Manual Forms folder)

## Key Questions / Considerations for Benchmark Meetings

### General questions

- Are 80% or more of all students meeting benchmark? 80% of subgroups?

**Yes:** Celebrate! Are all students making growth? Are students in subgroups making growth? Have you set ambitious goals for the next benchmark assessment?

**No:** Discuss the following questions about the core program:

### Reading, Math and Writing

- Are all teachers using the program/resources with a high degree of fidelity?
- Are we using the pacing guides?
- Which priority standards need to be addressed at the building level?
- Is instructional time protected? Are interruptions minimized?
- Is the instructional block sufficient, or is more time needed?
- Is student learning being monitored regularly? (Formative/Summative)
- Is there a subgroup of students not meeting expected growth or achievement? If so, why?

### Attendance

- Is there a clearly articulated attendance policy? Is it being implemented?
- Is there sufficient outreach to families and a welcoming attitude toward all students?
- Is there a subgroup of students not attending regularly? If so, why?

### Behavior

- Is there a school-wide behavior policy, behavior curriculum and behavior team?
- Are behavior expectations posted, taught, practiced, and reinforced at the building and classroom level?
- Are support personnel such as bus drivers and instructional assistants trained in positive behavior support?
- Is there a classroom behavior incentive system?
- Is there a subgroup of students not meeting behavior expectations? If so, why?

## Grade Level/Content Team Meetings

**Purpose:** These meetings are designed for planning for effective delivery of core instruction.

**Membership:** Grade level/content team teachers for core instruction and specialists according to schedule.

**Estimated time:** 30-45 minutes

**Planning for all students (Tier 1):** Weekly/Cyclic grade level teams analyze data to make appropriate instructional decisions. The team uses discussion, planning, and implementation of core curriculum units, differentiation and common assessments to impact student learning.\*

**Meeting outcome(s):** The grade level team will develop/review SMART goals and action plans to effectively deliver universal (Tier1) instruction.

**Documentation:** Grade Level/Content Team Agenda/Log form (found in RtI Manual Forms folder)

For students identified per Standard (c): Procedures, Individual Reading Plan, and Parent Letter.  
(all forms found in RtI Manual Forms folder)

\*Each K-4 team must identify and create a list of students who do not meet grade level district reading requirements at the beginning of each school year per Standard (c).

## Key Questions / Considerations for Grade Level Team Meetings

### General questions

- Are 80% or more of the students meeting benchmark?

**Yes:** Celebrate! Are all students making growth? Have you set ambitious goals for the next benchmark assessment?

**No:** Discuss the following questions about the core program:

### Reading, Math and Writing

- Are you identifying and sharing highly effective instructional strategies?
- Is student learning being monitored regularly? (Formative/Summative/Common Assessments)
- How are we differentiating to meet student needs at universal level?
- Is there a subgroup of students not meeting expected growth or achievement? If so, why?
- How are we culturally responsive to our sub groups with instruction?
- Are we using the pacing guides and addressing priority standards?
- Is the instructional block sufficient? Is instructional time protected? Are interruptions minimized?
- How are we using before /after school supports?
- How are we communicating the supports to parents and students?
- Can we identify any students and their specific area of need who need Tier 2/Tier 3 interventions?
- Are there students in need of extension and/or enrichment?

### Behavior

Review behavior data and identify students with 2-5 discipline or counseling referrals in a 30-day period.

- Do behavior expectations need to be re-taught and reinforced to a select group of students?
- Are behavior prevention or intervention programs available?
- Does a student need a behavior plan with clearly defined skills to be taught and established supports and expectations?
- What other positive supports could be put in place to assist the student?
- Does a student need a Functional Behavior Assessment (FBA)?
- Is there a need for outside help i.e., community supports?
- Does attendance influence student achievement?
- What other environmental issues should be considered?

- Do parents need more support with managing behavior at home?

## Student Management Team (SMT) Meetings

**\*Reminder:** Wisconsin Standard (c) requires that all teachers K – 4 must document interventions provided in the classroom, for students achieving below expectations in Reading, before Title I or Special Education services are accessed. The School District of La Crosse recognizes this as best practice for teachers at all grade levels.

**Purpose:** The SMT focuses on time, design, and delivery of instruction to support staff who have identified students in need of intervention and/or to monitor students who are currently in interventions. For a student in an intervention, the team will determine whether to continue, modify, change or discontinue an intervention. The SMT meets at least twice a month.

**Membership:** Principal, classroom teachers, special education teacher, literacy specialist, school psychologist, and other specialists (ELL, Alt. Ed, instructional coach) as appropriate.

**Estimated time:** 30-45 minutes

**Planning for all students in Tier 2/Tier 3 interventions:** The team focuses on individual students and groups of students whose data indicates they are performing above or below benchmark. These students have been screened and placed into targeted reading, writing, math or behavior interventions.

**Tier 2 Intervention:** Tier 2 interventions are defined as the systematic use of a technique, program or practice designed to improve learning or performance in *specific areas* of pupil need. Tier 2 interventions are delivered to groups of 4-7 students with the goal of gaining critical academic or behavioral skills so students can be successful in core instruction based on summative data or formative data from Tier 1.

**Tier 3 Intensive Intervention:** Tier 3 intensive interventions are used with groups of 1-3 students and are focused on a single or small number of discrete skills. The intervention must provide a substantial number of instructional minutes in addition to those provided to all pupils. It must also be culturally appropriate and be implemented consistent with its design. When a student is targeted with intensive intervention:

- a specific area of concern must be identified (Listening Comprehension, Oral Expression, Reading Fluency, Basic Reading Skills, Reading Comprehension, Math Calculation, Math Reasoning, Written Expression).
- parents/guardians must be notified, and notification must be documented.
- research-based intervention is required.
- documented weekly progress monitoring must occur using same age norms, instructional level progress monitoring can occur simultaneously.
- fidelity checks must be completed.

**Meeting outcome(s):**

This team will use data to determine if:

- progress is adequate and Tier 2 supports or universal instruction alone are sufficient to maintain progress.
- the student continues to struggle, but his or her difficulties appear to be due to other factors such as behavior, attendance, or limited English proficiency. Interventions targeted toward these issues will be initiated.
- the student's progress is not adequate, and it is determined that an effective intervention has not been found for the student - a referral to Special Education may be considered.
- the student has made some progress as a result of a heavy dose of interventions that cannot be maintained long-term with the current general education resources - a referral to Special Education may be considered.

**Documentation:** SMT Intake form for individual students (found in RtI Manual Forms folder)

## Key Questions / Considerations for SMT Meetings

### General

- Use standard protocols to determine which intervention program matches the group's needs. What group size is appropriate, and how much time per day is needed for the intervention? For behavior and attendance issues, it may be more appropriate to plan at the individual versus group level.
- Determine which staff are trained (or need training) in the program and schedule an intervention time.
- Determine what will be used to measure progress, how often, and who will be responsible for data collection. When will teachers reconvene to review student progress?
- Determine who will check fidelity of instruction and who will inform parents about team decisions.

### Reading, Math and Writing

Use assessment data and other anecdotal evidence as the foundation for discussion:

- What does data indicate the sub-skill deficiency to be (fluency, accuracy, decoding multi-syllabic words, etc.)?
- Using core curriculum assessments and other classroom information, can the team identify other sub-skill needs (comprehension, vocabulary, math concepts, writing organization, etc.)?

### Attendance

Review attendance data for students on an attendance intervention.

### Behavior

Review behavior data for students on behavior interventions



## Evaluation Planning Meeting

**Purpose:** This level of intervention is typically necessary for only a small percentage of students when Tier 3, intensive intervention has been unsuccessful.

- Progress is the same or less than that of same-age peers, and the student remains in the below average range of achievement
- Progress is greater than same-age peers but will not result in reaching the average range of achievement in a reasonable amount of time
- Progress is greater than same-age peers but the intensity of resources necessary to obtain this rate of progress cannot be maintained in general education

At this meeting, a plan for individualizing and/or increasing the intensity of the intervention needs to be developed.

**Membership:** LEA Representative (Principal, School Psychologist, or Program Support Teacher), literacy specialist, regular classroom teacher, special education teacher, licensed person qualified to interpret data, licensed person qualified to conduct individual diagnostic evaluations, and a licensed person who implemented the intensive intervention. Some individuals may serve multiple roles.

**Estimated time:** 45 minutes

**Planning for the individual student:** An evaluation planning team convenes with the parent/guardian to review progress monitoring data and conduct a review of cumulative records for an individual student. This analysis provides detail on a student's history and needs and is important to designing an effective, individualized intervention. A Functional Behavior Assessment (FBA) can be completed for students with behavioral issues.

**Meeting outcome(s):**

- A new intensive intervention may be selected based on student's response to previous intervention(s) without making a referral.
- A referral may be accepted or written.
- An evaluation plan may be developed and roles assigned.

If parents/guardians are not in attendance at the time a referral is accepted, they must be provided written notice of referral **before** seeking their input and conducting a review of records.

**Documentation:** Complete the Evaluation Planning Team form. Referral for Special Education Evaluation, parental notices, and consents are provided by the School Psychologist.

## Key Questions / Considerations for Evaluation Planning Meeting

- Has the parent/guardian received a notice that their child has been referred for special education evaluation?
- What input has the parent provided?
- What additional data is available regarding this student's progress?

**Referral for SLD:**

When the SMT team determines that a referral for special education is appropriate, the following information should be collected to be included with the referral:

- Academic performance data including information from collected work samples, report cards, etc.
- Most recent state test results
- District-wide assessment results including data from universal screeners
- Weekly progress monitoring data and graphs from **at least one** tier 3, intensive intervention. Data from a minimum of **2 intensive interventions will be required to justify a placement decision.**

**SLD Evaluation Requirements:**

Must	May
<ul style="list-style-type: none"> <li>• Notice of Receipt of Referral</li> <li>• Provide notice of parents' rights</li> <li>• Review of cumulative records</li> <li>• Acquire and document parent input</li> <li>• Notice and Consent to conduct an evaluation</li> <li>• Signed consent for evaluation (60 day clock begins)</li> <li>• Standardized achievement testing for each area of concern. This must be conducted following delivery of at least one intensive intervention for each area assessed.</li> <li>• Observations by a qualified professional:                             <ol style="list-style-type: none"> <li>1. during routine classroom instruction for each area of concern</li> <li>2. during the intensive intervention for each area of concern</li> </ol> </li> <li>• Progress Monitoring Data collected before and/or as part of the referral process comparing rate of progress to same-age peers</li> <li>• Data-based documentation of repeated assessments of achievement at reasonable intervals reflecting assessment of student progress directly linked to the instruction (state test results, district-wide assessments, universal screeners, curricular common assessments, etc.)</li> <li>• Documentation of fidelity of intensive intervention(s)</li> </ul>	<ul style="list-style-type: none"> <li>• If needed, a developmental history</li> <li>• If needed, an assessment of cognition, fine motor, perceptual motor, communication, social or emotional, and perception or memory to determine if the child exhibits impairment in one or more of these areas</li> <li>• If needed, a medical statement or health assessment indicating where there are any physical factors that may be effecting the child's educational performance</li> <li>• Any other assessments required to determine the impact of the disability</li> </ul>

Within 90 days of receipt of referral, the designated IEP team must meet and make a determination:

- Is there evidence of an impairment? Must meet DPI criteria.
- Is there a need for special education? There must be needs, accommodations, or modifications that cannot be provided for by regular education alone.

APPENDIX

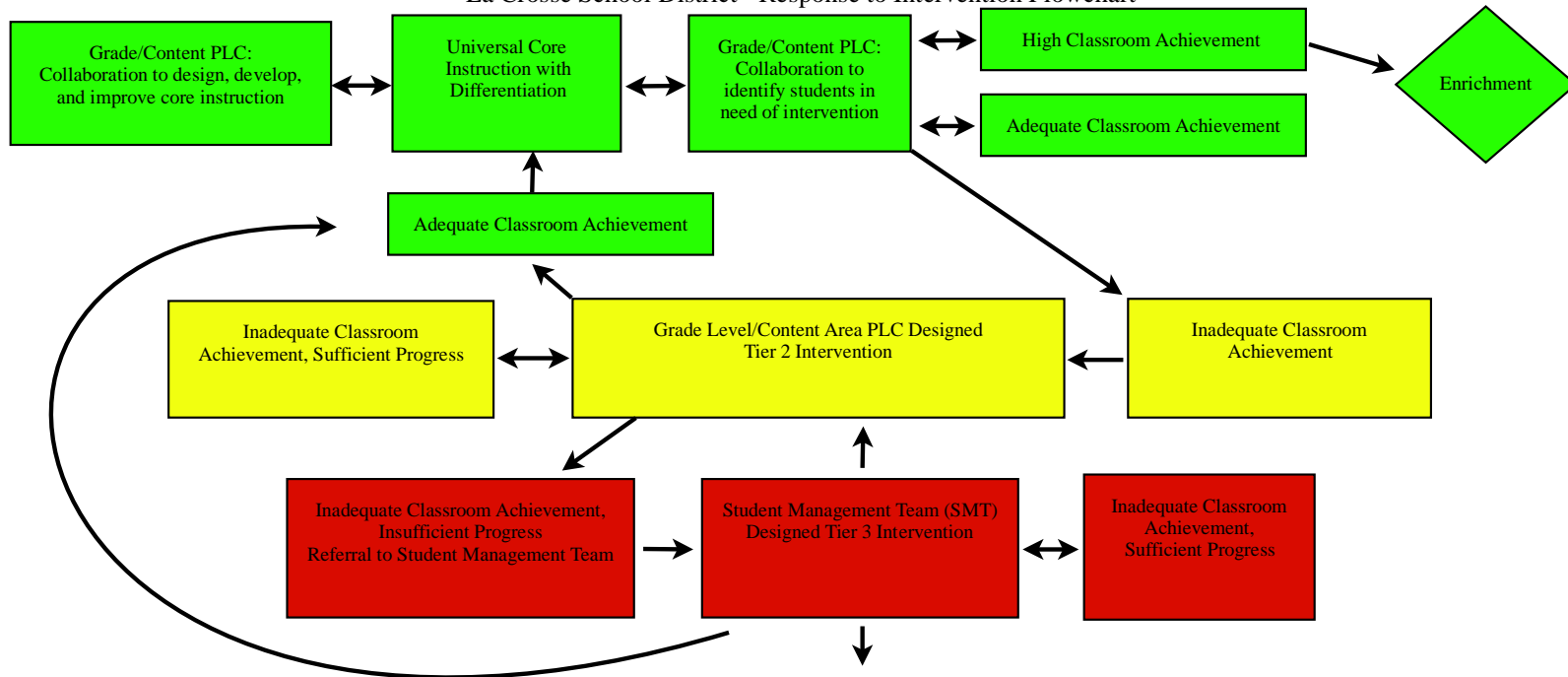
In-depth definition of the Tiers

	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Focus</b>	All students in the classroom.	Targeted students whose data support that Tier 1 instruction is insufficient to meet their needs.	Students who have not responded to the regular classroom setting coupled with unsuccessful Tier 2 interventions.
<b>Instructional Methods</b>	Universal instruction is designed to meet the needs of all students using differentiation within the core curriculum.	Technique, program or practice that will supplement regular classroom instruction and focus on specific skills.	Evidenced-based program or strategy focused on a specific skill area.
<b>Grouping</b>	Multiple grouping formats to meet student needs through differentiated instruction such as whole group, small group and individual.	Homogeneous small group instruction of 4-7 students.	Homogeneous small group instruction of 1-3 students or individual instruction, according to design to maintain fidelity.
<b>Time</b>	90 minutes or more per day of core instruction in reading and 50-60 minutes daily in mathematics.	Appropriate extended amount of time <b>beyond core instruction</b> to target specific skill area.	Minimum of 30 minutes per day, 5x a week, in addition to the minutes of core instruction or time as defined by the program to achieve fidelity.
<b>Assessment</b>	Universal screening of students occurs at the beginning, middle and end of the academic year. Assessments that can be used include: DRA, PALS, AIMSweb, WKCE, 6-Trait writing prompt, Explore, PLAN, etc.	Bi-weekly progress monitoring on deficient skills to ensure ability to change and adjust instruction based on data.	Weekly progress monitoring using same-age norms on deficient skills to ensure ability to change and adjust instruction based on data.
<b>Who Does It?</b>	Regular classroom teacher.	Regular classroom teacher or personnel determined by the school staff, based on capacity and resources at the district and building level.	Personnel determined by the school staff, based on capacity and resources at the district and building level.
<b>When Does it Happen?</b>	During universal instruction.	Any time outside of universal instruction. This can be provided as a push-in or pull-out model.	Any time outside of universal instruction. This will be provided through a pull-out model.

**PLC/RTI RESPONSIBILITY CHART**

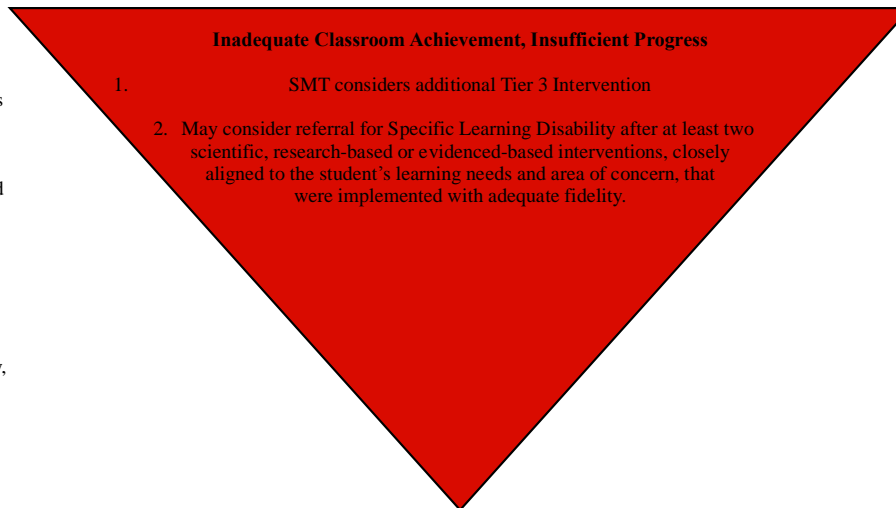
<b>Building Administration</b>	<b>Regular Ed. Staff</b> Classroom Teachers, Title Staff, Reading Specialists, ELL Staff	<b>Special Ed. /Pupil Services</b> Sped. Staff, School Psychologists, Social Workers, Counselors, School Health	<b>Central Office Administration</b>	<b>Parent/Guardian</b>
Resource analysis: staffing, schedules and materials.	Implement instruction with fidelity from core adopted programs	Consult/collaborate with regular ed. staff regarding academic/behavior program development to support specific needs of individual students	Collaborative District-wide PLC/RTI Coordination - Departments of Teaching and Learning and Student Services	Provides feedback and participates in decision making opportunities
PLC/RTI Team Coordinator	Monitor student progress	Monitor student progress	Monitors and supports availability of evidence based programs	Helps support their child's learning and achievement goals and behavior
Observations & evaluations of programs and teachers	Provide additional classroom intervention as needed	Consult, collaborate and participate in SPED referrals and evaluations Complete evaluation reports	Facilitate district-wide implementation of professional development	Communicates with staff regarding concerns
Provides professional development resources	Be an active member of the PLC/RTI Grade Level Team	Participate in team process for coordinating multi-tiered instruction	Facilitates PLC/RTI District Leadership Team meetings	Attends student / parent / teacher conferences
Participates in district leadership team for evaluation and program improvement	Implement evidence based intervention instruction with fidelity.	Support or deliver evidence based intervention instruction with fidelity. Monitor intervention fidelity.	Attends building team meetings at least once a month	Attends school events
	Provide program improvement input	Provide program improvement input	Completes annual review of project performance including LD Eligibility File reviews	

La Crosse School District - Response to Intervention Flowchart



**Specific Learning Disability Eligibility Criteria**

1. **Inadequate Classroom Achievement:** 1.25 SD or more below mean for same age peers in one or more of eight areas of SLD.
2. **Insufficient Progress** on at least two scientific, research-based or evidence based interventions, closely aligned to the student's learning needs (area of concern) that were implemented with adequate fidelity.
3. **Absence of Exclusionary Factors:** Other impairments, environmental, economic or cultural factors, limited English proficiency, or lack of appropriate instruction in Reading, Math, or any of the other SLD achievement areas being considered.



**Tiers of Instruction**

1. **Tier 1 Universal Instruction:** All students receiving core instruction with differentiation.
2. **Tier 2 Interventions:** Systematic use of a technique, program or practice designed to improve learning or performance in specific areas of pupil need to 4-7 students with the goal of gaining critical academic or behavioral skills.
3. **Tier 3 Intensive Interventions:** Interventions used with groups of 1-3 students that are focused on a single or small number of discrete skills that also provide a substantial number of instructional minutes in addition to those provided to all pupils. The intervention must be culturally appropriate and be implemented consistent with its research-based design.

## GLOSSARY

**ACCOMMODATIONS** are practices and procedures intended to provide students with equitable access to grade-level content and assessments.

**ADEQUATE PROGRESS** describes whether students' response to the current level and type of interventions/challenges is sufficient to meet their learning goals or whether a change is warranted.

**AGGREGATED DATA/RESULTS** refer to the performance/achievement of the total population of students participating in an assessment.

**BALANCED ASSESSMENT\*** refers to the use of using formative, benchmark and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness.

**BEHAVIORAL EXPECTATIONS** are the specific, positively stated behaviors desired of all students that are explicitly taught, modeled, and reinforced in a school.

**BENCHMARKS** are pre-determined milestones of achievement, established periodically throughout the school year, leading towards mastery of the grade level/content standards.

**BENCHMARK ASSESSMENTS** are the periodic assessments used throughout the school year to show student progress toward mastery of grade-level standards. Universal screeners, Curriculum-Based Measures (CBMs), office discipline referrals, portfolios, and interim assessments are examples of benchmark assessments.

**COLLABORATION\*** is a systematic process of collective problem-solving about and planning for teaching and learning.

**CULTURALLY RESPONSIVE PRACTICES\*** include the degree to which a school's programs, practices, procedures, and policies account for and adapt to the broad diversity of students' race, language, and culture.

**CUT SCORES** are selected points in test results used to identify levels of proficiency.

**DATA-BASED DECISION-MAKING** is the process of making instructional decisions for student academic and behavior success through ongoing collection and analysis of data.

**DECISION RULES** are predetermined, specific "If... then..." criteria used for instructional decision-making.

**DIAGNOSTIC ASSESSMENTS** are valid and reliable tools and techniques used to determine the specific nature of a student's learning difficulties.

**DIFFERENTIATION** is the dynamic adjustment of universal curriculum and instructional practices based on the learning needs of students.

*DISAGGREGATED DATA/RESULTS are outcome data that have been calculated and reported separately for specific sub-groups or -populations (e.g., students' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities).*

*EVIDENCE-BASED refers to "scientific, research-based [instruction] with substantial evidence of their effectiveness through multiple outcome evaluations" (Wisconsin DPI, 2011). In other words, programs, strategies, and assessments shown to have had positive outcomes for many students.*

*FIDELITY of instruction refers to whether the universal curriculum and instruction or the intervention/challenge is delivered in a way that is consistent with how it was intended to be delivered.*

*FORMAL MEASURES are quantifiable, norm-referenced, standardized assessments.*

*FORMATIVE ASSESSMENTS are the frequent, ongoing evaluation strategies teachers use to quickly gauge students' current understanding and make instructional adjustments in response. Running records, exit activities, open questioning, guided observations, and student journals are examples of formative assessments.*

*GRADE-LEVEL/COURSE BENCHMARKS are the pre-determined milestones of achievement, established periodically throughout the school year, leading towards mastery of the grade level/content standards.*

*HIGH QUALITY INSTRUCTION\* refers to curriculum and instruction that is engaging, differentiated, standards-based, data-driven, research-based and culturally appropriate for the students being served.*

*INFORMAL MEASURES refer to teacher-developed, formative assessments and observations.*

*INTENSITY OF PROGRESS MONITORING refers to the frequency of progress monitoring.*

*INTENSIVE LEVEL of support refers to instruction, assessment, and collaboration programs and practices provided for and about students with significant learning needs, either well-below or well-above benchmarks. Also referred to as Targeted, Tier Three, and Tertiary Level.*

*INTERVENTIONS are research-based instructional practices and programs used systematically to increase the performance in the universal curriculum of students not meeting academic or behavioral benchmarks.*

*LEA REPRESENTATIVE is a Local Education Agency Representative. This may be a principal, special education director, school psychologist, or other trained, district staff that makes sure required procedures are carried out to acknowledge the rights of parents/students, has knowledge of the curriculum, and has the authority to commit district resources relative to an evaluation or Individual Education Plan (IEP).*

*and monitor the allocation of the school district's resources relative to an evaluation and/or Individual Education Plan (IEP). An LEA Representative with*

*MODIFICATIONS refer to changes made to learning expectations in order to meet the needs of the student.*

*MULTI-LEVEL SYSTEM OF SUPPORT\* is a school-wide plan to systematically provide differing levels and intensity of supports based on student responsiveness to instruction and intervention. (Also referred to as tiered intervention system or pyramid of interventions).*

*MULTIPLE MEASURES, or multiple types of data, are gathered and their evidence considered for schools to understand the whole picture of students' performance and the effectiveness of instruction to make more fully informed decisions.*

*PROGRAMS Instructional programs address a defined set of content and skills with a structured and packaged format for delivery. Instructional programs often include: Teacher manuals, instructional materials, assessments, a scope and sequence. (Example: a purchased reading series)*

*PROGRESS MONITORING is a process used to assess students' academic and behavioral performance, to measure student responsiveness to interventions/challenges, and to evaluate the effectiveness of interventions/challenges.*

*PROGRESS MONITORING TOOLS are valid and reliable assessments used to quantify a student's rate of improvement in response to an intervention/challenge; these tools are designed to be easy, quick, repeatable, and highly sensitive to change in student performance.*

*PROTOCOLS are the accepted, consistent norms and procedures that guide team agendas and practices of planning and decision-making.*

*RELIABILITY refers to the consistency of an assessment's results.*

*RESEARCH-BASED refers to "Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs" (United States Department of Education, 2009). In other words programs, strategies, and assessments shown to be effective in rigorous, scientific studies.*

*RESPONSE TO INTERVENTION (RtI) is a process for achieving higher levels of academic and behavioral success for all students.*

*TIER 2 refers to instruction, assessment, and collaboration programs and practices provided for and about students with learning needs of moderate intensity, either below or above benchmarks. Also referred to as Secondary, Selected Level, Supplemental, and Small Group level of support.*

*SPECIFIC LEARNING DISABILITY (SLD) refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language (spoken or written) that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations; SLD disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.*

*STUDENT MANAGEMENT TEAM (SMT) is an established collaborative group designed to develop timely and effective strategies and resources for individual students in need of intensive support. (Also known as Student Support Team, Child Study Team, or Building Consultation Team)*

*SUMMATIVE ASSESSMENTS are infrequent tests used to evaluate cumulative learning. Large-scale standardized assessments (including WKCE-CRT and Advanced Placement tests) and end-of-semester exams or school suspension rates are examples of summative assessments.*

*Tier 1 is UNIVERSAL INSTRUCTION and refers to the academic and behavioral curriculum and instruction deemed critical, delivered to all students, and expected to meet the needs of most students in a school. (Also referred to as Core Instruction or Primary Level of Intervention).*



*UNIVERSAL LEVEL refers to instruction, assessment, and collaboration programs and practices provided for and about all students in the school. Also referred to as Core, Primary Level, and Tier One.*

*UNIVERSAL SCREENERS are valid and reliable data collection tools and processes used to assess students' current level of performance in relation to grade level benchmarks.*

*UNIVERSAL SCREENING PROCESS is a process in which data from multiple measures are analyzed to determine whether each student is likely to meet, not meet, or exceed academic benchmarks or behavioral expectations.*

*VALIDITY refers to the extent to which an assessment or tool measures what it is intended to measure.*

**\*Indicates one of the essential elements of Wisconsin's RtI framework  
Adapted from the Wisconsin DPI in support of federal funds.**