

**Response to Intervention:  
Georgia Department of Juvenile Justice  
Georgia Preparatory Academy  
Pyramid of Interventions**

*Interventions to Meet the Needs of ALL  
Georgia Department of Juvenile Justice  
Georgia Preparatory Academy Students*

*Georgia Preparatory Academy  
Avery Niles, Superintendent of Schools*

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## Welcome!

The Georgia Department of Juvenile Justice (DJJ)/Georgia Preparatory Academy (GPA) is pleased to present this document as a guide for implementation of Response to Intervention (RTI). The purpose of this guidance document is to provide a common understanding and language of RTI, practical implementation ideas, and resources for continued professional learning.

The intended audience of this document includes all parties involved in teaching and learning in DJJ/GPA, principals, regular education teachers, special education teachers, support staff, parents, and students.

### Response to Intervention Mission

To identify students' academic and behavioral needs and provide research based interventions that will improve student progress and achievement

### Response to Intervention Vision

To increase appropriate student behavior and academic achievement in each DJJ/GPA classroom

### Acknowledgements

A special thank you to the following DJJ/GPA educators who served on the 2015-2016 RTI Statewide Leadership Committee:

Name	Title/School
Jacqueline Cain	Teacher/Bob Richards RYDC
Curtis Davison	Principal/Atlanta YDC
Syntria Holmes-Jackson	Teacher/Macon YDC
Muriel Horne	Regional Principal
Anjelica Manuel	Teacher/Rockdale RYDC
Michael McKnight	Principal/Metro RYDC
Zane Shelfer	Director Of Student Support Services

## **Overview**

### **The Georgia Department of Juvenile Justice**

#### **Georgia Preparatory Academy**

#### **Response to Intervention (RTI) Procedures**

The Georgia Department of Juvenile Justice/Georgia Preparatory Academy Schools shall, according to the Georgia Department of Education, Response to Intervention (RTI) State Manual (2011), provide all students the opportunity to participate in general education learning. Students requiring interventions to meet individual expectations will receive support through a systematic and purposeful process. This process has a four tier (4-Tier) delivery model utilizing evidenced-based instruction, evidenced-based interventions and continued monitoring of student progress to determine students who are not meeting success academically and or behaviorally. Finally, a Response to Intervention Committee at each school site serves as the driving force for decision-making.

In the DJJ/GPA School System, all students are considered to be in Tier 1 of the Georgia Pyramid of Interventions. Each student enrolled in middle school and high school within DJJ/GPA must be screened with a Universal Screener.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

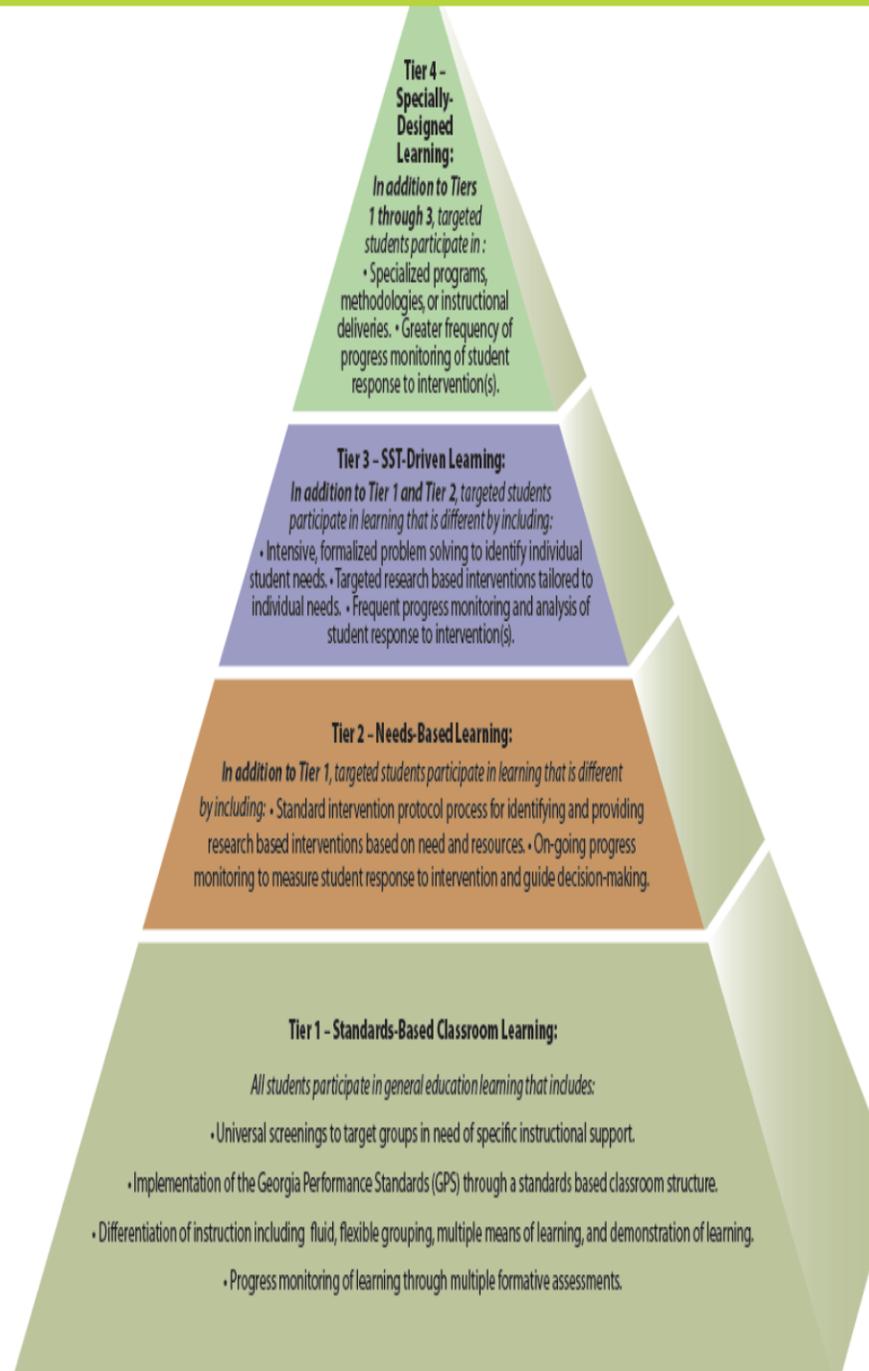
The Regional Principal, Principal or Lead Teacher shall appoint a Response to Intervention (RTI) Committee and RTI Chair at each school site. The committee will consist of appropriate education staff and other staff, as applicable.

RTI/SST student data including tiers and interventions will primarily be maintained in Infinite Campus. A separate RTI/SST student file does not need to be maintained. All RTI/SST forms (original documents including guardian signatures) are considered part of the student's permanent record.

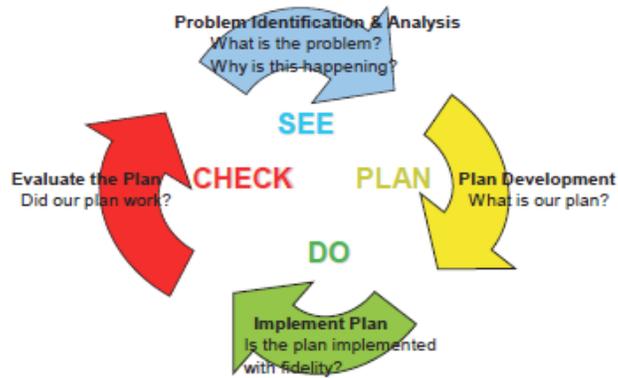
Membership forms (Appendix A), sign-in sheets, and meeting minutes will be maintained by the RTI Chair.

Students who have earned a GED or high school diploma and are in the Graduate Education Program (GEP) or students who are enrolled in pre-GED and GED will not be considered for Response to Intervention (RTI).

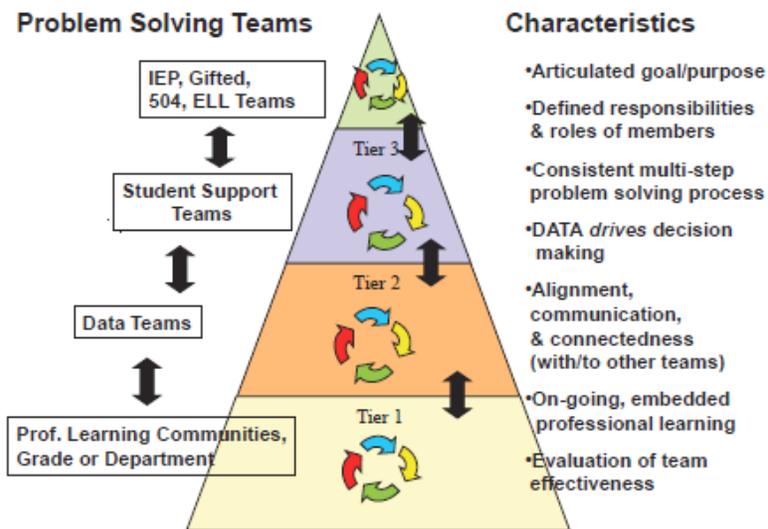
# Response to Intervention: The Georgia Student Achievement Pyramid of Interventions



## The Problem Solving Process... *Data-Driven Decision Making*



Source: Lynn L. Pennington, SSTAGE



Source: Lynn L. Pennington, SSTAGE

# Tier 1 – Standards - Based Classroom

## I. Tier 1 - Standards –Based Classroom Learning:

All students participate in general education learning that includes:

1. Universal screenings to target groups in need of specific instructional support
2. Implementation of the Georgia Standards of Excellence through a standards-based classroom structure
3. Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning
4. Progress monitoring of learning through multiple formative assessments

Tier 1 is not limited to instruction in the academic content areas, but also includes all developmental domains such as behavioral and social development.

Teachers utilize benchmark/formative assessments and analysis of student work to guide and adjust instruction. Common formative assessments and a common protocol for analyzing and recording student progress are developed and provided to each school.

## II. Screening

1. Students will be screened and may be referred by teachers at any time for Response to Intervention (RTI) when consistent academic and/or behavioral issues arise.
2. When students have been identified for data collection, the RTI committee will meet at least two times per month during months with more than 15 school days (April, November, and December only require one meeting). RTI is not required to meet during the summer session.
3. The **Teacher RTI Report** will track RTI data in Infinite Campus.
4. Data (TABE, Behavior Redirection & Education Activities Classroom (BREAC) referrals, assignments, state test scores, and Discipline Referrals (DR) while in Georgia Preparatory Academy) will be reviewed during the initial screening.
5. Data collected during the screening will indicate which students need to be moved up a tier or remain in Tier I. This information is recorded in Infinite Campus.

### **III. Progress Monitoring/Data Collection**

1. Individual RTI information will be maintained in Infinite Campus. When necessary, RTI forms, parent forms or other related forms that require signatures will be maintained in the student's regular education file in **pocket four** and scanned into Infinite Campus.
2. On the screening date, if a decision for data collection is made, teachers will collect data for a maximum of six weeks.
3. Upon completion of data collection, results/progress will be reviewed and a placement decision will then be made to determine the appropriate tier.
4. Tier 1 data collection will be recorded in Infinite Campus under the **RTI Teacher Information** tab.
5. Committee placement decisions will be made to either:
  - a. Continue Tier 1 without data collection
  - b. Continue on Tier 1 with an instructional strategy (without data collection)
  - c. Referral to Tier 2 (Appendix B) Parent notified by letter (Appendix C) and invited to meeting. Contact will be indicated on the Regular Education Contact Log.

### **IV. Tier I Instructional Strategies and Best Practices**

The instructional strategies listed below will be used on a daily basis as appropriate for individual student needs.

1. PBIS (Positive Behavior Intervention and Support) System
2. Extended Time
3. Use of Calculator
4. Simplifying Directions/Instructions
5. Study Guides Prior to Standardized Assessments (Curriculum)
6. Re-teaching
7. Wiggle Breaks
8. Memory Aids/Mnemonic Devices
9. One-on-one Assistance
10. Reinforcing
11. Rules/Expectations Clearly Displayed in Class
12. Planned Ignoring

13. Use of BREAC
14. Shortened Assignments
15. Supplemental Materials (Promethean Board)
16. Using Manipulates for Math (Cut Outs)
17. Flexible Grouping in Classroom
18. Consultation with Other General Education Teachers
19. Consultation with Special Education Teacher
20. Short Frequent Assessments/Quizzes
21. Classroom-Based Management Plan
22. Agendas, Graphic Organizers, Study Guides
23. Observation by Another Teacher
24. Assigned Seating
25. Change in Seating
26. Cooperative Learning
27. Visual Cues Posted on Desks
28. Progress Charts
29. Consultation with Principal/Lead Teacher following BREAC Referral (prior to return to classroom)

# Tier 2 –Needs-Based Learning

## I. Tier 2 - Needs Based Learning:

1. In Tier 2, targeted students participate in learning that is different by including standard interventions that are pre-planned, formalized and systematically delivered based on areas of need. In addition, there is ongoing progress monitoring to measure the student’s response to interventions and guide decision making.
2. All Tier 2 interventions must be research proven and aligned to the needs of the student and resources of the school. They are more concentrated/small-group or individualized.
3. Tier 2 interventions should be pre-planned, developed, and supported at the school level, thereby becoming “standard intervention protocols” that are proactively in place for students who need them.
4. Tier 2 interventions are not a substitution for Tier 1 instruction, but are layered in addition to the Tier 1 instruction that is provided. They may involve an increase in intensity, frequency, and duration of strategies used in Tier 1.

## II. Referral to Tier 2 occurs when:

1. Academically:

A student shows lack of progress with a failing class grade or lack of mastery of concepts.

2. Behaviorally:

A student shows an increase in the need for behavioral interventions as demonstrated by refusal to complete assignments, the number of referrals to the DJJ Behavior Redirection & Education Activities Classroom (BREAC) and the number of Discipline Reports (DR) per week in the school setting. A student may be considered for Tier 2 if the student has more than 3 referrals per week to BREAC and/or 1 DR per week or both in the school setting.

## III. Screening :

1. It is not necessary to wait 6 weeks to refer a student to Tier 2, if it becomes obvious prior to that time that the student is struggling at Tier 1 as indicated by any of the above criteria.
2. Data collection during Tier 2 includes current grades, BREAC referrals and Discipline Reports.

#### **IV. Differentiated Instruction/Researched Based Interventions**

Tier 2 research-based interventions include but are not limited to:

1. Positive Behavior Intervention and Support (PBIS) System
  - a. Positive Behavior Agreement (refer to PBIS Team)
  - b. Individual Pre-Correction
  - c. Behavior Specific Praise
  - d. High Probability Request
2. Reading/Math Remediation Software/Programs
3. Group Activities and Interventions (Title I Tutoring Program, Planned Group Activities, Stations and/or Centers)

Refer to [www.interventioncentral.org](http://www.interventioncentral.org) for further interventions.

#### **V. Progress Monitoring/Data Collection**

1. Appendix B Tier Referral Form documents strategies used at Tier 1 and the committee's decision for referral to Tier 2.
2. Appendix D Meeting Minutes will document meeting.
3. Appendix E Tier 2/SST/Gifted, EL Plan will document progress while in Tier 2. Included are interventions designated for specific teachers and subject areas. This information will be put into Infinite Campus.
4. Student progress will be discussed at each meeting. Progress monitored for six weeks.

#### **VI. Evaluation Meeting Scheduled**

At the end of the progress monitoring period, the committee will meet to determine to:

- continue current interventions and remain in Tier 2
- prescribe additional or alternate interventions and remain in Tier 2
- increase intensity and/or duration of interventions and remain in Tier 2
- return the student to Tier 1 if academics/behavior has improved
- move student to Tier 3

# **Tier 3 – Student Support Team (SST) Driven Learning**

## **I. Tier 3-SST-Driven Learning**

1. In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including intensive, formalized problem solving to identify individual student needs. In Tier 3, SST is the structure and RTI is the process.
2. Targeted research based interventions tailored to individual needs
3. Frequent progress monitoring and analysis of student response to interventions
4. A letter must be sent to the parent/guardian notifying them that their child has been considered for a SST plan and inviting them to the SST meeting. (Appendix C)
5. A student in SST who transfers within DJJ/GPA schools or enters a DJJ/GPA school with a current SST plan from public school will remain in SST until such time as the RTI Committee determines services are no longer needed. Notice of Continuation of Services (Appendix F) will be sent to the parent.
6. The Student Support Team’s (SST) Tier 3 activities investigate WHY the student has continued to struggle—even with Tier 2 interventions—and strive to correct the problem. Data gathering and analysis are more stringent at Tier 3 than in lower tiers. Individualized interventions are used for significant periods of time, with adjustments as necessary to fine-tune the solution.

## **II. Screening**

The Student Support Team (SST) Committee is comprised of the same individuals as the Response to Intervention (RTI) Committee. (Appendix A)

Data collections and documentation at the Tier 1 and Tier 2 level will guide the decision of the RTI committee to refer a student to Tier 3/SST. If a student’s progress monitoring results indicate a deficit in a specific area, an appropriate instructional intervention is implemented and progress within that intervention is monitored. These students are characterized as not making sufficient progress with Tier 1 and Tier 2 instruction, falling behind on benchmark skills, and those who require intense additional instruction to achieve grade-level expectations.

An individualized SST Education Plan (Appendix E) will be developed by the committee that addresses the indicated deficit identified at the Tier 2 level. The SST Education Plan will be scanned into Infinite Campus.

## **III. Differentiated Instruction/Research-based Interventions**

1. Positive Behavior Intervention and Support (PBIS) System
  - a. Positive Behavior Agreement (refer to PBIS Team)

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- b. Individual Pre-Correction
  - c. Behavior Specific Praise
  - d. High Probability Request
2. Reading/Math Remediation Software/Programs
  3. Group Activities and Interventions (Title I Tutoring Program, Planned Group Activities, Stations and/or Centers) with increased frequency, intensity, and duration
  4. Individualized Instruction/ SST Plan

Tier 3 interventions are not a substitution for instruction at the Tier 1 and Tier 2 levels, but are layered in addition to that instruction with more intensity, frequency, and duration. Refer to [www.interventioncentral.org](http://www.interventioncentral.org) for further interventions.

<b>EXAMPLES of CORRECT Tier 3/SST interventions</b>	<b>EXAMPLES of INCORRECT Tier 3 /SST interventions</b>
Student is given additional drill and practice (3x a week for 30 minutes each) on specific area(s) of weaknesses in math, which were targeted after an analysis of several formative assessments and interviews with the student.	Student is given extra work in specific area(s) of math weakness.
Student is given a diagnostic reading assessment. A plan for the student is developed which recommends continuing the current Tier 2 reading intervention with the addition of tutoring sessions (3x a week for one hour) focused on his primary weakness. Progress monitoring established in Tier 2 is continued in Tier 3 with greater frequency.	Student is given additional reading assignments in lower level readers.
Baseline data will be collected prior to implementing a plan. The team develops an individualized student behavior management plan based on recommended behavioral interventions. The interventions will be utilized two times per week. The SST chairperson will follow-up with teachers to answer any questions on data time sampling and to check fidelity of implementation.	Misbehaving student is moved to front of class. Teacher is directed to increase eye contact with student in order to decrease behavior incidents. Teacher is asked to keep data.
Team invites school psychologist to consult on case to discuss threshold for suspecting a disability as primary cause.	Team refers student for consideration of special education eligibility without involving school psychologist.

#### IV. Progress Monitoring/Data Collection

Progress Monitoring and Data Collection on Tier 3 will be on a continual basis. At each meeting, the RTI Committee will discuss and document the progress of each student placed on Tier 3/SST using data collected in Infinite Campus. Classroom teachers will keep all required data collection/progress monitoring updated in Infinite Campus as specified with the prescribed interventions under the **RTI Teacher Information tab**.

#### V. Evaluation Meeting Scheduled

If after educational/behavioral evaluation, analysis and intervention, their best efforts at remediation repeatedly fail, then the team must consider that the child may have a disability. It is at that point that a referral for a Special Education comprehensive evaluation is appropriate. For students who may eventually be considered for Specific Learning Disabilities eligibility:

- ***Interventions must be implemented for 12 weeks before a student can eventually be found eligible for special education services for a learning disability, but it does not all have to take place in Tier 3/SST. Additional weeks of interventions can take place during the specified evaluation period for Special Ed eligibility. Interventions from Tier 2 may also count toward the required 12 weeks for students being considered for SLD eligibility.***
- The student continues to need instructional support (interventions) during the evaluation-eligibility process.
- Even though the SST team has referred a student, this does not mean that they have diagnosed a disability. However, it is also not their prerogative to decline to refer a student because they doubt that the student would qualify for special education. Decisions must be based on the data collected and reviewed.
- If the team decides the student should be referred for special education consideration, a Parental Request for Evaluation (Appendix I) must be completed and all information for Evaluation Packet (Appendix K) must be obtained. Include a GPA Special Education Specialist for all meetings where special education services are being considered.
- In some cases, students may not meet special education eligibility criteria. The student may return to Tier 3/SST because eligibility was denied for Special Education.
- Cases, where severity or type of condition does not qualify for Special Education, must still be addressed as best as possible. This is where the team would want to consider possible eligibility for Section 504. In such a case, it may be that a Section 504 Individual Accommodation Plan (IAP) (Appendix H) can be crafted that will effectively diminish the effects of the student's condition. Here, the legal issue is not reaching individual goals in the classroom, but having an equal *opportunity* to do so that is comparable to that of the student's nondisabled peers. It would be up to a Section 504 evaluation team to decide whether to pursue this course of action.
- Consideration of Other Health Impairment will require Appendix M.

## **Tier 4 – Specially Designed Learning: (Special Education, 504, English Learners (EL), and Gifted)**

### **I. Tier 4 - Specially Designed Learning:**

In addition to Tiers 1 through 3, Tier 4 students participate in specialized programs, methodologies, and/or instructional deliveries. Greater frequency of progress monitoring of each individual students' response to intervention is required. A Tier 4 Plan will be written for 504 (Appendix H), EL, or Gifted (Appendix E).

Tier 4 is developed for students who need additional supports and meet eligibility criteria for special program placement including English Learners (EL), Gifted Education, 504, and Students with Disabilities. With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. ***Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate setting.***

#### **Students with Disabilities:**

For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. Refer to the student's IEP. Refer to the Special Education Procedural Manual for further information regarding policy and procedures for students who qualify for special education services.

#### **Section 504:**

When a student is suspected of having a disability, as defined under Section 504 Act, that student shall be referred to the center's RTI committee for review. Not all students who may qualify for a 504 plan will need a comprehensive evaluation. However, the RTI team is to consider all information from previous educational records, medical records, including information from medical staff (if needed), teacher observations and/or counselor recommendations, work samples, classroom performance, physical condition, formal assessments, parent input, etc. The educational needs may be met through adaptation or interventions in the regular classroom. Parents are to be notified of the referral for 504 (Appendix C) considerations and be provided a copy of Section 504 Parental Rights. (Appendix G). A student who enters with a 504 will continue in 504. Appendix F Notice of Continuation of 504 Services will be sent home.

For some students, the RTI committee may determine that additional assessments may be needed. Parents must be provided notice of the center's action with regard to conducting assessments. A Parental Consent for Evaluation should be signed by the parent before formal evaluations are administered. (Appendix I).

If upon completion of the evaluation process it is determined that the student is not disabled under IDEA, but may be considered to have a disability under 504 criteria, then the RTI committee should conduct a 504 review. (Appendix H).

To be eligible for services under 504, a student must:

1. have a physical or mental impairment that substantially limits one or more major life activities; or
2. be regarded as having a physical or mental impairment; or
3. have a record of having a physical or mental impairment.
  - a. Major life activities include, but are not limited to learning, seeing, hearing, speaking, walking, breathing, working, caring for oneself, and performing manual tasks.
  - b. Physical and Mental Impairments include, but are not limited to any psychological disorder, cosmetic disfigurement, anatomical loss affecting one or more of the following body functions: neurological, skeletal, sensory organs, respiratory system, cardiovascular, skin and endocrine, mental retardation, or mental illness. Physical and mental impairments may be conditions such as: Attention Deficit Disorders (ADD), Acquired Immune Deficiency Syndrome (AIDS), HIV Positive.
  - c. Record of Impairment means that there is a history of, or has been classified as having a mental or physical impairment that substantially limits one or more major life activities.
  - d. A substantial limitation on learning must be demonstrated by an educational need resulting from the student's disability. Committee members should carefully consider a wide range of information from various sources in determining eligibility. The following are some factors to consider when making eligibility determination:
    1. Intellectual ability of the student
    2. Achievement test results

3. Grades for duration of school placement – patterns or performance
4. Information from parents, students, and teachers
5. Classroom performance including work samples
6. Time considerations for completing assignments
7. Medical information
8. Primary language
9. Fatigue factors
10. Attention and concentration characteristics

Section 504 plans developed by the DJJ/GPA school system will be scanned into Infinite Campus along with other relevant 504 documents.

A guardian may request a 504 Due Process Hearing (Appendix J).

For a more comprehensive explanation of policy and procedures regarding Section 504 services, refer to the DJJ Section 504/ADA Resource manual.

### **English Learners (EL):**

English for Speakers of Other Languages (ESOL) is typically the program that serves English Learners (EL). Although the nature of the RTI Pyramid indicates all students begin at Tier 1 and move upward through the tiers only if the interventions at the previous tiers are not sufficient to allow them to achieve, neither the Office of Civil Rights nor Title III under No Child Left Behind (NCLB) permits delayed eligibility testing for language minority students. Neither should language assistance be delayed in order to allow students to progress "normally" through the tiers. Therefore, the **eligibility for EL services automatically should be considered a Tier 4 Intervention**. For the purposes of serving the student effectively and efficiently, the language minority student enters the Pyramid at the Tier 4 and as the student progresses with language development and academic proficiency; the level of interventions needed to support the student will decrease accordingly.

For the purposes of serving the student effectively and efficiently, the English Learner enters the Pyramid at Tier 4 and as the student progresses with language development and academic proficiency; the level of interventions needed to support the student will decrease accordingly.

However, it also important to remember that many EL/ESOL students spend most of their school day in the general classroom with accommodations provided according to the RTI committee. During this time in the general classroom, EL/ESOL students should receive the same Tier 1 interventions as other students in the class.

For the purposes of ESOL services as support for second language acquisition and development, the RTI Pyramid functions as a regressive model, rather than as a model of progressive interventions. As students near grade-level proficiency, Tier 1 interventions, appropriate for all students, may be the only additional support needed.

An EL Plan may be written on Appendix E (Tier 2/SST/EL/Gifted)

#### Suggested Accommodations for Bilingual/EL Students

1. Odysseyware (text to speech and translation options)
2. Work toward longer passages as skills in English increase – allow extended time
3. Introduce key vocabulary before lesson
4. Provide a copy of overhead notes for students
5. Use visuals
6. Write key words on board
7. Provide highlighted text and/or key concepts
8. Grade only what the student has completed, do not mark unanswered questions wrong
9. Word process/type all handouts, tests
10. Divide and assign novels into chapters; two students teach the class
11. Teacher reads aloud daily
12. Provide peer tutoring
13. Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
14. Check for comprehension often –10 minute intervals
15. Draw ESL students gradually into class discussions
16. If identical exams are given to ESL students and traditional students, circle the key concept questions to answer. Do not penalize ESL students for incomplete exams.
17. Preview/Plan material ahead of time
18. Grade for content; overlook minor language usage mistakes especially if the meaning is there

19. Allow students time to work together
20. Focus on oral language as a basis for learning content
21. Use other people as resources
22. Make content area texts available in simplified language
23. Have bilingual dictionaries available
24. Rewrite portions of texts to make them more comprehensible
25. Divide information into smaller chunks
26. Provide summaries or outlines of texts for ESL students
27. Use graphic organizers, Thinking Maps
28. Use “hands-on” and manipulatives
29. Encourage easy to read books
30. Use flash cards

### **Gifted Students**

Advanced learning needs can be addressed in the general education classroom by providing instructional interventions prior to identifying students for specialized educational services. By documenting instructional interventions, the RTI process allows high-achieving students access to differentiated curriculum and instruction, flexible pacing, cluster grouping, and other universal interventions available to all students in the regular classroom. The RTI Committee should determine additional interventions needed to meet individual accelerated learning needs during analysis of progress monitoring of student response to the intervention. Additional interventions should be considered to meet the individuals’ accelerated learning needs. An important consideration for the team is determining that interventions have been given a reasonable amount of time to work. Also, data points over time need to provide a sound basis for making decisions about how the student is responding to the intervention.

Textbooks typically include enrichment activities for gifted students. In addition, a plethora of lesson plans and instructional activities are available online for gifted students. Appendix E Education Plan is used to create an Education Plan for Gifted students.

## II. Screening

Data collected from Tiers 1, 2, and 3 determines placement on Tier 4 with the following exceptions:

1. The **English Learner (EL) enters the Pyramid at Tier 4** and as the student progresses with language development and academic proficiency, the level of interventions needed to support the student will decrease accordingly.
2. If a student has already been determined to have a disability, then the RTI committee should not require additional documentation of prior interventions when and if the student demonstrates additional delays.
3. For students who may eventually be considered for **Specific Learning Disabilities eligibility**: the required implementation time period is twelve weeks unless the intervention being used is designed for a shorter period. Interventions do not all have to take place in Tier 3/SST. Additional weeks of interventions can take place during the specified evaluation period for Special Ed eligibility. Interventions from Tier 2 may also count toward the time requirement for students being considered for SLD eligibility if they are functionally related. However, this should not be a common occurrence.
4. Students who enter the DJJ/GPA school system from other school systems and who are identified as **Gifted, 504, and/or EL** will be placed in Tier 4 upon enrollment.

## III. Differentiated Instruction/Researched Based Interventions

### Guiding Questions in Implementing Tier 4 Interventions:

- Are only those students who need specially designed instruction by specially trained teachers placed in specialized programs?
- Are data collection and progress monitoring clearly defined?
- Are goals for students clearly defined and measurable?
- Are services and methodology distinctly different from those routinely provided in the general education environment?
- Is consideration given to ensuring placement in the least restrictive environment?

Tier 4 interventions are not a substitution for instruction at the Tier 1, Tier 2, and Tier 3 levels but are layered in addition to that instruction with more intensity, frequency, and duration.

Refer to [www.interventioncentral.org](http://www.interventioncentral.org) for further interventions.

#### **IV. Progress Monitoring/Data Collection**

Progress Monitoring and Data Collection on Tier 4 will be on a continual basis. The RTI Committee will discuss and document in each meeting the progress of English Learners (EL), 504, or Gifted students placed on Tier 4 using Appendix E for EL and Gifted or Appendix H for Section 504. Classroom teachers will keep all required data collection/progress monitoring forms updated as specified with the prescribed interventions in Infinite Campus.

#### **V. Evaluation Meeting Scheduled**

At the end of the progress monitoring period, the committee will meet to determine to continue current interventions, prescribe additional or alternate interventions, increase intensity and/or duration of interventions, or return the EL student to Tier 3, Tier 2 or Tier 1. Gifted students will remain in Tier 4 as long as they receive Gifted instruction and meet Gifted criteria.

## **Glossary of Commonly Used Terms in the RTI Process**

**Acceleration** – Interventions that are implemented to increase the speed at which students acquire skills.

**Assessment** – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative.

**Behavior Specific Praise** – a verbal statement from the teacher indicating approval and description of a specific desired social or academic behavior exhibited by the student. Such praise must be sincere and immediate and directed at an effort or specific behavior performed by the student. Example: “Marcus, you did a great job helping Sam figure out that problem.”

**Benchmark** – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.)

**Benchmark Assessments** – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

**Benchmarks for Progress Monitoring** – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as correct words read per minute (reading fluency).

**Common Assessment** – Common assessments are the result of teachers collaborating and coming to consensus about what students should know, understand and be able to do according to the standards. Common assessments assess the standards and provide teachers a means for looking at student work.

**Common Core State Standards-** is an educational initiative in the United States that details what [K–12](#) students should know in [English language arts](#) and [mathematics](#) at the end of each grade. The initiative is sponsored by the [National Governors Association](#) (NGA) and the [Council of Chief State School Officers](#) (CCSSO) and seeks to establish consistent educational standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or to enter the workforce.<sup>[1]</sup>

**Comprehensive Evaluation** – In-depth evaluation provided when there is suspect of a disability. It is conducted to determine if a student has a disability and to determine the educational needs of the student.

**Curriculum-based Assessment** – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's academic needs.

**Curriculum-based Measure** – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

**Curriculum Document** – A curriculum document contains all standards that should be learned by all students.

**Curriculum Map** – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

**Data-based Instruction** – An instructional approach in which student performance data is used to assess the effectiveness of the instruction and to make changes in instruction based on the data.

**Data Point** – An isolated piece of data on a graph or chart that illustrates a student's performance/progress.

**Differentiation** – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated: content, process, products and learning environment.

**Eligibility Team** – A group of qualified professionals and the parent of the child; members determine whether the child is a child with a disability and they determine the educational needs of the child.

**English Learner (EL)** – Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient. May also be English Language Learners (ELL).

**English for Speakers of Other Languages (ESOL)** – ESOL is an acronym that stands for English to Speakers of Other Languages. ESOL is a state funded instructional program for eligible English Learners (ELLs) in grades K-12. ctional needs.

**Evaluation** – The process of making judgments about the level of student understanding or performance.

**Evidence-based interventions** – Specific interventions supported by well designed, independent research studies. There is *evidence* that the interventions improve student outcomes.

**Fidelity** – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

**Flexible Grouping** – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups.

**Fluency** – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

**Formative Assessment** – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery.

**Georgia Performance Standards** – The Georgia Performance Standards (GPS) provide clear expectations for assessment, instruction, and student work for each grade level and subject area. The GPS includes standards for reading, English, language arts, mathematics, science, and social studies, all of which will be completely phased in by 2010.

**Gifted Student** – A gifted student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

**High Probability Request** – A request to which a student will comply willingly under most conditions. In contrast, a Low Probability Request is one in which a student will resist or challenge. A teacher will identify a target behavior that is not usually complied with (Low Probability Request) and will sequence it after a series of High Probability Requests. Praise follows each High Probability Request and the student learns to associate the target behavior with the previous behaviors. Example: Student refuses to do Task A, but will complete Task B and Task C. Always ask the student to complete Task B, then Task C, then Task A.

**Individualized Education Program (IEP)** – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. A written statement for a child with a disability that is developed, reviewed, and revised in accordance with IDEA 2004.

**Individualized Education Program Team (IEP Team)** – Individuals who are responsible for developing, reviewing, or revising an IEP for a child with a disability.

**Interventions** – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well-researched or evidence-based specific instructional strategies and techniques.

**Performance Standards** – Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know –how good is good enough. Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary.

**Positive Behavior Agreement** – An agreement between the student and teacher that specifically outlines acceptable behaviors the student will agree to. Behaviors and time frame must be specific. (May be created in conjunction with the PBIS Team)

**Pre-Correction**- The provision of prompts for desired behavior in certain circumstances that are determined to be antecedents for problem behavior (DePry & Sugai, 2002) Example: “Before we line up, remember to walk in a straight line and talk quietly.”

**Positive Behavior Interventions and Supports (PBIS)** - Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

**Progress Monitoring** – Progress monitoring is a scientifically based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

**Pyramid of Interventions** – It is a conceptual framework developed by GaDOE that will enable all students in Georgia to continue to make great gains in school. The pyramid is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs.

**Response to Intervention** – Response to Intervention (RTI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

**Research Based Intervention** - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

**Scientifically-based research (SBR)** – Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers

and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

**School wide Positive Behavior Support** - A broad range of systematic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors.

**Standard** – A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality. A standard defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge.

**Standards-Based Classroom** – A standards-based classroom is a classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day’s learning is important to know or know how to do, as well as how to do it. They also know that they are working toward meeting standards throughout the year and that standards-based learning is a process, not an event.

**Strategy** – A loosely defined collective term that is often used interchangeably with the word –intervention; however strategies are generally considered effective instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

**Student Support Team** – The Student Support Team (SST) is a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Georgia public school uses a data- driven process to plan individualized supports and interventions and the method of assessing their effectiveness.

**Student with a Disability** – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

**Student Work** – Student work may or may not demonstrate that the student is meeting the standard. Student work should be used by the teacher to show the student what meeting the standard means.

**Tiered Instruction** – Levels of instructional intensity within a tiered delivery model.

**Universal Screening** – A process of reviewing student performance through formal and/or informal assessment measures to determine progress in relation to student benchmarks; related directly to student learning standards.

**GEORGIA DEPARTMENT OF JUVENILE JUSTICE  
RESPONSE TO INTERVENTION  
Tier Screening Checklist**

Student: _____ Date: _____	DOB: _____ Grade: _____	Age: ____	Yes/No For each indicator
<b>Problem Identification- What is the problem?</b>			
• Are TABE scores three (3) or more years below grade level?			
• Does classroom performance support the TABE scores?			
• Are there three (3) or more BREAC referrals per week?			
• Is there more than one Disciplinary Referral (DR) from Education per week?			
• Does the student have a failing average on the RTI Screening date?			
(Check one of the statements below)			
____ NO PROBLEMS IDENTIFIED. REMAIN ON TIER 1. NO INTERVENTIONS NEEDED			
____ PROBLEMS IDENTIFIED, CONTINUE PROBLEM ANALYSIS AND COMPLETE THIS FORM.			
<b>Problem Analysis- Why is this happening?</b>			
• Are there extenuating circumstances (court and/or personal trauma)?			
• Are there physical impairments (hearing, vision, and/or medical reasons) for the indicated problem(s)?			
• Does the student's public/home school attendance history affect his/her current performance?			
• Is the student refusing to participate in classroom academic activities? (behavioral/motivation)			
• Have deficits in academic ability been observed?			
<b>Plan Development-What is our plan?</b>			
(Check one of the following)			
____ Academic			

<b>Behavior</b>			
<b>Academic and Behavioral</b>			
<ul style="list-style-type: none"> <li>Place on Tier 1 Data Collection – Continue Classroom Strategies</li> </ul>			
<ul style="list-style-type: none"> <li>Place on Tier 2 and implement interventions</li> </ul>			
<ul style="list-style-type: none"> <li>Place on Tier 4 for ELL or Gifted</li> </ul>			
<ul style="list-style-type: none"> <li>Contact and consult with Medical (possible 504)</li> </ul>			
<b>Implement the Plan: Who will do what, where, when and how often?</b>			
<ul style="list-style-type: none"> <li>Who – mental health, student, education staff</li> </ul>			
<ul style="list-style-type: none"> <li>What- researched based interventions: (Check one)  <input type="checkbox"/> Behavior  <input type="checkbox"/> Math  <input type="checkbox"/> Reading/Language Arts</li> </ul>			
<ul style="list-style-type: none"> <li>Where- location of interventions (classrooms, libraries, staff offices)</li> </ul>			
<ul style="list-style-type: none"> <li>When (how often) - as indicated by the need.</li> </ul>			
<b>Plan Evaluation-Did the plan work?</b>			
<ul style="list-style-type: none"> <li>What does the data show? (review all prescribed interventions and document results)</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Progress</b>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>Yes</b></td> <td style="width: 50%; text-align: center;"><b>No</b></td> </tr> </table>	<b>Yes</b>	<b>No</b>
	<b>Yes</b>	<b>No</b>	
<b>Comments</b>			

## Strategy vs. Intervention

	<b>Strategy</b>	<b>Intervention</b>
<b>Definition</b>	<p>Generally, a strategy is:</p> <ul style="list-style-type: none"> <li>• A loosely defined collective term that is often used interchangeably with the word “intervention”; however they are NOT the same.</li> <li>• Are generally considered effective instructional and behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.</li> <li>• Generally fall under the Tier 1 umbrella</li> </ul>	<p>Targeted interventions:</p> <ul style="list-style-type: none"> <li>• Are based on student needs.</li> <li>• Supplement the general education curriculum.</li> <li>• Are a systematic compilation of well researched or evidence based specific instructional strategies and techniques.</li> <li>• Fall under the Tier 2 or Tier 3 umbrella</li> <li>• Are specifically progress monitored (every two weeks for Tier 2 and every week for Tier 3)</li> </ul>
<b>Examples</b>	<p>Cooperative learning groups</p> <ul style="list-style-type: none"> <li>• Peer buddy/tutor</li> <li>• Advanced Organizers</li> <li>• Extra practice</li> </ul> <p>Strategies are like the home remedies you take for something. For example, a cold: juice, liquids, cough drops, over the counter medicines</p>	<ul style="list-style-type: none"> <li>• Title I Tutoring Program</li> <li>• Planned Whole Group</li> <li>• Stations and/or Center</li> </ul> <p>Interventions are when you would see a doctor and get a prescription for a proven medication that would work directly to attack the symptoms you have and the diagnosis that has been determined.</p>
<b>As Part Of:</b>	<p>Good classroom instruction – engaging curriculum – opportunities to respond – defined systems and routines</p>	<p>Small group or one-on-one instruction</p> <p>Positive Behavior Intervention Plans</p>

**Adapted from Broward County Schools, FL 2014**

