Response to Intervention: Frequently Asked Questions

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Tier 2 – Grade Level Teams & Interventions

1. ***When should a student be referred to the problem solving team?***
   In general, teachers should refer a child to their building's problem solving team when the intervention(s) they have tried (often through the grade level team process) do not appear to have been successful.

2. ***If a regular education student is already in a mixed group (both special ed and regular ed students) because they are below grade level, can we try some interventions without referring them to the problem-solving team?***
   Most teachers naturally engage in informal problem solving activities alone, with parents, or with grade level teammates to meet the needs of students within their classrooms. In general, teachers should refer a child to the building level problem solving team when the student is not making progress, and they feel they are "out of ideas" and need additional support to meet the needs of the student. Be sure that all interventions are recorded on the student's progress monitoring graph and proper documentation exists.

Tier 3 – Intensive Intervention

1. ***Should students not in special ed. who are receiving interventions have monitoring at instructional level plus monitoring at grade level? And if so, how often should they receive monitoring at grade level?***
   For the most part, grade level probes should be sensitive to growth for students who are receiving interventions. For students whose skills are significantly below grade level, teams may opt to use probes at the student's skill level—this would be more sensitive to that student's growth over time. However, teams should also use grade level probes in such cases. Eligibility for special education should be based on estimates of growth, or lack thereof, in grade level material.

   How often progress is monitored depends on the skills being measured (for example, reading or math), and on the level of concern about the student's skill level.

2. ***Can we apply a problem solving process for students where there are concerns other than academics, e.g., E/BD, ASD, or DCD?***
   The problem solving process is applicable for <u>*any*</u> area of concern. Thorough, well-documented problem-solving procedures are good practices. The problem-solving worksheets are designed to assist general education problem-solving teams in doing that. Teams need to evaluate in all areas of suspected disability. When making special education entitlement decisions teams must evaluate student performance in relation to state criteria.

   When conducting a special education evaluation, we are doing three types of evaluation for any of the 13 categories: 1) a problem solving assessment to answer the questions and problems posed by the team; 2) a state categorical assessment; and 3) the whole child review (health, addressing rule outs, etc.).

3. ***Who is responsible for implementing the intervention and for data collection? What is the role of the special education teacher and regular education teacher?***
   In the SCRED problem-solving model the responsibility for developing interventions is assigned at the SAT/Problem Solving Team. General education staff implements the intervention; special education can consult on the design of the intervention and data collection ideas. AmeriCorps volunteers may be a resource for intervention implementation for regular education students in grades K-3 in reading and Grades 4-6 Math. However, their program guidelines and requirements must be met before they can help with additional interventions.

4. ***Is it OK to conduct more than 2 interventions?***
   Yes, unless after two interventions the student shows high need with no benefit, then it makes sense to consider eligibility for special education. Teams should not continue doing ineffective intervention after ineffective intervention without considering entitlement. Keep in mind that multiple interventions implemented within the same skill area at the same time count as one intervention. For example, some students receive Direct Instruction for reading, plus a supplemental reading intervention—this is considered one intervention. Because they are implemented at the same time, their effects for the student are cumulative.

5. ***What is the best way to handle a case at the end of the school year when problem solving will be continued in the next fall?***
   It is the best to have summer break come in between interventions, such that there are enough data points in the spring to evaluate the effectiveness of the intervention in that setting alone. The team in the fall can decide if and how the intervention should be altered based on the needs of the student and the logistics of the current building schedule/resources. Extending an intervention across school years may be problematic as teams do not have a way to interpret progress in the fall given unpredictable summer regression.

   Any time a significant issue arises mid-intervention (i.e., summer, extended illness, significant medication or home situation change), teams should plan to collect additional data to be sure that these events are not skewing the presentation of student growth. However, problem solving and interventions should never be stopped or delayed because there aren't enough weeks left in session to gather sufficient data prior to summer break.

6. ***How do teams apply interventions in the secondary setting and who is responsible?***
   The Problem Solving Team determines the logistics of interventions and works to identify intervention resources (peer tutoring, general education classes with extra support, help during study hall, etc.). The question is what is the nature of the intervention and at what potency is it designed? We do not expect an abundance of new referrals at the high school level. If this pattern emerges, contact an Academic Collaborative Planner, Unique Learners' Manager, and/or Director of Special Education.

7. ***For those students who demonstrate continued need for supportive interventions, but make progress given these supports such that they are not eligible to receive special education services, do we continue general education interventions forever?***
   Yes: we would expect that a small portion of students in our buildings will need additional support on an ongoing basis to make adequate progress. The majority of these students will not require special education services. However, some students will not qualify under state eligibility requirements, but will still require intensive intervention.

Special Education within RTI

Initial Evaluation

Aging out of Developmental Delay

1. ***When students in the DD category begin to age out, how should teams determine eligibility for SLD?***
   Teams must use the same process used for all initial SLD evaluations under the RTI criteria. The child's special education services and progress monitoring data should be documented and counted as pre-referral interventions and outcomes.

2. ***DD to SLD: Can DD special ed. information be used to address the SRBI criterion for initial SLD eligibility? Do such students have to have progress monitoring at grade level in addition to monitoring at their individual instructional levels?***
   The SRBI criterion for eligibility under the disability category of SLD requires that the team will have implemented evidence-based instruction and collected progress monitoring data (at least 12) for a duration of at least seven consecutive school weeks. Any child who has been receiving special education service under the DD category should have been receiving both scientific research-based instruction as well as frequent progress monitoring. There is no requirement that this intervention and data collection be conducted in any particular setting. Students need to be progress monitored using grade level probes.

3. ***For DD to SLD: does the problem-solving paperwork need to be completed for students?***

   Yes, problem solving teams should consider students who are receiving DD services who will need further evaluation for a K-12 eligibility category. The problem solving process and associated paperwork should be completed for these students. Keep in mind that instruction provided as a special education service should follow and be based upon the same process of problem solving.

4. ***What is the appropriate way to calculate and use slope for decision making?***
   See answer here.

New Referrals

1. ***What forms are necessary to document the RTI process?***
   RtI forms in SpEd Forms database.

2. ***May teams determine when to use the IQ-achievement criterion vs. RTI?***
   No. For referral concerns related to academic functioning, RTI is the only option for school staff since RTI is a SCRED-wide procedure.

3. ***Do you have to have 12 data points per intervention or 12 data points across at least 2 interventions?***
   State rule requires at least 12 data points in a consistent intervention. However, teams can change the intervention and use the 12 data points across both interventions if they were targeting the same skill set.

4. ***If Math Concepts and Applications (MCAP) data are collected monthly, isn't there a concern that having 8-12 data points will take 8-12 months to have valid math slope rates?***
   The sensitivity of MCAPs and Written Expression Probes are lower than that of oral reading fluency probes; thus, data points are graphed less frequently. Commonly, MCAP probes are given one time per month; however, teams are encouraged to collect data two times per month for students with math concerns who may be considered for entitlement for special education services under the SLD category based on low performance on static achievement measures. Though we would not expect a change in score on the math applications probe within a 2 week period, the net effect of having two data points per month does allow teams to calculate stable trend lines in a shorter time period. Remember that for SLD eligibility 12 data points over a consistent intervention are required.

5. ***What happens if there are multiple interventions made over the 7 weeks or twelve data points due to the student not making progress, as for CIMP we were told to make intervention after three data points were documented below the trend line?***
   There are times when early on in an intervention, there are reasons not to continue with the intervention. For example, multiple data points suggest limited progress, the intervention is not feasible to implement with adequate fidelity, or the intervention is targeting the wrong skill.

   Teams are encouraged to change interventions when it appears (1) the current intervention is not working well enough, and (2) an alternative intervention is likely to work better. The 7 weeks are expected to be over the implementation of a consistent intervention. Teams can change the intervention during the 7 weeks and still consider it a "consistent intervention" if they were targeting the same skill set.

   Please keep in mind that the purpose of this process is not specifically to make students eligible for special education, but is instead to increase skills.

6. ***What is the appropriate way to calculate and use slope for decision making?***
   See answer here.

7. ***Is it possible to use a MAZE assessment for SPED entitlement decisions based on RtI data?***
   At this time, we do not have sufficient data to establish current "expected" levels of performance or rates of progress. The available targets on Fuchs & Fuchs MAZE probes were developed for the sole purpose of benchmarking three times per year rather than formative progress monitoring. These do allow teams to identify converging evidence that there is a problem in reading. However, the CBM ORF passages are still the most psychometrically sound measure for monitoring progress for all areas of reading at all grade levels. There are some teams, particularly serving secondary students

whose oral reading fluency rates are at or above target, but still have reading performance concerns, who are using MAZE passages to help monitor growth through interventions.

8. ***What if we don't have a date for an intervention integrity check or know who completed it?***
Schools should establish plans to observe implementation of all interventions periodically throughout the school year. For example, students in a standard treatment protocol intervention could be observed in October, and that observation could count for another student receiving the same intervention from that staff person at a later time in the year. For cases in which *no* implementation fidelity data are available, they must be collected as immediately as possible. If integrity check data can no longer be collected (student is no longer receiving that intervention), the team cannot delay a special education evaluation if all data suggest that the student may have a disability

9. ***Who is ultimately responsible for determining when an intervention is rigorous or intense enough? What constitutes a rigorous intervention? For example: if a paraprofessional is working with a student-not knowing exactly what he/she is doing? What are resources to determine rigorous interventions and how could one access those resources? What are some guidelines specifically for writing and math?***
Determining whether an intervention is rigorous enough is a decision made first by the grade level or problem solving team who develops the intervention, and in the cases of special education evaluation, this decision is also made by the special services team conducting the evaluation. A good guideline to consider is "If this were my child and his or her teacher said this is the plan the team put in place to help my child, would I consider it a robust plan that has a high likelihood of rectifying the identified problem in my child's learning?"

When developing intervention plans, there should be a direct relationship between the severity of the problem and amount of resources being used to solve it. Teams are responsible for ensuring that the intervention is clearly defined, that the interventionist is appropriately trained to deliver the intervention, and that intervention integrity observations occur. (Note: the "Para 20" training hours can be used for this purpose.) In order to determine how rigorous an intervention needs to be, teams should consider two important variables:

- Level of student performance compared to peers or criteria
- Convergence of multiple data sources to certify this discrepancy

Once these variables are well-established, teams should also consider other factors to influence the rigor or intensity of interventions:

- More in-depth assessment as needed
- Closer match between instructional need and intervention design
- Results of this assessment determine specific skills and level for instruction
- Smaller instructional groups
- More instructional time (frequency and/or length)
- Clearer and more detailed explanations
- More teacher modeling
- More extensive opportunities for guided practice
- Higher rates of responding
- More opportunities for error correction and feedback
- Training and expertise of the instructor

In addition, the team must consider whether the intervention is scientifically based. When in doubt, teams can consult with their School Psychologist or a SCRED Collaborative Planner.

If the amount of time allocated to the intervention is insufficient and the intervention is not supported through empirical research, then the team needs to discuss why they think the intervention is "rigorous." If it is determined that the intervention is not being delivered as designed, more support should be provided to the interventionist. Though no empirical research exists to provide a single standard for rigor across all interventions, suggestions of 30 minutes additional time in small groups (i.e., 4-6 students) for 3-5 days per week using empirically supported materials have been made by researchers and consultants in the field.

10. If the student on whom I'm doing the math intervention is not responsive to interventions, then he could be labeled SLD. However, his programming as a special education student would be exactly what it is now. This is also the case with a reading student we're doing an intervention on. Eventually being found SLD could not provide any additional services to some students. Reaction?

If the student is suspected of having a disability (believed to be eligible to receive special education services), the process should be followed. Although it might not lead to immediate changes in instructional planning, the student will receive due process protections, have an IEP developed, receive regular progress monitoring, and be entitled to more instructional time if needed in the future. This provides a level of protection or support that is above and beyond what is often available in the general educational setting. This can be very important as students move between buildings within a district, or in cases where students move outside the school district.

11. Do we wait until the decision has been made that both interventions did not improve the level or slope before beginning due process for evaluation?

Teams should adhere to the following procedure when all the problem-solving steps have been completed, all data have been collected, and they feel the next step is a special education evaluation:

- Submit the entire case study to SCRED for review. Please include all completed problem-solving forms, AIMSWeb graphs, and any additional documentation that is required (e.g., web portal report, completed intervention integrity scripts, observation, etc.)
- Wait for feedback.
- After feedback is received, the team can:
    - Continue with problem-solving
    - Proceed with a special education evaluation. This would be time to contact the family to set up an initial special education evaluation planning meeting to write an evaluation plan.

12. How best to handle parent requests for special education evaluations? What are the due process procedures when parents request evaluations? Write a letter? Hold an evaluation-planning meeting? Discuss RtI process?

If the student has been in problem solving and there is enough data for an entitlement decision, then follow usual due process procedures. If there are not enough data, then explain that we need to collect data on how a student responds to intervention to assist in decision-making. We would recommend first talking with parents about RtI and the problem-solving process. You may choose to do this by phone or informally, or through a more formal meeting. Emphasize that through problem-solving, their child would be getting some kind of additional or alternative instruction to

meet their identified needs. In other words, we will not be prolonging interventions or delaying services through this process. We also recommend sending them a copy of the parent brochure explaining RtI. Our experience has been that this addresses parent concerns and questions 99% of the time, and parents respond positively to the notion that interventions will happen sooner rather than later. These conversations should be followed up with a Prior Written Notice to parents documenting the discussions and the District's response to the parent's request.

After we document that 2 empirically-supported interventions have not been effective in increasing student progress, the problem-solving team would want to proceed with a referral to the SST. We would suggest that teams consider doing this when the decision-making time is close for a student, e.g., when teams have 6 or so reading or math fact data points for a second intervention or have 2 data points for a second math or writing intervention. The SST would want to begin the due process requirements for the SLD evaluation and the 30 day timeline would start once a parent signature is received for the evaluation plan. Our experience has been that once the evaluation plan is signed, SLD evaluations can be completed well before 30 school days has elapsed.

In situations where parents make a request for an SLD evaluation (in writing or verbally), and the above explanations are not effective, explain that the problem-solving process is, ostensibly, part of the SLD evaluation process. Under the new special education law (IDEIA 2004), we are not required to do standardized testing to determine if a child has a learning disability. Instead, we first attempt remediation through general education through researched-based, individualized interventions that are derived from good problem identification and analysis.

13. Can we do overrides for SLD?

No. Students must meet state RTI criteria for SLD to be eligible for services under this category.

14. How do you set the goal for a child who is eligible for sp. ed. services in the middle of 1st grade (or in the middle of any grade)?

The goal is always based on where you want the student to be at the end of the IEP year. For a student identified mid-year, the annual goal should be set for the next grade level (if appropriate). Teachers are required to collect PLAAFP data on both instructional and grade level probes and record this on the IEP.

Example: An IEP goal is written for Jonny, a first grader, in January 2009. His PLAAFP information is 6 WRC out of Grade 1 material and 4 WRC out of Grade 2 Material. The goal would be written that by January 2010, when given a randomly selected Grade 2 reading probe, Jonny will read 72 words correct per minute with 4 or fewer errors. Benchmarks: By March 2009, when given a randomly selected Grade 1 reading probe, Jonny will read 22 words correct per minute. By May 2009, when given a randomly selected Grade 1 reading probe Jonny will read 52 words correct per minute. By November 2009, when given a randomly selected Grade 2 reading probe, Jonny will read 43 WRC. A grade 1 graph would be used from January –May with the goal of 52. The grade 2 graph would be started in the fall of grade 2 with new grade 2 baseline data, and a January goal of 72.

15. In determining levels of performance, do we use the most recent data point or most recent benchmark?

Teams should consider the most recent data points along with other information on the student's level of performance (MAP, MCA's, etc). When making eligibility decision about a student who in "in between" benchmarks, team should use the most recent benchmark (i.e., Fall, Winter, or Spring)

assessment to determine the student's percentile rank. For students who are being considered for an initial special education evaluation at the high school level, please consult the appropriate Academic Collaborative Planner.

Implementing IEPs

1. ***For students with SLD IEPs, should they be progress monitored at grade level in addition to instructional level?***
   It is important that we gather information about a student's skills on grade level *and* instructional level materials. However, it is not necessary to monitor progress using both concurrently. Information about a student's skills given grade level materials can be obtained from school-wide screening conducted in fall, winter, and spring. For high school students who are in the process of reevaluation, teams should collect additional 8th grade probe data if student is not currently being monitored at that level.

2. ***For students already in special education, can we add an academic goal without going through Problem Solving or RTI eligibility?***
   Yes. Teams should evaluate a student's current level of performance in relation to peers. If student performance is significantly discrepant, teams can add a goal. Teams may use the 10th percentile as a guide for decision-making. How do we handle this situation when it comes time for a reevaluation**?** Upon reevaluation, the teams must evaluate in all areas of suspected disability. So, if a student receiving services under the speech label had reading performance at or below 10th percentile, then a reading goal could be added. At re-eval, teams should apply the initial SLD criteria. Teams should prepare in advance for reevaluations so that the appropriate number of data points and interventions are documented.

3. ***For students who transfer in from another district & were eligible for SLD services under a traditional evaluation-how do we address eligibility for services?***
   Students who transfer in with an active IEP do not need to go through the eligibility determination process if Minnesota state criteria are followed. The team can adopt the IEP and monitor progress. Teams should review data on level and slope compared to new district expectations. If the student does not have significant instructional needs, the team can decide to exit the student by conducting a comprehensive reevaluation.

4. ***What is the best way to respond to post-secondary programs that ask for IQ & Achievement test scores for LD students?***
   If you are talking with parents, particularly at IEP meetings, and parents are concerned that the post-secondary institution will not provide needed accommodations because IQ or Achievement test scores are not available, one option to consider is writing a 504 Accommodation Plan. The 504 Plan would state the specific accommodations the IEP team feels would continue to be necessary for a student once they are attending a post-secondary institution. In addition to, or if the team feels a 504 Plan is not a necessary option, we can assist and support families and students in how to best communicate with post-secondary institutions on what needed accommodations will be in the next educational setting.

If you are talking directly with someone from the post-secondary training program, you can explain the RtI process that we use prior to considering LD entitlement at SCRED, which does not include IQ or Achievement testing. You could offer to send or fax a copy of the informational brochure we provide to parents.

5. ***Will identifying students as SLD under RTI prevent or hinder students from receiving special education services when he or she moves to another Minnesota school district?***
   No, receiving Minnesota districts must provide special education services to the students with an active IEP. The district can accept the IEP and continue to serve the student until the triennial reevaluation. Only if there is doubt as to the student's eligibility or the suitability of that IEP, then the district can initiate a reevaluation immediately. However, in these cases, the student continues to receive special education services until the evaluation process is completed.

Reevaluation

1. ***Re-evaluations for students in the SLD category: can the special education process count as the interventions within the SRBI section?***
   Yes, the special education services and interventions can and should be described as the scientific research-based intervention(s) in the student's evaluation report.

2. ***For students with SLD IEPs, if they have multiple academic goals do we need to have the 12 data points within each area for which they have a goal?***
   Students must have their progress monitored for each goal on the IEP. The state requires that we meet the same data point requirements for reevaluations as for initial evaluations. You would only need to meet this requirement in the academic area in which the student qualifies for SLD.

3. ***For reevaluations and determination of continuing need, does the student need to be below both level & slope?***
   We expect student's rates of progress to increase in response to special education services. Information about a student's slope alone would not be enough to exit a student. Students who demonstrate very low skill level with strong recent slope should be considered as having continuing need for services. Students with skill levels much closer to grade level expectations as well as strong slope may not continue to need special education services.

4. ***For special education students who are monitored using below grade-level passages, what standards for slope and level should be applied? Do teams need to administer grade level passages during the year of the reevaluation to evaluate level and slope in comparison to grade level expectations?***
   Upon reevaluation, if the student's level of performance is below the 16th percentile on grade level passages, there is no need to monitor progress on grade level passages as it is unlikely the student will be exited from special education. If the student's level of performance is at or above the 16th percentile, then the student's progress should be monitored out of grade-level passages (along with the lower level passages identified in the IEP goal.)

5. ***If an evaluation is due in September, what data do we use to determine eligibility – date from the spring or new data in the fall?***
   In general, we would encourage you not to have IEPs or evaluations that are due in September. If a re-evaluation is due in the Fall than it's fine to use data from the past spring. You would have been collecting these data all along because the student would have an IEP goal in the area being looked at for re-evaluation. It's unlikely that the level of services would change from spring to fall; thus, spring data are fine to use.

Exiting from Special Education

1. ***What are the due process requirements surrounding reintegration plans and exiting?***
   See SCRED's Response to Intervention: Eligibility Determination in the Category of Specific Learning Disability guideline for information regarding reintegration plan and exiting students from special education services.

Progress Monitoring

1. ***At which frequency should progress monitoring data be collected?***
   For many progress monitoring measures, a single data point should only be considered valid for a week to two weeks. This depends on the sensitivity of the measure.

   Reading measures
   - Oral Reading Fluency: 1 week
   - Maze: 2 weeks
   - Letter Names, Letter Sounds, Nonsense Words: 1 week

   Written Expression
   - CBM-WE scores: 2 weeks

   Math measures
   - Math Facts: 1 week
   - Math Concepts & Applications: 2 weeks
   - Quantity Discrimination: 2 weeks.

2. ***How do we decide which level to progress monitor students at-for example if we have a third grade student in a 1st grade curriculum?***
   Students should be monitored using grade level material in almost all instances. In instances in which the students are significantly discrepant from grade level expectations, you may use survey level assessment procedures to work backwards to find the highest grade-level of probe at which the students meets or exceeds target scores for that grade level.

   Special Education entitlement decisions must be made on the basis of student performance (level and slope) on grade level materials. Therefore, in instances when a team has selected out of grade-level probes for progress monitoring a student, two concurrent graphs will be kept for the length of time necessary to gather sufficient level and slope data at grade level.

3. ***For those students who are being monitored in materials below their grade level, what grade level slope data do we use?***
   All students in the problem solving process should be monitored with grade level material, to the extent possible. In the area of reading, teams may use a 2 word per week rule in setting the goal rather than using the spring target if the target goal represents a ridiculously aggressive goal.

4. ***What is the number of data points that need to fall below the goal line before an intervention change is made?***
   Our recommendation is to use 8-10 data points for reading measures and 3-4 data points for math measures. Teams need to use their professional judgment about when to make an intervention change. There may be instances where a student will show lack of progress, but the team will agree to continue progress monitoring for a while longer. On the other hand, there may be instances where a team will decide to change an intervention when three consecutive data points fall below the goal line. For special education eligibility decisions, we need 8-10 data points to obtain a reliable slope. If a decision was made to change an intervention before 8-10 data points were obtained, the team can combine the data points across the two interventions to obtain a slope.

5. ***Who do I contact if I need more training re: AIMSWeb?***
   Contact the Instructional Service Coordinator at SCRED - Adam Lekwa (alekwa@scred.k12.mn.us).

Calculation and Use of Slope

1. ***What are the appropriate ways to calculate and use slope for decision making? When calculating slope, do we use all data for the year or just after the implementation of the intervention?***
   MN Sped law requires a minimum of 12 data points taken over a minimum of 7 weeks in order to evaluate growth on an intervention. When graphing on AIMSWeb, users have the choice of selecting "intervention trends" which will report slopes for each intervention, or "goal trends" which will report slope across the entire year.

   Users are advised that if there are fewer than 8-12 points collected during an intervention phase, the slope of growth will not be stable enough for decision making.

   When teams are at the intervention evaluation stage and are considering a special education evaluation, slope analysis helps determine if a student has had adequate response to an intervention(s). SCRED has provided *slope guidelines* to help teams determine if a child is meeting a *minimum expected growth rate* (see Slope for Initial Entitlement Decisions and Exiting from Special Education Revised September 2009.) Students who respond to rigorous interventions at a rate less than the *minimum growth rate* may be considered for SLD eligibility.

2. ***How do we "weigh" the level and slope criteria for establishing entitlement for special education under the SLD category? For example, if a student is at or below the 5th percentile in reading but the slope is 1.0 Words Read Correctly per Week (or some other high number), how do we handle that?***

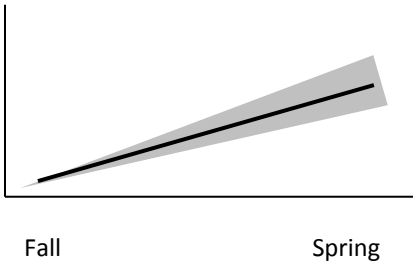
   Minnesota state regulations require that in order for a student to meet criteria for SLD, they must score at or below the 5th percentile on one or more valid and reliable achievement tests using either state or national comparisons. Local norms may be used in addition. This requirement of the criteria is clearly written in the regulations and must be followed. Best practice assessment standards would be to demonstrate converging evidence across multiple data sources to confirm low level of performance.

   Minnesota state regulations require "inadequate rate of progress" in order to meet criteria for SLD. In order to provide guidance to SCRED member districts about how insufficient growth may be quantified, the slope charts were developed to show growth rates below which we are 95% confident that the student is not making at least one year's growth in one year's time.

3. Can you explain the slope table?

Teachers can find the slope table on the SCRED website under Research & Outcomes. The slope table is used to help determine if a student is achieving expected growth based on the results of general outcome measures. The SCRED Cabinet examined multiple years of data to set targets which determine the expected growth in one year's time for each grade level K-8. Then we put a 95% confidence interval around that. If a student's slope is below the lower bracket of the confidence interval, then we are 95% sure that the student is making less than 1 year's growth in one year's time.

This graph visually represents the three data points provided in the slope table for a specific grade level. The dark line is the slope of the benchmark target. The bottom of the gray area is the minimum growth rate and the top of the gray area is the maximum growth rate.



The dark line represents the targeted growth rate for students at a specific grade level in a specific measure.

The gray area represents the 95% confidence interval for that growth line. That is, we are 95% confident that a year's growth would be any line of progress within the gray area.

A student whose growth line is below that gray area is definitely not making a year's growth in a year's time.

4. If a student is growing one year's growth in one year's time that's good; but it is not good enough to close the gap. For example, if an 8th grade student reads at the target rate on a 3rd grade passages, shouldn't we expect him/her to grow at the same rate as third graders rather than the same rate as 8th graders? Which slope expectation guideline should we use?

Use the slope expectation guideline listed for the student's enrollment grade level. This question refers to two issues that are separate but related. The first issue is the goal of remedial or special education. The second issue is the criteria for special education entitlement, specifically under the specific learning disabilities category. The first issue relates to high growth goals we are trying to achieve, the second refers to minimum growth expectations before we decide to label a student with a disability.

Most people would agree that the goal of remedial or special education is to help students achieve at the same level as their peers. This is an ambitious goal but it is what we are striving for. We are trying to close the gap. So the goal of remedial or special education is a high expectation.

However, although we strive to close the gap, it is inaccurate to say that every child whose growth rate is below that which would close the gap would meet state criteria to receive special education services. IEP teams must decide what "insufficient growth" means.

Interventions

1. ***How do we know what interventions are scientifically-based researched interventions?***
   Assume that interventions SCRED has trained on are scientifically-based, all others, ask your school psychologist and/or collaborative planner. In addition, SCRED will use our website to house a comprehensive list (for both Tier 2 and Tier 3 interventions), and provide all staff easy access via Web Portal.

2. ***Is it necessary to conduct integrity checks? Teachers are struggling to find time to do these checks, and some teachers feel they, rather than the plan, are being evaluated.***
   Interventions need to be implemented as planned in order to determine if the intervention is effective. If the intervention was not implemented as designed, progress (or lack thereof) cannot be attributed to the specific intervention plan. As a result, response to intervention cannot be determined. The purpose of the implementation integrity check is to confirm that the written intervention plan and actual intervention practice match so that an evaluation of student response to the intervention is possible. That is, whether the written intervention plan is logistically feasible, whether needed materials are available, and whether the implementer is finding the written procedures usable in current condition. In situations when the written plan and the performed intervention do not match, teams must choose to alter one or the other to make them match.

   This integrity check is not evaluative of the intervention implementer personally; rather it is an important service to the child to certify that meaningful data-based decision making for him/her may continue. Integrity checks also provide a protection to the implementer and team. If an intervention is not successful, and integrity is questioned, the implementer has more than his/her "word" that the intervention was fully implemented as planned. The implementation integrity check should take place within a few days of the implementation start date to ensure that valuable time is not lost implementing an intervention that is different from the plan, or implementing the intervention as written when it is found to be practically ineffectual. Any member of the problem solving team may complete observations, and teams are encouraged to make full use of all resources on the team rather than assigning all observations to a single team member. This valuable step in the problem solving process is an important use of problem solving team members' time.

   Within a system in which we will potentially label a child as being disabled based on the child's response to our intervention efforts, it is critical that we make strong efforts to ensure that no part of the child's lack of response may be attributed to poor intervention design or implementation. We serve our children best by being circumspect with regard to the significance of this eligibility decision, and by not allowing our confidence in our teaching skills translate into a sense of infallibility.

3. ***What to do if after the integrity check, the plan is not being implemented properly?***
   Change the intervention line? A team would not want to evaluate progress based on data collected when the intervention was not implemented as planned. Therefore, teams would draw a new intervention line to indicate updated intervention, and evaluate data after this line. Good reason to check integrity early!