

RTI/SLD Process Step-by-Step Checklist

Student: _____

Date: _____

Building Level Team Members and Role: _____

Yes or No

_____ 80% of the students in the grade level at the school are making satisfactory progress toward established academic skill curriculum expectations as verified by 80% of the students at the grade level are at or above 25th %tile on national grade level norms (CBM/Aimsweb) or 80% of the students in the grade level have met AYP on the Missouri Assessment Program (MAP).

Attach evidence.

Academic Areas of Concern Identified through RTI:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Basic Reading Skills (e.g. phonemic awareness, phonics, vocabulary) ● Reading Fluency Skills ● Reading Comprehension ● Mathematics Calculation | <ul style="list-style-type: none"> ● Mathematics Problem Solving ● Written Expression ● Oral Expression ● Listening Comprehension |
|---|---|

Concern Identifying Data

- Attach graph with progress monitoring data indicating lack of achievement
- Attach formal and informal measures indicating lack of achievement (e.g. AIMSweb progress monitoring chart, running records progress monitoring chart, teacher input, work samples, parent observations, or grade level curriculum assessments).

10 th to 25 th %tile	or	0 to 10 th %tile
<p>_____ Student was identified with academic skill development at or below the national 25th %tile. Identified area: _____</p> <p>_____ After providing Tier 2 supplemental intervention the team identified the student as not making adequate progress after 6 data points using a 4 point data analysis rule.</p> <p>_____ A second intervention was recommended or initial intervention was changed. The student was not making adequate progress after 6 data points using a 4 point data analysis.</p> <p>_____ An intensive intervention (Tier 3) was determined minimum of 10-12 weeks/sessions, 12 data points. 4 point rule still not meeting target.</p>	or	<p>_____ Student was identified with academic skill development at or below the national 10th %tile. Identified area: _____</p> <p>_____ Student immediately received an intensive intervention (Tier 3) for 24 sessions, with a review after 10-12 sessions to determine if making progress and whether a change in the intervention is necessary.</p>

_____ The student's intervention team used an established expected rate of improvement (ROI) based on national 25th to 50th %tile grade level norms (goal line).

Expected ROI for student _____

Tier 2: Supplemental

_____ Student received supplemental (in addition to grade level core curriculum) research based instruction/intervention involving a narrowed essential curricular focus, additional instructional time and smaller student/teacher ratios.

Intervention 1: _____ Start Date: _____

Intervention 2/change intervention 1: _____ Start Date: _____

Attach evidence intervention is research/evidence-based with proven effectiveness for student.

Tier 3: Intensive

_____ Student received intensive research-based intervention involving a more narrowed essential curricular focus, additional instructional time and smaller student/teacher ratios.

Intervention 3: _____ Start Date: _____

Attach evidence intervention is research/evidence-based with proven effectiveness for student.

_____ Attach evidence student received the Supplemental and Intensive intervention (Intervention Documentation Log).

_____ The principal provided the parents with a formal written notification of the intense intervention plan.

Date of Notification: _____

_____ The school monitored progress with CBM probes weekly and reported the progress to parents regularly.

Attach evidence.

_____ The building does benchmark checks of fidelity at the student’s grade level including verification of full implementation of the core curriculum (Tier 1) and assessments documenting the fidelity of the problem-solving process.

_____ The building does on-going checks of fidelity at the student’s grade level including weekly logs of all students getting Tier 2 and Tier 3 documenting number of intervention sessions, length of sessions, program used, curricular focus or instructional objectives, intervention attendance, and progress monitoring data.

_____ The referring team can verify all components of the district’s RTI plan were implemented with complete fidelity.

Referral Stage

_____ Prior to the referral for a special education evaluation the team identified the student as not making adequate progress using a 4 point data analysis rule despite receiving Tier 2 and Tier 3 supplemental and intensive interventions. Attach Graph.

_____ Prior to the referral for a special education evaluation the student was referred to the Building Level Team for individualized problem-solving. At the building level meeting the team followed the problem-solving steps and created an individualized intense intervention plan and determined if there was a need to proceed with a referral for special education evaluation.

Attach Building Level Assist Plan.

_____ The Progress Monitoring/Response to Intervention will continue for the student through out the special education evaluation process and will through out the time he/she is receiving specialized instruction as part of an Individual Education Program (IEP) if found eligible.

_____ Building level team has determined the skill deficits are not primarily the result of:

- A visual, hearing, or motor disability;
- Mental retardation/intellectual disability;
- Emotional disturbance;
- Cultural factors;
- Environmental or Economic disadvantage;
- Limited English Proficiency;

- Lack of appropriate instruction in reading, including the essential components of reading instruction;
- Lack of appropriate instruction in math;

_____ The Building Level Team believes the student has a need for special education.

Describe need: _____