

Bethel School District Response to Intervention Guidelines

Bethel School District based their decision-making framework on the following guidance from the NASDSE and CASE White Paper on Response to Intervention.

“Learning rate and level are the primary sources of information to be used in ongoing decision-making. Learning rate refers to a student’s growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates. Level of performance refers to a student’s relative standing on some dimension of achievement/performance compared to expected performance (either criterion or norm-referenced).

In addition, Bethel School District considered available research and data. Consultation regarding the rationale, rates, and timelines for this decision-making framework has been provided by Mary Gleason, Ph.D. and Beth Harn, Ph. D.

LEVEL

Bethel End of Year ‘Established Reader’ Targets
(Number of Correct Words per Minute on a Grade-Level Oral Reading Fluency Passage)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Oral Reading Fluency	50	90	120	135	150

Bethel end of year targets, are based on analysis of the following research and sources: The DIBELS database, the report by Tindal and Hasbrouck (2005) regarding national norms, the Bethel District database of scores from all Bethel students, and analysis of end of year benchmark targets in relation to passing the Oregon Statewide Assessment in Reading.

RATE

Expected Rate of Gains for Intensive and Low Fluency Readers on Grade-level Oral Reading Fluency Passages
(Expected gains in words per week on oral reading fluency assessments)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Expected Gains	1.6	1.5	1.25	1.15	0.9

These rates were based upon analysis of the research of Fuchs, Fuchs, Hamlett, Walz & Germann (1993), Deno, Fuchs, Marston, & Shin (2001), and Hasbrouck & Tindal (2005), as well as demonstrated performance data from all Bethel students in grades K-5 in 2003-2005. Detailed information about this process is described in the section that follows.

Detailed Information Regarding Rate and Level

Please refer to the attached Table:
Bethel School District: Expected Growth Targets for Intensive and Low Fluency Readers

Fuchs, Fuchs, Hamlett, Walz and Germann (1993) recommended 'realistic' growth rates, for grades 1-5, as 1.5, 1.0, .85, .5 and .3 respectively. However, according to the limitations of this study (small sample size of 117 students spread across grade levels in one rural region), the authors state that these 'realistic' rates can be considered only preliminary. The suggested 'ambitious' weekly growth rates are not empirically based. They are mere suggestions by the authors who cite "the importance of ambitious goals to enhance student achievement" (p.35).

Bethel School District considers this study preliminary and has therefore examined more current data and research. One of these studies, the report of national norms and progress for oral reading fluency in grades 1-6 (Tindal and Hasbrouck, 2005), provides detailed information about actual rates of gain for a large sample of students from across the nation.

Another source considered is data on 'The Average Words per Week Growth on Oral Reading Fluency for Students in General Education' from a study by, Deno, Fuchs, Marston and Shin (2001). This study reported growth rates for general education students in grades 1-5 as 1.80, 1.66, 1.18, 1.01 and .58.

An additional source of information for calculating expected rates of gain (measured by oral reading fluency) was our own extensive data on the performance of all Bethel students. Bethel School District uses research-based curricula, implemented with fidelity, within a three-tier prevention model. The use of universal screening three times per year for all students and frequent progress monitoring data collected on many students throughout the year provides us a wealth of data from which to calculate expected gains for students at each grade and by level of performance within each grade level.

As suggested by Tigard Tualatin School District in their handout, "Eligibility Determination: Identifying Learning Disabilities under an RTI Model, we have considered both 'Cohort Growth' and 'Typical Growth' within the "Context" of our district. Analysis and consideration of these multiple criteria has allowed us to triangulate the data and derive ambitious and realistic goals for students in our district.

CALCULATING ADEQUATE PROGRESS

A. ESTABLISHING TARGETS

Initial ORF score + Expected gain (words per week x number instructional weeks)= target

The beginning point of a goal line is the student's initial ORF score in correct words per minute (CWPM). The end point of the goal line is calculated by adding the student's beginning ORF score plus the 'Expected gain words/week' multiplied by the number of instructional weeks remaining in the school year. If this target exceeds the Established Reader Target for the grade, the Established Reader Target will be the end point of the goal line.

EXAMPLE 1

Initial ORF score + Expected gain (words per week x number instructional weeks)=target
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Fall ORF 20 cwpm + 51(1.5 words per week x 34 instructional weeks left in the year)= 71cwpm
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If a 2nd grader has a fall ORF of 20 cwpm, that is the beginning point of the goal line. The end point will be 1.5 cwpm gain per week times the number of instructional weeks left in the year (in this case, 34 multiplied by 1.5 is 51). Therefore, the end point of the goal line is $20 + 51 = 71$ cwpm. Since 71 is less than the grade level Established Target of 90 cwpm the end point is 71. However, if the student had a fall ORF of 40 cwpm then $40 + 51 = 91$ which exceeds the Established Target of 90 cwpm, so 90 would become the end point of the goal line.

EXAMPLE 2

Initial ORF score + Expected gain (words per week x number instructional weeks)=target
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ORF 20 cwpm + 25 (1.5 words per week x 17 instructional weeks left in the year)= 45 cwpm

For students that are identified at-risk or move in after the start of the school year, the expected gain becomes the 'Expected gain words/week' times the number of instructional weeks left in the school year. Using the example above, if the 2nd grade came at the start of the second semester then the beginning point of the goal line would be 20 cwpm, expected gain in words would be 1.5 cwpm/week times 17 weeks or 25 cwpm. The end point would be $20 + 25 = 45$ cwpm. Again, 45 cwpm is less than the Established Reader Target of 90 cwpm, so 45 cwpm is the end point of the goal line.

Unlike many progress monitoring graphing systems, the end point is not automatically the 'Established Reader Target' by the end of the current school year. If the 'Expected gain in words per year' (see Table) exceeds the 'Grade Level Gain', it may take a student more than one year to reach the 'Established Reader Target'. This ambitious goal setting results in the expectation that the 'Expected Gain/Year' ranges from 1.3 to 2.7 times the 'Grade Level Gain'.

For example, the second grader described above with 20 cwpm in the fall would be close to the Established Reader Target by the end of 3rd grade. Target for Progress Monitoring is 71 cwpm for grade 2. If the fall of grade 3 ORF remained at 71 cwpm then the end point for the grade 3 trend line would be $71 + 42 = 113$. At this rate of progress, the student would be above the Established Reader Target by the end of 4th grade.

B. DECISION RULES FOR EVALUATING STUDENT PROGRESS

- After 6 data points, evaluate the trend line:
 1. If performance is consistently around the goal line, continue program
 2. If performance is below the goal line, change or modify program
- If at any time 4 data points fall below the goal line, change or modify program

Bethel RTI Procedures
(Adapted from Beth Harn, University of Oregon, 2007)

Supplemental/Targeted Small Group Instruction: For students identified as at-risk based on Universal Screening the following general features of instructional support will be provided:

Feature of Support	Detail of Support
Instructional Time	Core instructional time plus supplemental (e.g. 30-45 minutes) each day
Program/Materials	Strategic enhancement (pre-teaching or re-teaching) of critical core program features in coordination with general education teacher – or – systematic use of research-based supplemental materials to target area of concern (i.e., fluency, alphabetic principle)
Decision Rules for Evaluating Student Progress	Student progress will be monitored <i>twice a month</i> in relation to district developed weekly progress rates (see additional table articulating rates per grade-level). Student trend lines will be evaluated to ensure progress is positive (i.e., consistent performance around the goal line) or if modifications to intervention are warranted (i.e., consistent performance below goal line)
Grouping	Supplemental small group support will be provided
Interventionist	Title 1 staff in coordination with general education

Individually Designed Instruction: For students who have received the school-level support system for at-least 8 weeks (i.e., some may receive an additional 8-week session if the team feels minor adjustment to instruction may meet instructional needs), instruction will be intensified by tailoring support for the student in the following manner:

Feature of Support	Detail of Support
Instructional Time	Core instructional time may be strategically supplanted (i.e., instructional time on skills well beyond the skills of the student) plus the student will receive supplemental instructional support (e.g. 30-45 minutes) each day
Program/Materials	Systematic use of research-based supplemental/intervention materials to target area(s) of concern (i.e., fluency, alphabetic principle)
Decision Rules for Evaluating Student Progress	Student progress will be monitored <i>weekly</i> in relation to district developed weekly progress rates (see additional table articulating rates per grade-level) or in relation to the goal developed by the TAT group. Student trend lines will be evaluated to ensure progress is positive (i.e., consistent performance around the goal line) or if modifications to intervention are warranted or if progress warrants a suspicion of a learning disability (i.e., referral to special education)
Grouping	Supplemental individual or small group will be provided
Interventionist	Title 1/Special education staff in coordination with general education

Goal Line = The expected rate of progress toward either the district goal or a goal developed by the TAT group. A goal line is developed by connecting the student's initial level of performance (either when initially identified or after a phase shift in instruction) to the goal for the intervention.

Trend Line = Student's individual rate of progress in response to the intervention.

