

# Response to Intervention Key Terms

## Accommodation

Change in instructional strategies that enable all children to demonstrate their abilities in the classroom or assessment/testing setting; designed to provide equity, not advantage, for children

## Aim Line

Also referred to as the goal line, the aim line depicts the anticipated growth and offers a comparison to the trend line; the aim line is typically shown as the expected rate of progress toward either the district goal or a goal developed by the team

## Baseline

The initial performance level of a student; the median of three data points is used to determine a student's true baseline; serves as the reference point for goal setting and future data collection

## Benchmarks

Expected rates of growth or learning; usually measured three times per year (fall, winter, spring)

## Core Curriculum

Course of study deemed critical and usually made mandatory for all students of a school or school system, as mandated by federal education statute, core curricula must represent scientifically-based practice

## Culturally Responsive Practice

Accounting for and adapting instruction/intervention to a specific culture or background; requires the examination of the curriculum and core practices employed to ensure the application of strategies and interventions that research has found to be most effective with various cultural, racial, and ethnic groups

## Cut Score

Scores used to determine at risk status for students based on Universal Screening data. Typically for MTSD students, this score is at or below the 30<sup>th</sup> percentile.

## Data-based Decision Making

Systematic process of making instructional decisions based on student learning data, to ensure effective, equitable, and consistent approaches across schools and students.

## Differentiated Instruction

A process of designing lesson plans that meet the needs of a range of learners; includes varied learning objectives (content); varied grouping practices and teaching methods (process); and varied assignments and materials (product); elements are chosen based on student skill levels, interests, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials

## Evidence-based Practice

Educational practices/instructional strategies supported by relevant scientific research studies

## Fidelity of Implementation

The degree to which instruction and/or interventions are implemented as designed; includes the instructional procedures, specified group size or other environmental parameters, and student participation in prescribed sessions (participation rate should not fall below 80%)

## Formative Assessment

Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making

## Gap Analysis

Review of data comparing present performance to expected performance

## Goal Setting

A clearly defined goal, set with the student, at the onset of an intervention cycle. The goal is the desired end point for the student's skill and progress toward the goal will be monitored throughout the course of the intervention

### Intensive Interventions

Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model

### Learning Rate

Average progress over a period of time, e.g. one-year's growth in one year's time

### Modification

Alterations that change, lower, or reduce learning expectations; can increase gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level

### Probe

Brief, skill-specific assessment to determine student progress – typically heard/used in reference to progress monitoring

### Problem-solving Approach to RTI

Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions

### Progress Monitoring

A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction and interventions. Progress monitoring can be implemented with individual students or an entire class. The process used to monitor implementation of specific interventions.

### Research Based Intervention

Intervention supported by education research to be effective with identified needs of sets of students

### Response to Intervention (RTI)

RTI is an integrated approach that includes general, remedial, gifted, and special education in providing high-quality instruction that is matched to individual student needs. It is based on a three-tiered model that monitors student progress with different levels of intervention intensity. By providing scientifically-based interventions to students, monitoring progress on interventions, and using this information to determine who is in need of more intensive services.

### Scientific, Research-based Instruction/Interventions

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study

### Standardized Assessment

Tests administered to large groups of students, using the same administrative procedures, for the purpose of measuring academic achievement and/or comparing growth of learning in relation to students at the same grade or age range

### Student Review Team (SRT)

Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions; and develop a plan of action to address a student-specific need – typically initiated at the Tier III level

### Summative Assessment

Comprehensive in nature, provides accountability and is used to check the level of learning at the point of expected mastery; measures growth in relation to a specific set of criteria or standard/expectation

### Trendline

Indicates the actual rate of improvement and provides insight into future performance. This line is compared to the aim line to determine the student's response to the intervention and helps inform adjustments to instruction/intervention

### Universal Screening

A brief academic or behavioral measure conducted with all students three times each school year; information is used to identify or predict students who may be at risk for poor learning or performance outcomes; data would not be used exclusively for decision making purposes, but taken in context with other available sources of information

# Response to Intervention Resources

Wisconsin DPI: Wisconsin's Guide for RtI and Specific Learning Disabilities

<http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2495/616401/sld-guide.pdf>

The Wisconsin RtI Center: The mission of the Wisconsin RtI Center is to accomplish the W-RtI Vision by supporting schools through the phases and sustainability of their RtI system implementation.

[www.wisconsinrticenter.org](http://www.wisconsinrticenter.org)

## Resources Available on this Site:

- Wisconsin RtI Guiding Document
- Specific Learning Disabilities (SLD and Response to Intervention)
- RtI Road Map
- Wisconsin RtI School-wide Implementation Review (SIR)
- Selecting Tools for Screening, Progress Monitoring, and Interventions
- Interactive RtI Graphic
- RtI Implementation Continuum
- Implementation Toolkit
- Glossary
- Events Calendar

## Internet Sites:

- <http://www.interventioncentral.org/> - Variety of tools for RtI
- <http://www.earlyliteracylearning.org> – Center for Early Literacy and Language
- [www.rti4success.org](http://www.rti4success.org) – Organization that provides technical assistance for building capacity in implementing proven models for RtI
- <http://ies.ed.gov/ncee/wwc> - Collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).
- <http://www.centeroninstruction.org> – Best practices in the areas of math, literacy, science, special education and others. Reports are available to better inform best practice.
- <http://www.crtiec.org>
- <http://www.bestevidence.org> – The Best Evidence Encyclopedia (BEE) presents reliable, unbiased reviews of research-proven educational programs.
- <http://www.dww.ed.gov> – The *Doing What Works* site is similar to *What Works* but through a series of summaries, visual examples, and illustrations.
- <http://www.studentprogress.org> – The National Center on Student Progress Monitoring provides resources on the implementation of scientifically based student progress monitoring.
- <http://reading.uoregon.edu/index.php> – This website is designed to provide information, technology, and resources. Big ideas in Beginning Reading focuses on the five BIG IDEAS of early literacy: phonemic awareness, fluency with text, vocabulary, and comprehension.
- <http://www.rtinetwork.org> – RtI Action Network is a program of the National Center for Learning Disabilities
- <http://readilyaccessibletools.wikispaces.com> – links to a variety of resources on a variety of topics
- <http://www.fcrr.org> – The Florida Center for Reading Research
- <http://www.readingrockets.org/> - Reading Rockets
- <http://www.intensiveintervention.org/> - National Center on Intensive Intervention