

**VIDALIA CITY SCHOOLS
MULTI-TIERED SYSTEM OF SUPPORT
STUDENT SUPPORT TEAM**



PROCEDURE MANUAL

2023-2024

(Updated October 2023)

VIDALIA BOARD OF EDUCATION

1001 NORTH STREET WEST

VIDALIA, GA 30474

**This manual was adapted from the Wayne County MTSS Manual.*

"Our mission is to prepare all students to be college and career ready."

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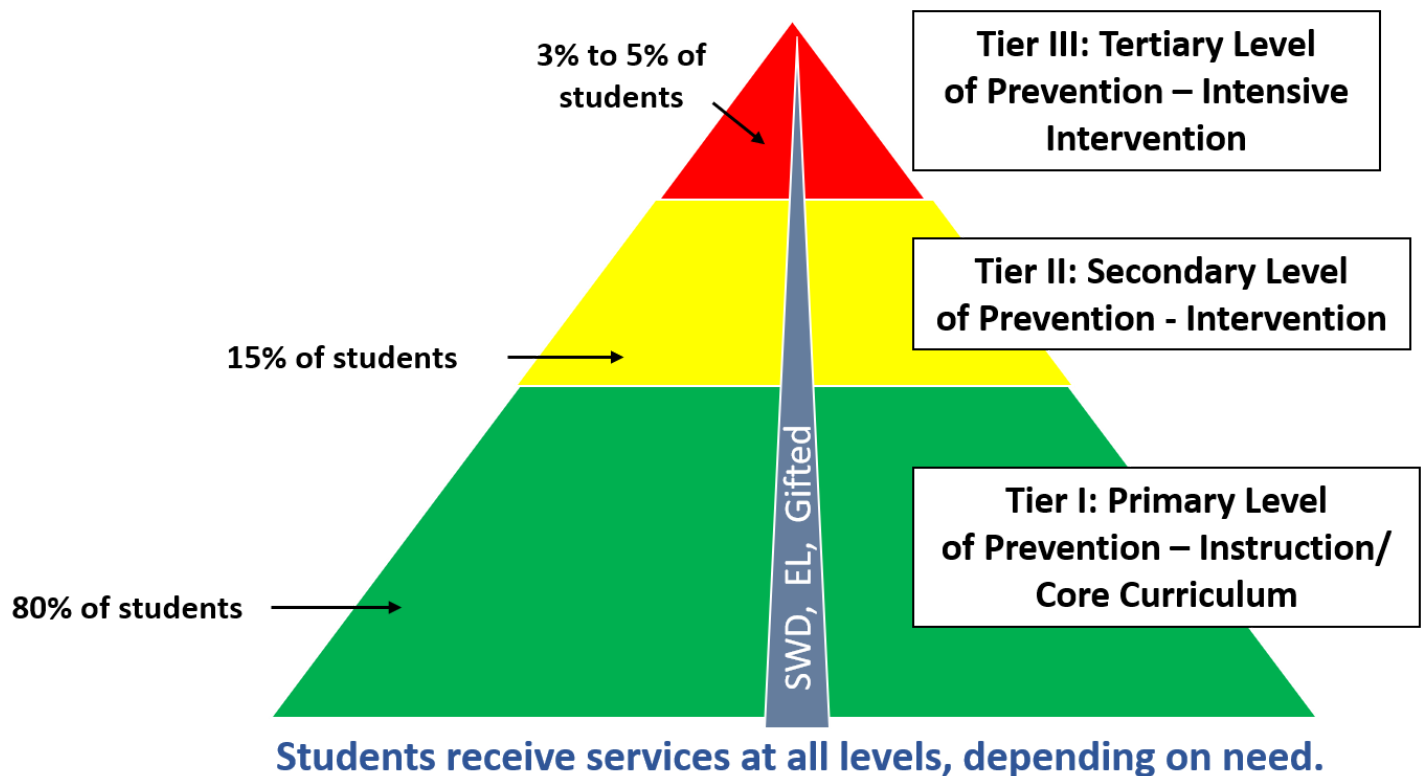
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Multi-Tiered Systems of Support: Introduction and Overview

Multi-Tiered Systems of Support (MTSS) also known as Response to Intervention (RTI) is at the core of school improvement – to make sure that we reach **ALL** students, especially those whose academic skills or behaviors are not up to expectations. This movement, now common practice in all states, came about *from the bottom up*. Its identity is a building level atmosphere, culture and level of expectation that every student's needs are the work and responsibility of every teacher and staff member, and that the MTSS process is the framework to address those needs.

Its purpose is to find out at the beginning of each year which students are not succeeding and begin to use increasingly intensive research or evidence-based interventions until we either remediate them in the general classroom setting or as a last resort in a classroom with specially trained teachers for specially designed instruction in conjunction with the regular classroom curriculum. Also, at its core is to identify those students who need acceleration and to provide interventions that are appropriate to their level.

The Georgia Student Achievement Pyramid of Interventions graphically illustrates the process of aligning appropriate assessment with purposeful instruction for all students. MTSS is based in the general education classroom where teachers routinely implement a strong and rigorous standards-based learning environment.



Key Components of MTSS

- A 3-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- Evidence-based and/or research-based instruction as the core of classroom pedagogy.
- Evidence-based and/or research-based interventions of increasing levels of intensity based on progress monitoring.
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
- Implementation of data teams in each school to serve as the driving force for instructional decision making in the building.
- Purposeful allocation of instructional resources based on student assessment data.

Role of MTSS/Data Teams

The Georgia Department of Education recommends the formation of a data team at each school. This team would be responsible for analyzing achievement and discipline data from both formative and summative measures in use. School level participants should include a combination of the following: principal, assistant principal, instructional coach, intervention support specialist, grade level/content area representative, counselors, school psychologist. The following graphic illustrates Georgia's process that data teams follow for solving student learning and behavioral concerns:



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This process of problem solving occurs at all Tiers in MTSS. Problem solving is the component within the MTSS pyramid which provides teachers with a process to make informed decisions at every Tier. Teachers are continually using data to drive instructional decision making. The purpose of the MTSS/Data Team is to monitor the progress of all students and to make instructional decisions based on the needs of their students. The MTSS/Data team should review and analyze data from universal screeners, common, formative and summative assessments.

- What is the problem?
 - A review of student data at the district and school level will reveal patterns in learning and behavior. The use of a Universal Screener is critical to identifying students who may need additional assessments to determine learning gaps.
- Why is this happening?
 - The Georgia Department of Education suggests a deep look at the reasons why learning is occurring at the rate identified for individual students.
 - Curriculum Issue?
 - Instructional Issue?
 - Student Issue?
- What is our plan?
 - At this stage, the team has the responsibility of deciding which intervention(s) would be most appropriate for supporting the student. A deep review of student and teacher historical data will guide this decision. The team will create a specific plan to include progress monitoring, growth expectations, and timeline to evaluate progress.
- Implement the Plan
 - As the plan is implemented, the Georgia Department of Education strongly suggests a constant flow of communication. Also, checks for fidelity should occur by the MTSS/Data Team to ensure accurate implementation of the intervention as designed. Fidelity of implementation can be ensured in the following ways:
- Did the plan work?
 - At the designated points for data collection, the team will measure plan success. The team will document growth and create the next level of support for the student.

(See Data Team Documents for additional details on implementation, procedures and forms.)

Interventions

Interventions are defined as targeted instruction that is based on student needs. Interventions must be specific and measurable through progress monitoring. The interventions used at Tier 2 – 4 should supplement the learning that is occurring in the Tier 1 classroom, address identified weakness in basic skills, and accelerate learning toward individual expectations. Continuous monitoring of the implementation of the intervention (fidelity) and progress monitoring data are critical to determining the impact on student achievement.

Interventions may be categorized into three groups:

- **Scientifically proven interventions** mean that scientific results have already been published in peer-reviewed journals using the scientific rigor described in the definition from NCLB.
- **Research based interventions** mean the methods, content, materials, etc. were developed in guidance from the collective research and scientific community.
- **Evidence-based interventions**, while lacking the rigor of the above two levels of intervention, nevertheless provide data that the intervention improves student outcomes.

The following are non-negotiable in regards to interventions. Interventions must:

- Be connected to a specific goal that is well defined, observable and measurable.
- Have specific, defined, step-by-step descriptions that can be implemented consistently and replicated.
- Includes ongoing data and progress monitoring of the student's response to the intervention.

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The following chart helps to clarify the differences between interventions, strategies and accommodations/modifications in the classroom.

	<u>Strategies</u>	<u>Interventions</u>	<u>Accommodations/</u> <u>Modifications</u>
D E F I N I T I O N	Strategies are effective instructional and behavioral practices rather than a set of prescribed instructional procedures, systematically implemented. Strategies are the effective practices of how you teach a skill.	Interventions are targeted instruction that is based on student needs and supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidenced based specific instructional strategies and techniques. Interventions are monitored to improve the target skill and achieve adequate progress in a specific area. Strategies may become interventions if it includes step-by-step descriptions so it can be implemented consistently and replicated by others.	Accommodations are a change that is made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. Modifications are a change in what the student is expected to learn and/or demonstrate. Accommodations and modifications are used to describe how students are included in the classroom instruction. This includes changes to the classroom structure, both organizationally and instructionally that allows a student to participate.
E X A M P L E	- Cooperative learning groups - Small group instruction - One-on-one instruction - Peer buddy/tutor - Advanced organizers - Big Fours - Extra practice	- Differentiated Reading Kit - Systematic Instruction on Consonant Sounds. - Journeys Intervention Kit - Phonemic Awareness, Final Sounds, Stage 1, Lessons 2-5. - FCRR Learning Center Activities - Letter-Sound Correspondence F.004 - Fold-in for sight words - PALS Peer Tutoring - Repeated Reading - Check-in/Check-out Program - Mystery Motivator	- Extended time for assignments and tests - Frequent breaks - Preferential seating - Visual, auditory, or multi-sensory teaching approaches - Assignments are changed using lower reading levels, worksheets, simplified vocabulary
W H E R E	- Good classroom instruction - Engaging curriculum - Opportunities to respond - Defined systems and routines	- Small group instruction - One-on-one instruction - Behavior Intervention Plans	504 Accommodation Plan - IEP Classroom Accommodations Section

Progress Monitoring

Progress monitoring is the repeated measuring of a student's level of proficiency in a certain skill. It is a scientifically based practice that is used to assess a student's academic and/or behavior performance and evaluate the effectiveness of instruction. The key is that you are measuring the same skill each time. This means that the progress monitoring must assess the same standard and element in a subject area until the student reaches mastery.

At the core of MTSS is progress monitoring to see if a specific intervention is effective or not. Without progress monitoring, the effectiveness of an intervention is not known.

Roles and Responsibilities for MTSS

District MTSS Coordinator

- Support and monitor district and school implementation of MTSS model for increasing student achievement.
- Oversee school and classroom level data collection and progress monitoring for Tier 3 and assists as needed with Tier 2.
- Assist teachers to help interpret data, determine intervention and plan next steps.
- Work with MTSS Data Teams to ensure that paperwork is in order and complete.
- Monitor fidelity of the MTSS process at the district and school level.

Principal/Assistant Principal

- Oversee the implementation of the MTSS process at the school level and establishment of the school's MTSS or Data Team.
- Set a vision for the problem-solving process.
- Monitor fidelity of the MTSS process at the school level.
- Ensure follow-up of decision making and monitor staff.

School Psychologist

- Participate in informal and formal consultations with teacher teams at all tiers with a focus on standards-based instruction.
- Support foundational understanding of school MTSS.
- Request consent for initial evaluations from School Counselors.
- Send initial consent for evaluation to the Speech Secretary to be shared with the appropriate speech therapist. The secretary will send the consent, Social and Developmental History form, Referral for Psychological Services form, and score page of the in-school screening assessments.

School MTSS Coordinator/Counselor

- Contact Parents.
- Set-up meetings and invite all required team members.
- Request hearing/vision screening.
- Complete in-school screening.
- Invite the Speech Pathologist to Tier 3 meetings for any student that is being served in speech.

Teacher

- Meet with Data Team to discuss Tier 2 interventions and progress monitoring.
- Assist in developing an intervention plan for each student and update the plan as often as necessary.
- Implement the intervention plan with fidelity.
- Monitor the student's progress regularly and record the results.

Team Members

- Meet regularly to suggest strategies and implementation.
- Provide routine, structured problem-solving in collaboration with teachers requesting assistance and the resolution of student centered problems.
- Work effectively with teachers and staff members.
- Analyze student problems, select and implement effective evidence and/or research based interventions to increase achievement.
- Take an active role in the MTSS process by performing assigned roles at each meeting (facilitator, recorder, timekeeper, etc.).

Additional roles and responsibilities may be assigned as needed.

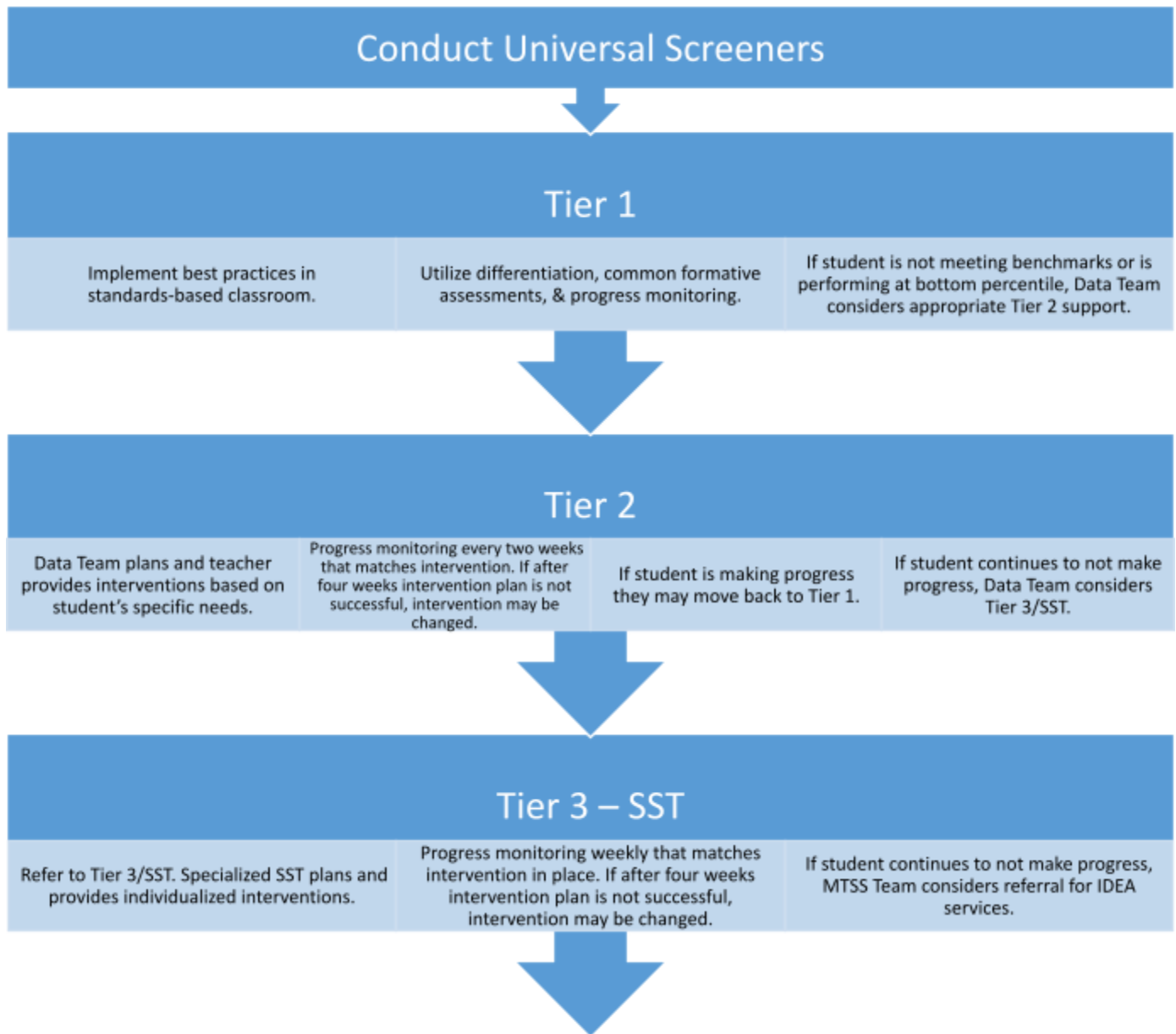
Professional Development

Vidalia City Schools is committed to providing all students with appropriate services and ensuring that all staff are equipped to provide students with the appropriate services and support based on data. Support and training is provided on the various components of our MTSS/SST through professional development workshops, on reviewing and using data to make instructional decisions, and monitoring student progress. Staff Documentation (agenda, sign-in sheets, PPTs, etc.) of all professional development related to MTSS/SST will be collected by the RTI Coordinator.

Monitoring and Supervision

The RTI Coordinator will monitor compliance with the protocol for SST procedures using the SST roster. If the RTI Coordinator determines that a teacher/staff member is not in compliance with the protocol, the RTI Coordinator will discuss this with the building counselor and they will conference with the teacher/staff member to provide feedback and re-training. If the issue remains unresolved, the RTI Coordinator will conference with the building level administrator. If this does not resolve the problem, the RTI Coordinator will be informed and he/she will address the involved personnel and provide additional support and training to the teacher/staff member. Failure to comply with the outlined protocols for MTSS/SST may be reflected in the staff member's evaluation(s). The RTI Coordinator will collect documentation of all MTSS/SST meetings.

Vidalia City Schools' Flowchart for MTSS/SST



Explanation of Tiers

Tier 1: Standards Based Classroom Core Instruction (80% of students should meet Benchmarks in Tier 1)

- All students will participate in classroom learning and assessment of Georgia Standards of Excellence.
- Objectives, instruction and assessment will focus on grade level essential outcomes.
- Evidence and/or research-based best practices and structures will be utilized.
- Differentiated instruction to meet the needs of students learning in a variety of settings (whole group, small group, individually, homogeneously, etc.).
- Common assessments and a team-based problem solving approach are utilized to address and meet the needs of all students.
- Common Practices of Tier 1:
 - Review records for previous MTSS/SST support and continue interventions.
 - Conduct universal screening with all students.
 - Identify students and target groups in need of specific instructional support through data from the universal screening and other pertinent data.
 - Teach using research-based teaching strategies in a standards-based classroom. This includes flexible grouping and differentiated learning activities.
 - Administer a variety of consistent, relevant common formative/summative assessments.
 - Use data from formative/summative assessments to plan instruction and plan flexible groups within the classroom.
 - Communicate with parents regularly. (examples: weekly folders, emails, phone calls, progress reports, conferences)
 - Professional judgment is critical in determining whether a student continues receiving Tier 1 support or needs to receive additional support through Tier 2.
- For students needing Tier 2 supports, see Tier 2 procedures.

Tier 1 is the classroom instruction where communication between the parents and teachers is essential. All students are maintained in Tier 1, unless it is determined by the Data Team that Tier 2 or Tier 3 support is needed.

Tier 2: Needs-Based Learning (10-15% of students should succeed with additional interventions/flexible groups)

- Needs of groups of students including those needing acceleration and remediation are discussed and documented through Data Teams/MTSS Team.
- Intervention plan developed to meet the specific needs of students.
- Progress monitoring/data collection every two weeks to match the intervention in place.
- Data team may involve academic specialists or others (speech therapist, ELL teacher, etc.) to assist in addressing students' needs.
- Parent communication of students' progress or lack thereof is vital.
- Orange folders will be used for all Tier 2 students.

Tier 2 begins when the student's learning and/or behavior concerns are not resolved at the Tier 1 level and additional resources are sought. At this point the team engages in the problem-solving process to analyze areas of need, generate strategies and interventions to meet those needs. Teachers implement interventions and progress monitoring with fidelity.

MTSS Tier 2

The following will be used for those students who are in need of additional interventions. Some steps will not be needed for all students. Some students may remain at one step for longer than other students.

Step 1: MTSS Data Team Meeting:

- Discuss specific students who need additional interventions to be successful.
- Create a specific Intervention Plan for each student needing additional support.
 - Interventions should be specific enough so they can be easily replicated by others.
 - Behavioral problems require a behavior intervention and academic problems require an academic intervention specific to the problem.
 - Only areas of concern need to be addressed.
- Create an Individual Instructional Plan in Powerschool, being sure the fill in all necessary parts in the plan and for the progress monitoring details. Progress monitoring should take place every **two weeks**.
 - A minimum of 10 days implementation of each intervention is needed to determine effectiveness.
- For students that are currently Tier 2 and do not require any additional interventions to be successful, move back to Tier 1.
- Use the **Individual Instructional Plan** in Powerschool to record information.

Step 2: Parent Contact

- If a student is moving to Tier 2 for the first time, make a parent contact through a conference or phone contact
- **Document all contacts in Go-MTSS**
- If student is remaining in Tier 2, you will not have to make a parent contact.

Step 3: Implementation of Intervention Plan

- Continue or implement intervention(s) identified by the MTSS Data Team.
 - Fidelity of intervention can be recorded using the **Teacher Fidelity Self-Check**.
- Progress monitoring data should be collected every two weeks.
- Parents should be informed of a student's progress.
 - Teachers may decide to send home a copy of the Individual Instructional Plan with progress monitoring details.
 - **Document all contacts in Go-MTSS.**

Step 4: Continuation of MTSS Process

- MTSS Data Teams will meet every two to three months.
- Review progress monitoring and determine if interventions are appropriate using the Individual Instruction Plan.
 - Option 1: Continue in Tier 2 if progress is being made with interventions.
 - Option 2: If previous interventions have not worked or if additional interventions are necessary, implement additional interventions and collect data. Continue in Tier 2.
 - Option 3: Progress is not being made. The student may need to move to Tier 3 and additional interventions/supports will be added to the intervention plan. Complete the Tier III Meeting Request form in Powerschool and email Mrs. Blount to let her know that this has been completed and file has been uploaded.

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- Option 4: Students successfully met goals with interventions and student moves back to Tier 1.
- **Update the Tier 2 spreadsheet in Google Drive.**

Tier 3: SST-Driven Learning (3-5% of the students will require more monitoring and more structured interventions)

- MTSS/SST team analyzes assessment data to determine the student's most foundational area of need.
- Systematic and explicit, research-based interventions are provided and monitored through the MTSS/SST team.
- MTSS/SST team revisits data from student every three weeks to monitor growth.
- Interventions must be implemented with fidelity and progress monitoring **weekly**.

When an area of concern is complex in nature, additional resources are often required and this is where Tier 3/SST begins. The intent continues to be on the provision of interventions in order to help the student perform successfully in the general education environment. Parental involvement continues to be a critical component. The state of Georgia mandates that a Student Support Team will be established at every Georgia Public School, K-12.

Student Support Team (SST) Overview

Initial Referral to SST

1. Prior to the first meeting, team members gather as much relevant information as possible regarding the student's past and present educational and/or behavioral performance. Information should be gathered from a variety of sources including parents, official school records, and anecdotal records.
2. Initial Referral Form is completed by the referring teacher and given to the SST coordinator at the school.
3. An initial meeting is set-up.

SST Process

The team meets to discuss and interpret the information available to them. The team may decide that more information is needed and develop a plan for obtaining the information. Minutes are to be recorded in each meeting.

- Development of Intervention Plan: After evaluating the existing information, the team develops an individualized intervention plan specific to the student's strengths and weaknesses. Interventions and techniques are brainstormed and agreed upon by all those involved in the implementation process. A timeline for follow-up and evaluation of progress is established.
- Implementation of Intervention Plan: The intervention plan is implemented for a specified time period. Additional data is gathered if needed.
- Evaluation of Progress: The SST reconvenes to discuss progress and additional data. The intervention plan is changed as needed. Further course of action is discussed.
- Ongoing Monitoring and Evaluation: The SST monitors student progress and alters the plan as is necessary. If the intervention plan is effective and no disability is suspected, the team should meet periodically to discuss the student's progress. At any time during this process, if the team has sufficient evidence that the student has a disability, the team should determine whether an evaluation or 504 Plan is necessary. For students with obvious severe disabilities and/or crisis and for whom delay of referral to special education or other supplemental or support services would be detrimental to the student, the SST may bypass implementation of alternative interventions prior to referral. The reason(s) for bypassing this process must be clearly documented in the SST minutes. When a student makes

sufficient progress and/or interventions are no longer needed, the SST may dismiss the student from the process. Records of the SST activity are part of the student's permanent record and thus should follow the student as he/she progresses through the educational system.

Student Support Team Members

The SST shall include at a minimum the referring teacher and at least two of the following participants, as appropriate to the needs of the student: Principal, general education teacher, counselor, lead teacher, school psychologist, subject area specialist, ESOL teacher, special education teacher, school social worker, central office personnel, section 504 coordinator, or other appropriate personnel. Three participants are required for all SST meetings.

Parent Participation

Parents/guardians shall be invited to participate in all meetings of their child's SST and in the development of interventions for their child.

- Parents should be contacted about each meeting and a written invitation to the meeting should be sent home.
- If the parent is unable to attend, the school should send home a copy of the meeting minutes including information regarding student progress and instructional interventions, supports or behavioral plans.

Exceptions to the Use of the Process

School personnel and parents/guardians may determine that there is a reasonable cause to bypass the SST process for an individual student.

- The student's record shall clearly justify such action, including whether the parent or guardian agreed with such a decision. In cases where immediate referral is sought, the SST shall still determine what interim strategies, interventions, and modifications shall be attempted for the student.
- It is not necessary for students who transfer into the local school system/state operated program with a current Individualized Education Program or Section 504 plan to go through the SST process.

Procedures for Parent Request for an Evaluation

When a parent makes a request for evaluation, notify the School Psychologist of the request and follow the procedure below:

1. If necessary, set up a meeting with the RTI team including the School Psychologist in order to gather further information from the parent regarding the request.
2. Have the parent sign a consent for in-school screening and request a hearing/vision screening. After the hearing/vision screening results have been returned, complete the in-school screening assessments necessary for this student.
3. Schedule an RTI meeting (including the School Psychologist) to review the results. The committee will determine if further evaluation is necessary and make a plan as to how we will proceed.

Procedures for Private Evaluation

If a parent of a general education student shares an outside evaluation that he has had completed, the RTI Coordinator will schedule a meeting with the parent to review the evaluation to review the results and to discuss whether it is necessary or appropriate to initiate a pre-referral or special education process. The School Psychologist should be invited to this meeting as well. The parent always has the right to request a special education evaluation, and not wait to complete a pre-referral process. If the parent decides to do so, referral forms will be completed and a "Consent for Evaluation" form will need to be signed by the parent.

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An IEP is never to be generated based only on an outside evaluation for a general education student. We have the right to conduct our own evaluation.

MTSS Tier 3 - SST

The following will be used for those students who are in need of additional interventions. Some steps will not be needed for all students. Some students may remain at one step for longer than other students.

Step 1: Before MTSS/SST Meeting:

- Send home **Parent/Guardian Invite** form. (Document all contacts in Go-MTSSI).

Step 2: First MTSS/SST Meeting:

- Complete **Initial Tier III Meeting Summary** (grade specific) form.
- Give parents **Developmental and Social History** form to complete and return to school.
- Complete the Student Observation/Interview
- Review progress monitoring and determine if interventions are appropriate.
 - Option 1: Continue in Tier 3 if progress is being made with interventions.
 - Option 2: If previous interventions have not worked or if additional interventions are necessary, implement additional interventions and collect data. Continue in Tier 3.
 - Option 3: Progress is not being made. The MTSS/SST team and School Psychologist have reviewed the progress monitoring data and agree that in-school screening should be completed.
 - Option 4: Students successfully met goals with interventions and student moves back to Tier 1

****** If option 3, please request parent consent for in-school screening.**

Step 3: After MTSS/SST Meeting:

- Send a message with the Tier III Instructional Plan to principal/AP/teachers.
- Implement intervention(s) identified by MTSS Team at Tier 3 level.
- Interventions should take place for a **minimum** of 2 weeks with progress monitoring **weekly**.

Step 4: Prior to MTSS/SST Meeting:

- Send home Tier III Meeting Invite form. (Document all contacts in Go-MTSSI).

Step 5: MTSS/SST Meeting:

- Review the Tier III Instructional Plan.
- Review progress monitoring and determine if interventions are appropriate.
 - Option 1: Continue in Tier 3 if progress is being made with interventions.
 - Option 2: If previous interventions have not worked or if additional interventions are necessary, implement additional interventions and collect data. Continue in Tier 3.
 - Option 3: Progress is not being made. The MTSS/SST team and School Psychologist have reviewed the progress monitoring data and agree that in-school screening should be completed.
 - Option 4: Students successfully met goals with interventions and student moves back to Tier 1

****** If option 3, please request parent consent for in-school screening.**

After MTSS/SST Meeting:

- Teacher provides progress monitoring information that is up to date to RTI Coordinator Progress monitoring data that matches interventions that were in place.
- Continue the Tier 3 interventions and progress monitoring until the next meeting is held.

Procedures for Initial Comprehensive Evaluations

Referral is made by the MTSS/SST coordinator to the Director of Student Services.

- The MTSS/SST coordinator should send the school psychologist all of the information that has been obtained with the **Initial Referral for Evaluation** attached, along with the requested information/documentation.
- All forms or rating scales should contain identifying information such as student's name, rater's name, date completed, grade, name of school, and student's date of birth.
- Not all cases are the same and some may require additional and/or different assessments. Collecting unnecessary information creates more work for teachers and the School Psychologist. Please e-mail your School Psychologist with questions if you are not sure how to approach a case.

The Director of Student Services will review the MTSS/SST folder and other referral items submitted then send a request to the MTSS coordinator that a **Parental Consent for Evaluation** be collected and returned to the Psychologist.

When signed Parental Consent for Evaluation is received by the SPED Department, the 60-day timeline for initial evaluation will begin.

- A student must be evaluated in all areas of suspected disability. If speech/language, fine and/or gross motor are areas of concern, these evaluations should be conducted as a part of a comprehensive evaluation.

When the evaluation is complete, the Psychologist will notify the Lead Special Education teacher that an IEP/Eligibility meeting should be scheduled and will send a copy of the psychology report. The Lead Special Education teacher will assign a case manager.

- The case manager should come to the meeting with a draft IEP that is as complete as possible.
- The School Psychologist should come to the meeting with a draft Eligibility Report that is as close to complete as possible. The evaluation form will be returned to Special Education Facilitator.

After the meeting, the Case Manager should make all necessary corrections and additions to the IEP. The Psychologist will make all additions and corrections to the Eligibility Report and send it to the Case Manager.

- The Case Manager is responsible for sending copies of all completed documents to the parents.

After the IEP/Eligibility meeting, the case manager is responsible for:

- Sending the original IEP, eligibility and all additional reports to the Special Education Facilitator.
- Creating a Special Education Folder for the school with copies of all documents.

The Vidalia City School System will follow the Georgia Board of Education rule on Student Support Teams.

GEORGIA Board of Education Rule Code: 160-4-2-.32 –

Student Support Teams

DEFINITIONS - Student Support Team (SST) - an interdisciplinary group that uses a systematic process to address learning and/or behavior problems of students, K-12, in a school.

REQUIREMENTS

- Each school shall have a minimum of one SST and shall establish support team procedures.
- Before a referral is made for other supplemental or support services an evaluation and/or assessment shall be conducted.
 - Prior evaluation(s) and/or assessment(s) of a student for a state or federal program shall be considered as having met this requirement.
- The SST shall include at a minimum the referring teacher and at least two of the following participants, as appropriate to the needs of the student:
 - Principal
 - General education teacher
 - Counselor
 - Lead teacher
 - School psychologist
 - Subject area specialist
 - ESOL teacher
 - Special education teacher
 - School social worker
 - Central office personnel
 - Section 504 coordinator
 - Other appropriate personnel.
- Parents/guardians shall be invited to participate in all meetings of their child's SST and in the development of interventions for their child.
- Each school shall include the following steps in the SST process
 - Identification of learning and/or behavior problems
 - Assessment, if necessary
 - Educational plan
 - Implementation
 - Follow-up and support
 - Continuous monitoring and evaluation.
- Documentation of SST activities shall include the following:
 - Student's name
 - Names of team members

- o Meeting dates
- o Identification of student learning and/or behavior problems
- o Any records of assessment
- o Educational plan and implementation results
- o Follow-up and, as appropriate, continuous evaluation.

EXCEPTIONS TO THE USE OF THE SST PROCESS

- School personnel and parents/guardians may determine that there is a reasonable cause to bypass the SST process for an individual student. Documentation in the student's record shall clearly justify such action, including whether the parent or guardian agreed with such a decision. In cases where immediate referral is sought, the SST shall still determine what interim strategies, interventions, and modifications shall be attempted for the student.
- It is not necessary for students who transfer into the local school system/state operated program with a current Individualized Education Program or Section 504 plan to go through the SST process.

Authority O.C.G.A. § 20-2-152; 20-2-240. Adopted: September 14, 2000 Effective: October 5, 2000

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Interventions

JD Dickerson Primary School (Kindergarten and 1st)

Reading

Tiers of Intervention	Frequency/Duration of Progress Monitoring	Progress Monitoring Measure	Intervention
Tier One	Universal Screener: 3 times per year	Acadience Teacher Observation	
Tier Two	Every 2-4 weeks	Acadience -Early Literacy Measures: FSF, PSF, NWF, and ORF	(Kindergarten and 1st: 20 min/day, 5 days/wk) Phonemic Awareness Training for Young Children Walpole Differentiated Reading Fast Forward
Tier Three	Every 2 weeks	Acadience -Early Literacy Measures: FSF, PSF, NWF, and ORF	(Kindergarten and 1st: 40 min/day, 5 days/wk) Phonemic Awareness Training for Young Children Daisy Quest Walpole Differentiated Reading]Fat Forward

J D Dickerson Primary School (Kindergarten and 1st)

Math

Tier	Progress Monitoring Frequency/Duration	Progress Monitoring Tool	Intervention
Tier One	Universal Screener: 3 times per year	IXL Diagnostic Screener	IXL

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Tier Two	Once monthly	IXL Diagnostic Screener	IXL
Tier Three	Once monthly	IXL Diagnostic Screener	IXL

J D Dickerson Primary School (Kindergarten and 1st)

Speech/Language

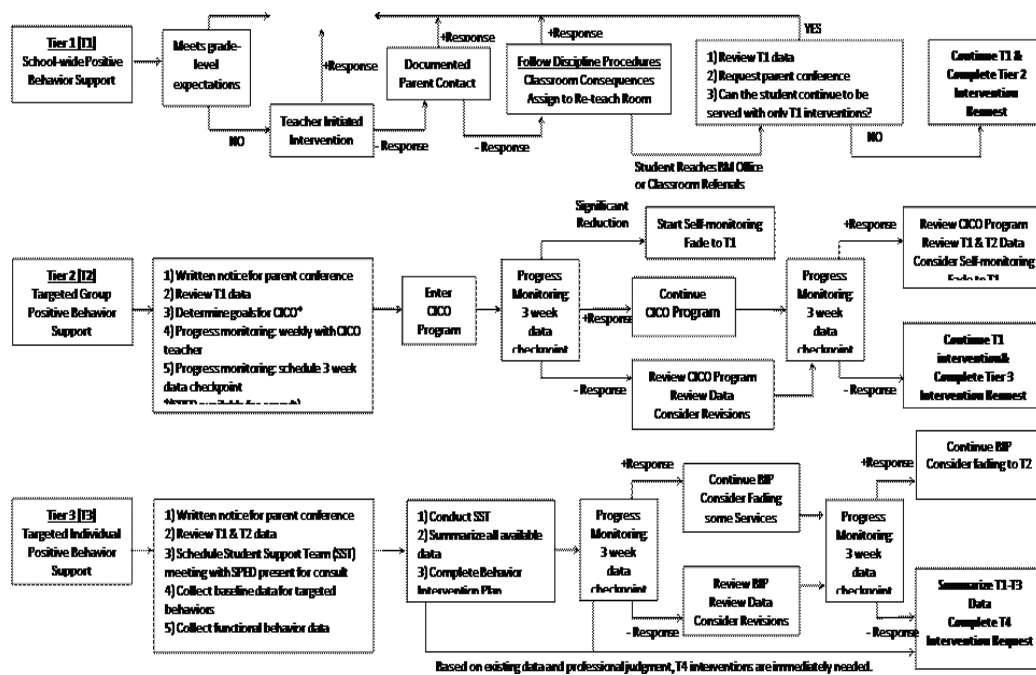
Tier	Progress Monitoring Frequency/Duration	Decision Rule	Progress Monitoring Tool	Intervention
Tier One	Universal Screener: 3 times per year	Students below developmental benchmarks, as determined by articulation benchmarks and content related assessments related to language.	Speech Language Questionnaire Teacher Observation	(Approximately 300 minutes/daily) Core Instruction: GPS Based Curriculum
Tier Two	Every 2 weeks	Students below developmental benchmark AND inadequate slope will be moved to Tier 3. Students below developmental benchmark AND adequate slope will stay in Tier 2; Students above developmental benchmark AND adequate slope will return to Tier 1	Articulation Screener Language PM: Developed by SLP based on student deficiencies	(Within Classroom Environment, Small Group) Articulation · Tier 2 Strategies developed by SLP Language · Tier 2 Strategies developed by SLP
Tier Three	Weekly	Students below developmental benchmark AND inadequate slope will be referred for special education; Students below developmental benchmark AND	Articulation Screener Language PM: Developed by SLP based on student deficiencies	(Within Classroom Environment, Individual) Articulation · Tier 3 Strategies developed by SLP Language · Tier 3 Strategies developed by SLP

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		adequate slope will stay in Tier 3; Students above developmental benchmark AND adequate slope will return to Tier 2		
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J D Dickerson Primary School (Kindergarten and 1st)

3 Tier Response-to-Intervention Model (Behavior)



VIDALIA CITY SCHOOLS

Sally D. Meadows Elementary School (2nd – 5th)

Reading

Tier	Frequency/Duration of Progress Monitoring	Progress Monitoring Measure	Intervention
Tier One	Universal Screener: 3 times per year	Acadience	
Tier Two	Every 2 Weeks	Acadience	
Tier Three	Weekly	Acadience	

Sally D Meadows Elementary School (2nd – 5th)

Math

Tier	Progress Monitoring Frequency/Duration	Progress Monitoring Tool	Intervention
Tier One	Universal Screener: 3 times per year	IXL Diagnostic Screener	
Tier Two	Every 2 Weeks	IXL Diagnostic Screener	20 minutes/5 days per week IXL
Tier Three	Every Two Weeks	IXL Diagnostic Screener	40 minutes/5 days per week IXL

Sally D. Meadows Elementary School (2nd – 5th)

Speech/Language

Tier	Progress Monitoring Frequency/Duration	Decision Rule	Progress Monitoring Tool	Intervention

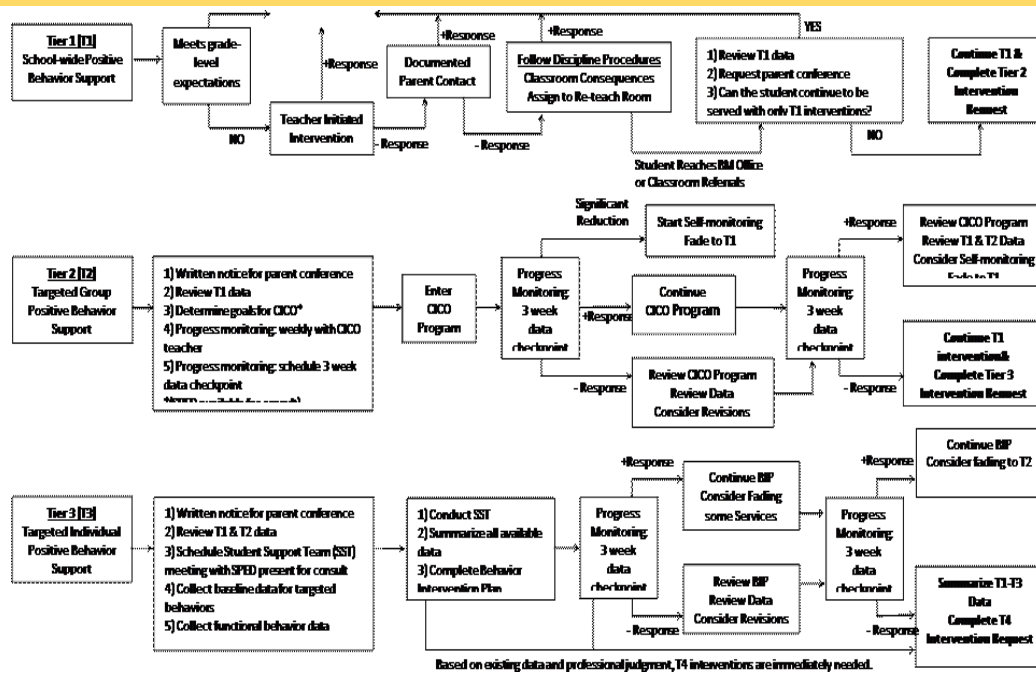
VIDALIA CITY SCHOOLS

Tier One	Universal Screener: 3 times per year	Students below developmental benchmarks, as determined by articulation benchmarks and content related assessments related to language.	Speech/Language Questionnaire MAP (Measures of Academic Progress, NWEA) CRCT (Criterion Referenced Competency Test) Teacher Observation	(Approximately 300 minutes/daily) Core Instruction: GPS Based Curriculum
Tier Two	Every 2 weeks	Students below developmental benchmark AND inadequate slope will be moved to Tier 3. Students below developmental benchmark AND adequate slope will stay in Tier 2; Students above developmental benchmark AND adequate slope will return to Tier 1	Speech/Language Questionnaire Articulation Screener Language PM: Developed by SLP based on student deficiencies	(Within Classroom Environment, Small Group) Articulation ·Tier 2 Strategies developed by SLP Language ·Tier 2 Strategies developed by SLP
Tier Three	Weekly	Students below developmental benchmark AND inadequate slope will be referred for special education; Students below developmental benchmark AND adequate slope will stay in Tier 3; Students above developmental benchmark AND adequate slope will return to Tier 2	Speech/Language Questionnaire Articulation Screener Language PM: Developed by SLP based on student deficiencies	(Within Classroom Environment, Individual) Articulation ·Tier 3 Strategies developed by SLP Language ·Tier 3 Strategies developed by SLP

Sally D Meadows Elementary School (2nd – 5th)

Behavior

VIDALIA CITY SCHOOLS



J.R. Trippe Middle School (6th – 8th)

VIDALIA CITY SCHOOLS

Reading

Tiers of Intervention	Frequency/Duration of Progress Monitoring	Progress Monitoring Measure	Intervention
Tier One	Universal Screener: 3 times per year	HMH Growth Measure	
Tier Two	Once per month	HMH Growth Measure	30 minutes/3 x weekly Read 180 CSR Multisyllabic Phonics Authenticated Repeated Readings Fast ForWord
Tier Three	Once per month	HMH Growth Measure	30 minutes/3 x weekly Read 180 CSR Multisyllabic Phonics Authenticated Repeated Readings Fast ForWord

JR Trippe Middle School (6th – 8th)

Math

Tier	Progress Monitoring Frequency/Duration	Progress Monitoring Tool	Intervention
Tier One	Universal Screener: 3 times per year	IXL Diagnostic Screener	
Tier Two	Once per month	IXL Diagnostic Screener	30 minutes/2 days per week IXL
Tier Three	Once per month	IXL Diagnostic Screener	30 minutes/2 days per week IXL

VIDALIA CITY SCHOOLS

J. R. Trippe Middle School (6th – 8th)

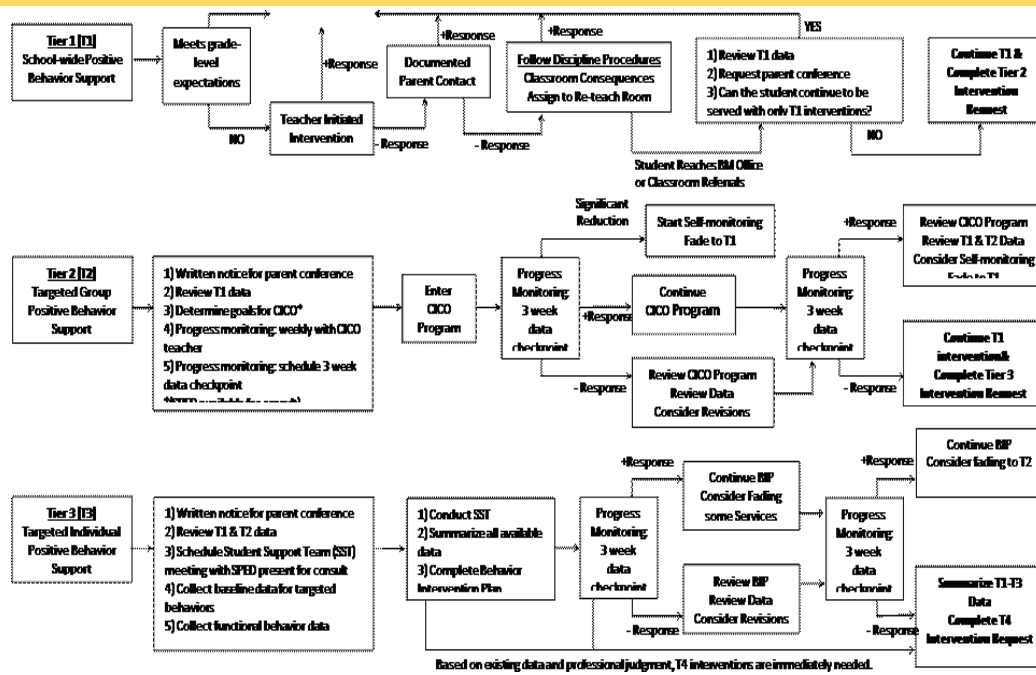
Speech/Language

Tier	Progress Monitoring Frequency/Duration	Decision Rule	Progress Monitoring Tool	Intervention
Tier One	Universal Screener: 3 times per year	Students below developmental benchmarks, as determined by articulation benchmarks and content related assessments related to language.	Speech/Language Questionnaire Teacher Observation	(Approximately 300 minutes/daily) Core Instruction: GPS Based Curriculum
Tier Two	Every 2 weeks	Students below developmental benchmark AND inadequate slope will be moved to Tier 3. Students below developmental benchmark AND adequate slope will stay in Tier 2; Students above developmental benchmark AND adequate slope will return to Tier 1	Speech/Language Questionnaire Articulation Screener Language PM: Developed by SLP based on student deficiencies	(Within Classroom Environment, Small Group) Articulation ·Tier 2 Strategies developed by SLP Language ·Tier 2 Strategies developed by SLP
Tier Three	Weekly	Students below developmental benchmark AND inadequate slope will be referred for special education; Students below developmental benchmark AND adequate slope will stay in Tier 3; Students above developmental benchmark AND adequate slope will return to Tier 2	Speech /Language Questionnaire Articulation Screener Language PM: Developed by SLP based on student deficiencies	(Within Classroom Environment, Individual) Articulation • Tier 3 Strategies developed by SLP Language • Tier 3 Strategies developed by SLP

J. R. Trippe Middle School (6th – 8th)

Behavior

VIDALIA CITY SCHOOLS



Vidalia Comprehensive High School (9th – 12th)

Reading

VIDALIA CITY SCHOOLS

Tiers of Intervention	Frequency/Duration of Progress Monitoring	Progress Monitoring Measure	Intervention
Tier One	Universal Screener: 3 times per year	HMH Growth Measure	
Tier Two	Once per month	HMH Growth Measure	(45 min/day 5 days/wk in addition to Core Instruction) Read 180 Support Classes
Tier Three	Once per month	HMH Growth Measure	(45 min/day 5 days/wk in addition to Core Instruction) Read 180 Support Classes

Vidalia Comprehensive High School (9th – 12th)

Math

Tier	Progress Monitoring Frequency/Duration	Progress Monitoring Tool	Intervention
Tier One	Universal Screener: 3 times per year	IXL Diagnostic Screener	
Tier Two	Once per month	IXL Diagnostic Screener	(45 min/day, 5 days/wk) Teacher Led, Small Group Instruction: · Math Support Courses IXL
Tier Three	Once per month	IXL Diagnostic Screener	(45 min/day, 5 days/wk) Teacher Led, Small Group Instruction: · Math Support Courses IXL

Vidalia Comprehensive High School (9th – 12th)

Speech/Language

VIDALIA CITY SCHOOLS

Tier	Progress Monitoring Frequency/Duration	Decision Rule	Progress Monitoring Tool	Intervention
Tier One	Universal Screener: 3 times per year	Students below developmental benchmarks, as determined by articulation benchmarks and content related assessments related to language.	MAP (Measure of Academic Progress, NWEA) EOCT (End of Course Tests) Teacher Observation	(Approximately 300 minutes/daily) Core Instruction: GPS Based Curriculum
Tier Two	Every 2 weeks	Students below developmental benchmark AND inadequate slope will be moved to Tier 3. Students below developmental benchmark AND adequate slope will stay in Tier 2; Students above developmental benchmark AND adequate slope will return to Tier 1	Speech/Language Questionnaire Articulation Screener Language PM: Developed by SLP based on student deficiencies	(Within Classroom Environment, Small Group) Articulation · Tier 2 Strategies developed by SLP Language · Tier 2 Strategies developed by SLP
Tier Three	Weekly	Students below developmental benchmark AND inadequate slope will be referred for special education; Students below developmental benchmark AND adequate slope will stay in Tier 3; Students above developmental benchmark AND adequate slope will return to Tier 2	Speech/Language Questionnaire Articulation Screener Language PM: Developed by SLP based on student deficiencies	(Within Classroom Environment, Individual) Articulation · Tier 3 Strategies developed by SLP Language · Tier 3 Strategies developed by SLP

Vidalia Comprehensive High School (9th – 12th) Behavior

Glossary of Commonly Used Terms

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

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Aim line – The line that connects the median baseline data point and the long range goal (LRG) data point. If you are using a database system to enter the data, the program may plot this line. If you are hand graphing, then you would use the median baseline data point (use at least 5-7 data points for baseline) and then plot the LRG point. Connect the two points, and then you have constructed the aim line (McCook, 2006).

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities; designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child's IEP team.

Anchor Paper(s) – A sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing the student performance to the anchor. For example, if student work was being scored on a scale of 1-5, there would typically be anchors (previously scored student work) exemplifying each point on the scale.

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; and formal or informal.

At Risk – An at-risk student is a student with specific needs that may hinder academic achievement, graduation, or ability to successfully transition to college or career opportunities.

The Georgia Department of Education is committed to provide Local Education Agencies (LEAs), parents, and students with a comprehensive set of resources and interventions to support the needs of students at-risk of not being successful in school. Students may need support in any of the following areas

- Academic
- Social/Emotional
- Behavior/Health/Physical
- Graduation/Advisement/Advocacy

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

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Behavior Intervention Plan – A plan developed for students who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

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.

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 number of correct words read per minute (reading fluency).

Benchmark Papers – Another term used for anchor papers.

Commentary – Oral or written feedback that identifies the features of a work sample that illustrate the relevant part(s) of a standard. Commentary draws attention to the qualities of student work with direct reference to the performance descriptions for the relevant standards.

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.

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

Concept Map – A concept map is a document that outlines the concepts, essential questions or enduring understandings, vocabulary, instructional tools, and assessments for each unit.

Content Descriptions – Content Descriptions describe how the standards set forth in the state's curriculum are assessed on the state-mandated assessments. Developed primarily for educators, each content specific document provides information about the content assessed and is based on the work of Georgia teachers. The documents are organized by each content domain (groupings of similar content standards) that is reported for an assessment. Associated curricular standards are listed as well as associated concepts, skills, and abilities (e.g., the things students are expected to know and be able to do relative to each grade and domain). There is no hierarchy in the listing; each is of equal importance.

Each state-mandated assessment (e.g., CRCT, EOCT) is designed to assess how well students know and are able to perform each of the various concepts, skills, and abilities for a specific content area at their grade level or at the end of a course. The Content Descriptions are in no way intended to substitute for or supplant the curriculum. They supplement the curriculum by providing more descriptive information about how content will

be assessed. Content Descriptions do not suggest when concepts and skills should be introduced in the instructional sequence; rather, their purpose is to communicate when and how concepts and skills will be assessed via the state-mandated assessments.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Culminating Performance Task – A culminating performance task is designed to be completed at or near the end of a unit of instruction. The activity is designed to require students to use several concepts learned during the unit to answer a new or unique situation. The measure of this activity allows students to give evidence of their own understanding toward the mastery of the standard.

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 instructional needs.

Curriculum-Based Measurement – 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 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 – A single point of data on a graph or chart that illustrates a student's performance/progress.

Data teams – Teams of educators responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they may include school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Decision Rule - A local system's pre-determined statement that defines the required score or level of progress on a specified assessment within a stated time period for deciding whether additional (or reduced) intervention is necessary. For example, "First grade students in General County who do not move to low risk on the DIBELS after 12 weeks of Tier 2 intervention (small group for 20 minutes 5x per week) will begin Tier 3."

Depth of Knowledge – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary by subject.

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.

Elements – Elements support the content standard to identify specific learning goals associated with the standard.

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

Enduring Understanding – An enduring understanding is a big idea that resides at the heart of a discipline and has lasting value outside the classroom. Enduring understandings should be transferable between units of a course and between courses in the same content area.

English Learner (EL) – (formerly English Language Learner, ELL) Refers to students whose first language is other than English and whose command of English is limited. The term is sometimes used interchangeably with Limited English Proficient (LEP).

English to Speakers of Other Languages (ESOL) – ESOL is a state funded instructional program for eligible English Learners (ELs) in grades K-12.

Essential Question – An essential question gets to the heart of a particular enduring understanding and helps students relate the factual knowledge to the concepts on the unit. There are two types of essential questions that are used in the Standards frameworks: broad/overarching and unit/content specific.

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

Exemplars – An example of student work which provides a model product.

Evidence-based interventions – Specific interventions supported by well designed, independent research studies. There is evidence that the interventions improve student outcomes. (Rathvon, 1999).

Feedback – Descriptive comments provided to or by a student that provide specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity of implementation and instruction – 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. Students may change groups based on performance and needs.

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. Formative assessments diagnose gaps in skill and knowledge, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post-tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary, and feedback.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the State adopted Standards and Curriculum. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Functional Behavior Assessment – A problem-solving process for student behavior that uses techniques to identify what triggers a given behavior and to identify interventions that directly address it.

Georgia Performance Standards – Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. These standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Are informed by other top performing countries, so that all student are prepared to succeed in our global economy and society; and
- Are evidence based.

Gifted Student – A gifted student is one who demonstrates a high degree of intellectual and/or one or more creative abilities, 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.

Guidance – Information provided to the student about what to do next, including steps or strategies to try in order to improve and progress toward identified standards/ learning goals.

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. It 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 student 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 and include progress monitoring.

Lexile – (also known as the Lexile Score or Lexile Measure) a standard score that matches a student’s reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between BR (for Beginning Reader) and 1700.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Organizing Framework – An organizing framework guides teachers as they plan for instruction in order to ensure that all standards are addressed and achieved by the end of the year.

Performance Level Descriptors – A verbal statement describing each performance level in terms of what the student has learned and can do. These statements are available for each state –mandated assessment for each content area and grade level where applicable.

Performance Levels – A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. Each student receives a scale score and a performance level designation (e.g., does not meet standard, meets standard, or exceeds standard) when assessed on a state-mandated assessment. The Performance Level and Performance Level Descriptors provide more meaning to the scale score.

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.

Performance Task – a formative assessment that checks for student understanding/misunderstanding and/or progress toward the standards/learning goals at different points during a unit of instruction. Performance tasks involve the application of knowledge and skills rather than recall and result in tangible products or observable performances. They involve meaning-making, encourage self-evaluation and revision, require judgment to score, and are evaluated using predetermined criteria (rubrics). Culminating performance tasks differ from other performance tasks because they are created over time during the unit. Culminating performance tasks measure conceptual understanding of the standards/learning goals specified for a specific unit and usually involve multiple modalities.

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Probe – When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or "probes," of academic material taken directly from the student's school curriculum. These CBM probes are given under standardized conditions. For example, the instructor will read the same directions every time that he or she gives a certain type of CBM probe. CBM probes are timed and may last from 1 to 5 minutes, depending on the skill being measured. The student's performance on a CBM probe is scored for speed, or fluency, and for accuracy of performance. Since CBM probes are quick to administer and simple to score, they can be given repeatedly (for example, twice per week). The results are then charted to offer the instructor a visual record of a targeted child's rate of academic progress (Jim Wright, Intervention Central website: <http://www.interventioncentral.com/>).

Problem Solving Process - Problem Solving is a process that uses the skills of professionals from different disciplines to study student achievement, implement scientifically based interventions, and evaluate impact on performance. More specifically, it is a four step process that includes: What is the problem? Why is it happening? What is our plan? and then Implementation of the plan.

Problem Solving Team – A team of people, which may include school staff and parents, who use a problem solving approach to address a problem or area of need for a student.

Process Standards – Process standards define the means used to determine patterns of thought and behavior that lead to conceptual understanding.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

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

Pyramid of Interventions – (also, Georgia Student Achievement Pyramid of Interventions). It is a conceptual framework whose purpose is to enable all students in Georgia to make great gains in school. It is a graphic organizer that illustrates layers of increasingly intense instructional efforts that can be provided to students according to their individual needs and progress.

Rate of Improvement – Related to progress monitoring a student's rate of improvement is the number of units of measure (i.e. words read correctly (wrc), correct responses, correct digits) a student has made per week once an intervention is implemented. To determine this rate, divide the total number of units gained by the number of weeks that have elapsed. (ex.: $16\text{wrc}/9\text{ weeks} = 1.5\text{ wrc/week}$) Comparing rate of improvement to a typical peer is one factor that is considered to determine whether a student has made adequate progress. An at-risk student's rate of improvement must be greater than the rate of improvement of a typical student in order to "close the gap" and finally perform at grade level.

Response to Intervention – Response to Intervention (RTI) is a practice of academic and/or 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. The student's response is used as feedback to more accurately target interventions. When students do not make progress, increasingly more individualized interventions are introduced.

Research Based Intervention – one where the methods, content, materials, etc. were developed with guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than when performed independently. The opportunity to practice the skill at this level helps students advance to the point where they can operate at this high level on their own.

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.” (Sugai et al., 2005) Positive Behavior Support (PBS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007).

Scoring Rubric – A scoring guide that enables teachers to make reliable judgments about student work and enables students to self-assess their work. A rubric is based on a continuum of performance quality and is built upon a scale of different possible score points to be assigned. A rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring (descriptors) which signify the degree to which the criteria have been met.

Standard – An indicator established by authority as a rule for the measure of quantity, weight, extent, value or quality. It defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which students express understanding of that knowledge.

Standard Protocol Intervention – A process where a school or system uses pre-determined scientifically based interventions in a specific sequence with identified students, usually implemented at Tier 2.

Standards-Based Classroom – 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.

Standards-Based Instructional Bulletin Board – one that is strategically placed in the classroom that provides examples of student work that have been correlated to the standards by elements. Generally, the student work, the task, the standard, and commentary on the work are posted; students and others can refer to it as a model or exemplar of student work that meets or approaches meeting the standard(s).

Strand – A strand is an organizing tool used to group standards by content.

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

Student Commentary – A student’s oral or written self-reflective, metacognitive comments that self-assess his or her progress toward the specified standard(s) and that provide feedback to the teacher about student understanding; as a result of effective self-assessment, students develop the skills necessary to self-adjust and become more independent learners.

Student Support Team (SST) – 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 to assess their own 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 a standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Common Core Georgia Performance Standards (CCGPS) and the state adopted curriculum where applicable.

Tasks – Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.

Teacher Commentary – Oral or written comments made by the teacher that provide feedback to students regarding their progress toward the specified standard(s); comments may include praise in addition to constructive criticism and will often include guidance for revising work or for future work. Teacher

commentary shows students why they did or did not meet a standard and enables students to take ownership of their own learning.

Note: Public commentary is posted commentary that specifies the evidence in student work that effectively illustrates relevant parts of the standard(s); these are general statements provided to guide parents and students in understanding the standards. Private commentary is commentary that identifies the features of a specific student's work sample that illustrate the relevant parts of a standard(s) as well as feedback and guidance for next steps. Private commentary is meant for the student, teacher and parent, not the public.

Teaching Rubric – Teaching rubrics are explicitly designed to support as well as to evaluate student learning. Teaching rubrics have several features that support learning:

- Teaching rubrics are written in language that students can understand;
- Teaching rubrics are created with students as a result of the teaching that has occurred in the classroom (not before the teaching takes place);
- Teaching rubrics define and describe quality work;
- Teaching rubrics refer to common weaknesses in students' work and indicate how those weaknesses can be avoided, and;
- Teaching rubrics can be used by students to assess their works-in-progress and guide revision and improvement.

Tiered Instruction – Varying levels of instructional intensity within a tiered delivery model.

Trend Line – Line of a graph that connects data points. This is used to compare against the aim line to determine responsiveness to interventions. The trend line is what the student has actually achieved vs. the aim line which is the desired performance score.

Universal Screening – A quick process of assessing student performance, usually of an entire grade level and typically three times per year, to determine progress in relation to student benchmarks and thereby identify struggling students early; related directly to student learning standards.

Links to other RTI glossaries of terms on the internet:

<http://www.rtinetwork.org/>

<http://www.rti4success.org/RTIGlossary>