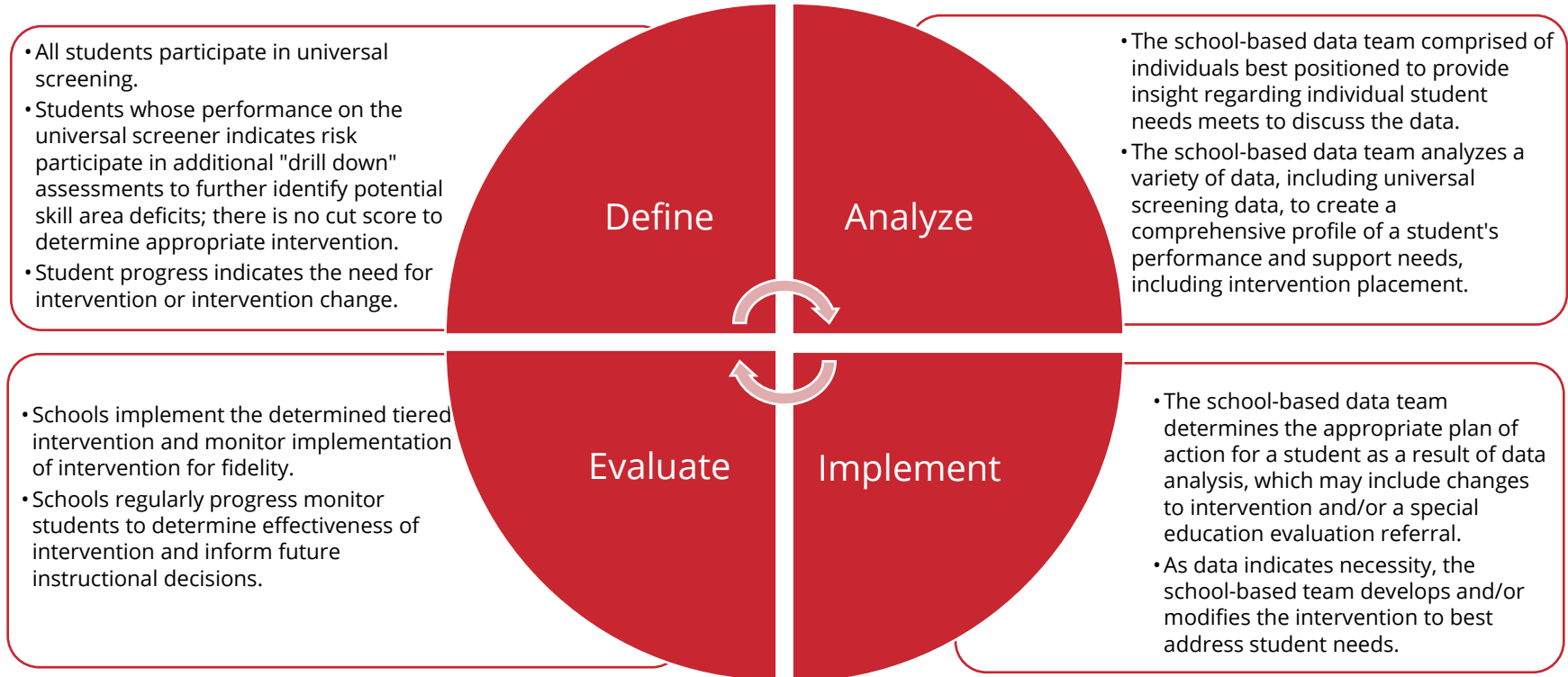


RTI²: The Data-Based Decision-Making Process



A student suspected of having a specific learning disability must be referred for an initial evaluation for special education. A referral for special education evaluation may happen at any time, regardless of the student's current tier of intervention, the number of current data points, or the number of weeks a student has received interventions.

Student A	Student B	Student C
Define		
<p>Students A, B, and C are 3rd-grade students who all have the same data profile. Each student has received Tier 1 instruction and standards-based intervention as needed. Since entering the 3rd grade, the students' performance on assessments and in class has declined.</p> <p>The students' historical Universal Reading Screener (URS) data has not presented indicators for risk in reading deficiency. However, the students' most recent performance on the URS has declined. The students' teacher has noticed the students struggling with independent reading and writing tasks. In response, the team administered additional survey-level assessments in decoding, encoding, and phonological skills.</p> <p>The following data was collected:</p> <ul style="list-style-type: none"> • Universal Reading Screener (URS) (current and historical) • Math Universal Screener • Teacher observation and input • Survey level assessments including encoding, decoding and word identification, and phonological and phonemic awareness • Written expression screener • Classroom performance (historical and present) • Progress monitoring data 		
Analyze	Analyze	Analyze
<p>The team used the data to create a student profile of performance. Survey-level assessment data did not indicate the student had a deficiency in decoding, encoding, or phonological skills. The teacher did share the student has had changes in home life that may be impacting the student's ability to focus during classroom instruction.</p>	<p>The team used the data to create a student profile of performance. Survey-level assessment data indicates the student had a deficiency in decoding and encoding skills, specifically, Student B has difficulty with long vowel sounds. The classroom teacher shared examples of student work which further confirmed the student does not</p>	<p>The team used the data to create a student profile of performance. Survey-level assessment data indicates the student had a deficiency in decoding and encoding skills, specifically, Student C has difficulty with long vowel sounds. The classroom teacher shared examples of student work which further confirmed the student does not</p>

	recognize and cannot properly decode and/or encode long vowel patterns.	recognize and cannot properly decode and/or encode long vowel patterns.
Student A	Student B	Student C
Implement	Implement	Implement
The team determined the student would be best served in Tier I standards-based intervention; however, the school counselor scheduled regular time to meet with the student to address and support socio-emotional needs. The classroom teacher will monitor the student to determine if additional support is needed.	Based on the student’s data profile and evidence from team members, the team determined the student would be best served in Tier III with a program designed to address decoding skills. The team also determined to include more explicit encoding instruction as part of the intervention.	Based on the student’s data profile and evidence from team members, the team determined the student would be best served in Tier III with a program designed to address decoding skills. The team also determined to include more explicit encoding instruction as part of the intervention.
Evaluate	Evaluate	Evaluate
During the next data team meeting, the team reflected on Student A’s current performance and needs. The classroom teacher reported that Student A made progress when reading independently and received minimal corrective feedback on the last writing task. The school counselor reported Student A has been attending a 1:1 check-in once a week; however, the school counselor believes the student would benefit from joining a small group for students dealing with divorce.	During the next data team meeting, the team reflected on Student B’s current performance and needs. The team reviewed the progress monitoring data collected, which indicated Student B is making progress with the current intervention. Student B’s classroom teacher shared Student B is not making any new progress in the classroom setting and provided student work examples demonstrating Student B is still making the same errors in decoding. The team determined to keep Student B in the current intervention but to increase the opportunities for Student B to apply new decoding skills to grade-level text within the intervention.	During the next data team meeting, the team reflected on Student C’s current performance and needs. The team reviewed the progress monitoring data collected, which indicated Student C is making little progress with the current intervention. Student C’s classroom teacher shared Student C is experiencing great difficulty with decoding grade-level text and suspects Student C may have a learning disability. The classroom teacher shared samples of student work to provide additional evidence of this concern and the interventionist agreed. The team decides to refer Student C for a special education evaluation while continuing the current intervention.