

Project Goals

- ▶ Increase reading skills for all students in grades K-3;
- ▶ Support regular education teachers through quality professional development in implementing a Three-Tier Reading Model;
- ▶ Strengthen schools' capacities to provide quality early intervention and prevention of reading difficulties;
- ▶ Create a response to intervention process that provides for the appropriate identification of students with specific learning disabilities; and
- ▶ Provide guidance and assistance for the eventual statewide implementation of RtI.

2006-2007 Project Participants

Berkeley County	Lewis County	Putnam County
Boone County	Lincoln County	Raleigh County
Braxton County	Marion County	Ritchie County
Clay County	McDowell County	Taylor County
Hampshire County	Mingo County	Tyler County
Hancock County	Morgan County	Wayne County
Harrison County	Pendleton County	Webster County
Jefferson County	Pleasants County	Wood County
Kanawha County	Preston County	Wyoming County

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Dr. Steven L. Paine
State Superintendent of Schools



West Virginia Response to Intervention Project

Building Better Readers...



RtI

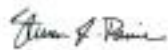
Office of Special Education Achievement
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West Virginia Department of Education

Foreword

The Individuals with Disabilities Education Act of 2004 (IDEA) provides school districts the opportunity to develop research-based procedures for determining whether a student has a specific learning disability. Traditionally, identification procedures required a severe discrepancy between a student's intellectual ability and academic achievement that was often not evidenced until second or third grade. As a result, young struggling readers may not have received adequate and timely reading instruction designed to prevent reading difficulties.

Response to Intervention (RtI) is about building better readers in the early grades and consists of multi-tiered reading instruction in the general education classroom. In an RtI model, ALL students receive high quality reading instruction, and struggling readers receive additional and increasingly more intense intervention. For those students who do not respond to the additional intense intervention, the results of a comprehensive evaluation along with response to intervention data may indicate a specific learning disability and the need for special education services.

The West Virginia Department of Education, Office of Special Education Achievement, has initiated the Response to Intervention Pilot Project to assist school districts in implementing this early intervention and prevention approach to reading. The project holds the promise of increasing achievement for *all* students and appropriately identifying students with specific learning disabilities.



Dr. Steven L. Paine
State Superintendent of Schools



The Three-Tier Reading Model

The Three-Tier Reading model is the foundation of RtI and is designed to meet the instructional needs of all students in the general education classroom. The main goal of the Three-Tier Reading Model is to intervene early and prevent students who are at risk for reading difficulty from falling behind in grades K-3.

Tier I

All students receive reading instruction provided by the regular education teacher in the general classroom for a minimum of 90 minutes per day. In Tier I, a scientifically research-based core reading program focuses on the five critical components of reading: ***phonemic awareness, phonics, fluency, vocabulary and comprehension***. Benchmark testing of all students in grades K-3 is used to determine instructional needs at least three times per year.

Tier II

Tier II focuses on students who are falling behind on essential grade-level skills and require ***additional*** reading instruction. Students receive small group instruction for a minimum of 30 minutes each day (in addition to the 90-minute Tier I instruction) from the regular education teacher or other specialists (e.g., Title I reading teacher, special educator). Teachers monitor students' progress frequently (every 2-3 weeks) in order to ensure reading instruction meets individual student needs.

Tier III

In Tier III, students who still have not mastered grade-level skills receive specifically designed, small group reading instruction that is extended beyond what is provided in Tiers I and II. Students who need Tier III instruction may require a comprehensive multidisciplinary evaluation to determine if special education and related services are appropriate.

RtI Features

- ▶ Tier I instruction is provided in the general education classroom by the regular education teacher. Reading instruction in Tiers II and III may be provided by a variety of school personnel (e.g., reading specialist, special educator, reading coach).
- ▶ Benchmark testing for all students is conducted in grades K-3 during September, January and March.
- ▶ Results of these individually administered benchmark tests indicate students' progress toward attaining grade-level reading skills and provide valuable information used by teachers to adjust instruction to meet individual needs.
- ▶ The Dynamic Indicators of Early Literacy Skills (DIBELS) is the benchmark testing instrument used in the RtI Project.
- ▶ Teachers are provided professional development opportunities designed to increase the effectiveness of reading instruction in Tiers I, II and III.
- ▶ Teachers and others work together to plan and provide high quality reading instruction to all students.
- ▶ Response to intervention data collected by teachers over time is used as an important part of the multidisciplinary evaluation process to determine if a student has a specific learning disability and requires specially designed instruction, and, therefore, is eligible for special education services.
- ▶ The RtI process does not preclude a parent or teacher's right to request a multidisciplinary evaluation for the purpose of determining a student's eligibility for special education.