



Data-based Decision Making for Middle School: General and Special Education in Rtl²

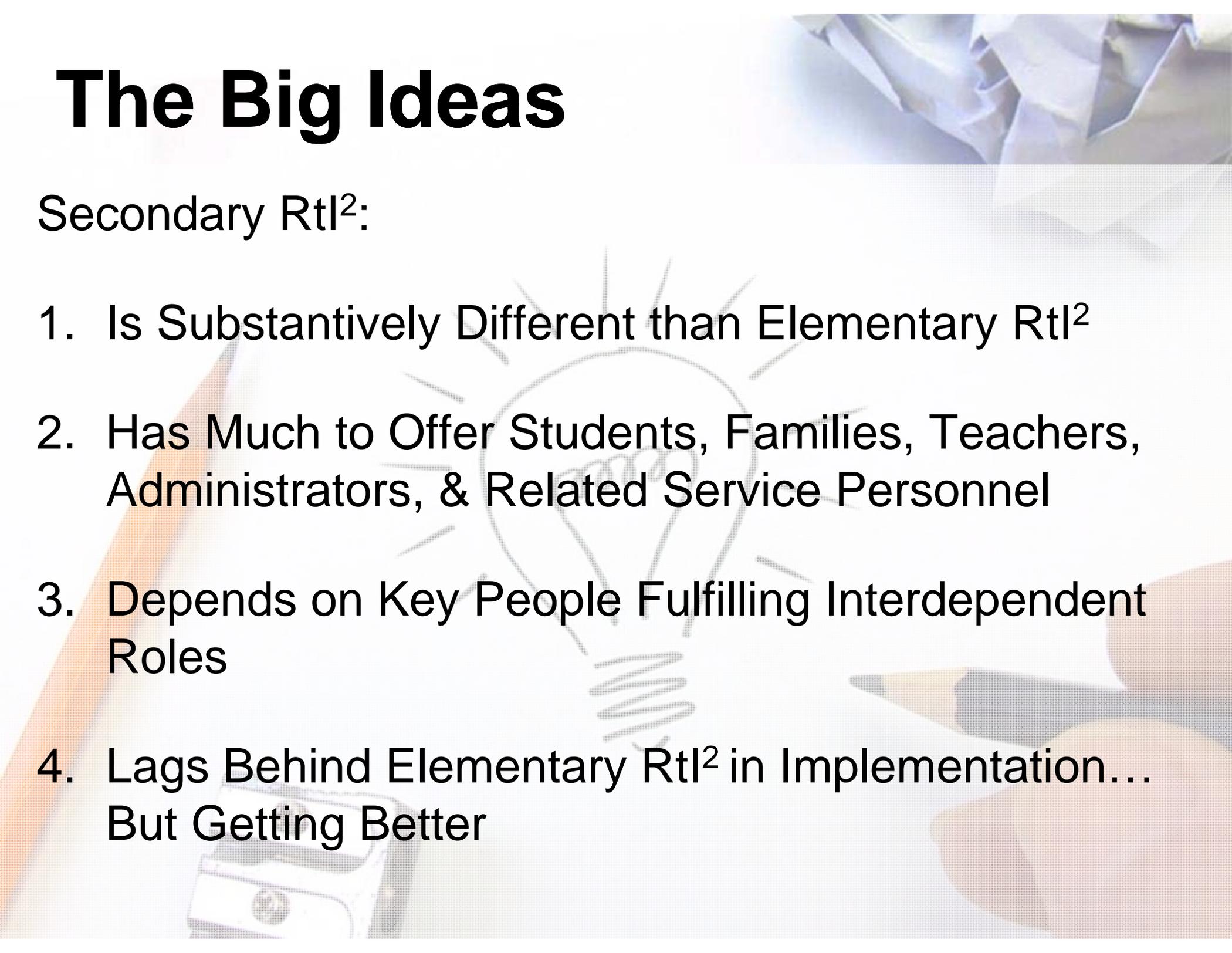


Tennessee Department of Education
February 3-4 & March 2-4, 2015

Big Ideas and Guiding Principles



The Big Ideas



Secondary RtI²:

1. Is Substantively Different than Elementary RtI²
2. Has Much to Offer Students, Families, Teachers, Administrators, & Related Service Personnel
3. Depends on Key People Fulfilling Interdependent Roles
4. Lags Behind Elementary RtI² in Implementation... But Getting Better

Big Idea #1: Substantively Different

Feature	Elementary	Middle	Secondary
Screening	Skills Benchmarking (Repeated Universal Screening & Progress Monitoring)	Skills Benchmarking in 6 th Grade, Shifting to Universal Screening 1x per Year	Universal Screening Only in Grade 9, Individual Screening after Grade 9
Intensive Basic Skills Interventions	Differentiated Tier 1, Plus Increasingly Intensive Tiers	Increasing Shift to Focus on Tier 2 & Tier 3	Increasing Shift to Focus on Tier 3
Quality of Tier 1	Basic Skills Language Arts, Mathematics, Behavior	Increasing Shift to Content Area Courses	Content Area Courses
Basic Skills Progress Monitoring	Universal (Everyone) Across 3 Tiers	Increasing Shift from Universal to Tiers 2 & 3	Increasing Shift to Focus on Tier 3

Big Differences

- Basic Skills Benchmarking for Rtl² Intervention Continues through at Least the First Year of Middle School
- Disproportionate Numbers of Students At Risk may Indicate the Need to Continue Basic Skills Benchmarking of All Students
- At the End of Grade 6 → Shift to End of Year US
- Frequent PM for those Students in T2, T3, and SpEd



Guiding Principle:

Cornerstone of RtI² & Special Education Is
Data-based Decision Making



Things to Remember

- ✓ Basic Skills Screening Practices may be adopted More Quickly than Research-based Progress Monitoring Practices
- ✓ Progress Monitor Basic Skills to Determine if Interventions are Effective or Need Modification
- ✓ Examine Versatility of Selected Tests
- ✓ Stop-Gap Plan will be Likely to Support Comprehensive “Best Practices”
- ✓ Weighing the Cow Doesn’t Make it Fatter



Guiding Principle:

Validated Basic Skills Screening and Progress Monitoring Tests Should be Used. Not All Tests Meet Standards.

National Center on Student Progress Monitoring
U.S. Office of Special Education Programs

Thank you for your interest in the National Center on Student Progress Monitoring!

Unfortunately, our project has come to the end of its five-year contract with the U.S. Department of Education, Office of Special Education Programs (OSEP). However, we will continue to maintain our website with all its valuable resources for you. Please feel free to use the site and share any of the resources provided. You can find additional resources on student progress monitoring on the [National Center on Response to Intervention's \(NCRTI\) website](#). If you have any questions for the Center, please contact NCRTI at (877) RTI-4-ALL.

What is Progress Monitoring?
Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. How does progress monitoring work? What are the benefits of progress monitoring? Who should be practicing progress monitoring? What challenges face progress monitoring? Are there other names for progress monitoring?

Review of Tools
Our Technical Review Committee has created a series of scientifically based tools to measure students' progress. Determine which one best fits your school's needs.

Web Resources
The National Center on Student Progress Monitoring (NCSMP) [web resources library](#) has exciting downloadable articles, PowerPoint presentations, FAQs, and links to additional resources about student progress monitoring, Curriculum-Based Measurement, applying decision making to IEPs and other research-based topics. All of our publications are designed to inform and assist audiences in implementing student progress monitoring at the classroom, building, local or state level.

Select a Style:
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Large Fonts, or
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If you have any questions about student progress monitoring, please contact the National Center on Response to Intervention:
Email: rticenter@air.org
Toll Free: (877) RTI-4-ALL
Web site: <http://www.rti4success.org>

www.studentprogress.org
2003-2008

National Center on Response to Intervention

What is RTI?
Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. To learn more about RTI, see the [Essential Components of RTI - A Closer Look at Response to Intervention](#).

RTI Resources
RTI State Database
The RTI State Database provides resources on a number of topics related to RTI. The resources, which range from policy documents and briefs to trainings and tools, were developed by states or territories, in the U.S. who are in different stages of implementing RTI.

Our Library
GLOSSARY OF RTI TERMS
RTI TOPICS
- What is RTI? (42)
- Tiered Instruction
- Tiered Instruction: Central Instruction (12)
- Tiered Instruction: 3-Tier Model (26)
- Tiered Instruction: 4- or 5-Tier Model (11)
- Models of RTI (5)
- Secondary School (19)
- Student Screening Tools (7)
- Progress Monitoring (41)
- Early Intervening Services (10)
- Learning Disabilities Identification (43)
- Positive Behavior Support (6)
- English Language Learners (11)
- Disproportionate Representation (6)
- Cultural/Linguistic Diversity (4)
- Implementation Planning and Evaluation
- Readiness (42)
- Fidelity to RTI Process (15)
- Fidelity to Instruction (6)
- Evaluating RTI Process (9)
- Examples (40)
- Funding (7)
- SUBJECT AREAS
- Literacy (17)
- Math (8)
RTI STAKEHOLDERS
- RTI Stakeholders: States (14)
- RTI Stakeholders: Administrators (23)
- RTI Stakeholders: Teachers (12)
- RTI Stakeholders: Families (25)

What's New in RTI?
New Resource!
Instructional Tools Chart
The Center is pleased to announce the release of the Instructional Tools Chart. This chart represents the results of the first annual review of research studies of instructional programs by the Center's Technical Review Committee (TRC). The chart provides ratings on the quality of studies demonstrating efficacy for instructional programs used within an RTI context. The National Center on RTI publishes this tools chart to assist educators and families in becoming informed consumers who can select instructional programs that best meet their individual needs. Please note that the Center does not endorse or recommend the programs included in the chart.

New Resource!
[Essential Components of RTI - A Closer Look at Response to Intervention](#)
Through this document, we maintain three key essential components of RTI:
- All school-wide, multi-level instructional and behavioral system for preventing school failure;
- Screening;
- Progress Monitoring; and
- Data-based decision making for individual placement within the multi-level system, and disability identification (in accordance with state law).

Learn more about the Center's definition of RTI, the four essential components, and frequently asked questions.

New Resource!

www.rti4success.org
2008-2013

National Center on INTENSIVE INTERVENTION
an American Institutes for Research

Interactive DBI Process
Initial Assessment
Progress Monitor
Intensive Intervention
Progress Monitor

The NCII Newsletter
Sign up for our newsletter and website!

Spotlight on Sample Lessons & Activities
Find lessons and activities to support students struggling with mathematics.

RTI's & Standards-based Instruction
Find out how change in our core standards can be addressed across levels of a multi-tier system of supports (MTSS) in response to mathematics.

Ask the Expert
What does the research tell us about the use of Direct Behavior Rating (DBR) to measure behavioral progress?

Recent Resources
Getting Ready to Implement Intensive Interventions: Implementation for Data-Based Individualization
Tools to Support Intensive Intervention Data Practice
and Implementation Guide and Self-Review
Illustration of Standards-Based Instruction across levels of a "Tiered System"
Behavior Assessment: Diagnostic Assessment Using Data to Guide Behavior Evaluation (DBE) Planning (Kathryn Henrich)

Register for Upcoming Webinar!
Invited to be an instructor for math, reading, history, and science, we're looking for you as our next webinar. Making Behavior Data-Based Decisions for Secondary and Tertiary Intervention on January 26, 2011 from 1:00-4:00 PM ET. The webinar presented by Dr. Russell Saunders, Sarah Hines, and David Strickland will describe the importance of focused instruction and higher leverage data in students, when interventions for behavior in the classroom are implemented. Click here to register. This webinar will be held on the 26th, so if you are unable to attend the live event, an archived version will be posted on our website after the event.

<http://www.intensiveintervention.org>



Basic Skills Screening

Critical Vocabulary for Basic Skills Screening

- Universal Basic Skills Screening
- Individual Basic Skills Screening
- Universal Basic Skills Progress Monitoring
- Basic Skills Benchmarking, Benchmark Assessment
- Multiple Gating

Universal Basic Skills Screening: 6th – 8th

Grade 6

Universal Basic Skills
Screening 3x per year
(F, W, S)

End of Year Results
Used to Place Students
for Interventions the
Following Year
(Grade 7)

Follows Same
Procedures as K-5

Grade 7

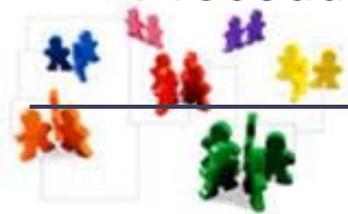
Universal Basic Skills
Screening to Screen
Skills at the End of the
Year

End of Year Results will
be used to Place
Students for
Interventions the
Following Year
(Grade 8)

Grade 8

Universal Basic Skills
Screening to Screen
Skills at the End of the
Year

End of Year Results will
be used to Place
Students for
Interventions the
Following Year
(Grade 9)



Middle School Basic Skills Screening Recommendations

TERM

GRADE 6

GRADE 7

GRADE 8

FALL

BENCHMARK
(UNIVERSAL
SCREEN AND
PROGRESS
MONITORING) OR
USE END-OF GRADE
5 BENCHMARK

USE END-OF-GRADE 6
BENCHMARK TO
SCHEDULE TIERED
INTERVENTION

USE END-OF-GRADE
7 TO SCHEDULE
TIERED
INTERVENTION

WINTER

BENCHMARK

SPRING

BENCHMARK AND
PLAN FOR GRADE 7

UNIVERSAL SCREENING
AND PLAN FOR GRADE 8

MULTIPLE GATING
FOR GRADE 9
PLANNING

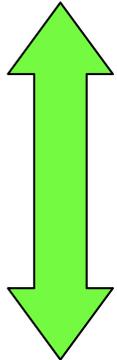
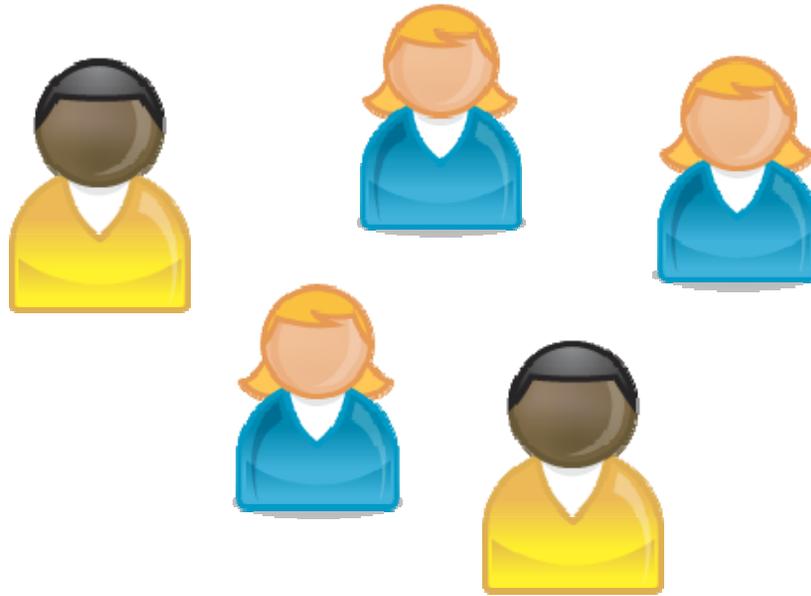
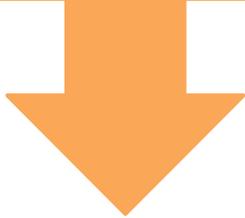


Critical Vocabulary

Performance and the Performance Discrepancy

- A Student's Level of Achievement
- A Performance Discrepancy Exists when a Student is Significantly Below the Expected Level of Achievement
- Students with Severe Performance Discrepancies have Education Need that Requires More Intensive Intervention

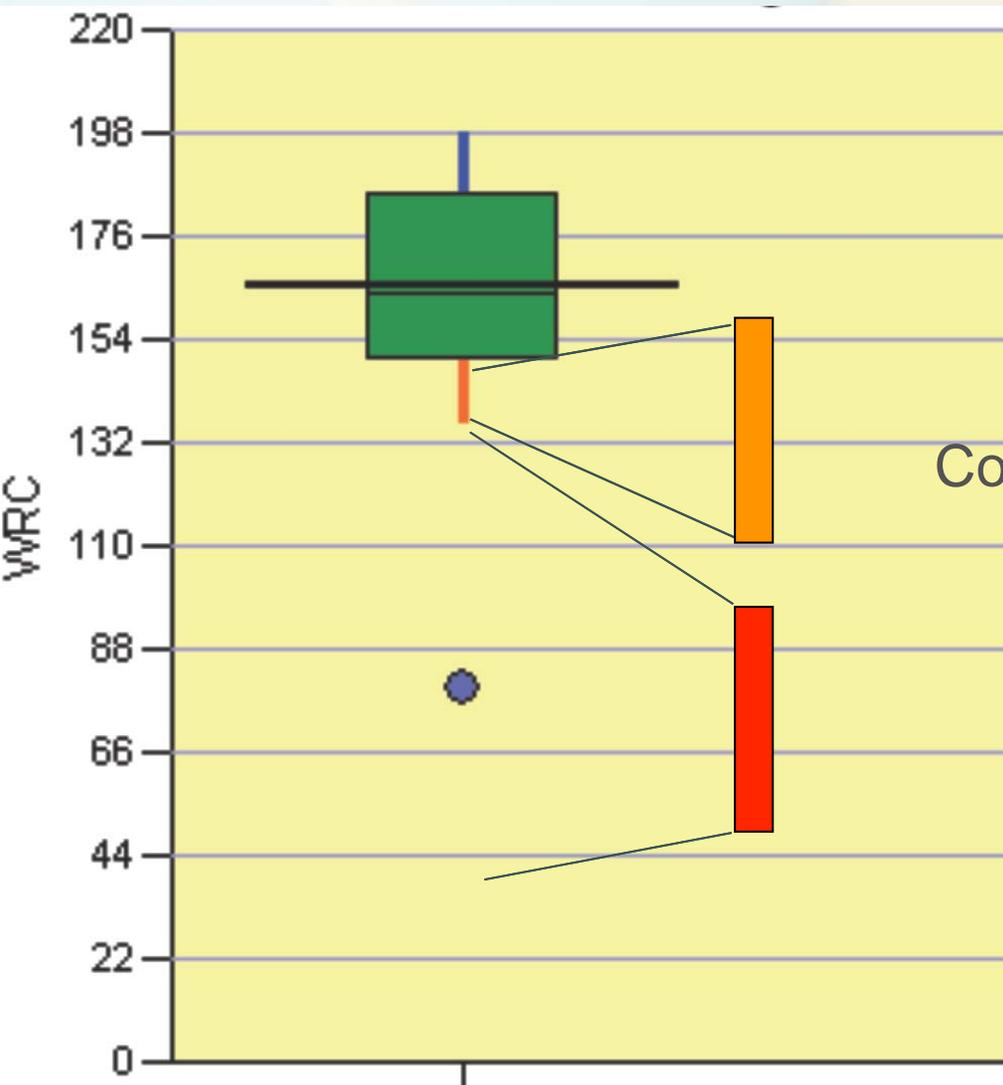
Average
Achievement of
Peers



Student

Severe Performance
Discrepancy: **Severe
Educational Need That
Suggests the Need for
Intensive Intervention**

We Triage Rather than Use “Failure to Respond” to Determine the Intensity of Intervention



**Individual Student's End of
Grade 6
R-CBM Score**

< 25th
Consider Tier 2

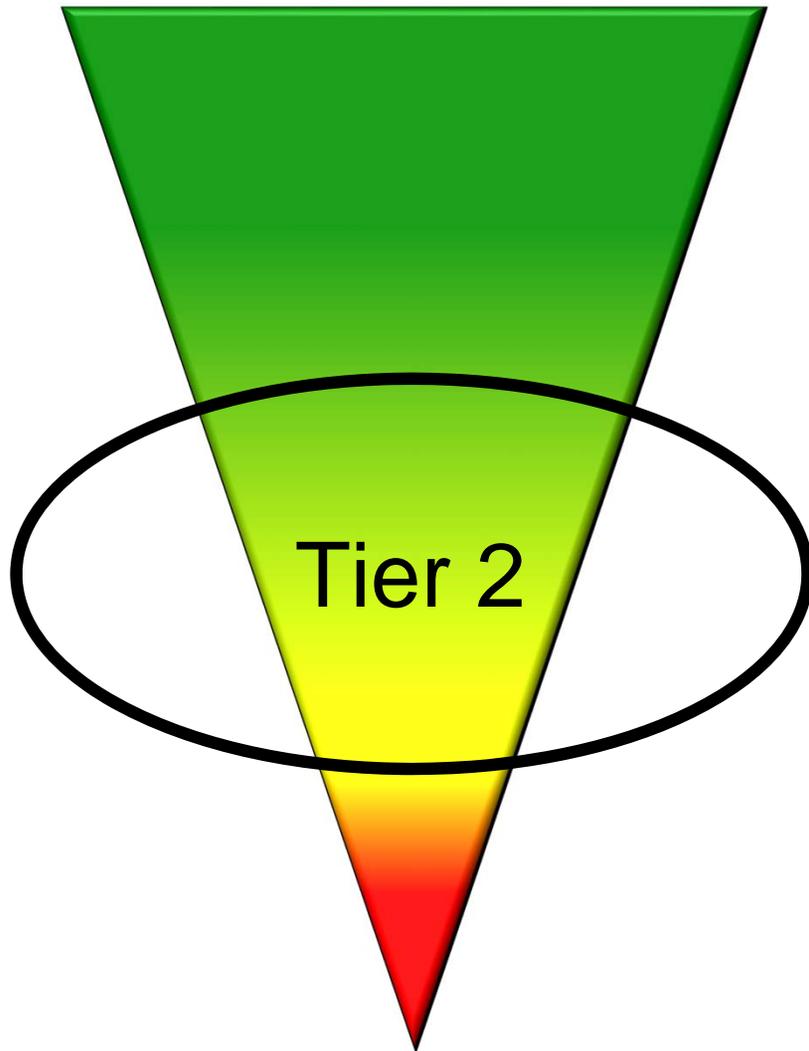
<10th
Consider
Tier 3



Remember These Big Ideas from the Key Note!

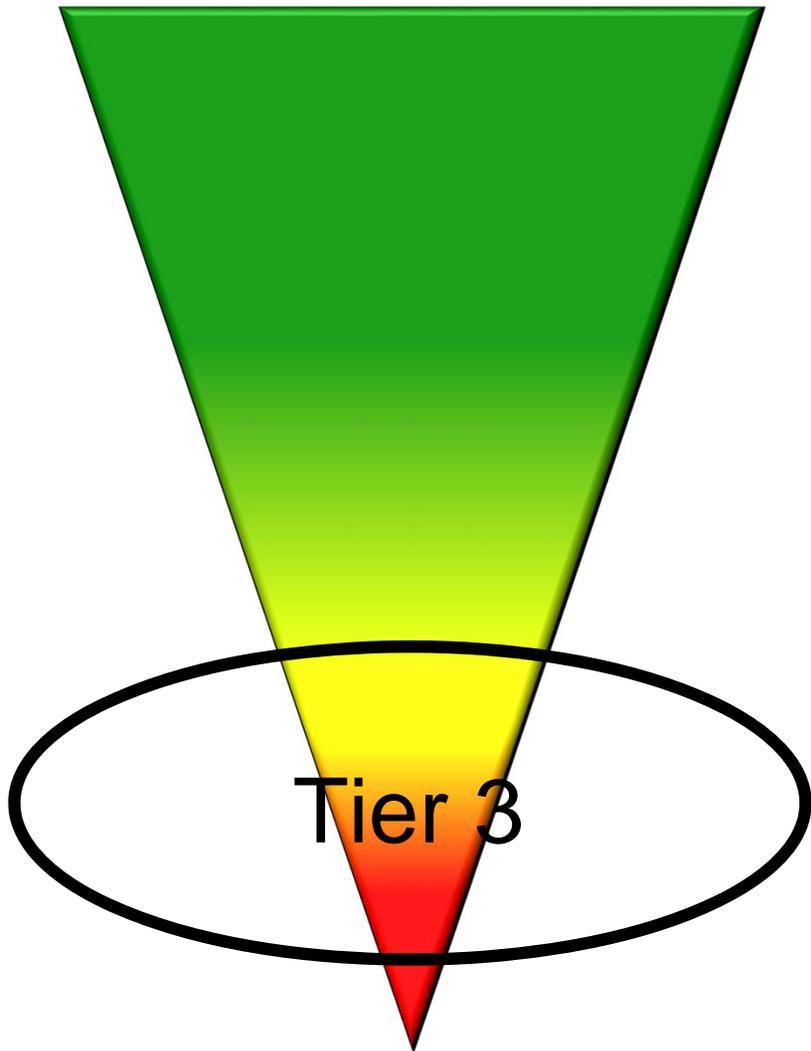
- ✓ Students Get Services they Need as Soon as they Need Them!
- ✓ Not a Wait to Fail Model!

Triage and Tiered Intervention Concepts



Tier 2 Interventions are Most Appropriate for Below Average Students for whom Supplemental Instruction May Reduce Some Significant Basic Skill and/or Strategy Gaps

Triage and Tiered Intervention Concepts



Tier 3 Interventions are Most Appropriate for Students with Severe Performance Discrepancies when Some Instruction is so Intensive that it May be Supplanted because Students have Many Significant Basic Skill and/or Strategy Gaps



Basic Skills Progress Monitoring

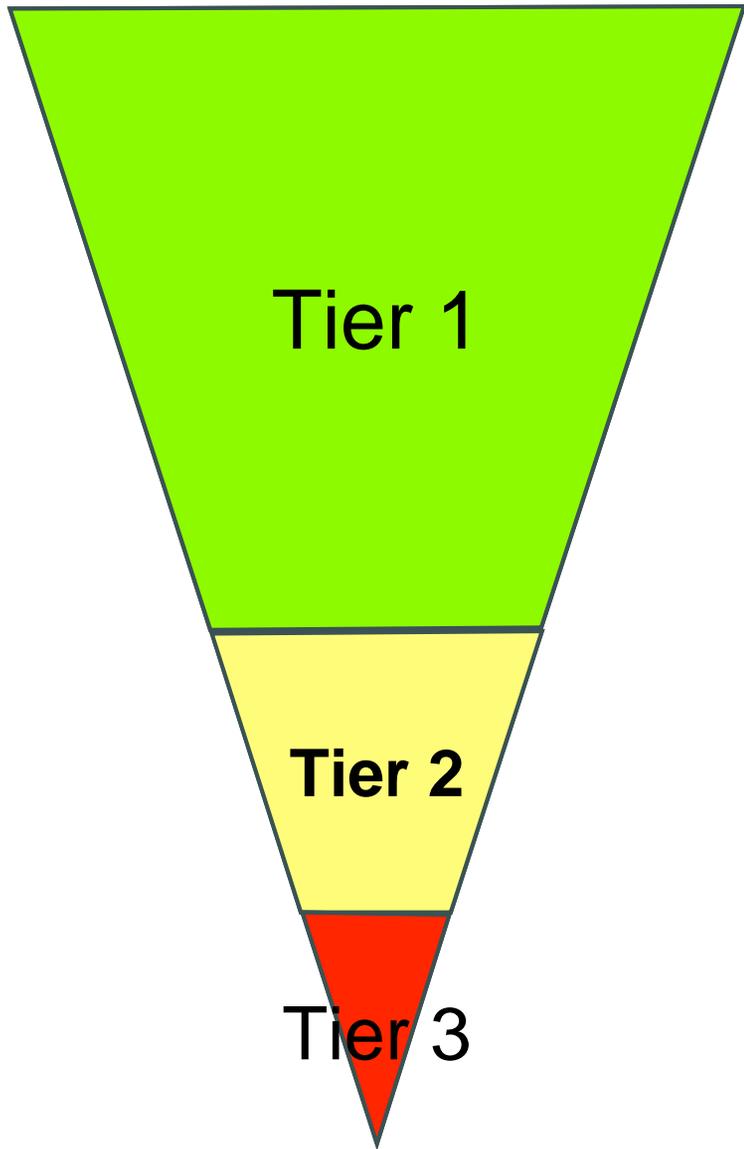


Critical Vocabulary

Progress and the Progress Discrepancy

- A Student's Rate of Improvement (ROI)
- A Progress Discrepancy Exists when a Student's ROI is Significantly Below the Expected ROI or "Not Reducing the Gap"
- Students with Severe Progress Discrepancies are Not Showing Educational Benefit from Current Intervention and Modification Needs to be Considered

Progress Monitoring Across 3 Tiers and SE



Basic Skills Benchmark ALL Students
Using 3x Per Year for Universal Screening
AND Basic Skills Progress Monitoring-AND
Program Evaluation

Not Typically Relevant for Many Middle
Schools Beyond the First Year

Monitoring of Students Who Receive Tier 2
Intervention, 1x per Month, or 2x per Month or
Weekly

Frequent Monitoring Students Who Receive Tier
3 Intervention and With IEPs 1x per Week

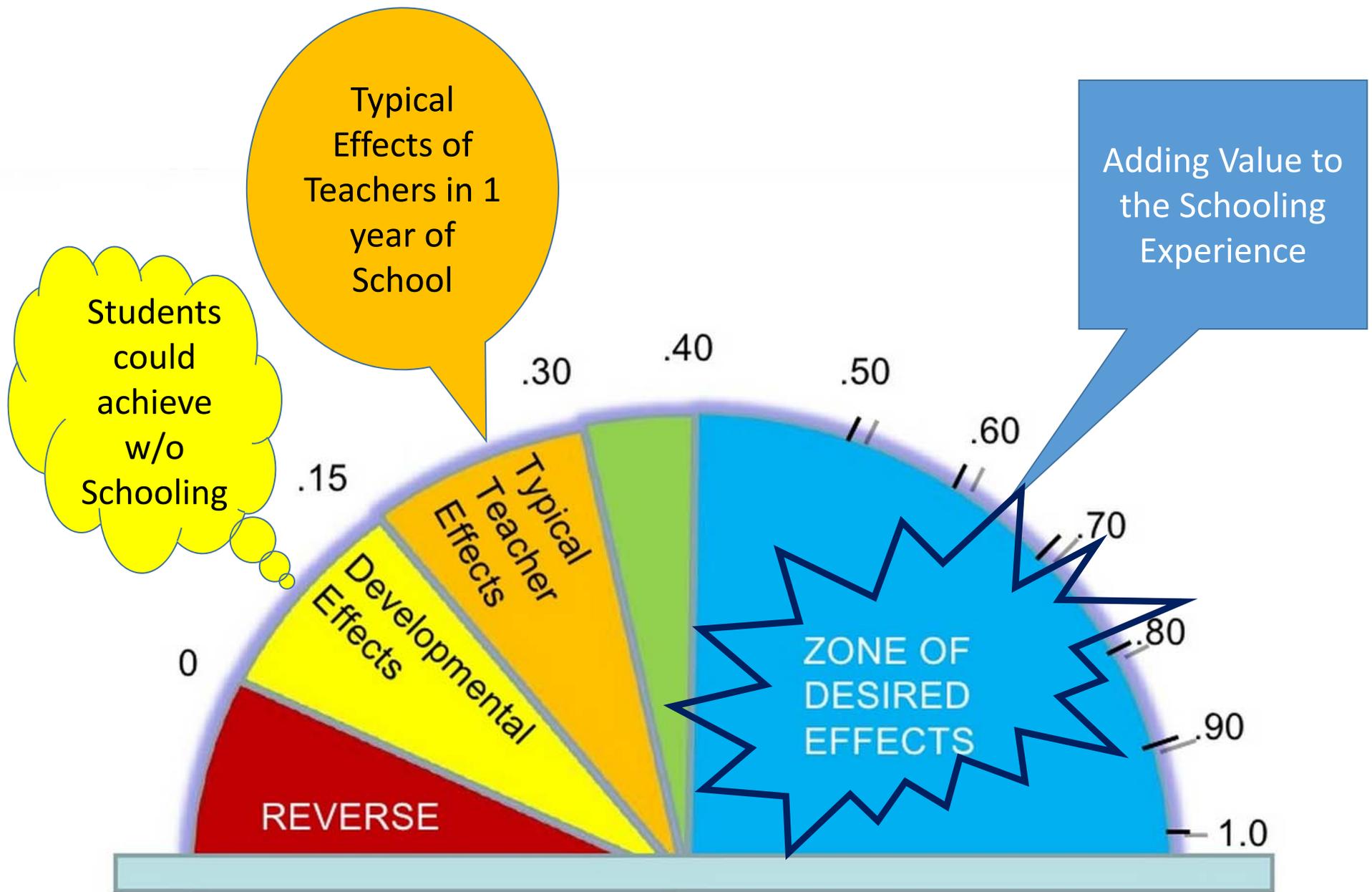
Why Curriculum Based Measurement?

- ✓ Easy to Learn
- ✓ Efficient
- ✓ Basic Skills
- ✓ Inexpensive
- ✓ Easily Understood
- ✓ Helps Build Seamless System

What If

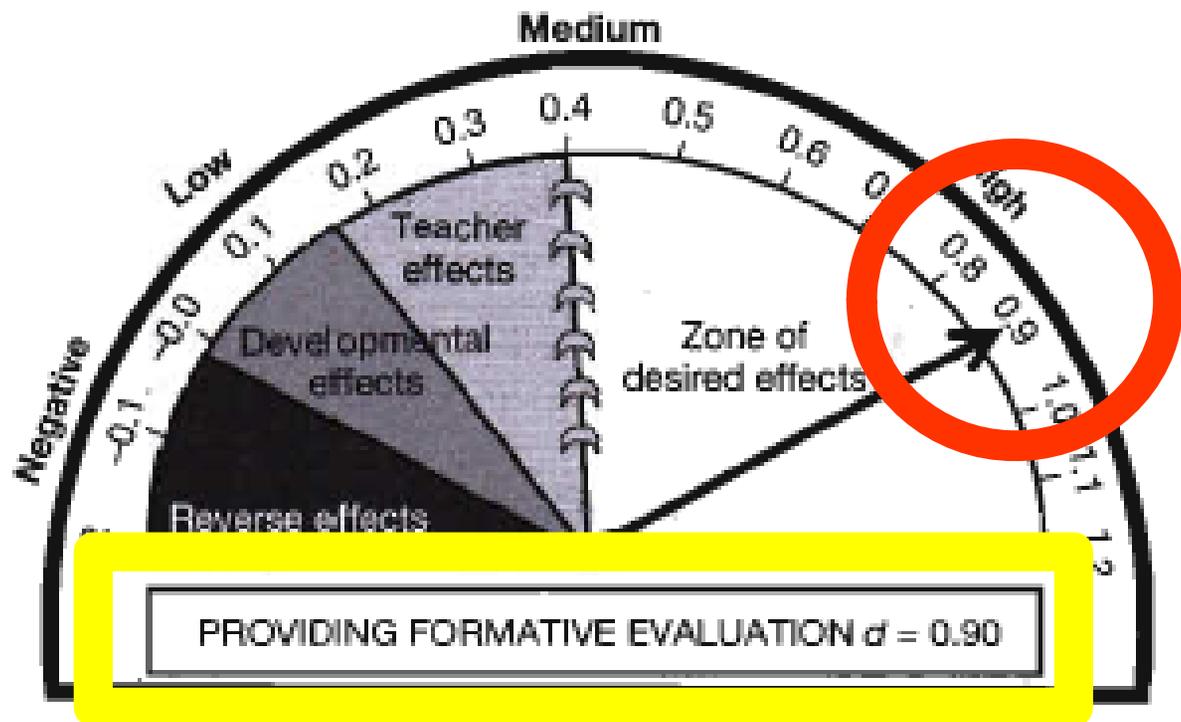
- ✓ Sample 240 Million Students
- ✓ 50,000 Vetted Research Studies
- ✓ 800 Meta Analyses
- ✓ Influences could be Rank-Ordered
- ✓ (like Consumer Reports !)





Effect Size =
 0.40 – 1 year of Progress
 1.0 = 3 years of Progress
 <math>< 0.0</math> = Negative Effect on Achievement

The #1 Most Powerful Teaching Variable...



KEY	
Standard error	0.079 (Medium)
Rank	3rd
Number of meta-analyses	2
Number of studies	30
Number of effects	78
Number of people (1)	3,835

***CBM PROVIDES MULTIPLE FORMS
OF GRADED BASIC SKILLS
ASSESSMENT MATERIALS***

Reading

Spelling

Writing

Math

CBM "Families" of Basic Skills Assessments

AIMSweb
Progress Monitoring and RTI System

Customer Login

Home Products Measures News/Events Research FAQs Support and Training Contact

New!
AIMSweb Behavior

Revised
Math Computation (M-COMP)

Convenient
Computer-Assisted Assessment

Hear what people are saying about AIMSweb

FREE 1-hour Webinars!

AIMSweb Demo

AIMSweb How To Order

Headlines

Cabernet County Schools Sees Student Learning Outcomes Soar With Web-Based Benchmark and Progress Monitoring System

Pearson's AIMSweb Receives Highest Possible Rating for Predictive Validity and Reliability from NCRIT

National Center on Response to Intervention Awards Pearson's AIMSweb Highest Possible Rating for Validity and Reliability

Open Training Workshop Registration

University Instructors Register FREE!

Press Room

What is AIMSweb?

AIMSweb is a benchmark and progress monitoring system based on direct, student assessment. The results are reported to students, parents, teachers, and administrators through a secure, web-based data management and reporting system to determine response to instruction.

How Does AIMSweb Work?

The AIMSweb system components provide one comprehensive progress monitoring system:

1. **Benchmark** – Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.
2. **Strategic Monitor** – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes.
3. **Progress Monitor** – Write individualized annual goals and monitor more frequently for those who need intensive instructional services.

www.aimsweb.com

UNIVERSITY OF OREGON

Center on Teaching and Learning • CTL

DIBELS Data System
Using data to make decisions for students, EACH

HOME | ADMINISTRATION | DATA ENTRY | REPORTS | RESOURCES | HELP

Data System Sign In

Username:

Password:

Sign In

[I forgot my username or password](#)

[Sign-up for an account](#)

With the DIBELS Data System, student performance results become **powerful reports** so you can make decisions and improve student outcomes.

- Costs only \$1 per student per year
- Includes easy-to-use **administration** and **data entry** tools
- Learn more in our **video introduction**
- Download a **brochure** and check out our quick start guides, FAQs and more on the **resources page**

Download Materials

Free DIBELS and IDEL Testing Materials

News & Announcements

- **Data System support for DIBELS Next**
- **New RTI Report Feature, literacy content, data collection, & more!**

[View all news & announcements](#)

dibels.uoregon.edu

easyCBM

Home | Contact | FAQ

STUDENTS

Type your teacher's username

GO!

TEACHERS

Username Password

LOGIN

Don't have an account yet? - Register Now

Forgot your password? - Reset Your Password

Bringing 30 years of research into the hands of classroom teachers

This progress monitoring system provides assessments for students in grade K-8. [Sign-up](#) for a free account.

View a **screen shot tour** of easyCBM.

demo

Want to check out the system before signing up? Take a spin on the [demo account](#)!

About | Contact | Requirements | FAQ | Assessments | Screenshots | Video | Demo | Login | Register

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www.easycbm.com

Yearly ProgressPro
Information You Need in Time to Raise Student Achievement

An award winning research-based assessment, instructional, and intervention tool that provides automatic, on-the-spot intervention to ensure instruction is aligned to state and national standards.

Progress Monitoring for Higher Achievement

Bring the Power of Curriculum-Based Measurement into Your Classroom

Yearly ProgressPro™, a Software & Information Industry Association (SIIA) award winner, is based on 25 years of research in the scientific methodology of Curriculum-Based Measurement (CBM). Combining ongoing formative assessment, prescriptive instruction, and a powerful reporting and data management system, Yearly ProgressPro provides teachers and administrators with a progress monitoring tool that:

- Gives teachers and administrators specific frequent feedback on student progress
- Provides automatic, on-the-spot intervention
- Ensures instruction is aligned to state and national standards

Strengthen Your Response to Intervention (RTI) Program with Research-Based Support

Yearly ProgressPro improves the effectiveness of RTI programs by providing measurable achievement data closely aligned with curriculum to support targeted instructional intervention in time to make a difference.

News

National Center on Response to Intervention Assigns Highest Ranking to CTB/McGraw-Hill's Yearly ProgressPro

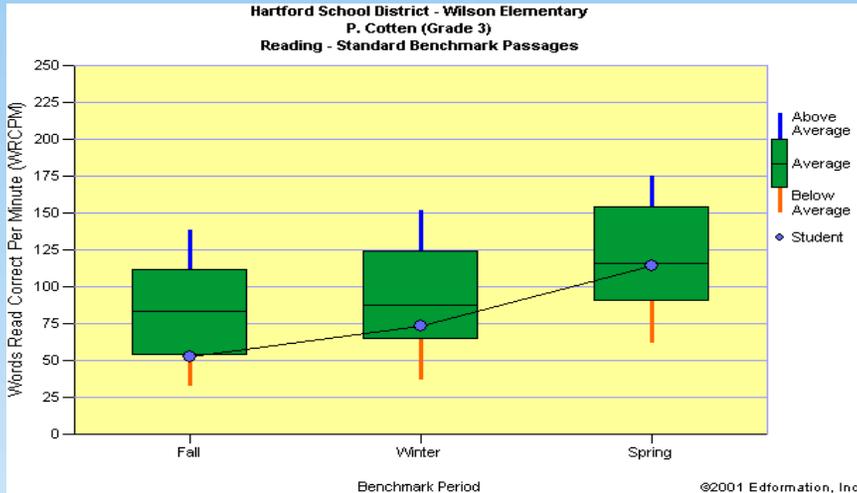
RTI Solution Receives Top Rating for Classification Accuracy, Reliability, and Usability. [Read News Release](#)

Yearly ProgressPro At A Glance:

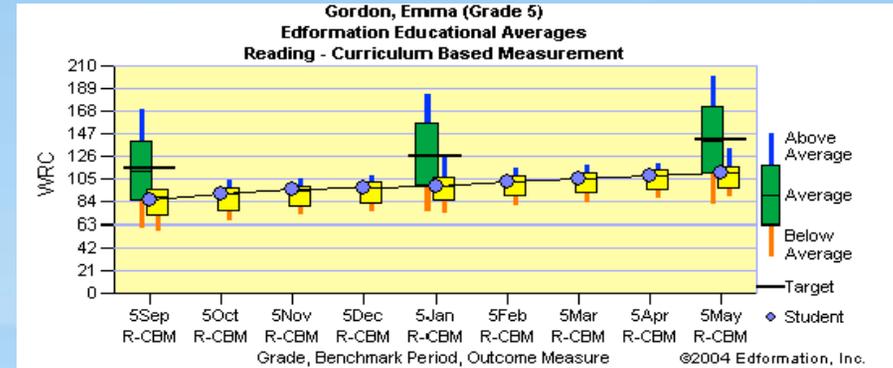
- **Grades:** 1 - 8
- **Areas:** Mathematics, Language Arts, and Reading
- **Delivery Format:** Online
- **Over 500 individual skill assessments**, aligned to state and national standards.
- **Over 10,000 assessment items** available in the test pool.
- **Pre-built weekly standard assessments** representing the year-long skill requirements for each grade.
- **Custom assessment/item set creation capability.**

www2.ctb.com/products_services/ypp

Seamless Across Tiers & Programs

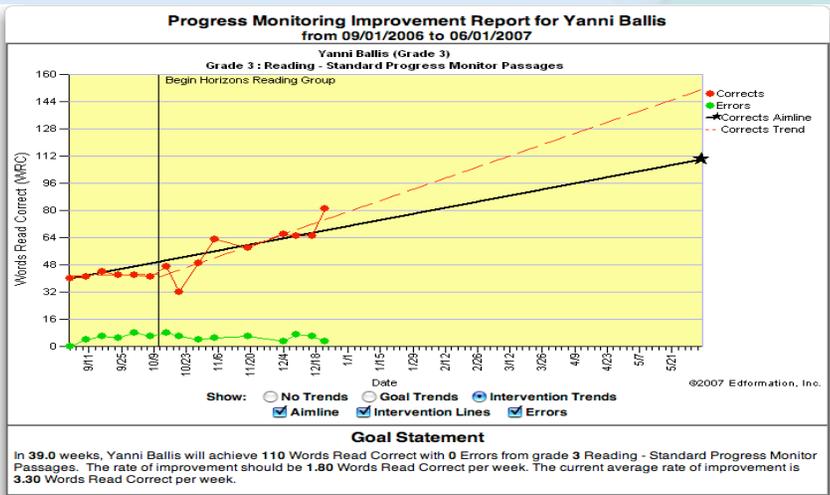


Tier 1

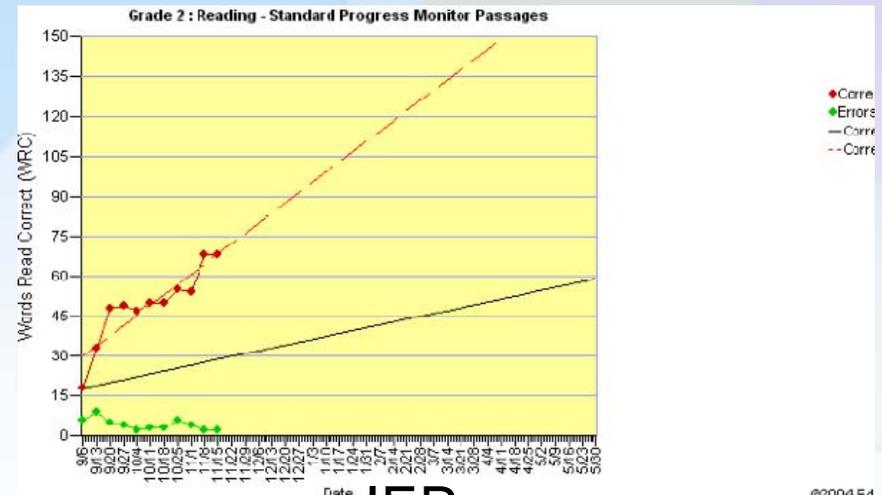


This chart shows that Emma Gordon improved from 85 Words Read Correct (WRC) from grade 5 Passages at the September Benchmark to 90 Words Read Correct (WRC) at the October Benchmark and to 94 Words Read Correct (WRC) at the November Benchmark and to 96 Words Read Correct (WRC) at the December Benchmark and to 98 Words Read Correct (WRC) at the January Benchmark and to 101 Words Read Correct (WRC) at the February Benchmark and to 104 Words Read Correct (WRC) at the March Benchmark and to 107 Words Read Correct (WRC) at the April Benchmark and to 110 Words Read Correct (WRC) at the May Benchmark. The rate of improvement (ROI) from the September Benchmark is 0.8 WRC per week. Currently, Emma Gordon's score is **Average** compared to Edformation Educational Averages.

Tier 2



Tier 3



IEP
Goals



SLD Eligibility in RtI²

RtI Requires Us to Do Some Things Differently

Methods to Address...

Inclusionary Components

Significant Attention

Determinant Factors

More Attention

(e.g., Appropriate Instruction, Formal Assessment of Achievement at Reasonable Intervals, EL)

Exclusionary Components

Minor Attention

(e.g., the same ones as previous)



Critical Vocabulary

Dual Discrepancy

- A Student Displays a **Severe Basic Skills Performance Discrepancy** (Underachievement) and a **Severe Progress Discrepancy** (Lack of Progress)
- Defines One of the **Inclusionary Components** – Things a Student “Must Have”

Critical Vocabulary

Instructional Need

- A Need for **Specially Designed Instruction** (i.e., Special Education) to Meet Student's Unique Needs
- Defines One of the **Inclusionary Components** – Things a Student “Must Have”

Average
Achievement of
Peers



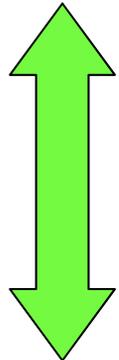
Severe Performance Discrepancy: Severe
Educational Need That Suggests the Need for
Intensive Intervention

*Severe Performance Discrepancy, is
Necessary, But Not Sufficient*



Student

Average
Achievement of
Peers



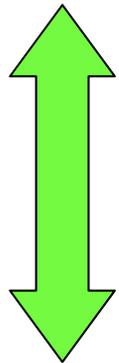
Performance
Discrepancy



Student

No Progress
Discrepancy:
Likely **Not** Eligible

Average
Achievement of
Peers



Performance
Discrepancy



Student

And Progress
Discrepancy



May Be Eligible



**General Recommendations for Rtl
as Component of SLD
Identification: Middle School**

Students May Be Eligible for Special Education under the Category of SLD in **Middle School** If:

1. Inclusionary Factor 1: Severe Normative Performance Discrepancy on an Achievement Test Validated for Screening— **Use Confidence Intervals and Don't Get Rigid on the Cut-Score**
2. Inclusionary Factor 2: Severe Progress Discrepancy on an Achievement Test Validated for Progress Monitoring—**Rate of Improvement (ROI)** —that Fails to **Significantly Reduce the Severe Achievement Discrepancy** when:
 - (a) Tier 3 Intervention is of Appropriate Intensity
 - (b) Delivered With Fidelity

Students May Be Eligible for Special Education under the Category of SLD in Middle School If:

3. Inclusionary Factor 3: Need for Special Education Intervention (Specially Designed Instruction to Meet Student's Unique Needs)



4. All Other Procedural Requirements (Determinant Factors and Exclusionary Components) Have Been Addressed





K-8 Caveats

K-8 Caveats

Changes
NEXT EXIT 



- Universal Basic Skills Screening Data Drive the Process
- Grade-level Teams w/ Administrative Support Proactively Triage Students into Tiers of Appropriate Intensity
- Process Does Not Include “Wait to Fail” at Tier 1 and Tier 2 to get to Tier 3 & Fail Again
- Only Rarely Do Tier 2 Students Move to Tier 3
- Interventions at Tiers 2 & 3 Use Intensive & Proven Programs

Better, More Straightforward IEPs and SE Progress Monitoring



Current IEP Reading Goals

Annual Goal: Frodo will increase his basic reading skills

	Objectives	Criteria	Evaluations	Schedule
1	Frodo will decode words containing long vowel syllable patterns	80%	Documented Observation	Grading Period
2	Frodo will decode words containing the silent syllable pattern (CVCe)	80%	Documented Observation	Grading Period
3	Frodo will decode words containing inflected endings (ing, ed, er, y, ly, ful)	80%	Documented Observation	Grading Period



Fewer, More Scientifically Sound, Observable, & Measurable Goals

In 1 Year (Expiration of the IEP), John will:

Read 150 Words Correctly (WRC) with 3 or fewer errors from a randomly selected Grade 7 Standard Reading Passage
(Tied to the Standards That Defined the Performance Discrepancy)

Earn a score of **greater than 35 points** on a randomly selected
Grade 6 Mathematics Applications Probe

Write 65 Total Words (TWW) with 65 Correct Writing Sequences (CWS) given a randomly selected story starter.

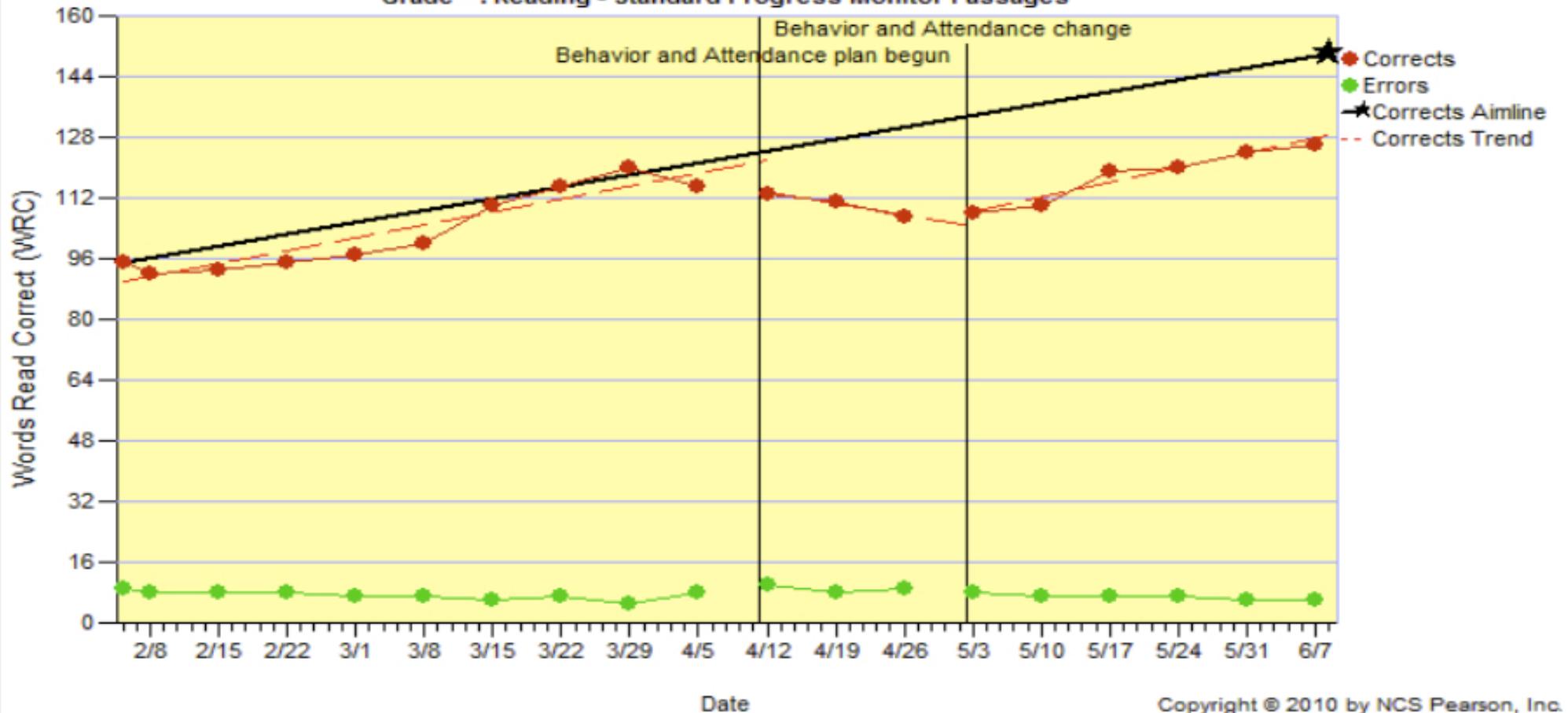




Quality Progress Monitoring

Progress Monitoring Improvement Report for Student X X from 02/04/2010 to 06/08/2010

Student X X (Grade)
Grade : Reading - Standard Progress Monitor Passages



More Efficient, Logical, & Relevant Re-evaluations & Annual Reviews



Start Here....

Review of Existing
Data

Evaluations

Parent Information

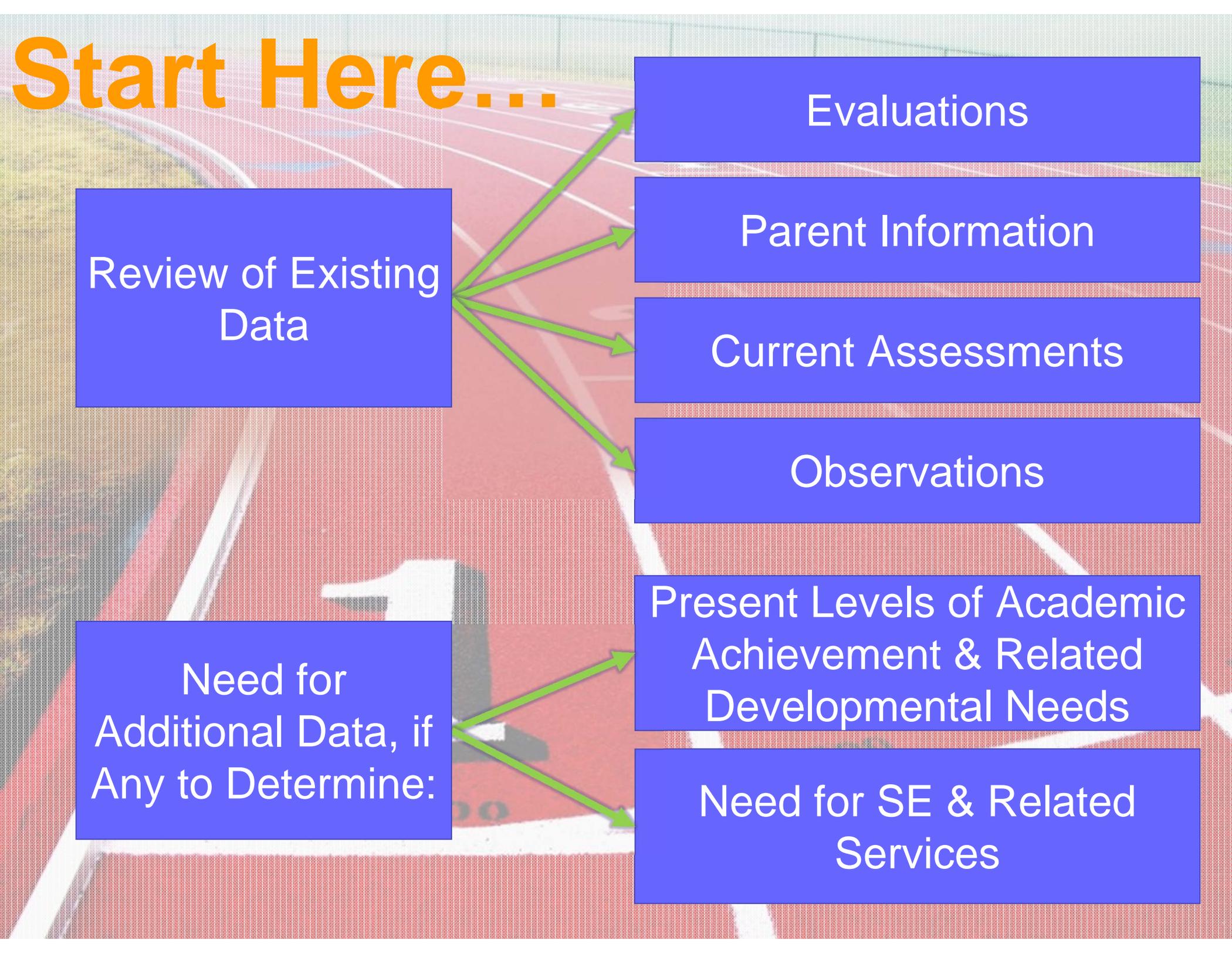
Current Assessments

Observations

Need for
Additional Data, if
Any to Determine:

Present Levels of Academic
Achievement & Related
Developmental Needs

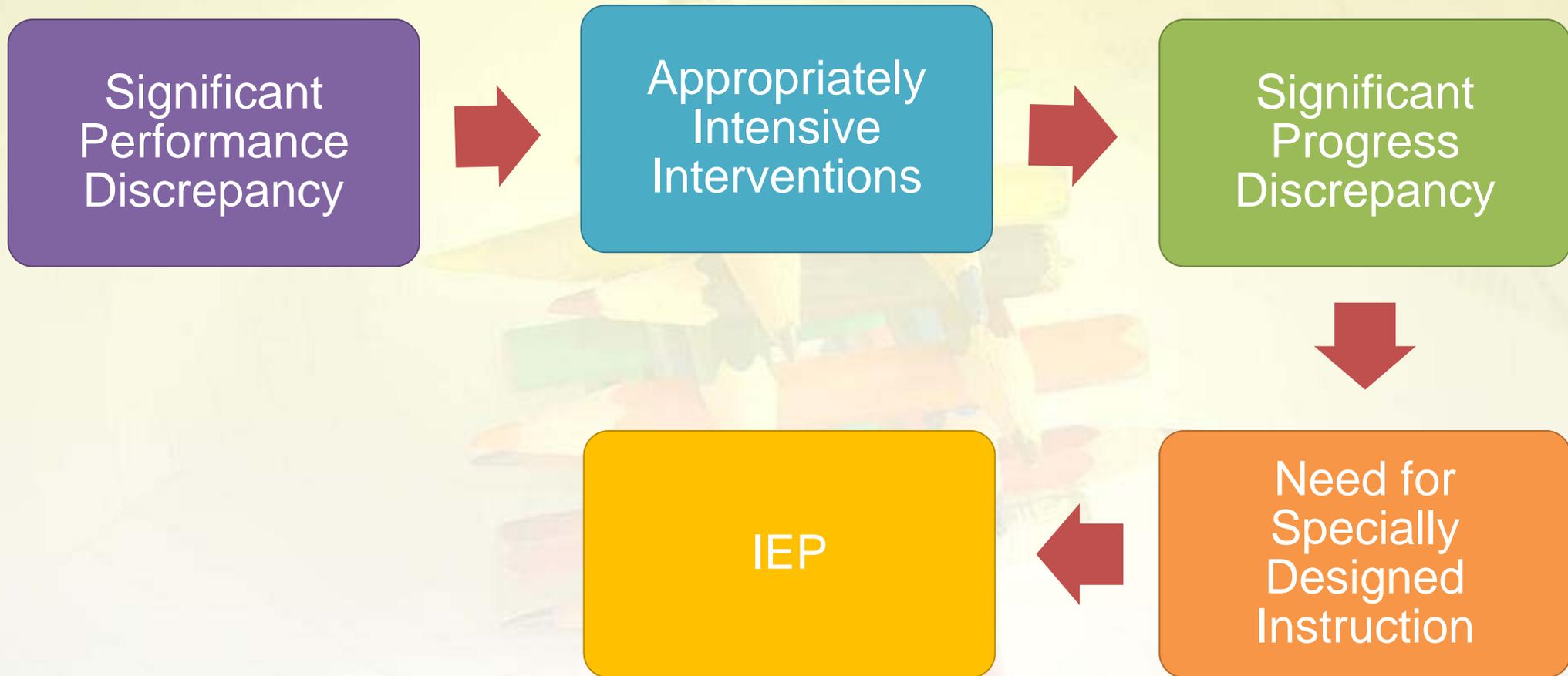
Need for SE & Related
Services



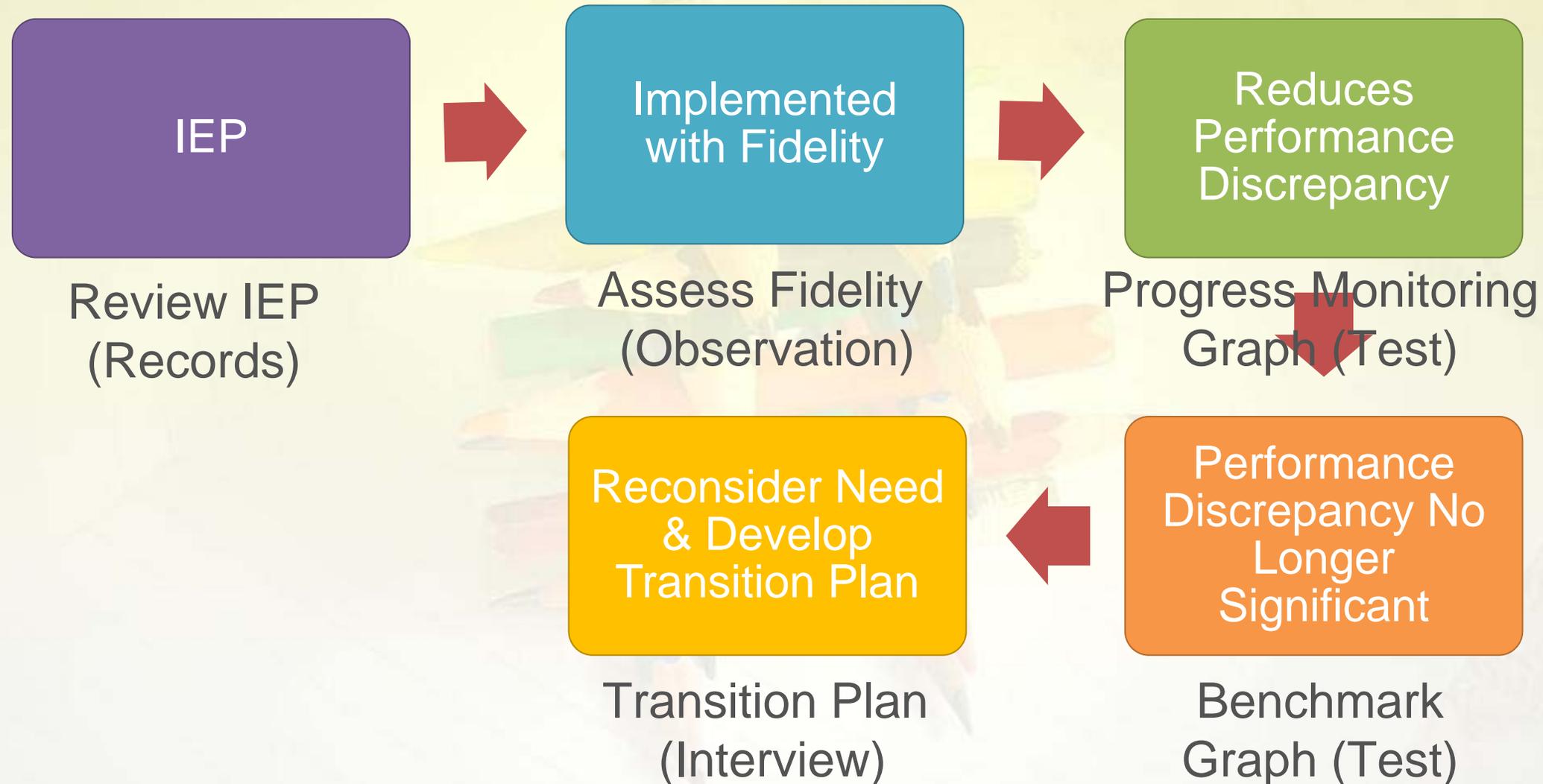
Key Questions

1. Is the Special Education Program **Delivered as Intended**?
2. Is the Special Education Program **Benefitting** the Student?
3. Does the Student Still **Need** Special Education?
4. Less Important—“whether the child **continues to have** such a disability”

What Gets You Eligible in the First Place?

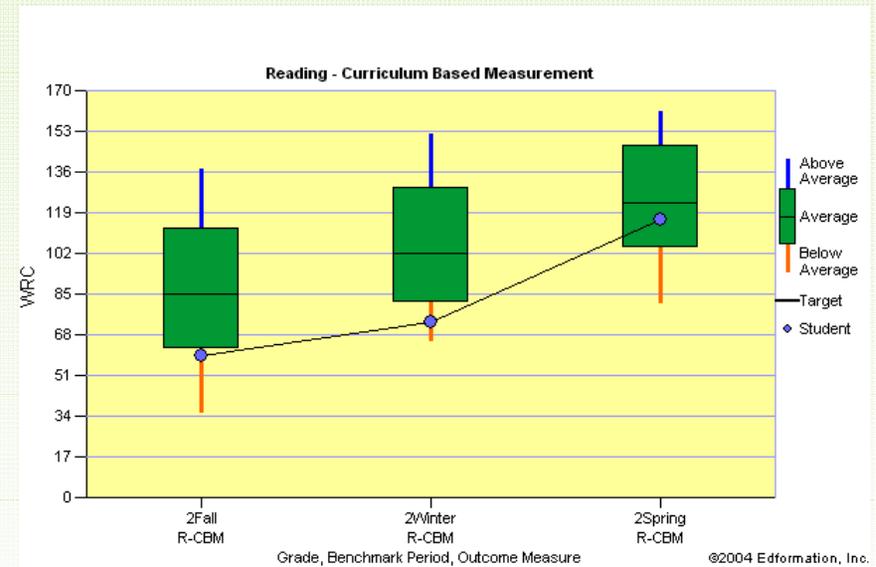
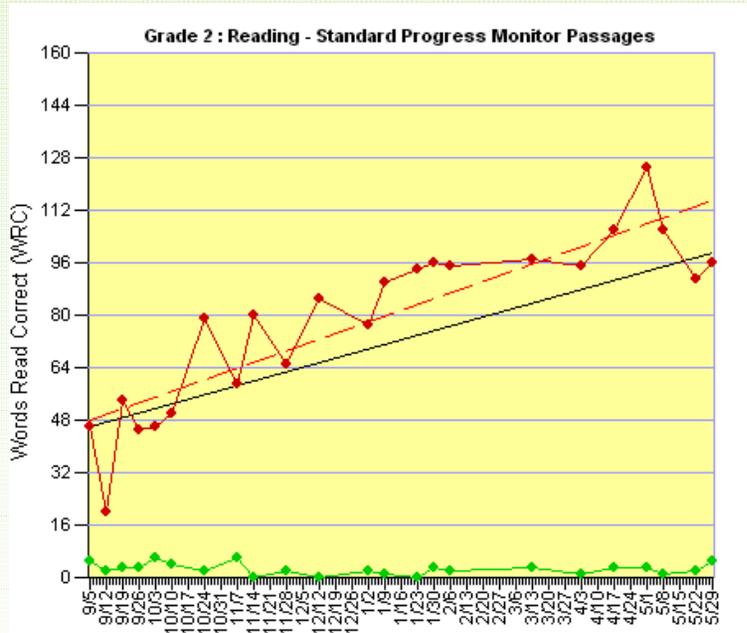


A Positive 3-year Re-evaluation and Annual Reviews...the Process in Reverse





What it Looks Like



No Progress
Discrepancy—Reducing
the Gap!

No Significant Performance—
No Need for Continued SE

Potential 3-year Re-evaluation and Annual Review

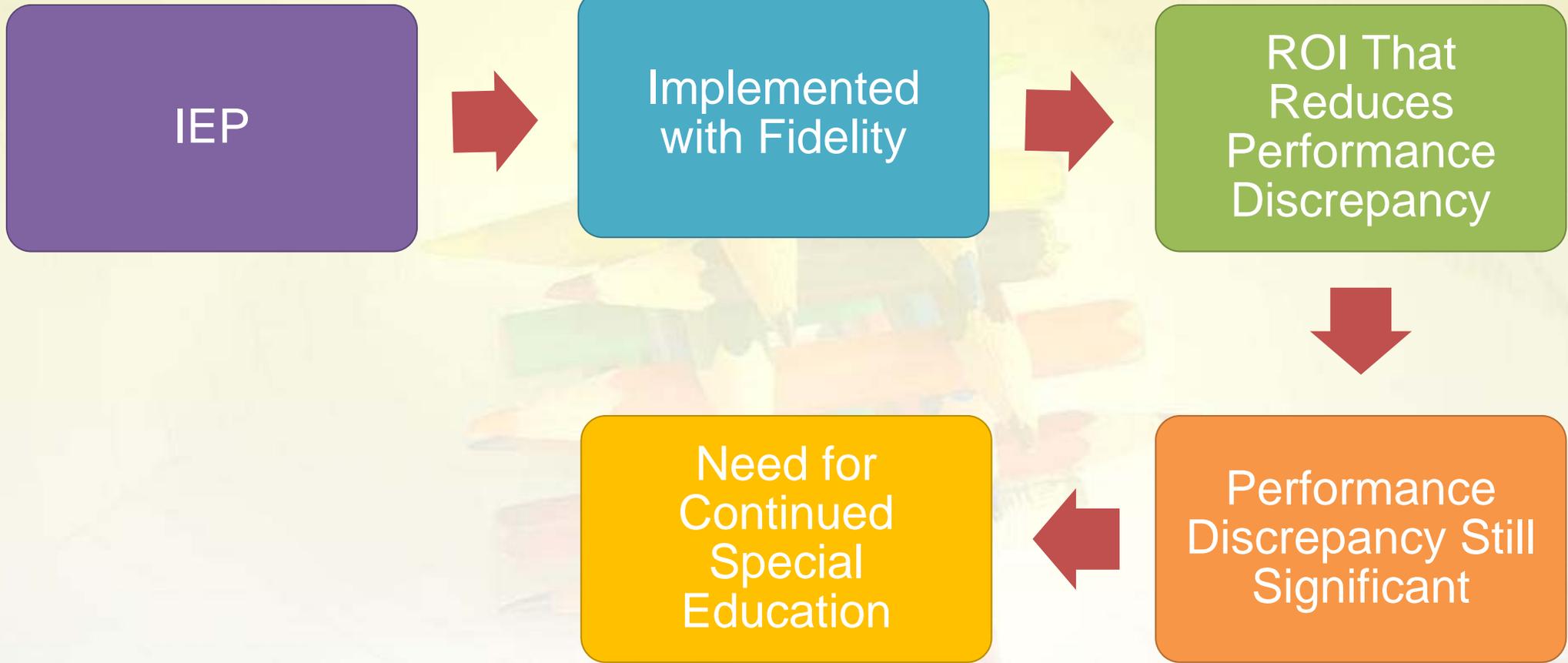
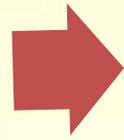
IEP

Implemented
with Fidelity

ROI That
Reduces
Performance
Discrepancy

Need for
Continued
Special
Education

Performance
Discrepancy Still
Significant



Potential 3-year Re-evaluation and Annual Review

IEP



Not Implemented with Fidelity

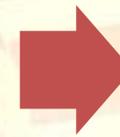


Ensure Intervention is Implemented w/ Fidelity

IEP



Implemented with Fidelity



Not Reducing Performance Discrepancy



Improve the IEP



Assess SIC

Big Ideas: Require New Thinking



The Big Ideas: Require New Thinking

1. A Cornerstone of RtI2 is Data-Based Decision-Making
2. Old Thinking: Our Primary Assessment Focus for 40 Years Has Been on Special Education (SE) Eligibility—What a Student “Has”
3. New Thinking: Not Every Problem Learning is One That Requires SE



The Big Ideas: Require New Thinking

4. We Need to Shift Our Focus from an Obsession with SE Eligibility to One of Early Intervention and Providing Effective, Appropriately Intensive Intervention—What a Student “Needs”
5. With Quality RtI2 Decision Making Practices, SE Decision Making Becomes More Efficacious and Efficient
6. RtI2 Decision Making is Different in Meaningful Ways at High School Than at Middle or Elementary

