RTI - RESPONSE TO INTERVENTION

| Universal Screening |

Tier One: Primary

Primary prevention, also known as Tier 1 or universal intervention, represents core curriculum delivered daily in the classroom. Approximately 80% of the student population should be targeted for Tier 1.

Tier Two: Secondary

Secondary prevention, also known as Tier 2 or strategic intervention, is given to students who need instruction beyond the core curriculum to be successful. Approximately 10-15% of the student population should be targeted for Tier 2.

Tier Three: Tertiary

Tertiary prevention, also known as Tier 3 prevention or intensive intervention, is given to students who need help beyond the primary and secondary prevention levels. Approximately 1-5% of the student population should be targeted for Tier 3.

*Some pyramids include a 4th Tier, which represents extremely high performing students.

Universal Screening

The purpose of universal screening is to identify students who may be at risk for poor learning or need enrichment. Universal screening is part of the RTI process, which also fits into North Dakota's Multi-Tier System of Supports framework as a part of the *assessment* component. Here at Great Plains, we follow the guidelines of completing universal screening at minimum of two times per year, at the beginning of the school year and in the middle of the school year.

Each Student is Targeted for the Appropriate Level in a Three Tier Pyramid Model

Quality Assessments!

Quality assessments are critical when screening students. There's not much use for a screener if it's not a high quality assessment.

Quality is often discussed in terms of reliability and validity. It's important for the assessment to be reliable and valid.

Reliability is the consistency with which an assessment classifies students from one administration to the next. An assessment is considered reliable if it produces the same results when the test is administered under different conditions, at different times, or when using different forms of the test.

Validity is the extent to which an assessment accurately measures the underlying construct it is intended to measure.

Key Vocabulary for Universal Screening

Cut Score

•The performance value on an assessment that divides students who are considered potentially at risk (i.e. Tier 2 and Tier 3 students) from those who are considered not at risk (i.e. Tier 1 students). The cut scores we use at Great Plains are:

Tier 3: <= 20th percentile

Tier 2: 21st-40th percentile

Tier 1: 41st-94th percentile

Enrichment: >= 95th percentile

Criterion-Referenced Assessment

• Measures student performance in relation to a specific standard. It typically is used to identify a student's strengths and weaknesses in relation to an age-group or grade-level standard; however, it does not compare students to other students. With this type of assessment, cut scores would typically be defined as a percentage correct on an assessment.

Norm-Referenced Assessment *(Great Plains uses this type!)*

• Compares a student's performance with that of an appropriate peer group. When using a norm-referenced measure, a student is measured against those taking the test, not against any defined criteria. A student's performance on a normative assessment is often reported as a percentile.

Percentile *(Great Plains uses percentiles!)*

• A percentile is a value on a scale of 100 that indicates the percent of a distribution that is equal to or below the value. For example, if a student is at the 45th percentile, it means the student scored as well as or better than 45 percent of the students in the norm study. When using a norm-referenced assessment for setting cut scores, the cut scores are commonly expressed as percentiles.

Progress Monitoring

• Students identified as being at risk are targeted for Tier 2 or Tier 3 intervention, which often involves progress monitoring. Progress monitoring includes confirming or disconfirming a student's risk status and evaluating a student's progress toward a goal.