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2008-2009

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West Virginia has completed the third year of its strategic implementation of the Response to Intervention (RTI) model. This implementation has expanded from a pilot study in 11 elementary schools in nine counties to 36 demonstration schools in 25 counties to all elementary schools in West Virginia. Its statewide implementation across all grades is rooted in policies 2510 and 2419 and has been developed within the vision of all West Virginia students becoming 21st century learners.

What is Response to Intervention?

RTI is a framework for thinking about instruction for all students but particularly those who are struggling at all grade levels. West Virginia is choosing to use RTI first to address low performance in reading.

Response to Intervention is

- a framework for organizing instruction for ALL students.
- a process designed not only to intervene early and prevent academic difficulties but to assist in advancing students at all programmatic levels to mastery of grade level Content Standards and Objectives (CSOs).
- a means of documenting that increasing levels of support have been provided to at-risk students prior to referral to special education.

RTI offers a means of addressing the declining reading, writing and math achievement during the grades when the skill deficiencies becomes apparent. West Virginia is initiating the implementation of RTI first in reading instruction; the brochure will be updated later to include mathematics and writing. RTI provides a systematic means of applying research-based intervention strategies and structures to targeted students to close the achievement discrepancies among student groups.
RESA RTI specialists are employees of the West Virginia Department of Education (WVDE) located in RESAs. Their positions are grant funded from the WVDE’s five year Bridges to Literacy Grant.

The specialist will

• work within and across RESAs to assist in the statewide effort to ensure compliance with timelines in Policy 2419.

• analyze data specific to schools and districts and assess the implementation status of schools within their RESAs in order to prioritize those schools/districts they will initially support.

• develop, coordinate and deliver professional development and provide technical assistance for schools and districts in implementing Response to Intervention and a three-tiered model at both the elementary and secondary level.

• provide monthly reports detailing the projects that are in planning, those that are in progress and those that have been completed. Data will be collected on the number of professional development offerings and on the number of meetings for providing technical assistance to schools and districts.

The work of the RTI specialists for the 2008-2009 year will focus on the following:

• Support through professional development and technical assistance in establishing the RTI process in all elementary schools and ensuring that a strong three-tiered reading model is implemented in all elementary schools in West Virginia K-5.

• Support through professional development and technical assistance in scaling up RTI to middle and high schools, building knowledge of the RTI process framework and guiding development of a tiered literacy model at the secondary level.
Establishing Response to Intervention: Scaling Up in West Virginia

### Phase 1
2005-2007

- Establish 11 elementary pilot schools and 36 demonstration schools in 25 counties
- Include timeline for implementation in revised Policy 2419
- Include necessary structure and Learning Disabilities (LD) identification process in Policy 2419
- Organize a department and practitioner collaborative effort as foundation for expansion
- Get grant funding for expansion
- Issue an implementation guidance document

### Phase 2
2007-2010

- Initiate expansion to all elementary schools
- Define the model for middle and high schools
- Expand communication formats to answer questions on implementation at all levels
- Create foundational and implementation documents for middle and high schools
- Implement funded grant
- Create monitoring and professional development support at the WVDE
- Expand statewide resource capacity at elementary and middle levels
- Establish and implement evaluation

### Phase 3
2010-2012

- Complete expansion to all middle and high schools
- Update implementation documents for middle and high schools
- Expand and continually update communication formats to answer questions across all levels
- Maintain communication loops with department and practitioner collaborative structures
- Continue implementation of evaluation
### Elementary K-2

#### Elementary K-2 - TIER I

<table>
<thead>
<tr>
<th>Focus</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>General education classroom</td>
</tr>
<tr>
<td>Instructional Content</td>
<td>Core reading and other supporting instructional materials, including instructional technology and grade level CSOs</td>
</tr>
</tbody>
</table>
| Grouping            | **Whole Group Instruction**  
  • To deliver initial instruction of West Virginia CSOs  
  **Small Group Instruction**  
  • Differentiate instruction based on benchmark and progress monitoring data  
  **Centers**  
  • To provide additional opportunities to practice skills  
  • To continue differentiated instruction |
| Assessments         |  
  • To set benchmarks three times per year in September, January and May with, DIBELS, AIMSWeb or other benchmarking tools |
| Staffing            | General education teachers, co-teachers (Title I, special education, English Language Learner (ELL)) |
| Time                | Policy 2510 Chart II Primary Education (K-2) |

Students read 25 books per year

#### TIER I Core Classroom Instruction for All Students

### Elementary K-2 - TIER II

<table>
<thead>
<tr>
<th>Focus</th>
<th>At-risk students as determined by repeated low performance on progress monitoring and benchmark assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>General education classroom or other appropriate setting</td>
</tr>
<tr>
<td>Instructional/Intervention Content</td>
<td></td>
</tr>
</tbody>
</table>
  • Targeted instruction that is scientifically research-based, complements/supplements core instruction and addresses student needs identified through assessments that pinpoint specific skill deficits  
  • Instruction delivered through:  
    • core reading program intervention materials;  
    • teacher-designed explicit lessons; or  
    • other supporting instructional materials that address specific skill deficits. |
| Grouping            | Homogeneous small groups |
| Assessments         |  
  • Phonics Screeners, such as **Quick Phonics Screener** or **Phonics Screener for Intervention**, to pinpoint specific skill deficits  
  • Progress monitoring instruments such as DIBELS or AIMSWeb to monitor student response to interventions  
  • Recommended two times a month |
| Staffing            | Interventionists with specific and relevant skills may include:  
  • general education teachers;  
  • reading specialists;  
  • Title I teachers;  
  • speech language pathologists; and  
  • special education teachers. |
| Time                | Scheduled **outside the reading block** with flexible groupings of students |

Students read 25 books per year

#### TIER II Supplemental Targeted Intervention
5.3.2. Instruction in k-2 classrooms will be individualized and driven by informal and formal assessments to help children attain the performance level of mastery or above as delineated in the approved West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

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### Elementary K-2 - TIER III

<table>
<thead>
<tr>
<th>Focus</th>
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</table>
| • Students for whom Tier II has been insufficient  
• Students with significant academic difficulties |

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<tr>
<th>Setting</th>
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<tbody>
<tr>
<td>Appropriate setting within the school</td>
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</table>

<table>
<thead>
<tr>
<th>Instructional/Intervention Content</th>
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</thead>
</table>
| Sustained, intensive scientifically research-based instruction that may include alternate reading programs such as:  
• WILSON Fundations (K-2);  
• Sonday System (Winsor Learning, Inc.);  
• Lindamood-Bell Learning Processes (LiPS); or  
• Reading Recovery. |

<table>
<thead>
<tr>
<th>Grouping</th>
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</thead>
<tbody>
<tr>
<td>Small group, typically 1:3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments</th>
</tr>
</thead>
</table>
| Program specific assessments or other assessments including, for example, the following:  
• DIBELS or AIMSWeb for progress monitoring  
• CTOPP (Comprehensive Test of Phonological Processing)  
• GMRT (Gates-MacGinitie Reading Test)  
• GORT (Gray Oral Reading Test) |

<table>
<thead>
<tr>
<th>Staffing</th>
</tr>
</thead>
</table>
| Interventionists with specific and relevant skills may include:  
• general education teachers;  
• reading specialists;  
• Title I teachers;  
• speech language pathologists; and  
• special education teachers. |

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>Extended time outside the reading block for systematic intensive intervention</td>
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</tbody>
</table>

Students read 25 books per year

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### TIER III Intensive Targeted Intervention

**Chart II: Primary Elementary (K-2)**

In k-2 classrooms, the given content areas are taught daily. It is required, in accordance with scientifically based reading research, that, at a minimum, a daily-uninterrupted 90 minute reading/English language arts block be scheduled during which students are actively engaged in learning through whole group, small group and reading center activities. A minimum of 60 minutes of daily mathematics instruction is required.

<table>
<thead>
<tr>
<th>Reading and English Language Arts</th>
<th>Mathematics</th>
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<tbody>
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</tbody>
</table>
**Elementary 3-4 - TIER I**

**Focus**
All students

**Setting**
General education classroom

**Instructional Content**
Core reading and other instructional materials, for all content areas, including instructional technology and grade level CSOs

**Grouping**

- **Whole Group Instruction**
  - To deliver initial instruction of West Virginia CSOs

- **Small Group Instruction**
  - To differentiate instruction based on benchmark and progress monitoring data

- **Centers**
  - To provide additional opportunities for practice to reinforce or enrich skills
  - To continue differentiated instruction

**Assessments**
- To set benchmarks three times per year in September, January and May with DIBELS, AIMSWeb or other benchmarking tools
- Acuity Platform

**Staffing**
General education teachers, co-teachers (Title I, Special Education, ELL)

**Time**
Policy 2510 Chart III: Intermediate Elementary (3-4)

Students read 25 books per year

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**Elementary 3-4 - TIER II**

**Focus**
At-risk students as determined by repeated low performance on progress monitoring and benchmark assessments

**Setting**
General education classroom or other appropriate setting

**Instructional/Intervention Content**
- Targeted instruction that is scientifically research-based, complements/supplements core instruction and addresses student needs identified through assessments that pinpoint specific skill deficits
- Instruction delivered through:
  - core reading program intervention materials;
  - teacher-designed explicit lessons; or
  - other supporting instructional materials that address specific skill deficits.

**Grouping**
Small Groups

**Assessments**
- Diagnostic and bi-weekly progress monitoring
- Sample instruments include:
  - phonics screeners;
  - basic reading inventory;
  - DIBELS or AIMSWeb; or
  - Acuity Platform.

**Staffing**
Interventionists with specific and relevant skills may include:
- general education teachers;
- reading specialists;
- Title I teachers
- speech language pathologists; or
- special education teachers.

**Time**
Scheduled outside the reading block with flexible groupings of students

Students read 25 books per year

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**TIER II Supplemental Targeted Intervention**
## Elementary 3-4 - Tier III

| Focus | • Students for whom Tier II has been insufficient  
• Students with significant academic difficulties |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Appropriate setting within the school</td>
</tr>
</tbody>
</table>
| Instructional/Intervention Content | Sustained, intensive scientifically research-based instruction that may include alternate reading program such as:  
• WILSON Reading Program;  
• Sonday System (Winsor Learning, Inc.); or  
• Lindamood-Bell Learning Processes (LiPS). |
| Grouping | Small group, typically 1:3 |
| Assessments | Program specific assessments or other assessments including, for example, the following:  
• DIBELS or AIMSWeb for progress monitoring  
• CTOPP (Comprehensive Test of Phonological Processing) K-3  
• GMRT (Gates-MacGinitie Reading Test)  
• GORT (Gray Oral Reading Test) |
| Staffing | • General education teachers  
• Reading specialists  
• Title I teachers  
• Speech language pathologists  
• Special education teachers |
| Time | Extended time for systematic intensive intervention |

### TIER III Intensive Targeted Intervention

### RTI Continuum of Support for All

- **Universal**
- **Strategic**
- **Intensive**
5.4.2 For intermediate elementary students, daily classroom instruction will be based on a variety of assessments that provide for the individualization of instruction. Schedules for intermediate elementary students shall allow the flexibility necessary to provide additional time and instruction for students who are below mastery in reading, English language arts, and mathematics. Teachers in intermediate elementary classrooms shall utilize a variety of instructional strategies, including the integration of technology, to assure that all students reach the performance level of mastery or above on the West Virginia content standards and objectives. Strategies for early detection and intervention to correct student deficiencies in reading, language arts, and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

<table>
<thead>
<tr>
<th>Chart III: Intermediate Elementary (3-4)</th>
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<tbody>
<tr>
<td>Intermediate elementary students will be taught the given content areas. It is required, in accordance with scientifically based reading research, that, at a minimum, 90 minutes of reading and English language arts instruction be provided through whole group, small group and reading center activities as a block or throughout the school day. A minimum of 60 minutes of daily mathematics instruction is required. Sufficient emphasis must be placed on the following content areas to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject.</td>
</tr>
<tr>
<td>Reading and English Language Arts</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
</tbody>
</table>
How do special educators support students within a tiered model?

**Tier 1**
- Conduct universal screening
- Monitor student performance in the classroom
- Participate in data analysis meetings
- Know grade level CSOs
- Co-plan and co-teach OR collaborate and consult
- Know and implement research-based strategies
- Assist in differentiating the general education environment
- Know and use instructional technologies

**Tier 2**
- Administer and interpret progress monitoring and diagnostic assessments
- Progress monitor frequently to adjust instruction
- Lead data analysis discussions
- Know CSOs across grade levels
- Design targeted instruction using data for small group intervention beyond core instruction time
- Know and teach research-based explicit intervention strategies
- Know and use instructional technologies
- Maintain intervention logs

**Tier 3**
- Administer and interpret progress monitoring and diagnostic assessments
- Progress monitor frequently to adjust instruction
- Lead data analysis discussions
- Know CSOs across grade levels
- Know and teach types of research-based explicit intervention replacement programs and strategies to small groups
- Know and use instructional technologies
- Maintain intervention logs

*West Virginia Department of Education*