

Using Response to Intervention (RtI) for Specific Learning Disability (SLD) Determination School Building Application (K-12) for Approval

Individual school teams (K-12) may seek approval to use RtI for SLD Determination specific to the areas of READING, WRITING and/or MATHEMATICS at this time. The application process requires that schools provide sufficient evidence of fidelity of RtI implementation both within and across 8 key indicators. Descriptions and criteria are provided for each indicator, as well as the required documentation needed for obtaining RtI/SLD Approval.

Requested Contact Information:

1. Contact Person:
2. Email:
3. School Building:
4. School District:
5. Intermediate Unit RtI Consultant:
6. Date of facilitated/guided discussion with Intermediate Unit or PaTTAN consultant: _____
7. Grade span for which you are seeking approval:

Prior to Completing this Application:

It is recommended that each school communicate with their respective PaTTAN MTSS Lead Consultant - Dr. Jennifer Collins, PaTTAN Harrisburg, jcollins@pattan.net; Mrs. Marianne Dudek, PaTTAN East, mdudek@pattan.net; or Mr. Mike Minor, PaTTAN Pittsburgh, mminor@pattan.net.

Each applicant must state the school's intent to apply for approval to use RtI for SLD Determination, **prior to September 30th** the year before implementation.

Directions for Completing this Application:

1. This application should be completed by an Rtl core interdisciplinary team. Please note the required signatures in the box below.
2. **Each school is encouraged to partner with their local Intermediate Unit and/or PaTTAN Consultants to conduct a comprehensive review of this application and for assistance with the application completion process.**
3. **DO NOT type text directly into the application.** All supporting documentation for each item selected should be included as an attachment. This may include scanned documents or narrative responses typed in a word document. For each attachment(s), there must be a heading that matches items selected (*e.g.*, 1K: master schedule).
4. Teams must discuss and provide sufficient documentation for each of the 26 numbered items. Please do not submit documentation in excess of the requirement.
5. In the event that your school is applying to use Rtl/SLD for all content areas (Reading, Writing and Mathematics), your school does not have to complete a separate application for each content area. However, applicants are required to integrate reading, writing and mathematics within your responses, so that each content area and related practices are reflected within the evidence submitted.
6. Please submit electronically the completed applications and all supporting documentation **by February 15th to: Jess Keener Haas at jesshaas@pa.gov**
7. Send an additional electronic copy of the completed application to the regional PaTTAN MTSS Lead Consultant assigned to your area.

Dr. Jennifer Collins, PaTTAN Harrisburg, jcollins@pattan.net; Mrs. Marianne Dudek, PaTTAN East, mdudek@pattan.net; or Mr. Michael Minor, PaTTAN Pittsburgh, mminor@pattan.net

Team Member Involved in Application: Completion/Review	Title/Role
	**Superintendent
	**Building Administrator
	**Director of Special Education/Supervisor
	**School Psychologist
	General Education Teacher
	Reading, Writing AND/OR Mathematics Specialist/Literacy Coach
	ESL Teacher
	Special Education Teacher
	School Counselor
	Other
	Other
	Other

****Required Signature**

Send Hard Copies of Pages 1-3 to Jessica Keener Haas. All other application information should be submitted electronically.

Jessica Keener Haas
 Pennsylvania Department of Education
 Bureau of Special Education, 7th Floor
 333 Market Street
 Harrisburg, PA 17126-0333
 RE: Rtl/SLD Application

Rtl Indicators and Descriptors	Evidence of Fidelity Implementation			
<p>1. PA Standards-Aligned, High Quality Core Instruction</p>	<p>Please provide detailed evidence and/or examples for items as specified below:</p> <ul style="list-style-type: none"> • With the assistance of an Intermediate Unit or PaTTAN consultant, teams should engage in an in-depth discussion of each bulleted item. This discussion should include evidence of implementation fidelity which is described in the RTI/SLD Application Scoring Guide. • Select and respond to ONLY the 5 numbered items below. Numbered items are required responses and must be successfully documented for approval to be received. <p>REMINDER: It is not necessary to submit documentation in excess of the number required.</p>			
<p>Implementation Recommendations and Resources:</p> <p>Fidelity of PA Standards-Aligned Core Curriculum and High-Quality Empirically-Supported Instruction necessitates the investment among all educators in the design and delivery of high-quality differentiated instruction across the tiers with a significant emphasis on implementation fidelity, particularly at Tier 1.</p> <p>High-quality, standards-aligned core and supplemental instruction are aligned. Instruction explicitly and systematically targets identified skills and needs.</p> <p>Ninety minutes of core reading instruction and sixty minutes of core math instruction is allocated. Writing instruction is integrated across content areas.</p>	<p>Instruction Cluster</p> <p>LEA Discussion Items:</p> <ul style="list-style-type: none"> • Describe an example of how general education teachers typically implement differentiated and flexible core instruction/intervention that communicates high expectations for all students. • Describe how teachers ask students to respond and how they provide corrective feedback to students when answers are incorrect (i.e., please consider evidence that may be present in fidelity checks, action plans, building goals, classroom observations, etc.). 	<p>Required Documentation for Submission:</p> <p>1a. Attach one example of a grade level lesson that meets the following criteria:</p> <ul style="list-style-type: none"> a) exists within the range for which you are seeking approval; b) is aligned with PA curriculum and embeds a student-friendly, clear and measurable learning objective; c) specifies typical methods that are used to give learners various ways to acquire information and knowledge, demonstrate what they know and engage them. 	<p>*Evident</p>	<p>*Not Evident</p>

*For BSE review purposes only

Rtl Indicators and Descriptors	Evidence of Fidelity Implementation			
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1. PA Standards-Aligned, High Quality Core Instruction (Continued)							
<p>Educators develop skills relative to differentiating instruction and providing all students, including students with complex support needs with meaningful access to high expectations, rigor and grade level standards/curriculum.</p> <p>A system is in place to monitor fidelity of instruction and intervention, and there is a mechanism for providing ongoing feedback so that practices improve continuously and uniformly across classrooms.</p>	<p>Fidelity of Implementation Cluster LEA Discussion Items:</p> <ul style="list-style-type: none"> Describe the process for monitoring fidelity of and differentiation within core instruction. Indicate the degree to which a specific grade level team has improved student performance over the past 2 years. Describe formative assessment techniques that are embedded within lesson design and used to inform instruction in real time and increase student learning. Reflect upon the above example of an area in core instruction that was identified by a grade level team as needing adjustment/refinement and the data that were used to reach this conclusion. 	<p>Required Documentation for Submission: - See pg.4 for Required Documentation</p>	<table border="1"> <thead> <tr> <th>*Evident</th> <th>*Not Evident</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	*Evident	*Not Evident		
*Evident	*Not Evident						
<p>Rtl is successful when an infrastructure exists to support sufficient assessment and intervention resources to make decisions that result in successful outcomes for students. School staff must possess skills in the necessary assessment and intervention practices. Applying these skills requires that staff members have an understanding of evidence-based interventions and how to apply them to academic or behavior needs. Infrastructure building requires that sites examine their implementation against the critical components of Rtl and find aspects that are being implemented well, in addition to gaps that need to be addressed.</p>	<p>Infrastructure Cluster LEA Discussion Items:</p> <ul style="list-style-type: none"> Identify 2-3 resources that educators frequently use to assist with selection and implementation of robust instructional practices to improve core instruction. Describe resources or processes that have been used to align curriculum within and across the tiers. 	<p>Required Documentation for Submission: 1b. Attach a copy of your master schedule that shows allocated time for reading and/or math each day. If applying for writing, please explain how writing is integrated within content area instruction.</p>	<table border="1"> <thead> <tr> <th>*Evident</th> <th>*Not Evident</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	*Evident	*Not Evident		
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Rtl Indicators and Descriptors	Evidence of Fidelity Implementation			
2. Universal Screening	<p>Please provide detailed evidence and/or examples for items as specified below:</p> <ul style="list-style-type: none"> • With the assistance of an Intermediate Unit or PaTTAN consultant, teams should engage in an in-depth discussion of each bulleted item. This discussion should include evidence of implementation fidelity which is described in the RTI/SLD Application. • Select and respond to ONLY the 2 numbered items below. Numbered items are required responses and must be successfully documented for approval to be received. 			
<p>Implementation Recommendations and Resources:</p> <p>Fidelity of Universal Screening requires that a system is in place to assess the health of tier 1/core instruction for all students. Screening data is used to inform instructional practices and ultimately change predicted outcomes earlier rather than later, especially for the most vulnerable students.</p> <p>All students are screened a minimum of three times per year to assess whether differentiation is working to grow “all students” regardless of a student’s proficiency status.</p> <p>Screening instruments used are brief, have standardized administration and scoring rules, predict student performance on established benchmarks and are considered to be technically adequate.</p> <p>Screening data should be shared with stakeholders in a timely manner and maintained in a database that generates user-friendly reports.</p>	<p>LEA Discussion Items:</p> <ul style="list-style-type: none"> • Indicate the instrument that you use and how often it is used to conduct universal screening each year. If the instrument used is NOT listed on www.rti4success.org, reference established reliability and validity of the screening measure and describe how it matches expectations for learning in a specific grade level. • Describe how adherence to standardization and scoring rules (of test administration) is monitored. 	<p>Required Documentation for Submission:</p> <p>2a. Describe the process for establishing cut points to identify student needs that warrant provision of tier 2 and/or tier 3 services.</p> <p>2b. Identify the timeline and meeting structure that is used to facilitate grade level analysis and goal setting relative to honing tier 1/core instruction after screening/benchmarking is conducted.</p>	<p>*Evident</p>	<p>*Not Evident</p>

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3. Shared Ownership	<p>Please provide detailed evidence and/or examples for items as specified below:</p> <ul style="list-style-type: none"> • With the assistance of an Intermediate Unit or PaTTAN consultant, teams should engage in an in-depth discussion of each bulleted item. This discussion should include evidence of implementation fidelity which is described in the RTI/SLD Application. • Select and respond to ONLY the 2 numbered items below. Numbered items are required responses and must be successfully documented for approval to be received. 			
<p>Implementation Recommendations and Resources:</p> <p>Fidelity of Shared Ownership and Sustainable Leadership requires that diverse stakeholders assume an active role in Rtl implementation as a standards-aligned, continuous school improvement framework.</p> <p>Sustainable leadership and practices are developed through continuous study, analysis and implementation refinement by groups of interdisciplinary educational practitioners. Consensus-building occurs through all stages of implementation.</p> <p>Staff role changes are strategically planned and supported through differentiated professional development, technical assistance and coaching structures.</p> <p>School resources and staff expertise are strategically aligned and matched to student need.</p>	<p>Collaboration Cluster LEA Discussion Items:</p> <ul style="list-style-type: none"> • Discuss professional development activities that target the development of consensus-building strategies, facilitation and/or collaborative communication skills. 		*Evident	*Not Evident
	<p>Role and Function Cluster LEA Discussion Items:</p> <ul style="list-style-type: none"> • Discuss how the roles and functions of existing personnel were expanded or changed to facilitate Rtl implementation efforts. 	<p>Required Documentation for Submission:</p> <p>3. Describe the role of the core leadership Rtl team and the responsibilities/assigned roles of those on the team. Attach a sample action plan that the core team has developed that accounts for “systems-monitoring/building climate/sustainability issues.”</p>	*Evident	*Not Evident

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<p>4. Data-Based Decision-Making</p>	<p>Please provide detailed evidence and/or examples for items as specified below:</p> <ul style="list-style-type: none"> • With the assistance of an Intermediate Unit or PaTTAN consultant, teams should engage in an in-depth discussion of each bulleted item. This discussion should include evidence of implementation fidelity which is described in the RTI/SLD Application. • Select and respond to ONLY the 3 numbered items below. Numbered items are required responses and must be successfully documented for approval to be received. 			
<p>Implementation Recommendations and Resources:</p> <p>Fidelity of Data-Based Decision-Making necessitates that building, grade level and student-centered teams meet regularly to review assessment data and make instructional decisions using principles of effective collaboration and consensus-building.</p> <p>Grade level teams set measurable grade-wide goals and select/ implement strategies that are aligned to goals. Educators monitor student progress toward benchmark goals.</p> <p>Structures are in place to assist educators with developing more sophisticated data based decision making and instructional matching skills over time.</p> <p>Cut points for making systematic decisions using data have been recommended using empirically-supported guidelines.</p>	<p>Goal Setting/Assessment System Cluster LEA Discussion Items:</p> <ul style="list-style-type: none"> • Describe how systems or tools are used to assist educators with user-friendly access to student and classroom performance data and interpretative reports. • Describe the extent to which the design of the building schedule (from year to year) supports opportunities for ongoing “data examination.” 	<p>Required Documentation for Submission:</p> <p>4a. Attach sample meeting notes (with student names redacted) that verify the establishment of grade level goal setting, identification of core instructional strategies matched to student needs/goals, how grade level goal attainment is monitored, and indicators of met goals.</p> <p>4b. Based upon the disaggregated performance of ELLs and/or students who are economically disadvantaged, describe changes that have been implemented to improve core and supplemental instruction in order to facilitate maximal annual and catch up/accelerated growth for this population.</p> <p>4c. Identify the progress monitoring measures you use and how often.</p>	<p>*Evident</p>	<p>*Not Evident</p>

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Rtl Indicators and Descriptors	Evidence of Fidelity Implementation			
4. Data-Based Decision-Making (Continued)				
	<p>Instructional-Matching Cluster LEA Discussion Items:</p> <ul style="list-style-type: none"> Describe the process for monitoring the alignment and effectiveness of instructional strategy implementation across the tiers. Indicate what would happen if a student’s performance continued to fall below grade level expectations after one round of supplemental instruction/intervention (i.e., 6-8 weeks recommended to assess trend in response) Identify specific recommendations that have been offered by educators to enhance the efficiency and effectiveness of the data-teaming and instructional matching process and their contributions within it. 	<p>Required Documentation for Submission: - See pg. 8 for Required Documentation</p>	<p>*Evident</p>	<p>*Not Evident</p>
<p>Data-based decision-making and instructional matching exists along a continuum of technically adequate measures and empirically-supported instruction/intervention practices.</p> <p>Continuous progress-monitoring drives instructional decision-making and tiered movement.</p>	<p>Data-Analysis Cluster LEA Discussion Items:</p> <ul style="list-style-type: none"> Identify assessment measures that you use to inform “root cause” and the design and implementation of instruction/intervention. Review professional development that has served to advance skills across all educators relative to the areas of data-analysis and instructional matching in each tier. 	<p>Required Documentation for Submission: - See pg. 8 for Required Documentation</p>	<p>*Evident</p>	<p>*Not Evident</p>

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<p>5. Response to Intervention (Rtl)</p>	<p>Please provide detailed evidence and/or examples for items as specified below:</p> <ul style="list-style-type: none"> • With the assistance of an Intermediate Unit or PaTTAN consultant, teams should engage in an in-depth discussion of each bulleted item. This discussion should include evidence of implementation fidelity which is described in the RTI/SLD Application. • Select and respond to ONLY the 3 numbered items below. Numbered items are required responses and must be successfully documented for approval to be received. 			
<p>Implementation Recommendations and Resources:</p> <p>Fidelity of a Response to Intervention and Service Delivery System is associated with an infrastructure that enables students to receive increasingly intensive differentiated, empirically-supported instruction matched to need.</p> <p>Student needs are met via design and delivery of increasingly robust differentiated instruction that is aligned across the tiers to grade level standards. Empirically-supported instructional strategies and standard treatment/protocol interventions are used to facilitate student response to instruction and expedite learning/growth.</p> <p>Tiers 2 and 3 are different in terms of instructional intensity, individualized problem-solving, and exist as part of the general education system and are supplemental in nature to core instruction.</p>	<p>Logistics Cluster</p> <p>LEA Discussion Items:</p> <ul style="list-style-type: none"> • Describe how instruction and intervention within tiers 2 and 3 progressively increase in duration, frequency and intensity. 	<p>Required Documentation for Submission:</p> <p>5a. Attach sample fidelity checks that correspond with differentiation efforts across and within tiers 1, 2 and 3.</p>	<p>*Evident</p>	<p>*Not Evident</p>

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5. Response to Intervention (RtI) (Continued)				
	<p>Decision-Rules Cluster LEA Discussion Items</p> <ul style="list-style-type: none"> Identify how many weeks of intervention occur and/or number of data points collected prior to making a decision about a student's responsiveness to intervention and research-based guidelines that support tiered-movement decisions. 	<p>Required Documentation for Submission:</p> <p>5b. Provide an anonymous graph of individual student data that includes an aim line and trend line and provide an interpretation of the student's progress (response to intervention), in terms of calculating Rate of Improvement (ROI).</p>	<p>*Evident</p>	<p>*Not Evident</p>
<p>Tiered movement decisions are characterized by fluidity, fidelity of instruction/intervention, and individual student/peer (normative) response patterns.</p> <p>Percentage of students receiving tiered supports and student movement and response over time is used as a systems level indicator of the overall effectiveness of the tiered delivery system.</p>	<p>Strategies-Tools Cluster LEA Discussion Items:</p> <ul style="list-style-type: none"> Describe how non-certified personnel or teachers who are relatively new to a strategy or content area are prepared to deliver the intervention. 	<p>Required Documentation for Submission:</p> <p>5c. Provide examples of empirically-supported methodologies and/or standard-treatment protocols that have been adopted. Please highlight the instructional focus/purpose of each intervention.</p>	<p>*Evident</p>	<p>*Not Evident</p>

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<p>6. Family Engagement</p>	<p>Please provide detailed evidence and/or examples for items as specified below:</p> <ul style="list-style-type: none"> • With the assistance of an Intermediate Unit or PaTTAN consultant, teams should engage in an in-depth discussion of each bulleted item. This discussion should include evidence of implementation fidelity which is described in the RTI/SLD Application. • Select and respond to ONLY the 2 numbered items below. Numbered items are required responses and must be successfully documented for approval to be received. 			
<p>Implementation Recommendations and Resources:</p> <p>Fidelity of family engagement means that families have been provided with a comprehensive overview of the Rtl framework and understand the intent.</p> <p>Families are empowered by school teams to participate in the Rtl process and receive oral and written communication relative to their child’s progress.</p> <p>Families are informed and understand their right to request a special education evaluation at any time, regardless of the school’s status with regard to Rtl implementation.</p> <p>Families are provided with empirically-supported practices and resources that they can use to assist with facilitating their child’s progress.</p>	<p>LEA Discussion Items:</p> <ul style="list-style-type: none"> • Describe how families are empowered to participate in meetings related to the effectiveness of tiered supports for their children and how families who speak another language are supported. • Describe examples of empirically-supported, feasible resource that is frequently provided by the school or recommended to families who are interested in supporting their child’s learning. 	<p>Required Documentation for Submission:</p> <p>6a. Attach a sample report that a family might receive to better understand how their child is responding to intervention (please remove all identifying information).</p> <p>6b. Explain the process for making families aware of their right to request a special education evaluation at any time, regardless of the status of the school’s Rtl implementation process.</p> <p>6c. Provide an example of an Rtl training event that was offered to families, what the training emphasized and how many families attended.</p>	<p>*Evident</p>	<p>*Not Evident</p>

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Rtl Indicators and Descriptors	Evidence of Fidelity Implementation			
<p>7. Rtl/SLD Eligibility Determination</p>	<p>Please provide detailed evidence and/or examples for items as specified below:</p> <ul style="list-style-type: none"> • With the assistance of an Intermediate Unit or PaTTAN consultant, teams should engage in an in-depth discussion of each bulleted item. This discussion should include evidence of implementation fidelity which is described in the RTI/SLD Application. • Select and respond to the 6 numbered items below. Numbered items are required responses and must be successfully documented for approval to be received. 			
<p>Implementation Recommendations and Resources:</p> <p>Fidelity of Rtl/SLD Determination is associated with policies and processes that ensure that a school is in compliance with federal and state regulations.</p> <p>A system is in place to use Rtl methodology for SLD determination as one component of a comprehensive SLD evaluation.</p> <p>Members of the assessment team use a dual approach, calculating students' academic level and rate of improvement (slope).</p> <p>Members of the assessment team rule out lack of instruction by assessing fidelity of core and supplemental instruction/intervention.</p> <p>Members of the assessment team rule out other conditions or disabilities as the cause of the student's academic concerns.</p>		<p>Required Documentation for Submission:</p> <p>7a. Describe the local guidelines that are used to characterize a student's response to core and supplemental instruction as "inadequate".</p> <p>7b. Identify the measures and methods that are used to rule out other disabilities (e.g., intellectual disabilities, emotional disturbance) and other factors (e.g., limited English proficiency) on student learning and growth and other conditions.</p> <p>7c. Describe how students suspected of having SLD are observed as part of the multi-disciplinary evaluation process.</p> <p>7d. Indicate how the student's academic level is assessed and what benchmarks are used as indicative of a deficiency in relation to age or grade-level standards.</p> <p>7e. Identify the procedures used to rule out lack of instruction as the reason for the student's academic concerns, including an assessment of the fidelity of core instruction and supplemental interventions.</p> <p>7f. Identify the procedures used to inform families of the results of repeated assessments of the student's academic skills.</p>	<p>*Evident</p>	<p>*Not Evident</p>

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Rtl Indicators and Descriptors	Evidence of Fidelity Implementation			
8. Professional Learning	<p>Please provide detailed evidence and/or examples for items as specified below:</p> <ul style="list-style-type: none"> • With the assistance of an Intermediate Unit or PaTTAN consultant, teams should engage in an in-depth discussion of each bulleted item. This discussion should include evidence of implementation fidelity which is described in the RTI/SLD Application. • Select and respond to ONLY the single numbered item below. Numbered items are required responses and must be successfully documented for approval to be received. 			
<p>Implementation Recommendations and Resources:</p> <p>Fidelity of Professional Learning is associated with characteristics such as differentiated, ongoing, and context-embedded.</p> <p>Professional learning includes a focus on the skills necessary to achieve more effective implementation over time, including a collective and deeper understanding of the conceptual underpinnings of Rtl.</p> <p>Key school personnel have been identified to build capacity toward sustainable leadership and practices.</p> <p>Structures that maintain and sustain an investment in teachers and their continuous professional learning have been adopted and preserved.</p>	<p>LEA Discussion Items:</p> <ul style="list-style-type: none"> • Describe the extent to which professional learning is ongoing and job-embedded and supports educators in getting better at the implementation of effective instructional practices. • Describe one professional learning activity that had a visible impact on student learning as a function of changes that were uniformly made to instruction (evidenced across classrooms). • Describe structures that support access to professional learning and accountability for applying what has been learned to classroom practices with increasing fidelity. • Describe how timely and supportive feedback is provided to educators relative to implementation efforts. • Describe how data were used to target professional learning and for whom (please be sure the staff member is not identified by name and do not include the actual training materials). 	<p>Required Documentation for Submission:</p> <p>- See pg. 7 for Required Documentation</p>	<p>*Evident</p>	<p>*Not Evident</p>

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Application Approved: Yes _____ NO _____

BSE Bureau Adviser: _____ Date: _____

BSE Division Chief: _____ Date: _____

