

Oregon Response to Intervention LD Evaluation System Component Checklist

<i>Component</i>	<i>Action Items</i>	<i>In Practice Yes or No?</i>	<i>Policies & Procedures Yes or No?</i>	<i>Person(s) responsible</i>
1. Screening	Research-based screener used with ALL students 3 times per year			
	Fidelity checks used to ensure validity of data			
	Screening data used to evaluate core effectiveness			
	Screening data used to identify at-risk students			
2. Core Instruction with Fidelity	90 minute core block (reading)			
	Research-based core program			
	Process for ensuring fidelity of core program implementation			
	Explicit, effective instructional practices trained and used			
	Process for ensuring effective instructional practices in classrooms			
3. Interventions with Fidelity	Interventions are research-based			
	Implemented interventions are chosen from district protocol			
	Interventions occur outside of 90 minute core instruction			
	Interventionists have appropriate training			
	Process for ensuring fidelity of intervention implementation			
4. Progress Monitoring	Research-based progress monitoring measures used			
	Frequency of monitoring is appropriate (i.e. at least 2x monthly for students receiving intensive support and 1x monthly for students receiving strategic support)			
	Progress monitoring data is graphed			
	Staff member(s) identified who is/are responsible for organizing and storing the progress monitoring data			
5. Teaming/Data-Based Decision Making: Group Interventions	System for matching interventions to student need based on multiple data sources			
	Grade level teams meet to review progress data regularly (e.g. every 4-8 weeks)			
	Decision Rules created AND followed around:	Followed	Created	
	<ul style="list-style-type: none"> • When to change interventions 			
	<ul style="list-style-type: none"> • What qualifies as an "intervention change" 			
	Intervention plan or tracking form used to document interventions and intervention changes for all students in interventions			

6. Teaming/Data-Based Decision Making: Individual Problem Solving	Individual problem-solving team meeting occurs after group interventions are unsuccessful (Number of unsuccessful group interventions prior to initiating problem-solving is based on district policies & procedures)			
	Notice provided to parents regarding district's RTI procedures and parent's right to request an evaluation			
	Staff with pertinent information about target student attend the problem-solving meeting			
	The following information is brought to the problem-solving meeting:			
	<ul style="list-style-type: none"> • Documentation of prior interventions with progress data 			
	<ul style="list-style-type: none"> • A file review 			
	<ul style="list-style-type: none"> • A developmental history 			
	<ul style="list-style-type: none"> • English Language Learner information is collected (if appropriate) 			
	<ul style="list-style-type: none"> • Data comparing student to intervention cohort 			
	<ul style="list-style-type: none"> • Other relevant diagnostic data (if appropriate) 			
	Documented problem definition, problem hypothesis, and intervention plan are developed at the individual problem-solving meeting			
Individualized intervention plans are reviewed and further steps determined based on district policies & procedures.				
7. Special Ed Referral & Evaluation Report	Evaluation report includes the following:			
	a) File review or background information			
	b) Data indicating the student has significantly low skills as compared to research-based norms and benchmarks.			
	c) An observation of the child's academic performance and behavior in a regular education setting (related to the area of concern)			
	d) Data indicating the student has not made significant progress to close their achievement gap...			
	e) ...when given research-based interventions matched to their need (included description of interventions)			
	f) Data indicating the student has an instructional need for special education services (included description of needed instructional supports)			
	g) Data indicating exclusionary factors (language, health, another disability, lack of instruction etc) are not the primary cause of the student's learning deficit			

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