

. Response to Intervention

District #100 is actively involved in the 3-5 year implementation process of Response to Intervention. According to the RtI Action Network in association with the International Reading Association and the National Center for Learning Disabilities:

The RtI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need of further research-based instruction and/or intervention in general education, in special education, or both.

At the elementary level, Belvidere students are assessed three times a year using screening assessments from AIMSweb, which is a web-based progress monitoring system. Kindergarten students will be screened using Early Literacy assessments and 1st-5th grade students will be screened using the Reading-Curriculum Based Measurement (R-CBM) assessment. Based on scores from these assessment tools, students are placed into three tiers of a triangle: green, yellow, and red.

- Approximately 80% of the students will be in the “green” portion which means they are responding positively to the core reading curriculum.
- About 5-10% of the students will be in the “yellow” portion which means they need a small group intervention above and beyond the core curriculum.
- Finally, approximately 5% of the students will be in the “red” portion of the triangle. These students need very intensive interventions either above and beyond the core curriculum or in place of the core curriculum.

