

**RESPONSE TO INTERVENTION &
MULTI-TIERED SYSTEM OF SUPPORTS
HANDBOOK**



ELGIN ISD

**Department of
Academics
Special Ed. Team**

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***“The child is the starting point, the center and the end...
self-realization is the goal.” - John Dewey***

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Response to Intervention & Multi-Tiered System of Supports (MTSS) Defined

Response to Intervention (RtI) and Multi-tiered System of Supports (MTSS) is defined as a multi-tiered instructional framework that addresses the needs of all students including struggling learners and students with disabilities and integrates assessment and intervention within a multi-level instruction and behavioral system to maximize student achievement and reduce problem behaviors. It helps schools improve the performance of all students by determining needs early and intervening quickly, by screening all students and providing interventions that can be intensified if needed. These systems provide real-time support, not wait-to-fail. RtI/MTSS is a prevention framework that organizes building level resources to address each individual students academic and behavior needs within intervention tiers that vary in intensity containing the following elements:

- **High-quality instruction** and scientific research-based **tiered interventions** aligned with individual student need
- Frequent **monitoring of student progress** to make results-based academic, behavioral and/or social emotional learning (SEL) decisions
- Application of student response **data** to important educational **decisions** (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).

The instructional approaches used within the general education setting should result in academic, behavioral and/or social emotional progress for the majority of the students. The primary focus of RtI/MTSS is early intervention to **prevent** long-term academic failure. At-risk students receive researched-based intervention instruction **in addition** to the core content instruction. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RtI/MTSS model leads to data-based school improvement.

Successful implementation of RtI/MTSS requires building capacity within a school/system to accelerate the instruction ALL student receive, with a goal of preventing learning difficulties. The best prevention is intervention!

Law Supporting RtI/MTSS

Both the Elementary and Secondary Education Act (ESEA) of 1965 and No Child Left Behind (NCLB), as well as the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 focus on the quality of instruction that all students receive in the general education setting. ESEA/NCLB and IDEA require the use of researched-based instruction and interventions. RtI/MTSS focuses on effective academic and behavioral programs that result in improved student performance. This act changes many sections of the statute to reflect new ideas around learning disabilities and the strategy called multi-tiered system of supports.

Using data-based interventions and interventions based on scientific research to determine eligibility for learning disabilities is stressed in IDEA 2004. While the U. S. Department of Education encourages the use of supports for struggling learners that can be delivered in the general education environment, TEA and ISD's within the State have an obligation under the IDEA to ensure that evaluations of children suspected of having a disability are not delayed or denied because of implementation of such supports. With an MTSS approach, general education teachers assume increased responsibility for delivering high-quality instruction to early-identified struggling students. The diverse needs of these students must be addressed through tiered problem-solving system of timely interventions that increase in intensity and duration. RtI/MTSS promotes the unity of general education and special education to create a seamless system.

Purposes of RtI/MTSS

- To provide an instructional framework that accommodates the needs of all students and results in the improved achievement for all students.
- To offer a means for appropriately identifying/selecting students for continued services based on their demonstrated responses to scientific research-based instruction.

The Major Components of RtI/MTSS

- **Data-based decision making**

- Critical educational decisions are based on assessment data. Data is carefully analyzed to determine why academic, behavioral and/or language problems exist.
 - Data may include, but not limited to:
 - Attendance data (daily, weekly, semester)
 - Tardy data (excused/unexcused)
 - Discipline data
 - STAAR data, TELPAS, EOC
 - Unit assessment data
 - Universal Screener data
 - Anecdotal records
 - Running records

- **Universal screening**

- Universal screenings are assessments administered to ALL students to determine as early as possible which students are at risk of not meeting academic benchmarks. These screenings are administered at least three times per year in order to meet early intervention needs of all students.
 - Data may include, but not limited to:
 - DRA2/EDL2
 - Renaissance STAR Early Literacy, Reading, and/or Math
 - Bridges Universal Behavior Screener (BUBS)

- **Progress Monitoring**

- Progress monitoring helps teachers choose effective, targeted instructional techniques and establish goals, which enable all students to advance appropriately toward attainment of state achievement standards. RtI/MTSS decision-making processes are dependent upon reliable student performance data and data-collection systems.
- The monitoring of student progress is a research-based practice that produces data about student growth over time. Progress monitoring is used to determine the effectiveness of instruction and/or interventions. It can be implemented with individual students, small groups, or the entire class.
- There are three phases to monitor progress where data is collected and analyzed:
 1. **Baseline phase** – data collected prior to initiation of an intervention.
 2. **Intervention phase** – designed intervention has been implemented. The length of this phase is determined by the RtI/MTSS team using the ongoing data collected.
 3. **Responding to Intervention Phase** – student progress is monitored over a pre-determined amount of time, after the interventions have been fully implemented.
- Types of assessment
 - Formative assessments-part of instructional process that provides information to adjust teaching and learning while it occurs
 - Curriculum based measurements – monitoring progress through direct assessment of basic academic skills
 - Unit assessments
 - Report cards – overview of overall progress in specific content areas
 - Work samples
 - ABC Data
 - Attendance data

- **Benefits of Progress Monitoring**

- Accelerated learning due to appropriate instruction
- Informed instructional decisions
- Effective communication with families and other professionals about students' progress
- High expectations for students by teachers
- Appropriate special education referrals
- Documentation of student progress for accountability purposes

Fidelity of Implementation

Current research indicates that the most common cause of failed intervention is a lack of fidelity of implementation. Scientific research may indicate that an intervention model is successful, but that success can only be dependably duplicated if teachers are provided sufficient on-going program-specific training, agree to implement all aspects of the model as designed and as tested, and uphold that agreement. Fidelity to the researched design should be documented and gaps in fidelity should be identified and corrected.

Goal & Benefits of RtI/MTSS

The goal of RtI/MTSS is to increase the learning rate of struggling learners and accelerate progress. RtI/MTSS holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI/MTSS in Texas schools can result in:

- More effective instruction;
- Increased student achievement;
- More appropriate LD identification;
- Increased professional collaboration; and
- Overall school improvement

Multi-Tiered System of Supports (MTSS)

RtI/MTSS is a multi-level prevention system or an instruction and intervention system that is designed to meet the needs of all students. The increasing intense levels of prevention represent a continuum of supports.

- **Tier 1- Core Instruction for ALL Students- 80%**
- **Tier 2- Intervention for SOME students- 15%**
- **Tier 3- Clinical Intervention for a FEW students- 5%**

Within a multi-level prevention system, the purpose of Tier 1 is to provide initial, high quality instruction in the area of academic, behavioral and SEL systems. A comprehensive Tier 1 system makes no assumptions regarding the skills and abilities students bring to the school environment. Rather, all students, regardless of culture, ethnicity, socio-economic or disability status are taught the academic and behavior skills they need to be successful in the school setting and beyond.

The Texas Essential Knowledge and Skills (TEKS) for academics and School-Wide Expectation Matrix for behavior provide campuses with a solid foundation upon which to build the rest of their academic and behavior supplemental resources and supports (PBIS, Conscious Discipline, Social and Emotional Learning, etc.). A multi-tiered model proactively addresses academic and behavior needs therefore preserving valuable instructional time.

If a student is not making progress after checking fidelity and making necessary adjustments, consider...

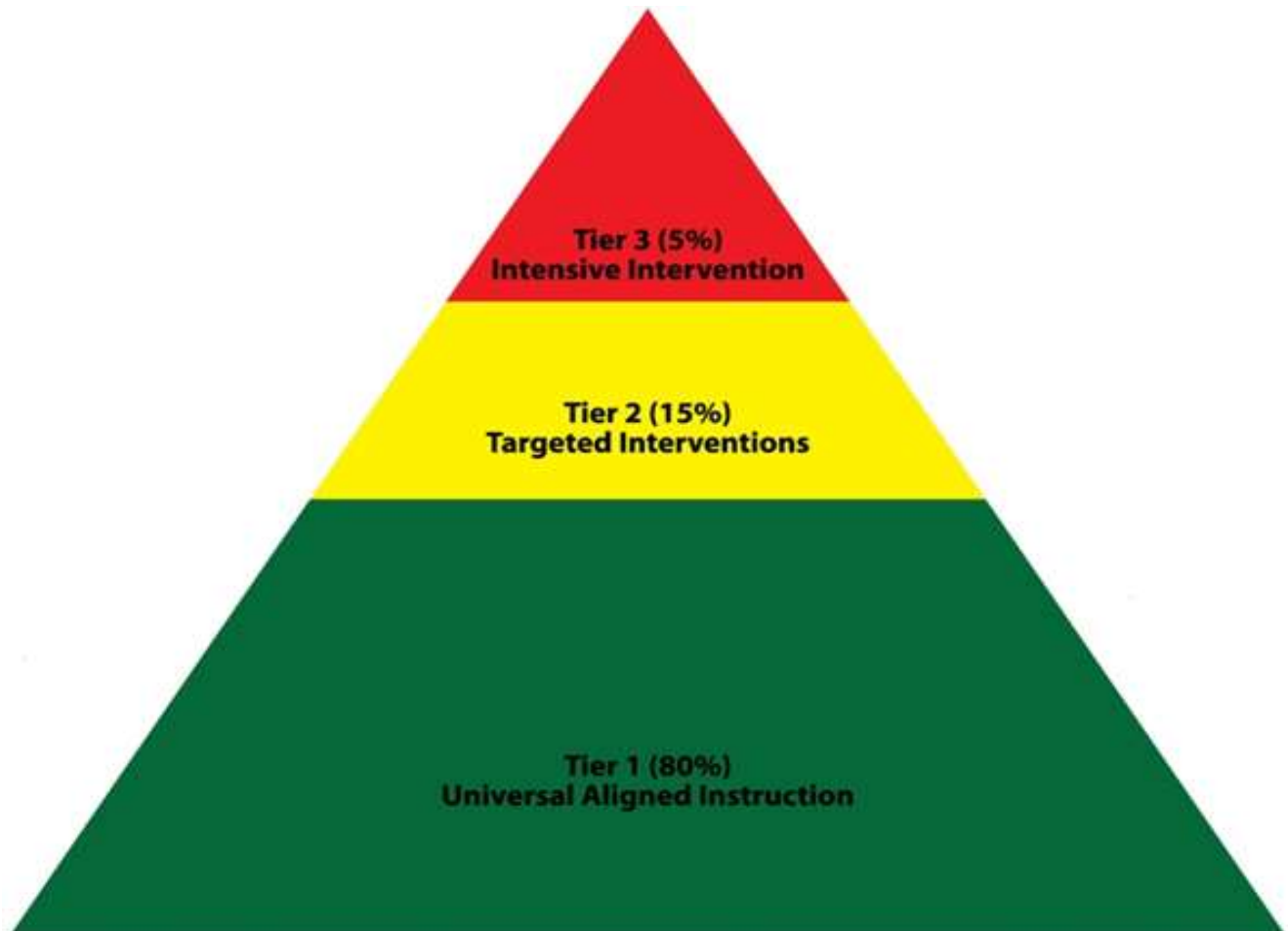
- ☒ ***Adding time to the intervention***
- ☒ ***Lower group size***
- ☒ ***Move the student to a different group***
- ☒ ***Changing the intervention***



Elgin ISD Multi-Tiered System of Supports (MTSS)



Academic, Behavioral and/or SEL Supports



THE BEST INTERVENTION IS PREVENTION!

- The goal of RtI/MTSS is to provide effective instruction and interventions that increase the learning rate of all learners including struggling learners.
- The RtI/MTSS process is not a road to special education or other evaluations. It is a proactive, preventative model and any progress is progress.

	(4-6 weeks) Core	(8-10 weeks) Targeted	(Designated by program) Intensive
Focus	ALL students - 80% <ul style="list-style-type: none"> General Education Special Education 504 ELL GT 	SOME students - 15% <ul style="list-style-type: none"> Identified students with marked difficulties who have not responded to Tier 1 	FEW students - 5% <ul style="list-style-type: none"> Identified students with marked difficulties who have not responded to Tier 1 and 2
Program	Academic: <ul style="list-style-type: none"> Scientific research-based curriculum and TEKS instruction TRS resources w/Instructional Planning Anchor Chart Behavior: <ul style="list-style-type: none"> Groundworks Matrix School-wide Acknowledgement System School-wide Conscious Discipline Implementation Second Step SEL weekly lesson 	Academic: <ul style="list-style-type: none"> Specialized scientific research-based intervention Behavior: <ul style="list-style-type: none"> Bridges (standardized DBRC, check in/out, social skills) Small Group Conscious Discipline Coaching 	Academic: <ul style="list-style-type: none"> Individualized and responsive evidence or researched-based intervention Behavior: <ul style="list-style-type: none"> Individualized DBRC (check in/out, social skills, feedback loop) Competing Behavior Pathway 1:1 Conscious Discipline Coaching
Grouping	<ul style="list-style-type: none"> Differentiated whole class and small group 	<ul style="list-style-type: none"> Homogeneous small group targeted instruction (1:5-10 students) 	<ul style="list-style-type: none"> Homogeneous small group intensive instruction
Time	<ul style="list-style-type: none"> 45-110 minutes per day for a minimum of 4-6 weeks 	<ul style="list-style-type: none"> 20-30 minutes per day in small group in addition to core instruction for a minimum of 8-10 weeks Weekly social skills based on skill deficit 	<ul style="list-style-type: none"> 20-30 minutes per day for a minimum of 100 minutes weekly in addition to core instruction as designated by program
Assessment	<ul style="list-style-type: none"> Universal Screening at beginning, middle, and end of academic year 	<ul style="list-style-type: none"> Bi-weekly progress monitoring on target skill(s) to ensure adequate progress 	<ul style="list-style-type: none"> Weekly progress monitoring on target skill(s) to ensure adequate progress
Intervention provided by	<ul style="list-style-type: none"> General Ed Teacher 	<ul style="list-style-type: none"> Determined by MTSS Team 	<ul style="list-style-type: none"> Determined by MTSS Team
Setting	<ul style="list-style-type: none"> General Ed Classroom 	<ul style="list-style-type: none"> Inside or outside the classroom as determined by MTSS Team 	<ul style="list-style-type: none"> Inside or outside the classroom as determined by MTSS Team

The Nuts & Bolts of MTSS Prevention System

Interventions are provided **in addition** to core instructional curriculum already in place, and are designed to **supplement**, not supplant or replace Tier 1 classroom instruction. Interventions must be systematic, research-based, matched to student needs and responds to progress monitoring.

Interventions must be categorized by skill deficit or targeted skill:

Reading Skills	Math Skills
Phonemic Awareness	Basic Concepts <ul style="list-style-type: none"> <input type="checkbox"/> Numeration <input type="checkbox"/> Algebra <input type="checkbox"/> Geometry <input type="checkbox"/> Measurement <input type="checkbox"/> Data Analysis <input type="checkbox"/> Probability
Phonics	Operations <ul style="list-style-type: none"> <input type="checkbox"/> Mental Comp and Estimation <input type="checkbox"/> Addition and Subtraction <input type="checkbox"/> Multiplication and Division
Fluency	Applications <ul style="list-style-type: none"> <input type="checkbox"/> Foundations for Problem Solving <input type="checkbox"/> Applied Problem Solving
Vocabulary	
Comprehension	

Instructional Practice:

- **Student-Centered Activities:** lead to a high level of engagement whereby students are more motivated and involved in the instructional activities; they are active participants and take more responsibility for their learning.
- **Flexible Grouping:** facilitates more explicit teaching; ensures that acceleration as well as remediation are achieved, enabling teachers to provide targeted lessons; can be homogeneous, heterogeneous, whole group, small group/individual
- **Learning Centers/Stations:** promote optimal use of materials and resources in support of sound instruction, including, but not limited to technology, which is a valuable and critical element of best practice.

Rt/MTSS Flow Chart

TIER 1

Scholar Meets Standard

1. Implement high-quality core curriculum instruction.
2. Conduct, compile and evaluate Universal Screener and performance data.

Scholar does not meet standard or maintain passing grades

Administrator/Coordinator schedules a pre-meeting with teacher to check fidelity of tier 1

- Teacher makes a watch list to monitor
- Brainstorm interventions and target differentiated instruction
- Continue documentation and review progress data (4-6 wks)

Progress

- Continue tier 1

No Progress

Tier 2

Schedule Rt/MTSS Meeting including parent/guardian:

- Check fidelity of intervention, review data and document in a tier 2 plan
- Set a S. M. A. R. T. goal and discuss how progress will be monitored
- Discuss logistics for small group intervention, provider, duration, frequency, etc.
- Schedule a follow up date to review progress and next steps
- Implement and monitor Tier 2 interventions (4-6wks)

Progress

- Scholar may continue interventions OR
- Exit to Tier I based on criteria if scholars progress accelerates to grade level

No Progress

Tier 3

Schedule Rt/MTSS Meeting including parent/guardian:

- Check fidelity of intervention, review data and document in a tier 3 plan
- Set a S. M. A. R. T. goal and discuss how progress will be monitored
- Discuss logistics for small group intervention, provider, duration, frequency, etc.
- Schedule a follow up date to review progress and next steps

Progress

- Rt/MTSS is a prevention model, not a road to Special Ed. and does not prevent a student from being evaluated
- Any progress is progress
- The goal of Rt/MTSS is to provide effective interventions that increase the learning rate of struggling learners and prevent the need for further evaluation.



Elgin ISD RtI/MTSS Process

Academic-Behavior Interventions Checklist

	✓	Step	Notes
Before MTSS Team Meeting		1. Collect Data	<ul style="list-style-type: none"> Regular data collected on all students including office referrals, grades, attendance, screeners, etc. Contact parent regarding concerns.
		2. Define the problem	<ul style="list-style-type: none"> Work with peers or team members to brainstorm possible tier 1 supports and interventions. Try these interventions.
		3. Document implemented Tier 1 interventions	<ul style="list-style-type: none"> Document implemented interventions in campus google form.
		4. Submit Campus Google Form	<ul style="list-style-type: none"> Problem solving process moves to the MTSS team for support if student does not respond. Complete campus google form. Contact RtI/MTSS Coordinator to confirm receipt of student data.
During MTSS Team Meeting		5. Collects info from additional staff and updates the meeting agenda	<ul style="list-style-type: none"> After receiving the Google Form, RtI/MTSS Coordinator or designee gathers any additional data (sources teacher may not be able to access) and ensures documentation is sufficient for discussion.
		6. Conduct MTSS Team meeting, determine intervention plan and assign case manager	<ul style="list-style-type: none"> Convene and MTSS team meeting with appropriate team members. MTSS team members each take responsibility to rotate the case manager responsibility to students in the RtI/MTSS process. Case manager gathers data and information between meetings and may have a role in communicating and monitoring intervention plan. Tier 2 or 3 plan is developed and documented as appropriate for student.
After MTSS Team Meeting		7. Communicate intervention plan to team members not in attendance.	<ul style="list-style-type: none"> Communicate the documented plan to student and other stakeholders. In some cases, this may take place through a short meeting but in other cases a more in depth or formal training may be necessary.
		8. Collect data and review progress every 6-8 weeks (cycle back to step 6)	<ul style="list-style-type: none"> MTSS team case manager gathers data on student progress and any additional information necessary for MTSS team to review at next meeting. Determine whether to continue, reduce, discontinue or increase intensity of the intervention. If student is making progress in response to the intervention, EXIT the student back to Tier 1.
Yearly Actions		<ul style="list-style-type: none"> At the beginning of the school year, RtI/MTSS Coordinator ensures that information is distributed to campus teachers for students in RtI/MTSS process and early interventions begin for students who ended the year in need of continuing interventions. Parents are notified of all students receiving interventions through the District RtI/MTSS Parent Letter (SB 1153). At the end of school year, MTSS team member attends the transition meeting to exchange intervention information for students transitioning to the next level. 	

**Before beginning the steps above, the expectation is that Tier 1 academic and behavioral supports implemented with fidelity and integrity.*

Tier 1

This section is to guide the Tier 1 process and when a student is not responding to Tier 1 instruction and reported on the campus google form.

Tier 1 Process 80%

- High-quality, research-based strategies are provided through Tier 1 core instruction (whole group and/or small group) where 80% or more of the students are successful.
- At-risk students are identified through a screening process for all students and receive high-quality research-based instruction through whole and/or small groups. Screening may include universal screening, unit assessments, daily assignments, and teacher-made assessments, district benchmark assessments, and prior-year individual student results on state assessments, if applicable.
- Parents notified of student receiving interventions and/or included in meetings regarding documented concerns.
- Teachers will differentiate instruction for 4 to 6 weeks, monitor the progress of students' academic, behavioral and language needs, and document the results of Tier I intervention strategies and progress monitoring instruments.
- Grade levels/departments review students' work and identify options for further interventions, including master/mentor teacher recommendations.
- If student is making progress, continue with Tier I core instruction and enrichment.
- This tier is the crucial foundation of the RtI/MTSS instructional model.

Classroom teacher is prepared with:

- Lesson Plans
- Screener Data
- Parent Contact Log
- Vision/Hearing Forms –School Nurse
- Recommendations
- Grades
- Eduphoria Testing History
- Discipline/Attendance
- Unit assessments
- Work samples
- Renaissance State Performance Report

If after 4-6 weeks the student fails to respond to documented effective Tier 1 core instruction and interventions noted in lesson plans then:

1. Teacher consults with the Campus RtI/MTSS Coordinator.
2. Teacher gathers documentation of interventions tried.
3. RtI/MTSS Coordinator schedules a **Pre-meeting** with referring teacher (to ensure that data supports the need for RtI/MTSS meeting).
4. RtI/MTSS meeting is scheduled and appropriate members are invited including parents.
5. Meeting is held – Initial meeting agenda is followed and RtI/MTSS forms are used to document meeting and intervention plan.

Tier 2

This section is to be used when a student does not meet expected cut off score on the universal screener or the student is not responding to Tier 1 instruction.

**Tier 2
Process
15%**

- High-quality, research-based strategies are provided through Tier 1 Core Instruction.
- Targeted instruction is provided by the teacher and/or interventionist to supplement and enhance Tier 1 instruction. Additional interventions must not be scheduled during Tier 1 instructional time.
- Parents are notified of documented concerns.
- If the student qualified for Section 504 accommodations, provide services, as required.
- Student's academic, behavioral, and/or language progress is closely monitored and documented by both the teacher and interventionist for 8-10 weeks.
- Screening continues to include progress monitoring tools, unit assessments, daily assignments, and teacher-made assessments, district benchmark assessments.
- Grade levels/departments review students' work and identify options for further interventions, including master/mentor teacher recommendations.
- If student is making progress, continue with Tier 2 targeted interventions.

Classroom teacher will be prepared with:

- Lesson Plans
- Parent Contact Logs
- Intervention goal sheet from Tier I Initial Meeting
- Progress monitoring chart
- Grades
- Eduphoria Testing History
- Discipline/Attendance
- Unit assessments
- Work samples
- Renaissance State Performance Report
- 504 Individual Accommodation Plan (if applicable)

If after 8-10 weeks the student fails to respond to documented Tier II targeted interventions noted in RtI initial meeting documentation, then:

1. Teacher request an RtI/MTSS meeting with the Campus RtI/MTSS Coordinator.
2. Teacher gathers documentation to prepare file for RtI/MTSS meeting.
3. RtI/MTSS Coordinator schedules a meeting and invites all needed members, to include parents.
4. RtI/MTSS Coordinator and referring teacher hold Pre-meeting (to ensure fidelity of interventions and data supports the need for an RtI/MTSS meeting) and to discuss meeting agenda and participant/facilitator guides to ensure teacher is prepared for an effective RtI/MTSS meeting.
5. Meeting is held – Progress monitoring meeting agenda is followed and RtI/MTSS forms are used to document meeting and intervention plan. If a diagnostic assessment will be conducted, a meeting should be scheduled within two weeks to review additional information.
6. If plan is continued without a diagnostic assessment, generally the team should meet within 2-6 weeks to review progress.
7. Develop plan to communicate plan to all stakeholders.

Tier 3

This section is to be used when a student does not meet expected cut scores on the universal screener or when the student is not responding adequately to the intervention(s) in Tier 2, Tier 3 becomes an option for continued intensive intervention provided by an interventionist.

Tier 3 Process 5%

- High-quality, research-based strategies are provided through Tier 1 Core Instruction.
- Small group and/or individualized, intensive instruction is provided by the teacher and interventionist to supplement and enhance Tier 1 instruction and intensify Tier 2 instruction. Additional interventions must not be scheduled during Tier 2 instructional time.
- Parents are notified of documented concerns.
- If the student qualified for Section 504/Dyslexia services, provide services, as required.
- Student's academic, behavioral, and/or language progress is closely monitored and documented by both the teacher and interventionist for 4-6 weeks.
- Screening continues to include progress monitoring tools, unit assessments, daily assignments, and teacher-made assessments, district benchmark assessments.
- Grade levels/departments review students' work and identify options for further interventions, including master/mentor teacher recommendations.
- If student is making progress, continue with Tier 3 intensified instruction.
- If a student is not making progress, the RtI/MTSS team makes a decision to initial the 504 or Special Education referral process when data shows an educational need.

Classroom teacher will be prepared with:

- Lesson Plans
- Parent Contact Logs
- Intervention plan
- Progress monitoring chart
- Grades
- Eduphoria Testing History
- Discipline/Attendance
- Unit assessments
- Work samples
- Renaissance State Performance Report
- 504 Individual Accommodation Plan (if applicable)

If after duration designated by the program the student fails to respond to documented Tier 3 targeted interventions noted in RtI/MTSS meeting documentation, then:

1. Teacher schedules an RtI/MTSS meeting with the Campus RtI/MTSS Coordinator.
2. Teacher gathers documentation to prepare file for RtI/MTSS meeting.
3. RtI/MTSS Coordinator schedules a meeting and invites all needed members, to include parents.
4. RtI/MTSS Coordinator and referring teacher meet to hold Pre-meeting (to ensure fidelity of interventions and data supports the need for RtI/MTSS meeting) and to discuss meeting agenda and participant/facilitator guides to ensure teacher is prepared for an effective RtI/MTSS meeting.
5. Meeting is held – Progress monitoring meeting agenda is followed and RtI/MTSS forms are used to document meeting and intervention plan.
6. If a diagnostic assessment will be conducted, a meeting should be scheduled within two weeks to review additional information.
7. If plan is continued without a diagnostic assessment, generally the team should meet within 2-6 weeks to review progress.
8. Develop plan to communicate plan to all stakeholders.



RtI/MTSS Frequently Asked Question & Answer Document

What Is Response to Intervention (RTI)/MTSS?

RtI/MTSS is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- High-quality instruction and scientific research-based tiered interventions aligned with individual student need;
- Frequent monitoring of student progress to make results-based academic and/or behavioral Decisions;
- Application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RTI model leads to data-based school improvement.

What are the benefits of RtI/MTSS?

RtI/MTSS holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities (LD), are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of RtI/MTSS in Texas schools can result in:

- More effective instruction;
- Increased student achievement;
- More appropriate LD identification;
- Increased professional collaboration; and
- Overall school improvement.

What should a multi-tiered RtI/MTSS model include?

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model are used. Included are layers of increasingly intense intervention responding to student-specific needs.

- Tier 1: Teachers use high-quality core class instruction aligned with the Texas Essential Knowledge and Skills (TEKS) in which about 80% or more of the students are successful. This tier is the crucial foundation of the RTI/MTSS instructional model.
- Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. District-established standard protocol matches appropriate intervention strategies to specific student needs. Tier 2 addresses the needs of approximately 10 – 15% of the students.
- Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. Tier 3 addresses the needs of approximately 5 – 10% of the students.

What is meant by “fidelity of implementation”?

Current research indicates that the most common cause of failed intervention is a lack of fidelity of implementation. Scientific research may indicate that an intervention model is successful, but that success can only be dependably duplicated if teachers are provided sufficient on-going program-specific training, agree to implement all aspects of the model as designed and as tested, and uphold that agreement. Fidelity to the researched design should be documented; gaps in fidelity should be identified and corrected.

How are decisions made about effective instruction in an RTI/MTSS model?

To determine the effectiveness of an intervention, student progress is monitored through formative assessments that are sensitive to small changes in student behavior and performance. The following three types of assessments are typical of RtI:

1. Universal screening of all students identifies those not making academic or behavioral progress at expected rates.
2. Diagnostics determine what students can and cannot do in academic and behavioral domains.
3. Progress monitoring determines whether academic or behavioral interventions are producing the desired effects.

Progress monitoring helps teachers choose efficient, targeted instructional techniques and establish goals which enable all students to advance appropriately toward attainment of state achievement standards. RTI decision-making processes are dependent upon reliable student performance data and data-collection systems.

Why is progress monitoring so important?

Benefits of Progress Monitoring:

- Accelerated learning due to appropriate instruction
- Informed instructional decisions
- Effective communication with families and other professionals about students' progress
- High expectations for students by teachers
- Appropriate special education referrals
- Documentation of student progress for accountability purposes

Who is responsible for RtI/MTSS?

Since RtI/MTSS is a whole-school instructional framework intended to improve instruction and learning for all students, all faculty and staff members share responsibility for RtI/MTSS.

THE PRINCIPAL is the instructional leader of the school and so must be the leader in developing and implementing an RtI model.

Counselors and **diagnosticians** play important roles in designing the RtI/MTSS model to be used that may include making scheduling decisions, identifying student needs and monitoring progress, and helping to make decisions on appropriate interventions. *Texas Education Agency*

Teachers, of course, are the most important component of an MTSS team and need to understand all aspects RtI/MTSS. Since teachers provide the bulk of the instruction and have the most opportunity to observe student progress, their support of RtI/MTSS is crucial to success. Teachers should be included in every stage of developing an RtI/MTSS model. The activities that comprise RtI/MTSS typically occur in the general education setting as schools use a variety of strategies to assist struggling students. General and special education staff coordinate and collaborate to develop a process for RtI/MTSS implementation, and such collaboration may lead to a shift in roles played by teachers from both areas. General education teachers may need training in many practices currently used primarily by special education teachers. The expertise of special education teachers can strengthen general education instruction as they provide that training, help to customize Tier 3 services, provide Tier 2 and 3 services, and, in general, team more closely with general education faculty.

Paraprofessionals may implement small-group interventions, assess progress, and maintain is a whole-school instructional framework intended to improve instruction and learning for all students, all faculty and staff members share responsibility for RtI/MTSS.

What role does RtI/MTSS play in determining learning disability (LD) eligibility?

As established by the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 2004, LEA may choose to use RtI/MTSS as one of a variety of ways to determine appropriate LD eligibility. This use of RtI/MTSS addresses concerns with models of LD identification that primarily rely on the use of IQ tests and performance discrepancy.

RtI/MTSS Glossary of Terms

Accommodation

Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.

Adaptation

An adjustment to the instructional content or performance expectations of students with disabilities from what is expected or taught to students in general education. Adaptations can include decreasing the number of exercises the student is expected to complete, assigning different reading materials, or allowing use of a calculator.

Aimline

Line on a graph that represents expected student growth over time. See **Goal-line**.

Assessment

Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results.

Authentic Assessment

Tasks that require students to apply knowledge and skills; often such tasks are connected to real-world situations/challenges; the tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product.

AYP - Adequate Yearly Progress

A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and approved by the U.S. Department of Education.

Baseline

A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance.

Behavior Intervention Plan

A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Benchmark (Unit Assessments)

Important student outcomes or goals for a grade within a particular domain (e.g., reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year benchmark assessments: assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standard.

Core Curriculum

A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards, Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research-based.

Criterion-Referenced Assessment

An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a student's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare students to other students. (Compare to norm-referenced assessment.)

Curriculum-Based Assessment (CBA)

Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions.

Curriculum-Based Measurement (CBM)

Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

Cut point

Cutoff scores on common benchmark assessments; cut points specify the score at or below which students would be considered for intervention.

Data Points

Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

Data teams

Teams of educators that are responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they include as members school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Data-Based/Data-Driven Decision Making

A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

Dependent Variable

Element that may be influenced or modified by some treatment or exposure.

Differentiated Instruction

Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Discrepancy

a) Difference between two outcome measures; b) IQ-achievement discrepancy – difference between scores on a norm-referenced intelligence test and a norm-referenced achievement test; c) Difference between pre-test and post-test on a criterion-referenced test.

Disproportionality

The over- or under-representation of minority students in special education. In other words, there is a disproportionate number, either a significantly larger or smaller percentage, of students from a specific minority background receiving special education services than the percentage of that minority in the population generally.

Dual Discrepancy

A dual discrepancy occurs when a student's performance and growth rate are both substantially below performance and growth rate of typical peers.

Duration

For the purposes of documenting response to intervention, duration refers to the length (number of minutes) of a session multiplied by the number of sessions per school year. "Sufficient duration" is dependent on a number of factors including the program or strategy being used, the age of the student, and the severity of the deficit involved. Some programs offer guidelines or recommendations for duration and may even limit the number sessions in which a child can participate, believing that a child who does not make adequate gains after the specified amount of time would likely benefit from an alternative intervention.

Early Intervening Services (EIS)

Early intervening services are the preventive components of No Child Left Behind and the Individuals with Disabilities Education Act of 2004.

From NCLB:

An LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; and to improve student behavior in the classroom and identify early and appropriate interventions to help these students.

From IDEA:

An LEA may use up to 15% of its IDEA Part B funds in any fiscal year, less any funds reduced from its local fiscal effort, to develop and implement coordinated, early intervening services. Coordinated early intervening services may include interagency financing structures (for students in K-12 with a particular emphasis on students in K-3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. When it has been determined that there is significant disproportionality with respect to the identification of children as children with disabilities, or the placement in particular educational settings of such children, the SEA shall require the LEA to reserve the maximum 15% of IDEA Part B funds to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly children in those groups that were significantly over-identified.

EIS Activities could include:

- Professional development for teachers and other school staff to deliver scientifically-based academic instruction and behavioral interventions, including scientifically-based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
 - Providing educational and behavioral evaluations, services and supports, including scientifically-based literacy instruction.
-

Eligibility

An individual, who by nature of his or her disability and need requires special education and related services in order to receive an appropriate education.

ESEA/NCLB

Elementary and Secondary Education Act/No Child Left Behind

The Elementary and Secondary Education Act (ESEA) [original passage in 1965], renamed the "No Child Left Behind" (NCLB) Act of 2001; federal statute relative to K-12 public education.

Evidence-Based Practice

Educational practices/instructional strategies supported by relevant scientific research studies.

Explicit Instruction

Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well-designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Fidelity of Implementation & Instruction

Implementation of an intervention, program, or curriculum according to research findings and/or on developers' specifications.

Flexible Grouping

The ability for students to move among different groups based upon their performance and instructional needs.

Formative Assessment/Evaluation

Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Functional Assessment

Behaviors: Process to identify the problem, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives to the behavior.

Academics: Process to identify the skill gap, determine strategies that have and have not been effective, and develop interventions to teach the necessary skill(s).

Gap Analysis

Gap Analysis is a tool for measuring the difference between the student's current level of performance and benchmark expectations.

Gifted Student

A student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Goal-line

The straight line connecting a student's baseline level of performance with his or her long-range goal; the slope of the aimline shows the expected rate of improvement if the student is going to meet the long-range goal. See **Aimline**.

Growth Chart

Graphical display of individual student's growth and performance in a particular skill or set of skills.

IDEA

Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004

Original passage in 1975; latest reauthorization in 2004; federal statute relative to public education and services to students with disabilities ages 3 through 21.

Inclusion

(as a service delivery model)

Students with identified disabilities are educated with general education age-/grade-level peers.

Independent Variable

Variable that is manipulated or selected by the researcher to determine relationship to a dependent variable; independent variable is the element that someone actively controls/changes (e.g., instructional strategy/intervention), while the dependent variable (e.g., student demonstration of skills) is the element that changes as a result.

Individualized Education Program (IEP)

A written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Integrity of Intervention Implementation See [Fidelity](#).

Intensive Interventions

Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions.

Intervention

The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Learning Disability

IDEA 2004 defines a Learning Disability/Specific Learning Disability in the following manner: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards.

- (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading fluency skills.
 - (vi) Reading comprehension.
 - (vii) Mathematics calculation.
 - (viii) Mathematics problem solving
-

Learning Rate

Average progress over a period of time, e.g., one year's growth in one year's time.

Local Education Agency (LEA)

Refers to a specific school district or a group of school districts in a cooperative or regional configuration.

Modifications

Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

NCLB/ESEA

No Child Left Behind/Elementary and Secondary Education Act. See [ESEA/NCLB](#).

Norm-Referenced Assessment

An assessment designed to discover how an individual student's performance or test result compares to that of an appropriate peer group. (Compare to criterion-referenced assessment.)

Over-Identification

Refers to the over representation of students in special education programs/services that is above state and national averages; identification of more students for services through special education than the proportion of that population in the general population.

Over-Representation

Refers to over representation of students in specific disability-related categories that is above state and national averages.

Parental Engagement

The meaningful and active involvement of parents and family members in the educational process.

Positive Behavior Support

A tiered intervention system based on school-wide practices that encourage and reward positive student and adult behavior.

Positive Behavior Supports

Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors.

Prescriptive Intervention

A specified response, which focuses on academic or behavioral areas of concern, to meet the specific needs of a student.

Primary Levels of Intervention

Interventions that are preventive and proactive; implementation is school-wide or by whole classroom; often connected to broadest tier (core or foundational tier) of a tiered intervention model.

Problem-Solving Approach to RTI/MTSS

Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions.

Problem-Solving Team

Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

Professional Learning Community

A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring

A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

Recognition and Response

Tiered model for pre-k based on Response to Intervention (RTI); designed to provide high quality instruction and targeted interventions that are matched to children's learning needs.

Remediation

Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.

Research-based Instruction/Intervention/

A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.

Scaffolding

An instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance.

Scientific, Research-Based instruction

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Scientifically-based Research

Education related research that meets the following criteria:

- Analyzes and presents the impact of effective teaching on achievement of students
- Includes study and control groups
- Applies a rigorous peer review process
- Includes replication studies to validate results

Secondary Levels of Intervention

Interventions that relate directly to an area of need; are different from and supplementary to primary interventions; are often implemented in small group settings; may be individualized; are often connected to supplemental tier of a tiered intervention model.

Section 504

A student is eligible under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student's major life activities and needs accommodations to access education.

Specific Learning Disability (SLD)

IDEA 2004 defines a Learning Disability/Specific Learning Disability in the following manner: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards.

- (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading fluency skills.
 - (vi) Reading comprehension.
 - (vii) Mathematics calculation.
 - (viii) Mathematics problem solving.
-

Specific, Measurable Outcome

The statement of a single, specific desired result from an intervention. To be measurable, the outcome should be expressed in observable and quantifiable terms (i.e., Johnny will demonstrate mastery of grade-level basic math calculation skills as measured by a score of 85% or better on the end of the unit test on numerical operations).

Standard Protocol Intervention

Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control.

State Education Agency (SEA)

Refers to the department of education at the state level.

Strategic Interventions Specific to Need

Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances.

Students at Risk for Poor Learning Outco

Students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development.

Summative Assessment/Evaluation

Comprehensive in nature, provides accountability, and is used to check the level of learning at the end of a unit of study.

Systematic Data Collection

Planning a time frame for and following through with appropriate assessments to set baselines and monitor student progress.

Systemic Reform

Change that occurs in all aspects and levels of the educational process and that impacts all stakeholders within the process — students, teachers, parents, administrators, and community members — with implications for all components, including curriculum, assessment, professional development, instruction, and compensation.

Tertiary Levels of Intervention

Interventions that relate directly to an area of need; are supplementary to and are different from primary and secondary interventions; are usually implemented individually or in very small group settings; may be individualized; are often connected to the narrowest tier of a tiered intervention model.

Tiered Instruction

Levels of instructional intensity within a tiered model.

Tiered Model

Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

Trendline

Line on a graph that connects data points; compare against aimline to determine responsiveness to intervention.

Universal Design for Learning (UDL)

Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials.

Universal Screening

A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.

Validated Intervention

Intervention supported by education research to be effective with identified needs of sets of students.

Validity

An indication that an assessment instrument consistently measures what it is designed to measure, excluding extraneous features from such measurement.



Appendices

- Appendix 1 Monitoring & Accountability for RtI/MTSS on Campuses**
- Appendix 2 Fidelity Checklist**
- Appendix 3 Resource Menu**
- Appendix 4 Data Analysis Process & Flowchart**
- Appendix 5 Agendas & Parent Communication**

Documentation

Elgin ISD teachers are required to develop and document all intervention plans and progress of individual students on Eduphoria or eSTAR (as appropriate pertaining to student need).

Appendix 1

Monitoring & Accountability for RtI/MTSS on Campuses

Non-Negotiables

- The **campus administrator** is responsible for the implementation, monitoring and accountability of the RtI/MTSS process on their campus.
- Universal screenings will be administered three times a year to all students in grades K-5 and as needed for students in grades 6 – 12.
- All screeners will be administered with fidelity. Campuses will submit a plan that includes the logistics for administering screeners for RtI/MTSS.
- Campuses will form **MTSS teams** including parents and hold problem solving meetings to discuss individual students, develop intervention plans, monitor progress of interventions and ensure students are receiving supports needed to make academic progress.
- Campus **MTSS teams** will utilize district supported resources to prescribe targeted interventions based on student needs.
- Campus **MTSS teams** will collaborate with the LPAC to make decisions for English Learners (EL).
- Documentation of student progress will be collected by teachers and will be tracked in Eduphoria for tier 1 and 2 and eSTAR for tier 3, reviewed and revised at scheduled MTSS meetings. As per district policy, tier 2 and 3 students will be coded in TxELS.
- Student intervention plans will be reviewed according to the timelines established on the RtI/MTSS basic processes for each campus.
- Data will be used to make instructional decisions for student intervention plans.
- Student privacy is of the highest priority with the **MTSS team**.

Principal/Administration Expectations

- Communicate RtI/MTSS vision and expectation for implementing RtI/MTSS process
- Work with leadership team to identify and communicate instructional resources to be used for Tier 1, 2 and 3 instruction.
- Attend and actively participate in RtI/MTSS meetings

RtI/MTSS Coordinator (Administrator) Expectations:

- Coordinate RtI/MTSS Meetings
 - Ensure all paperwork from referring teacher is complete and ready for MTSS Team to review at meeting
 - Delegate tasks to members of the MTSS team

Referring Teacher Expectations:

- Meet with parent in a conference to notify of concerns-before even scheduling meeting
- Document all parent communication
- Fill out Google form completely and gather all data needed for RtI/MTSS meeting
- Notify parent of meeting
- Come to meeting prepared to discuss the student (concerns, data showing lack of progress) in a focused, concise manner
- Collaborate with MTSS Team to develop intervention plan
- Implement intervention plan with fidelity
- Collect data and prepare for follow up meeting to review/discuss progress

Parents:

- Parents are essential to RtI/MTSS and student success. Campuses are responsible for communicating the benefits of participation in RtI/MTSS to parents. This can be done by sharing information about RtI/MTSS on the campus website, in newsletters and at PTA meetings. The more parents know and understand about RtI/MTSS, the more they will be supportive of efforts to help their child. Parent notification of intervention is required in accordance with SB 1153.
- Parents will be invited to meetings, as their input is critical to the success of the intervention plan. If parents are not able to attend the RtI/MTSS meeting, the MTSS team will be responsible to develop a plan to communicate any plans made at the meeting with parents and all staff who have contact with the child.

RtI/MTSS ROLES & RESPONSIBILITIES

RtI/MTSS roles and responsibilities are established as part of team processes through Groundworks. Considerations for RtI team meetings and behavior support should be made as the role and responsibility activity located in the Groundworks manual from Emergent Tree.

Multi-Tiered System of Supports (MTSS) Teams – Required Members

- Administrator
- Teacher
- Counselor
- Interventionist
- Parents – invitation must be extended to parents and documented in meeting minutes

MTSS Teams – Recommended Members (In addition to Required Members)

- Nurse
- Enrichment teachers (Music, Art, PE)
- Instructional Specialists
- Special Education staff
- LPAC Representative
- Any other staff with knowledge about the student being discussed

Requirements for Campus Implementation

- Determine RtI/MTSS Campus Coordinator
- Determine Campus MTSS Teams
- Communicate RtI/MTSS program to Staff and Parents (professional development, newsletter, website, updates at staff meetings)
- Ensure that all teachers receive RtI/MTSS plans on students in their classes within the first two weeks of school.
- Ensure that interventions begin early for students showing a need at the end of the previous year.
- Determine meeting schedule and place on all campus calendars
- Begin collecting data (4-6 weeks)
- Actively engage in RtI/MTSS process

Appendix 2

Fidelity Checklist

	<input type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2	<input type="checkbox"/> Tier 3
Baseline Data Exists		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Area of Concern Measurable		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Written Intervention Plan		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Progress Monitoring Data Current		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Intervention Plan Delivered as Written		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Intervention Time Delivered		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Intervention Resources Available		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Parent Notified of Student Progress		<input type="checkbox"/> Yes	<input type="checkbox"/> No

Appendix 3

RtI/MTSS Resource Menu

Content Areas	Tier 1	Tier 2 & 3
READING	<p><u>Elementary</u></p> <ul style="list-style-type: none"> • HMH Text book • NewsELA • Leveled Readers – Guided Reading • Estrellitas extension lessons (Spanish) <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Textbook • Motivation Reading • Forde Ferrier Reading & Writing • Kamico Reading 	<p><u>Web-based</u></p> <ul style="list-style-type: none"> • Free Reading • Florida Center for Reading Research • Reading Rockets • ReadWorks • West Virginia Explicit Phonics Lessons • Intervention Central <p><u>Elementary</u></p> <ul style="list-style-type: none"> • mCLASS – Amplify Reading (K-4) – T2 • Leveled Readers – Guided Reading • Leveled Literacy Intervention (LLI)- T3 • Read 180/System 44-T3 • Forde Ferrier Reading • Forde Ferrier RtI Reading • Kamico Reading • NewsELA (adjust lexile levels) <p><u>Secondary</u></p> <ul style="list-style-type: none"> • NewsELA (adjust lexile levels) • Forde Ferrier Reading • Kamico Reading • EHS Reading Class • Learning Strategies • Read 180 Universal • EMS-System 44
MATH	<p><u>Elementary</u></p> <ul style="list-style-type: none"> • Istation Math • Textbook • Hand2Mind by ETA • Motivation Math • Forde Ferrier Math • Kamico Math <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Textbook • Sirius Education 	<p><u>Web-based</u></p> <ul style="list-style-type: none"> • Illuminations by NCTM • Virtual Manipulatives by Utah State University • Intervention Central <p><u>Elementary</u></p> <ul style="list-style-type: none"> • Total Motivation Math • Forde Ferrier Math (English/Spanish) • Forde Ferrier RtI Math (English/Spanish) • Kamico Math <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Motivation Math • Forde Ferrier Math • Kamico Math
Behavior	<p><u>Elementary</u></p> <ul style="list-style-type: none"> • Groundworks Handbook (ETE) • School-Wide Expectations (SWE) • Discipline Matrix • Student Code of Conduct • Second Step SEL • Conscious Discipline <p><u>Secondary</u></p> <ul style="list-style-type: none"> • School-Wide Expectations (SWE) • Discipline Matrix • Student Code of Conduct • MAPS Class 	<p><u>Elementary/Secondary</u></p> <p><u>Web-based</u></p> <ul style="list-style-type: none"> • Intervention Central • PBIS World <p>Tier 2</p> <ul style="list-style-type: none"> • Standardized Daily Behavior Report Card (DBRC) • Check In-Check Out (CICO) • Feedback Loop (provided by teacher) • Social Skills Curriculum (small group) • Bridges (ETE) <p>Tier 3</p> <ul style="list-style-type: none"> • Standardized Daily Behavior Report Card (DBRC) • Check In-Check Out (CICO) • Feedback Loop (provided by teacher) • Social Skills curriculum (small group) • Heart of Behavior (ETE)

Blue – Hyperlink for Access

Data Analysis Process

Step 1: Identify students in need of intervention from universal screener data, grades, etc. Compare screener results to other available data to eliminate false positives.

Step 2: Add the **Progress Monitoring Form** to identified students in Eduphoria using the click directions below:

- Login to Eduphoria
- Click Aware
- Click student tab
- Type in student name
- Click search
- Double click student name
- Click Forms tab
- Click Add Forms
- Click General forms
- Click 19-20 RtI/MTSS Progress Monitoring Form
- Click Add

Documentation is important to inform current and future teachers, RtI teams, district staff, transfer process, migrant staff, etc, about the interventions a student has received.

Step 3: Add a **S. M. A. R. T. goal** to the RtI/MTSS Progress Monitoring Form with the type of intervention, frequency and duration, and parent communication if needed.

- Determine the instructional intervention that targets the S. M. A. R. T. goal and what staff member will provide the intervention.
- Determine the duration and frequency of the intervention.
- Notify the parent with the **District Parent Letter** to communicate that the student will receive tier 2 or 3 interventions.

Step 4: Teacher will complete **Progress Monitoring Documentation** for the duration of the intervention. This information is added to the Progress Monitoring Form.

- Ask: Has the student met his/her intervention goals?

Step 5: If a student **does not make progress** by the end of the recommended time period, submit the RtI Google Form to your RtI Team. Determine whether to continue, reduce, discontinue or increase intensity of the intervention.

The expectation is that Tier 1 Academic and Behavior systems are in place and the actions above are implemented with fidelity. RtI/MTSS is not a road to special education.

The Best Intervention is Prevention!

RtI/MTSS Process Flow Chart

TIER 1

Scholar identified and RtI/MTSS plan implemented

Making Progress

Not making progress

- Continue current tiered interventions
- **Exit to Tier I** based on criteria if scholars progress accelerates to grade level

Follow up meeting to check fidelity of interventions and determine movement to next tier

- Begin implementation of adjusted plan and schedule a follow up meeting to monitor progress
- Continue documentation (4-6 weeks)

- Continue interventions and documentation (4-6 weeks)
- Schedule follow up meeting to monitor progress
- **Exit to Tier I** based on criteria if scholars progress accelerates to grade level

Follow up meeting:

- Schedule MTSS Team meeting to discuss adjusting interventions or moving to the next tier

If a student does not respond to documented Tier 2 or 3 targeted interventions noted in RtI initial meeting documentation, then:

1. Teacher schedules an RtI/MTSS meeting with the Campus RtI/MTSS Coordinator.
2. Teacher gathers documentation to prepare file for RtI/MTSS meeting.
3. RtI/MTSS Coordinator schedules a meeting and invites all needed members, to include parents.
4. RtI/MTSS Coordinator and referring teacher hold Pre-meeting (to ensure file is complete and ready for the meeting) and to discuss meeting agenda and participant/facilitator guides to ensure teacher is prepared for an effective RtI/MTSS meeting.
5. Meeting is held – Meeting agenda is followed and RtI/MTSS forms are used to document meeting and intervention plan.
6. If plan is continued, generally the team should meet within 2-6 weeks to review progress.
7. Develop plan to communicate plan to all MTSS team members, and parents.
8. Consult Sp. Ed. trained staff if FBA is considered. Data may be submitted to District Problem Solving Team for feedback.

When moving to Tier 3:

1. ABC Data Observations (3-5)
2. Analyze ABC Data to determine the function of behavior
3. Create the Competing Behavior Pathway and train staff.
4. Individualized the DBRC and train staff.
5. Intensify all standardized interventions, 3:1 acknowledgements and align to target highest risk indicator.

- RtI/MTSS is a prevention model, not a road to Special Ed. and does not prevent a student from being evaluated
- Any progress is progress
- The goal of RtI/MTSS is to provide effective interventions that increase the learning rate of struggling learners and prevent the need for further evaluation.

Appendix 5 Agendas & Parent Communication



Response to Intervention & Multi-Tiered System of Supports Parent Letter 2020 - 2021

Date: _____

Dear Parent/Guardian,

The RtI/MTSS committee recently met to discuss your child, _____ (child's name) _____. RtI/MTSS is a process where we evaluate student academic and behavioral needs. Behavioral needs are evaluated by the teacher on an as needed basis. Academic needs are assessed three times a year (beginning, middle, and end).

Your child is receiving the following interventions: (attach a copy of intervention plan)

Type	Start Date	Intervention	Frequency	Provided by	Review Date
__Academic Tier 2 3					
__Behavior Tier 2 3					

A meeting will be held on the review date provided to report on and review your child's progress and you are invited to attend. As a parent/guardian, you have a right to request your child be evaluated for special programs. Once the school receives your request, a meeting will be scheduled to discuss your concerns and next steps. If you have any questions or need further clarity, please contact your child's teacher.

Sincerely,

MTSS Team



Response to Intervention & Multi-Tiered System of Supports
Parent Letter
2020 - 2021

Fecha: _____

Estimados Padres,

El comité de Reacción a Intervención (RTI)/MTSS tuvo una reunión para discutir el desarrollo de su hijo/hija este año escolar. RTI/MTSS es un proceso donde maestras y administradores de la escuela se juntan para evaluar las necesidades académicas y de disciplina de los estudiantes. Las necesidades académicas son evaluadas tres veces durante el año (al comienzo, medio, y fin del año). Las maestras analizan necesidades y llegarán a planes estratégicos para mejorar el aprovechamiento académico y disciplina según se requiera.

Su hijo/hija está recibiendo las siguientes intervenciones:

Fecha De Inicio	Intervención	Frecuencia	Provisto por	Fecha De Analizar Los Resultados
Academic Tier 2 3				
Behavior Tier 2 3				

Si usted tiene preguntas sobre el proceso de intervención, por favor llame a _____ o pueden mandar su pregunta por el correo electrónico. Como padre / tutor, tiene derecho a solicitar que su hijo sea evaluado para programas especiales. Una vez que la escuela reciba su solicitud, se programará una reunión para discutir sus preocupaciones y los próximos pasos. Si tiene alguna pregunta o necesita más claridad, comuníquese con el maestro de su hijo.

Muchas Gracias,

Comité De Intervención – _____

RtI/MTSS Initial Meeting Agenda



Prior to the meeting, a facilitator and record-keeper should be appointed.

- I. Introductions
- II. End-time of meeting determined
(Meeting can be continued another day, if not completed on time)
- III. Purpose of meeting discussed
 - a. Review the learning/behavior concerns defined in the RtI Google Form submitted.
 - b. Review observational data collected:
 - i. Counselor/Administrator
 - ii. Classroom teacher
 - iii. Parent
 - iv. Student
 - c. Present baseline data for each concern identified
- IV. Discuss appropriate learning/behavior expectations for the student's grade/age
- V. Develop Strategies
 - a. Identify a reasonable, positive short-term goal
 - b. Record positive goal statement in the RTI planning and implementation form
 - c. Review strategies available
 - d. Identify strategy(ies) to be used and who (can be multiple) will implement with timeline for implementation
 - e. Record the academic and/or behavioral instructional strategy(ies) and Settings spaces of the planning and implementation form
 - f. Determine what data is to be collected to measure response to intervention
 - g. Record in the Evaluation space in the RTI planning and implementation form
 - h. Identify who will collect the data and monitor the progress toward the positive goal statement—deliver Tier 1 monitoring form
 - i. Record the planning and implementation form
- VI. Schedule a follow-up meeting date & time
- VII. Have everyone present sign meeting attendance form
- VIII. Dismiss

RtI/MTSS Follow-up Meeting Agenda



Prior to the meeting, a moderator and record-keeper should be appointed

I. Introductions

II. End time of meeting determined

(Meeting can be continued another day, if not completed on time)

III. Purpose of Meeting Discussed

- a. Review targeted learning/behavior concerns addressed in initial RTI Meeting
- b. Review data collected for each targeted area

IV. Determine whether or not goal (from previous meeting) was met

- a. If met: continue strategy and raise goal OR discontinue interventions
- b. If not met:
 - Modify strategy and/or change S. M.A.R.T. goal
 - Determine if additional testing/data collection is necessary.
 - I. If so, set date to reconvene
 - II. If not, continue with RTI meeting
 - Move tiers by increasing frequency and intensity of intervention strategy(ies)
 - i. Identify a reasonable, positive short-term goal
 - ii. Record positive goal statement in the planning and implementation form
 - iii. Review strategies available
 - iv. Identify strategy(ies) to be used and who (can be multiple) will implement with timeline for implementation
 - v. Record the academic and/or behavioral instructional strategy(ies) in the Settings spaces of the planning and implementation form
 - vi. Determine what data is to be collected to measure response to intervention
 - vii. Record in the Evaluation space in the planning and implementation form
 - viii. Identify who will collect the data and monitor progress toward the positive goal statement
 - ix. Record in the planning and implementation form

V. Schedule a follow-up meeting date & time

VI. Dismiss

RtI/MTSS Follow-Up Progress Monitoring Parent Communication



Date:

Dear Parent/Guardian,

Our school mission is to make sure that every student succeeds. Our MTSS team reconvened on _____ to discuss your student, (student name) and the progress that was made toward the difficulty being experienced in _____ (fill in concern).

As a result of the review of _____'s progress toward the goal of (____goal), it was determined that we will:

- ☐ Discontinue the use of any interventions.
- ☐ Continue with the current interventions as previously described and continue to monitor process.
- ☐ Modify the current Tier 2 intervention(s) to include: (fill in new ____):
- ☐ Request more data and move to Tier 3 intervention(s) by increasing the level of intensity and frequency of interventions (see attachment).

Thank you for working with us in our goal to ensure success for your student and please feel free to call me at () - _____ with any questions.

Your child is receiving the following interventions: (attach copy of intervention plan)

Type	Start Date	Intervention	Frequency	Provided by	Review Date
__Academic Tier 2 3					
__Behavior Tier 2 3					

Respectfully,