

Unified School District of Marshfield Multi-Tiered Systems of Support (MTSS) Manual



**Developed by the
Unified School District of Marshfield MTSS Team**

2015-2017

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Introduction

School District Mission

Working together to nurture excellence in a collaborative, inclusive, and supportive community.

School District Multi-Tiered System of Support (MTSS) Vision

The School District of Marshfield's vision for the implementation of an MTSS framework, embedded in best practice, is to ensure that **ALL** students in the district are provided with high-quality instruction that is evidence based within a supportive environment, ensuring that students' academic and behavioral needs are not only met, but promote growth within the learning environment.

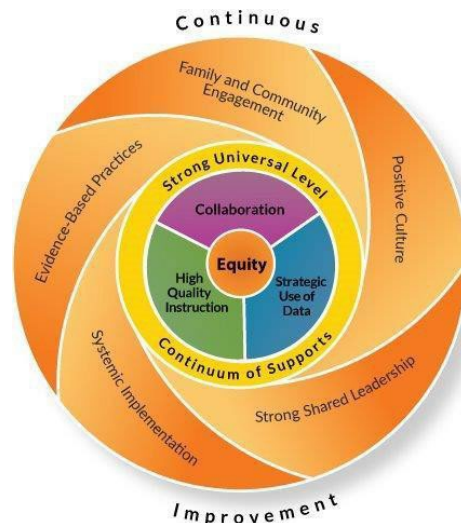
What is MTSS

The School District of Marshfield is committed to working collaboratively to improve student learning. The district has a tradition of excellence that reflects the dedication and talents of our professional and support staff. By working as a collaborative team, all district employees are committed to improve student learning, while ensuring the success of our students and instilling a love of learning and achievement, a strong work ethic, self-discipline, and respect for self and others. To ensure the success of all students, the School District of Marshfield implements a Multi-Tiered System of Supports (MTSS) model.

MTSS is a systemic, continuous- improvement framework that uses evidence-based practices, focusing on data-based problem-solving at multiple levels to support "need-driven" decision making to accelerate performance for all students. (Gibbons, K.,

Bollman, K., 2015) It is based upon the assumption that all students can learn and achieve when provided with effective teaching, research-based instruction, and access to standards-based curriculum. MTSS was originally referred to as Response to Intervention (RtI) and these terms are sometimes used interchangeably, yet MTSS offers some specific differences. MTSS not only encompasses all components of RtI, but also includes providing problem-solving and support for students' social/emotional/and behavioral needs, provides a framework for focusing on overall school improvement, and emphasizes prevention (Hurst, S., 2014). The Wisconsin Department of Public Instruction

Wisconsin Framework for Equitable Multi-Level System of Support (MLSS) includes an emphasis on equity, which is supported by collaboration, use of data, and high-quality instruction. These features are supported through a strong universal level and continuum of supports and a variety of other key system features supporting these areas (Wisconsin's Framework for Equitable Multi-Level Systems of Support, 2017). The guiding document defines some of these components as the following:



- **Equity** is at the center of the framework and embedded into all other key system features to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin schools.
- **Collaboration** among staff, learners, families, and communities to make the complex work of system change possible.
- **High-quality instruction** is defined as engaging, standards-based, data-driven, and research-based instruction that is grounded in culturally responsive practices.
- **Strategic use of data** indicates that no single test should determine a student's experience at any phase of an MTSS system, rather multiple types of data should be gathered, and their evidence should be considered for continuous improvement.

The guiding document notes that “these elements do not work in isolation. Rather, all components of the visual model inform and are impacted by the others; this relationship forms Wisconsin’s vision for an equitable multi-level system of support (MLSS).” (Wisconsin’s Framework for Equitable Multi-Level Systems of Support, 2017).

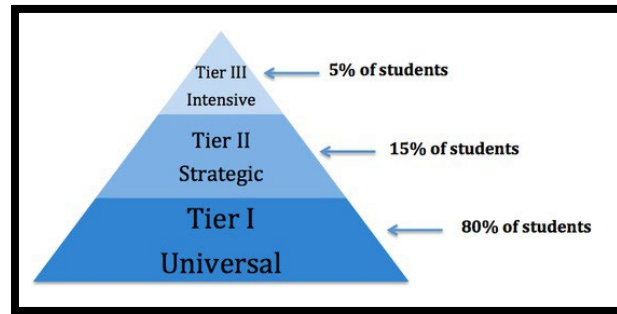
Federal and State Law

The use of evidence-based practices is required by law. Using evidenced-based practices first became law under The *No Child Left Behind (NCLB) Act of 2001*, which required the use of instruction based on scientific research. The emphasis on scientifically based research supports the consistent use of instructional methods that have been proven effective (Stanovich, P., & Stanovich, K., 2006). The reauthorized Individuals with Disabilities Education Act (IDEA) in 2004 required the use of a process based on the child’s response to scientific, research-based intervention (Wisconsin Department of Instruction, 2006). Specifically, with regards to the identification of specific learning disabilities, IDEA requires that (1) states could no longer require the use of significant discrepancy between intellectual ability and achievement as part of a learning disabilities determination, (2) states must permit the use of a process based on the student’s response to scientific-research or evidenced-based intervention. Thus, in December 2013, Wisconsin state law stated that Individual Education Plan (IEP) teams no longer could use significant discrepancy as specific learning disability eligibility criteria and must use progress monitoring data collected during intensive, scientific research-based or evidenced-based interventions to make specific learning disability eligibility decisions for students. Wisconsin state law requires for a student to be considered as having a specific learning disability, the student must receive at least **two** intensive evidence-based or research-based interventions with weekly progress monitoring data collected during the interventions before the IEP team can make the specific learning disability eligibility determination. The interventions must be implemented within the general education by appropriately licensed general education staff (Wisconsin Department of Instruction, 2006).

Marshfield MTSS Model Overview

The School District of Marshfield uses a three tier MTSS model. The following components are implemented at each tier:

- Instruction
- Assessment
- Problem Solving



The tiers are broken into universal (Tier 1), strategic (Tier 2) and intensive (Tier 3). Tier 1, the universal tier, is comprised of the core curriculum, which all students receive (Brown-Chidsey, R., Bronaugh, L., & McGraw, K., 2009).

Tier 1 is designed to meet the needs of 80-85% of students. Tier 2 is made up of supplemental and strategic interventions provided to small groups or individuals to address their needs. Tier 2 support is designed to focus on 10-15% of the student population. This is provided in addition to the core curriculum. Tier 3 consists of concentrated, intensive interventions that are provided to individual children. This level of support is to address 1-5% of the student population. Children who are identified within Tier 3 will receive core instruction unless documented otherwise.

Instruction

It is best practice that the overall resources and instruction within the district be evidence-based and delivered with integrity to ensure that students are receiving high-quality instruction, which is aligned with their needs, spanning from general education to special and/or gifted and talented education. Almost, if not all, students will receive instruction through general education¹. It is important for all students to receive quality, core instruction, providing them with foundational knowledge, which may be supported within Tier 2 and 3 (Brown-Chidsey, R., Bronaugh, L., & McGraw, K., 2009). The main goal of Tier 1 is to retain 80% or more of students at grade level (SCRED Problem Solving Manual., n.d.).

For some children, Tier 1 support will not be sufficient to keep them on grade level or to meet their highest need. Some students will require supplemental supports to address their needs. These students will require support at the Tier 2 level. Instruction at this level includes strategic and targeted interventions that address student needs, providing them the skills needed to fully access Tier 1. For other students, despite support at Tier 1 and 2, they will require very intensive, evidence-based instruction to address their unique learning needs. Instruction at the Tier 3 level is highly intensive by type and amount given (SCRED Problem Solving Manual., n.d.). For some students, this instruction may be given through an alternate placement or programming.

Assessment

Assessment of student progress occurs within each tiered level of support. Tier 1 assessment occurs in a variety of forms. Universal screening, also referred to as benchmarking, occurs three times a year for

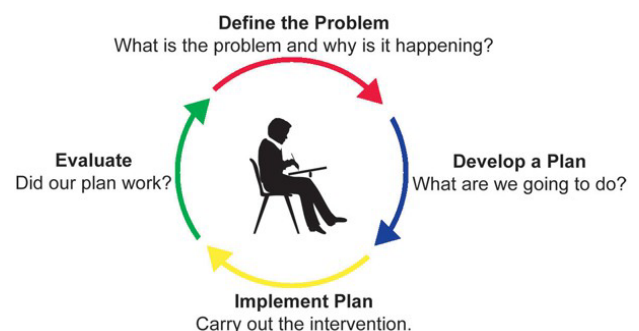
¹ Students with significant needs may possibly be excluded from core curriculum, as their intensive instruction is provided based on their needs

academic areas in grades K-6, two times a year in grades 7-9 and two times a year for emotional and behavioral areas in grade 5. All students are assessed via universal screening to ensure they are making progress and meeting grade-level expectations (Brown-Chidsey, R., Bronaugh, L., & McGraw, K., 2009). Currently, the district uses AIMSweb Plus within the areas of reading and math in grades (K-6th) and STAR for areas of reading and math in grades (7th-9th). The district also uses the BASC BESS to screen in emotional and behavioral areas. Other Tier 1 data includes: Reading resource benchmarks, classroom assessments, state, district assessments, teacher-created portfolio work, pre-and post-tests, running records, tests/quizzes, and grades. Tier 2 and 3 assessment includes progress monitoring data which occurs weekly for struggling students. This data is used to determine if children are making gains toward their goals or if a change needs to be made to the intervention (Brown-Chidsey, R., Bronaugh, L., & McGraw, K., 2009). Advanced students in Tier 2 and 3 are monitored regularly.

Problem Solving

Problem solving will occur in all tiers, throughout a variety of platforms, to ensure that “data-driven” decisions are being made to promote positive growth for all children within the district. Problem-solving at Tier 1 will include a district review of data to ensure district needs are being met, including decision(s) on curriculum and district-wide intervention programs. At the school level, Tier 1 problem solving would include school-based MTSS teams reviewing data to determine what supports are needed for the general education curriculum. Tier 1 problem-solving also includes Professional Learning Committees (PLCs) which review grade level or content specific data to determine the needs of the students and changes that need to be made within the grade level. Tier 2 and Tier 3 problem solving includes Problem Solving teams meetings to review individual student data to determine the needs of at-risk and advanced students and what supports are needed to assist identified students. Tier 3 problem solving may include special education teachers and/or intervention staff reviewing the needs of specific students to identify any other barriers or supports needed to improve student growth. The problem-solving model includes the following components:

1. Problem Identification (What are the lagging skills?)
2. Problem Analysis (Develop hypotheses, why is it happening?)
3. Plan Development
 - a. Determine culturally responsive intervention(s)
 - b. What assessment tool(s) will be used?
 - c. What is the intended goal?
4. Plan Implementation
5. Plan Evaluation (Did it work?)



More information regarding this process can be found within the Tier 2 section of this document.

MTSS Procedures

Tier 1

Instruction

Within Tier 1, instruction is provided within the general education curriculum for all students. The core curriculum is to be evidence-based and of high quality. Core curriculum at all levels is aligned with national and state standards. All instruction at this level is to be administered with fidelity to ensure all students are being provided the same high-quality instruction. Tier 1 can be defined as the following:

Tier 1 – high-quality, research-based instruction made up of a standards-driven curriculum. It consists of the following:

- **High Quality Instruction** – engaging, standards-based, data-driven, and research-based instruction which are grounded in culturally responsive practices
- **Culturally Responsive Practices** – account for and adapt to the broad diversity of race, language, and culture in Wisconsin schools and prepare all students for a multicultural world
- **Curriculum** – is what is taught, including scope, sequence, pacing, materials, rigor, format, relevance

To ensure the needs of all children are being met at this level, it is critical for differentiation and flexible grouping to occur. **Differentiation** in instruction is a way to create differences in curricular experiences and provide multiple options for learning or taking the core curriculum and making it work for a variety of students. It also provides a framework for giving every student the opportunity to learn at a high rate and progress toward greater skill acquisition (Brown-Chidsey, R., Bronaugh, L., & McGraw, K., 2009).

Differentiation can occur within four classroom elements (Tomlinson, C., 2000):

- Content – what the student needs to learn or how the student will get access to the information
- Process – activities in which the student engages to make sense of or master the content
- Products – culminating projects that ask the student to rehearse, apply, and extend what s/he has learned in a unit
- Learning Environment – the way the classroom works and feels

Flexible Grouping of students is done in a variety of ways including whole group, small group or partnering for delivering instruction to maximize student performance.

Assessment

Several assessment processes occur at the Tier 1 level. A major component is universal screening, also known as *benchmarks*. The School District of Marshfield currently uses a variety of universal screening tools based on the grade level. Universal screening tools include, AIMSweb Plus in the areas of reading and math, and BASC BESS in the areas of emotions and behaviors. These universal screening tools are used to assist in the identification of academically and emotionally at-risk or high achieving students. Along with the AIMSweb Plus, 4k through 2nd-grade students are also administered the Phonological Awareness Literacy Screening (PALS), as a diagnostic screener. The STAR assessment is also used as a universal screening tool for grades 7th-10th grade. Please refer to the district assessment calendar to determine the screening window.

Along with universal screeners at the Tier 1 level, several other forms of data are gathered throughout the school year including district and state assessments.

Within the classroom, assessments are also given to guide differentiation/flexible grouping. These assessments include but are not limited to, running records, tests/quizzes, pre-and post-tests, and permanent products. Most of the data (universal screening results, benchmarks, and state-mandated assessments) are entered into a data warehouse, eduClimber.

Problem-Solving

The problem-solving process at Tier 1 is performed in multiple fashions, including district level, building level, and grade/content area level teams. All teams engage in a problem-solving process that is unique to their team.

District Level

At the district level, the MTSS District Team reviews district and school-wide data to determine the needs of the district, including, but not limited to, trainings, professional development, curriculum, assessment, and intervention. The district team will also utilize the data to guide decision-making processes, such as procedures for effective MTSS implementation.

Building Level

MTSS teams (see appendix for specific information regarding roles) will meet monthly and be responsible for reviewing all school-wide data to determine the needs of the school, and when necessary, individual children, and monitor the implementation of MTSS within the building. Teams will utilize a problem-solving process to determine target needs and develop a plan to address the needs of the school. For example, upon reviewing the school-wide data, the team may determine that there is a school-wide deficiency in reading fluency. A plan will be developed to assist all grade levels in addressing the needs of their students to ensure they gain the proper skills needed to be successful with reading fluency. The MTSS team may consider various data from PLC teams to inform implementation practices at a building and district level.

Grade/ Content-Level Teams

The School District of Marshfield is committed to working collaboratively, as Professional Learning Communities to improve student learning. Grade/Content-Level teams meet regularly in PLCs to address concerns regarding the curriculum and determining the needs of groups and individual students. Teams utilize and review grade/content level data to determine how students are progressing toward standards. Teams develop flexible groups and differentiate instruction to meet their instructional needs. PLC teams will also be responsible for keeping simple notes from each PLC meeting.

Tier 2

Instruction

Instruction at Tier 2 is provided in unison with the core curriculum as it is usually described as supplemental and strategic support. Tier 2 can be defined as the following: **Tier 2** – is made up of curriculum and instructional practices that are provided to some students and in addition to the routine (same definition as supplemental intervention). This implies a small group of three to five students for 20-40 minutes, at least three to five days a week. (Shinn, M. R., Ph.D., & Walker, H. M., 2010). This type of instruction is provided to students who are deemed at-risk for failure or low-performing (Tier 2 and Beyond (Secondary Interventions), 2006). Instruction at this level can be provided individually or within small groups, depending on the intervention being administered. Instruction is provided through evidence-based interventions, which could be administered through **standard-protocol**.

Standard-Protocol is the use of the same empirically validated treatment for all children with similar problems (SCRED Problem Solving Manual., n.d.), such as PRESS.

To determine if a student requires Tier 2 instruction, universal screening/benchmark/and state assessments applicable to the student's grade level are reviewed. Students requiring Tier 2 instruction may be identified by an MTSS building team or grade level Professional Learning Communities (PLC).

Personal Learning Plans (PLP)

A Personal Learning Plan (PLP) is created to address the specific needs of a student.

1. Reviewing PLPs

In the fall, all teachers should review their current students' previous PLP. Based on a review of the previous PLP, determine if the PLP was discontinued at the end of last year or continued.

- a. If the PLP was discontinued, review the student's current data and determine if they demonstrate a need for a new PLP.
- b. If the PLP was not discontinued, review the student's current data and determine if they continue to (or do not continue to) demonstrate a need for a PLP.

If a PLP is created during the school year, it should be reviewed at the end of the school year to determine the level of progress.

- a. If the struggling student has made sufficient progress, the PLP can be discontinued.
- b. If the struggling student has not made sufficient progress by the end of the year the PLP is continued for the next year.
- c. If the advanced student has made sufficient progress by the end of the year the PLP is continued for the next year.
- d. If the advanced student has not made sufficient progress, the PLP can be discontinued.

2. When a PLP should be written

A PLP should be written for any student who meets the criteria for a Tier 3 intervention and *possibly* a Tier 2 intervention based on assessment data that is applicable to the student's grade

level. Professional judgment based on classroom formative and summative assessments will assist in determining the identification of at-risk students or students requiring enrichment. PLPs will be written by the classroom teacher and/or intervention staff together.

If more than 15% of students in a particular grade level are identified as meeting the criteria for intervention, whole classroom and/or small group classroom interventions should be considered.

Tier 2 Criteria

Kindergarten – 2nd Grades:

Data Reviewed	Criteria
AIMSweb Plus Universal Screening	10-24 th percentile

*Review of academic history and formative/summative classroom assessments

3rd Grades:

Data Reviewed	Criteria
AIMSweb Plus Universal Screening	10-24 th percentile
Reading Resource Benchmark	Basic

4th -6th Grades:

Data Reviewed	Criteria
AIMSweb Plus Universal Screening	10-24 th percentile
State Assessments	Basic
Reading Resource Benchmark	Basic

7th – 10th Grades:

Data Reviewed	Criteria
STAR Universal Screening	On Watch/Intervention
State Assessments	Basic/Close

*Review of previous academic performance

11th – 12th Grades:

Data Reviewed	Cut-Off
State Assessments (PreACT Secure/ACT)	Basic/Close

*Review of previous academic performance

**If needed, other assessment data may be used in the determination of the need for a PLP.*

Tier 3 Criteria

Kindergarten – 2nd Grades:

Data Reviewed	Criteria
AIMSweb Plus Universal Screening	Below 10 th percentile

*Review of academic history and formative/summative classroom assessments

3rd Grades:

Data Reviewed	Criteria
AIMSweb Plus Universal Screening	Below 10 th percentile
Reading Resource Benchmark	Below Basic/Beginning Reader

4th -6th Grades:

Data Reviewed	Criteria
AIMSweb Plus Universal Screening	Below 10 th percentile
State Assessments	Below Basic
Reading Resource Benchmark	Below Basic/Beginning Reader

7th – 10th Grades:

Data Reviewed	Criteria
STAR Universal Screening	Below 10 th percentile/Core Intervention Team Discretion
State Assessments	Below Basic/Basic

*Review of previous academic performance

11th – 12th Grades:

Data Reviewed	Cut-Off
State Assessments (PreACT Secure/ACT)	Basic/Below Basic

*Review of previous academic performance

**If needed, other assessment data may be used in the determination of the need for a PLP.*

Tier 2 or 3 Enrichment Criteria

Students are determined to be in Tier 2 or 3 for enrichment based on criteria and consultation with classroom and intervention staff

Kindergarten – 2nd Grades:

Data Reviewed	Criteria
AIMSweb Plus Universal Screening	90 th percentile (Tier 2) 95 th percentile (Tier 3)
Teacher Observation	Consultation with Intervention Staff

3rd – 8th Grades:

Data Reviewed	Criteria
AIMSweb Plus Universal Screening	90 th percentile (Tier 2) 95 th percentile (Tier 3)
State Assessments	Advanced Above 93 rd percentile
Teacher Observation	Work samples and classroom assessments Show advanced classroom performance

9th- 12th Grades:

**Teacher recommendation for AP courses and consultation with the Guidance Department*

Assessment

Once the level of need is determined, the main method of assessment at Tier 2 is progress monitoring. **Progress Monitoring** is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.

Progress monitoring tools (often referred to as probes) are brief, direct measures of specific academic skills and are sensitive to small changes in student performance. It is best practice to use norm-referenced progress monitoring tools. The School District of Marshfield currently uses AIMSweb Plus for grades K-6th in the areas of reading and math as the primary progress monitoring tool. STAR, and sometimes AIMSweb Plus, are used at the 7th-12th grade level. Progress monitoring should occur **weekly** or **bi-weekly** for students receiving Tier 2 intervention.

Goal Development

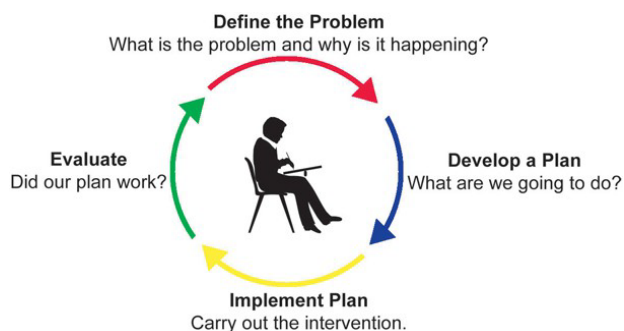
Teams will develop goals for students at Tier 2 using the 25th percentile at the spring benchmark at the student's grade level. For example, Jacob is a 3rd grade student who scored 49wcpm at the 3rd grade level. To meet the next benchmark (end of year), Jacob would be required to score 98wcpm. Thus, Jacob would need to gain 49 words per minute within a 32 week period. This equals to 1.5 words per week. (Shapiro, E., 2008). Once the goal is established, a graph can be developed. See the appendix for a guide on how to develop graphs within AIMSweb.

Culturally Responsive Problem-Solving

The problem-solving process at Tier 2 is a very strategic and crucial component within the MTSS framework. The problem-solving process at this level involves asking specific questions to determine a

probable cause for the deficiency and developing a hypothesis that will be tested through intervention and progress monitoring. The critical components of the problem-solving process include answering the following questions:

1. Problem Identification (What are the lagging skills?)
2. Problem Analysis (Develop hypotheses, why is it happening?)
3. Plan Development
 - a. Determine culturally responsive intervention(s)
 - b. What assessment tool(s) will be used?
 - c. What is the intended goal?
4. Plan Implementation
5. Plan Evaluation (Did it work?)



Problem-solving at Tier 2 will occur within the Problem-Solving teams. Teams should ensure that meetings are focused on the purpose of identifying, analyzing, and developing an appropriate plan for students. The steps below outline the procedure for each step. General Education Teachers will need to complete an MTSS referral form and turn it in to the MTSS facilitator in order for a meeting to be scheduled.

[DPI Culturally Responsive Problem-Solving Guide](#)

1.) Problem Identification

The focus of the Problem Identification step is used to review **multiple** sources of data to prioritize the main concern and guide the problem analysis phase. Teams should use RIOT when reviewing necessary information within the domains of ICEL.

Review of permanent products, cumulative records, health records, grades, PLP, school rules

Interview teachers, parents, other relevant personnel

Observe setting

Test data, including universal screening, grades, and other

Instruction

Curriculum

Environment

Learner

Data that should be brought to each meeting include the following:

- Universal Screening Data
- Work Samples
- Other benchmark/state assessment data applicable to grade level
- Proficiency Descriptors
- PLP from the previous year, if applicable
- Information/input from parents/ outside classroom providers, if applicable

Upon review of all information within the domains of ICEL, the problem will be operationally defined to include quantifiable terms by comparing the baseline data to the required or goal expected to achieve for the identified concern. The student's current level of performance is documented compared to what is expected for the student's grade at this point in time. For example, "In the area of reading fluency, Sally is currently reading 28 words per minute, yet for a 2nd-grade student in the fall she should be reading 60 words per minute". Note that within the statement, the area of concern is identified as reading fluency and not a "reading problem". The problem identification phase should always include the current behavior compared to the desired behavior (SCRED Problem Solving Manual., n.d.).

2.) Problem Analysis

Once the problem has been identified, the team will generate a hypothesis to determine why the problem is occurring. The review of information gathered in the RIOT/ICEL process will guide the process for gathering information about alterable variables, or those factors that can be changed in order to improve student performance (Kurns, S., & Ikeda, M., n.d.). Teams should ask the question, "*is there something we could change about the environment, instruction, or curriculum in order to enable the child to learn?*" Teams should focus on variables that are **educationally relevant and alterable**. Even though it is important to recognize contributing non-alterable factors (i.e., lack of support within the home), it is crucial to not spend time dwelling on factors that building support has no ability to change. Using this information a hypothesis is generated about why the problem could be occurring. Once the hypothesis is generated, assessment questions are developed (Kurns, S., & Ikeda, M., n.d.). A general hypothesis statement is written as: "_____(the problem) occurs because _____(hypothesis). For example, "Sally is currently reading 28 words per minute because she has not received adequate

instruction within the area of phonic skills.” The hypothesis statement should be documented on the MTSS forms.

3.) Plan Development

Once a hypothesis has been generated, the team determines the “who, what, when, where, and how” of the plan to address the hypothesis question. Before beginning a plan, the team should consider what tool will be utilized to monitor progress weekly and/or bi-weekly.

Once a goal is developed, a goal statement is written to answer the hypothesis question. The goal statement should be specific, including baseline data, what the desired outcome should be and within what timeframe it will be completed. Goal statements are written using the following formula: “By _____(date), Sally will have increased within the area of reading fluency from 28 words per minute (the problem) to _____(goal). An example of an enrichment goal is as follows: “By _____(date), Johnny will increase his skill in the area of critical thinking through math problem-solving.” When graphing, the baseline data points that connect to the ultimate goal will create the ‘aim-line’ and demonstrate the amount of growth needed for the intervention to be successful. Progress is determined by the amount of data points that follow the aim-line.

Once a goal is established the team needs to consider the following:

- What intervention will be implemented
- Who will implement the intervention
- How frequently will it be implemented
- When it will be implemented
- How will fidelity of the intervention be monitored

Interventions should be determined based on the specific skill being targeted and the intensity of the intervention needed to demonstrate growth. Marshfield School District utilizes both standard protocol interventions and individually identified interventions to support student needs. Interventions are to be implemented by trained personnel. Fidelity is also referred to as integrity. It cannot be assumed that interventions are conducted with fidelity, as **fidelity data is required** to demonstrate that interventions are implemented correctly.

A progress monitoring tool will need to be identified. Teams will want to consider what tool will be utilized to monitor progress based on the goal that was set. Teams will also want to determine how frequently (usually weekly) the student will receive progress monitoring and who will conduct the progress monitoring.

4.) Plan Implementation

During the plan implementation phase, the intervention will be administered as prescribed by identified personnel, which were appointed during the plan development phase. It is important to note that for the integrity of the intervention to occur, the plan should be executed in the fashion that was developed. Interventions are to be implemented by trained personnel. Fidelity checks that occur within this phase include direct observation, log and/or checklist. Direct observations are conducted by administrators and logs are kept by the teacher implementing the intervention. This documentation

can be found on the district MTSS website. Fidelity is a major component within this phase, as success or failure of an intervention cannot be attributed to implementation if the intervention was not provided with fidelity.

5.) Plan Evaluation

Upon completion of the intervention cycle, the team will re-meet to review the progress monitoring and fidelity information to determine if the prescribed plan was effective in helping the student progress. At this time, teams review the progress monitoring data to determine the following:

- If the student has made adequate progress toward their goal and no longer requires intervention, the team may consider **fading** the intervention;
- Student has made adequate progress but continues to need support
- Student has made insufficient progress and requires a change in the current plan
- Student has made insufficient progress with multiple interventions and requires a referral for an evaluation
- The student's progress has significantly increased after enrichment and now requires advanced opportunities and possible change in programming

To determine if a student is making inadequate or adequate progress, teams should consider the following:

- Is the student's most recent progress monitoring points approaching or at the 25th percentile for their grade level? Have they demonstrated consistent (3-4) consecutive weekly points at or near the 25th percentile?
- Consider the Rate of Improvement the student is making (is it enough to close the gap within the allotted time frame)?
- Consider the slope of the aimline. If the slope of the trendline is **flatter** than the goal line, consider an instructional change. If the slope of the trendline is **steeper** than the goal line, consider a new goal. If the slope of the trendline is the **same** as the goal line, make no changes unless the trendline is significantly below the aimline.
- Review students' most recent assessment scores (formative and summative) to determine if the student is achieving at a desired level.
- Professional judgment should be used when determining if intervention should be discontinued, continued, or changed.

Review of Fidelity

Team will also determine if the intervention was implemented with fidelity, aiming for 80% or higher fidelity rate. This determination will also influence the decisions teams will make regarding sufficient or insufficient progress with the interventions. Teams will need to analyze fidelity observation data that was collected by an administrator and checklists completed by the intervention implementer.

For example, if, when reviewing the fidelity data for Jacob, it was found that the fidelity percentage was only 50% (intervention was only properly administered 50% of the time), no decisions regarding his progress (or lack of progress) could be made, as the intervention was not administered in the way it was designed. Thus, either an intervention change is needed, as this intervention is not able to be

implemented with fidelity, or the intervention needs to continue with a fidelity goal of 80% or better. Alternately, if after the first round of intervention, data indicated that the intervention fidelity was measured to be 85% and Jacob was not making sufficient progress, the team could determine that Jacob is not properly responding to the intervention and another intervention may be needed to better support Jacob's reading needs.

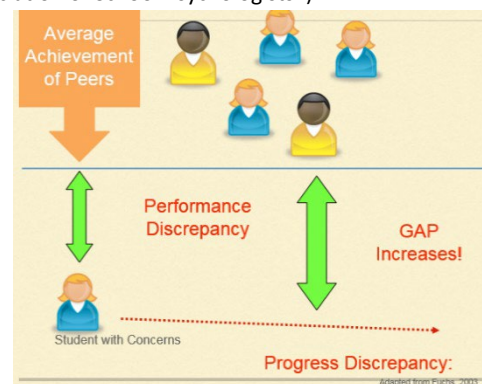
If insufficient progress has been made the team will also want to consider reviewing the hypothesis to determine if the most adequate hypothesis was developed, possibly returning back to the Problem Identification stage of the process. If this is necessary, follow the previously outlined steps. If the intervention is changed, it is very important that an **intervention line** is drawn on the graph. An intervention line is a line that is drawn vertically down the graph to separate data points from one intervention to the next.

Tier 3 Practices

Instruction

Within Tier 3, instruction can occur in addition to the general education curriculum or as a replacement curriculum. Tier 3 instruction is conducted in a small, intensive setting that is derived from highly-researched, evidence-based instruction to focus on children's needs. **Tier 3** can be defined as individualized, intensive instruction for students with significant underachievement (or overachievement); intensive, skill-specific interventions in one-on-one or small group instruction that is either supplemental or supplanted. This implies smaller instructional group sizes, longer daily sessions and intervention over a longer term (Shinn, M. R., PhD, & Walker, H. M., PhD (Eds.). (2010). *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RtI*. Bethesda, MD: National Association of School Psychologists.).

This instruction can occur through special education, gifted/talented enrichment, or highly intensive intervention groups within the general education setting. The instruction in this tier is **intensive** – a systematic use of a technique, program, or practice designed to improve learning or performance in a specific area of need. Tier 3 instruction is for students described as being **Performance Discrepant** – how a student's level of achievement compares to the expected level of achievement with norm-based criteria and/or **Progress Discrepant** – how a student's rate of improvement is not consistent with the expected level of rate of improvement of achievement with norm-based criteria. Although the picture demonstrates students performing below expectations, this is also true for students who are performing well above their peers.



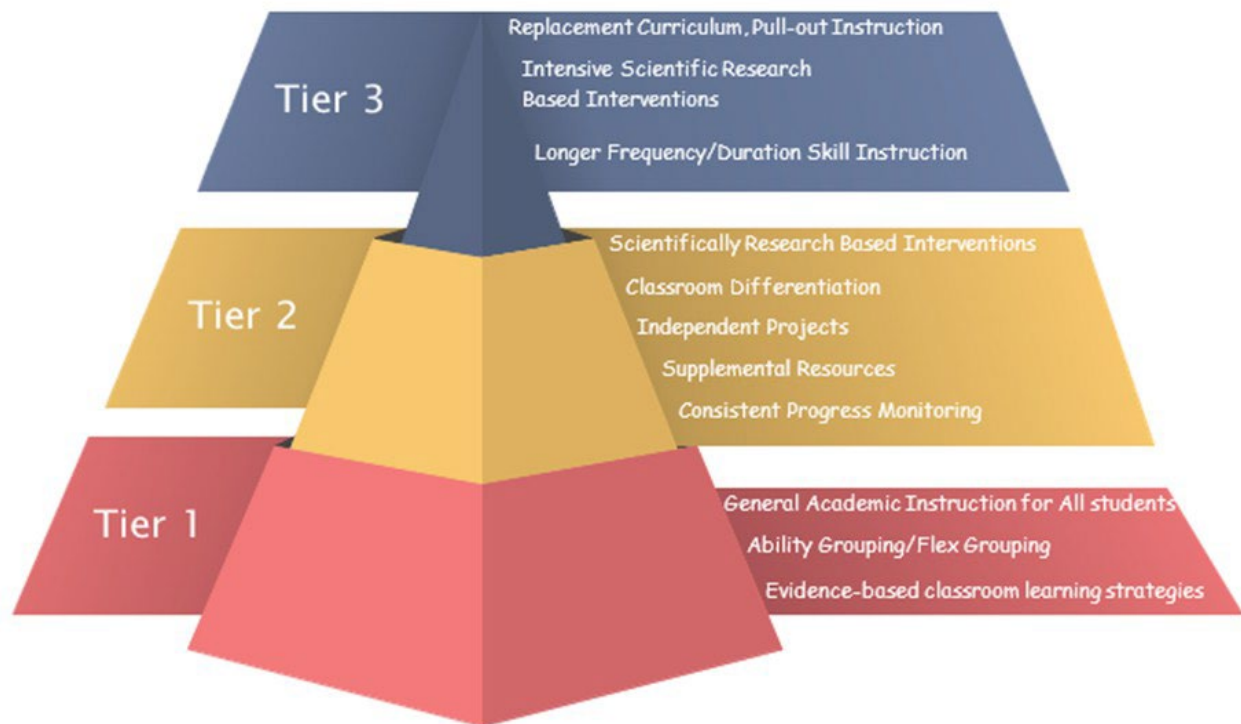
For students requiring Tier 3 enrichment services, their instruction can be described as **individualized services** which is designed for students having extraordinary needs that may require a highly individualized plan. A Personal Learning Plan (PLP) will be developed which may include acceleration, mentorships, independent study or other services beyond the general curriculum. Some examples of individual services include:

- Subject/Course Acceleration-Student has proven mastery of a certain curriculum earlier than expected (generally at least 1 year). The student will continue with curriculum progression as appropriate.
- Mentorships- Student establishes a one-to-one relationship with a practicing professional who provides advanced training and experiences in the specific area of giftedness.
- Independent Study -Student has the opportunity to earn credit by studying under the guidance of a trained professional.
- Concurrent Enrollment-Student enrolls in classes at a Technical School or University while still taking high school classes.

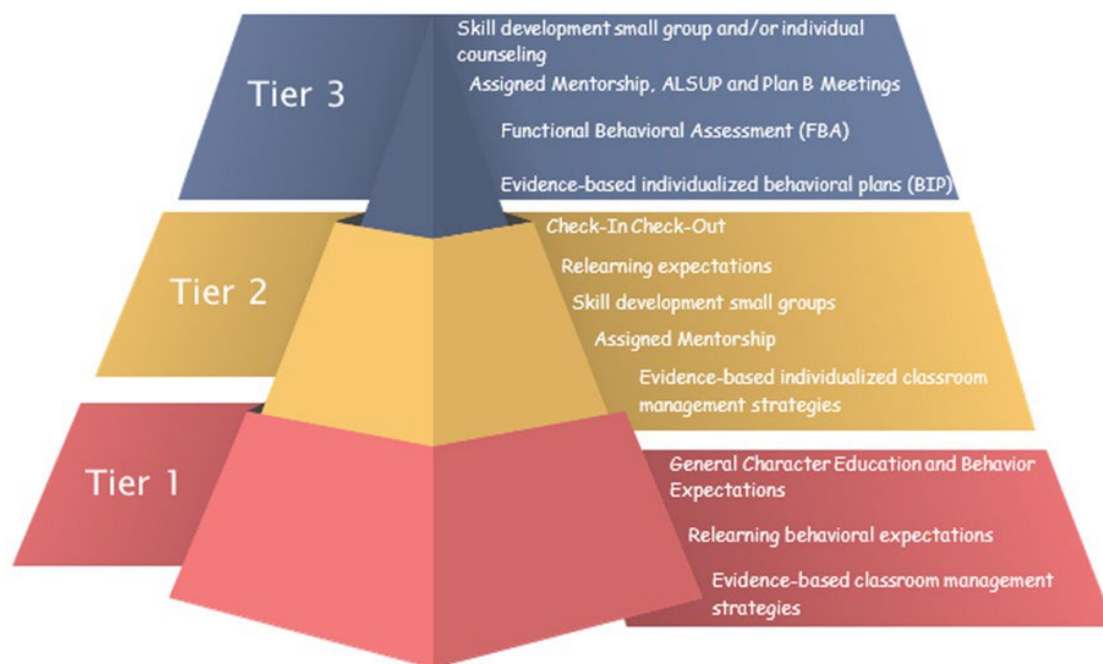
- Early Graduation- Student has fulfilled the high school requirements in an earlier time frame than usual and is able to graduate before anticipated graduation year.

Tier Level Interventions/Supports

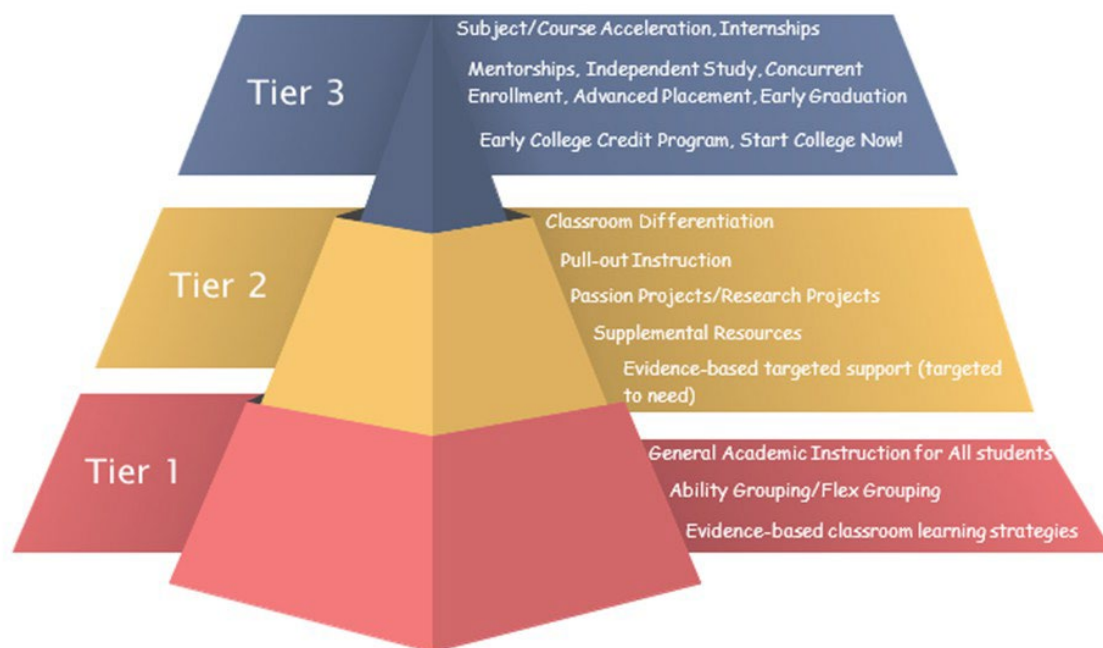
Academic



Behavior



Enrichment



Assessment

Assessment within Tier 3 is identical to practices within Tier 2. Students at this level will need to be progress monitored on either a daily, two to three times a week, weekly, or bi-weekly basis depending on the needs of the student. Please refer to the Tier 2 section of this manual for more information regarding assessment and progress monitoring.

Problem-Solving

Just like Tiers 1 and 2, problem-solving occurs in Tier 3. Problem-solving at this level will consist of two different types of problem-solving. Problem-solving can occur in the same format as Tier 2, going through a formal process of reviewing data and determining if the current plan is working for the student or it can occur by gathering more information through a student referral for special education services.

Student Referral for Special Education Services

Per Wisconsin state statute (115.777), a special education evaluation referral for a student can be made at any time by a physician, nurse, psychologist, social worker, administrator of a social agency, school staff, or parents, who think the child may have a disability. This referral shall be in writing and needs to include the name of the child and reasons why the referring person believes that the child has a disability. If a student is being referred for a special education evaluation because a disability is suspected, the Individual Education Plan (IEP) team will meet to determine if an evaluation is warranted by reviewing all documentation, which may include interventions attempted, progress monitoring data, grades, universal screening data, absences, relevant medical information, teacher/staff input and observations, and parent input.

It is best practice to try intervening with a student for a period of time before making a referral. For more information about the other disability categories, please contact your special education teachers or school psychologist.

Specific Learning Disability Referral

Although a referral for a special education evaluation can be made at any time, the Specific Learning Disability criteria requires that two different, intensive interventions in the area(s) of concern **must** be conducted for the specified period of time before any formal academic testing or eligibility decision can be reached.

Thus, referrals are best made **after** two different intensive interventions have been implemented in the area(s) of concern and the student continues to demonstrate insufficient progress or the student has demonstrated sufficient progress, but the intensity of the resources to maintain that progress is more than can be expected in the general education setting. This allows building problem-solving teams the ability to determine if a special education evaluation referral should be made.

Specific Learning Disability Criteria Information

Wisconsin state law for the identification of a specific learning disability requires the following documentation for initial referrals:

- Inadequate achievement after intensive intervention

- **Insufficient progress** as documented by response to intervention
- Consideration that exclusionary factors (i.e., environmental/ economical disadvantage, Limited English proficiency/ cultural factors) are NOT the primary reason for the inadequate achievement or insufficient progress
- If found to have a specific learning disability, document the need for special education
- Relevant behavior, if any, noted during required observation(s)
- The relationship of observed behavior to academic functioning
- The two **intensive interventions** were applied in a manner highly consistent with its design, closely aligned to pupil need, and culturally appropriate
- Educationally relevant medical findings, if any
- Parent's notified of the following:
 - The progress monitoring data collected
 - Strategies for increasing the child's rate of learning including the intensive interventions used
 - The parent's right to request an evaluation
- The signature of each IEP team member indicating agreement with the determination of disability or submission of a separate statement, if disagree

Wisconsin state law defines **intensive intervention** as a systematic use of a technique, program, or practice designed to improve learning or performance in a specific area of need. The intervention is provided as a part of general education. The intensive interventions are to consist of the following:

- Individual or small group
- Focused on a single or small number of discrete skills
- a Substantial number of instructional minutes beyond what is provided to all students
- Applied in a manner highly consistent with its design, closely aligned to student need
- Culturally responsive
- Must be scientific, research or evidence-based
- Closely aligned to individual learning needs (area of concern)
- At least two interventions required for each area of concern
- Implemented with adequate fidelity - a minimum of 80% of the recommended number of weeks, sessions, and minutes per session and design of the intervention

Insufficient progress is determined by examining progress monitoring data. Progress monitoring data must have adequate statistical accuracy for the purpose of identification of insufficient progress as compared to a national sample of same-aged peers. It must be gathered from at least two intensive interventions in **each** area of potential SLD. Insufficient progress is determined by analyzing progress per progress monitoring data. Rate of progress is insufficient when:

- The rate of progress is the same or less than same-age peers OR
- The rate of progress is greater than same-age peers but will not result in reaching the average range of achievement in a reasonable period of time OR

- The rate of progress is greater than same-age peers but resources needed to obtain a rate of progress cannot be maintained in general education

Thus, when IEP teams are considering eligibility under the category of Specific Learning Disability, problem-solving data will be used to identify if the student meets Wisconsin state criteria and if the student requires specially designed Tier 3 instruction through special education. It is crucial that teams have access to all intervention documentation. For a child going through the evaluation process, interventions will continue to be implemented with fidelity, and progress is monitored. For more specific information regarding special education referrals, please refer to your building school psychologist or special education teacher.

Appendix

MTSS Team Roles/Responsibilities

PLC Notes

AIMSweb Progress Monitoring Guide

Glossary of Terms

BUILDING MTSS TEAM

MTSS Team Member Roles:

- **Administrator(s)**
 - Provide knowledge and expertise of elementary/secondary education, including staff and student needs, curriculum and assessment. Provide team with guidance on resources available within the school setting to ensure appropriate academic, behavioral, and English Language instruction/intervention can be implemented with fidelity.
- **Positive Behavior Intervention Supports Facilitator and MTSS Building Facilitator**
 - Provides team with knowledge of best practices in a tiered support system. Assist team in identifying lagging skills and unsolved student strengths and concerns. Provide and promote an alternative lens to potential team biases and beliefs.
- **Interventionist(s)**
 - Provides team with knowledge of academic, behavioral, and English Language instruction/intervention to assist the team with ensuring adequate reading/math instruction/intervention occurs within the school setting.
- **School Psychologist**
 - Represents building teams by becoming a liaison between the district and building teams by providing the district level team with strengths and weaknesses of implementation. Psychologist will also provide expertise and knowledge of problem-solving, data-based decision making, evidence-based interventions and special education processes.
- **Regular Education Teacher Representative**
 - Uses knowledge of the curriculum and standards to assist the team in identifying areas of weakness, strengths and develop interventions at a building and individual level. They represent the general education teachers to assist the team in determining instruction/intervention practices that will be able to be implemented with fidelity.
 - At elementary level, two regular education teacher representatives should be appointed; one to represent grades k-2 and one to represent grades 3-6.
 - At secondary level, four regular education teacher representatives should be appointed; one from each core content area (English, Math, Science and Social Studies).
- **Special Education Teacher Representative**
 - Provide expertise about curriculum and standards and the special education process to guide teams about targeted intervention and progress monitoring.
- **Additional Staff (as needed)**
 - Counselors, Social Worker, School Nurse, Health Assistants, Support Staff, Specials Teachers.

MTSS Team Member Duties:

- **Facilitator** – Facilitates MTSS meetings by setting the agenda, uses norms for effective meetings, listens well, asks ‘right’ questions, reinforces member roles, facilitates team’s reflection on process and progress
- **Recorder** – takes minutes, records information on appropriate documentation, makes appropriate copies and disperses information to team members
- **Time Keeper** – follows time frames allocated on agenda, informs group of time frames during dialogue
- **Engaged Participants** – listens, questions, contributes, commits

BUILDING MTSS TEAM

MTSS Team Role:

The role of the MTSS Team is to meet on a regular basis in order to make data-based decisions to identify the needs of the school and individual children at all tiers and develop targeted plans to address the identified needs, along with providing guidance on the MTSS process to ensure the needs of all children are met.

MTSS Team Responsibilities:

- Implement action plan and adhere to timelines to guide practices for the school year
- Be fluent in the problem-solving model to guide ‘need-driven’ decision making for the school and individual students
- Demonstrate knowledge of MTSS and the problem-solving model along with providing continual training to staff members regarding MTSS processes and the problem solving model
- Hold meetings to review school-wide data to identify needs of the school and develop plan to address the identified needs
- As needed, review individual student data with general education teachers to identify the needs of individual student during an MTSS meeting
- Continually monitor and discuss the implementation of MTSS within the school, ensuring that all practices are being implemented with fidelity at all tiers
- Demonstrate knowledge of how to implement various interventions and, when needed, train staff on how to implement the intervention
- Be knowledgeable with how to develop progress monitoring goals and use progress monitoring data to make “data-based” decisions at a school and individual level utilizing the decision making rules
- Work in unison with PLCs to assist in the identification of groups of students needing more/less support within the general education setting
- Provide input and implementation data to the district MTSS team in a timely manner to assist with implementation progress monitoring

Building Level PLC Meetings

“What do you want the students to know?”

What is the focus of this week’s learning?

“How will we know if they know it?”

What specific data driven evidence do we have that informs us about question #1? Do we have multiple and/or alternative measures of demonstrating the learning?

“What do we do if they don’t learn?”

What evidence based practices have you performed and for how long?

“What will we do if they already know it?”

What independent and student led opportunities have you provided to raise students to the next highest level of learning?

Questions, Comments, or Concerns to be sent to the Building MTSS Team:

Glossary of Terms

- **Aim-line/Goal-Line** – is a line on a graph that represents the expected student growth over time
- **Balanced assessment** – indicates that no single test should determine a student's experience at any phase of a MTSS system, rather multiple types of data should be gathered and their evidence should be considered
- **Baseline** – includes all the data collected before an intervention is put into place
- **Collaboration** – the process where people work together toward common goals, including educators, families and communities
- **Culturally Responsive Practices** – account for and adapt to the broad diversity of race, language and culture in Wisconsin schools and prepare all students for a multicultural world
- **Curriculum** – includes Board approved standards, resources and tools, instructional models, and assessments
- **Cut-off Scores** – specify the score at or below which students would be considered for intervention
- **Differentiation** – in instruction, is a way to create differences in curricular experiences and provide multiple options for learning or taking the core curriculum and making it work for a variety of students
- **Equity** - is at the center of the framework and embedded into all other key system features to challenge and change inequitable access, opportunity, and outcomes experienced by learners currently underserved in Wisconsin schools.
- **Fidelity** – is the degree to which an intervention or instruction is delivered as planned with accuracy and consistency
- **Flexible Grouping** - of students is done in a variety of ways including whole group, small group or partnering for delivering instruction to maximize student performance.
- **High Quality Instruction** – engaging, standards-based, data-driven, and research-based instruction which are grounded in culturally responsive practices
- **Intervention** – a systematic use of a technique, practice, or program designed and shown to improve learning in specific areas of student need. An intervention is designed to address the lagging skills of students needed to meet unmet expectations. Interventions require a targeted assessment, planning, and data to be effective; consideration is given to the nature of the problem (skill deficit vs. performance deficit).

- **Intensive Intervention** – focused on discrete skills with increased intensity and duration designed to improve learning or performance in a specific area of need
- **MTSS** – a systemic, continuous-improvement framework that uses evidence-based practices, focusing on data-based problem-solving at multiple levels to support “need-driven” decision making to accelerate performance for all students
- **Performance Discrepancy** – how a student’s level of achievement compares to the expected level of achievement, norm-based.
- **Progress Discrepancy** – how a student’s rate of improvement compares to the expected level of rate of improvement of achievement with norm-based criteria
- **Progress Monitoring** – is used to assess students’ academic performance to quantify a student rate of improvement or responsiveness to instruction, and evaluation the effectiveness of instruction
- **Standard-Protocol** – is the use of the same empirically validated treatment for all children with similar problems
- **Supplemental Instruction** – curriculum and instruction practices that are provided to some students in addition to the routine
- **Rate of Improvement** - is a numerical index that reflects how rapidly raw scores on a measure increase during a given school year
- **Tier 1** – high-quality, research-based instruction made up of a standards driven curriculum. It is made up of the following:
 - High Quality Instruction - Curriculum - Culturally Responsive Practices
- **Tier 2** – is made up of curriculum and instructional practices that are provided to some students and in addition to the routine (same definition as supplemental intervention).
- **Tier 3** – individualized, intensive instruction for students with significant underachievement; intensive, skill specific interventions in one-on-one or small group instruction that is either supplemental or supplanted.
- **Universal Screening Measures** – are brief, curriculum-based assessments used to measure where students are currently performing compared to grade-level standards

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