Calhoun County Public School District

Response to Intervention Guide

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OVERVIEW

MTSS Purpose and Mission

The Multi-Tiered Support System (MTSS) is a school-based group of people whose purpose is to provide support to students who are experiencing difficulties that are preventing them from benefiting from general education. Through general screening procedures, we will not only be able to identify students earlier who are at risk for developing academic problems, but also reduce unnecessary referrals to special education. The mission is to enhance student performance and outcomes using a problem-solving method within a collaborative and cooperative team framework. Although the team may make referrals to special education and other special programs, the MTSS is not part of the special education process, but rather a general education responsibility.

MUTI-TIERED SUPPORT SYSTEM (MTSS)

Introduction

The Multi-Tiered Support System (MTSS embodies the spirit of helping every student, particularly those who are struggling, to succeed. The MTSS addresses problems found through general screening or those brought up as concerns by parents, teachers, or other staff. Through the MTSS, school staff, district staff, parents, and others who can offer insight, work together to design interventions for those students who show need for individual considerations. The team will draw upon resources from the school and community to provide supportive and preventative measures needed to help students be successful within the general curriculum (Wright, 2008). Individualized interventions will be utilized to target specific skill development which may alleviate or resolve the situation prior to a referral for special education (Fuchs, 2008). The task of the MTSS is to find and eliminate obstacles that are in a student's path toward success. This is best achieved by focusing on the obstacles, not placing blame or judgment. The MTSS's role is to be a support and resource to the teacher – not replace or relieve the teacher of his or her responsibility for educating the child.

Core Team Members

The MTSS is made up of a core group that anchors the team (McCook, 2006).

Core team members may include:
- Principal as the instruction leader
- Instructional specialist, lead teacher, or respected classroom teacher
- Interventionist
- School Psychologist
- Referring Teacher
- Special Education Teacher
- Speech-Language Pathologist

Core team members are:
- Good communicators
- Knowledgeable of multiple teaching strategies and intervention
- Experienced in interpreting data
- Confidential concerning student data and outcomes discussed in the team setting

Procedural Guidelines

The following guidelines should be adhered to ensure that all MTSS meetings are prompt, organized, documented, cooperative, and comprehensive.

- All team members are equal.
- The team must gather all necessary information and relevant data.
- Area(s) of concern must be discussed in specific measurable/observable terms.
- The team must fully explore all intervention options.
- Team members must come to a *consensus* on the identification of an intervention.
- Only the team can modify interventions at Tier II and Tier III.
- Meeting will be held *bi-monthly* at a regularly scheduled time.
- The team must keep meeting notes.
- The team must keep documentation detailing the intervention, data collection, and progress.
- The team must set realistic goals using baseline data and standard growth rates.
- The team must report to parents at regular intervals.

The team must ensure that the following duties are carried out at each meeting (McCook, 2006):

- **Record Keeper** –
  - Responsible for keeping *MTSS Meeting Notes*
- **Time Keeper** –
  - Responsible for keeping the group on task and seeing that all meetings are held in the allotted amount of time
- **Data Manager –**
  - Responsible for presenting the data, managing data reports, and plotting student progress.
- **Case Manager –**
  - Responsible for assembling information on assigned student, monitoring process of intervention

The following documentation will be kept on each student who enters Tier II or moves into Tier III.

- Student Fact Sheet
- SST Intervention Plan
- SST Intervention Progress Report and Follow-up Form
- SST Meeting Notes
- Parent Contact Log
- Request for Assistance (if applicable)
- Intervention Summary Form (if applicable)

RESPONSE to INTEVENTION (RtI): A THREE-TIERED MODEL

Introduction

The three-tiered model of instruction is designed to meet the instructional needs of *all* students. It is a proactive and preventative model that is aimed toward finding students who are struggling and providing them with varying levels of support (McCook, 2006).

Tier III (1-5%)
Specific intensive intervention prescribed by the SST

Tier II (5-10%)
Scientifically based supplemental instruction in small, flexible group

Tier I (80-90% of students)
Quality classroom instruction using research-based curriculum
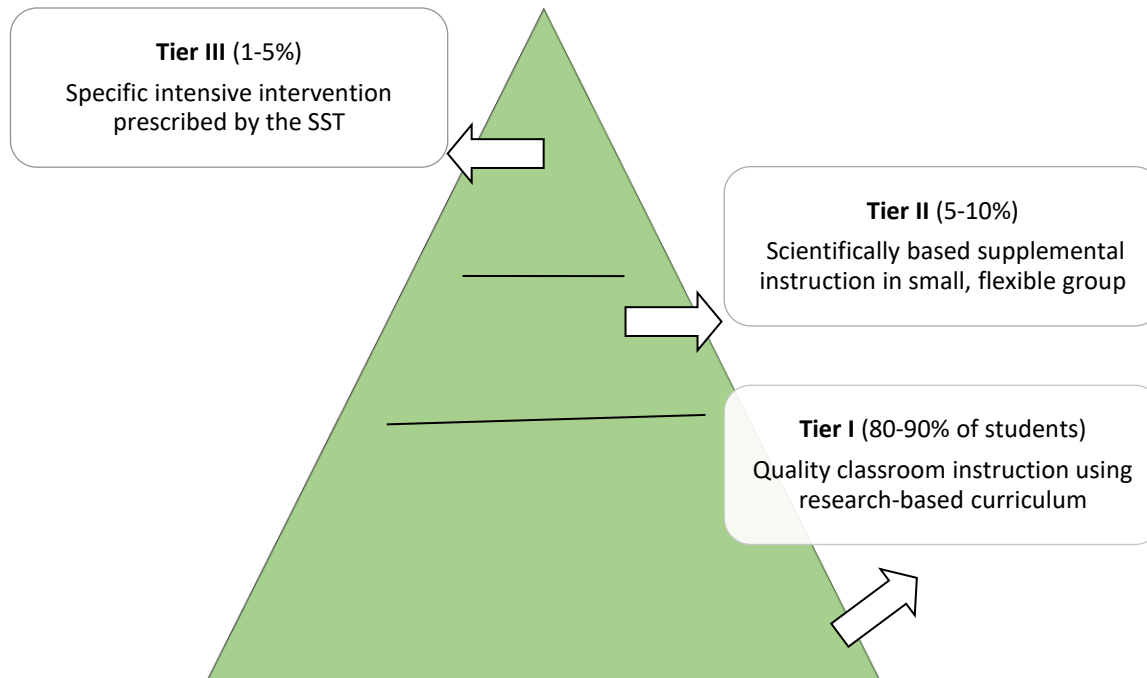
Tier I
Procedures

- General screening – a process by which all students are assessed in order to measure current levels of academic achievement
- General screenings will occur three times per school year (Fall, Winter, and Spring) using AIMSweb probes and STAR Reading and/or Math.
- School and district staff with assemble to conduct the general screenings
- Data are collected and at-risk students are identified using pre-set benchmark scores
- Interventionist is the classroom teacher
- Setting – General education classroom

Administrator's Role and Responsibilities

- To ensure that quality classroom instruction using a research-based curriculum is implemented with fidelity
- To schedule universal screening dates and timelines

Classroom teacher's Role and Responsibilities

- Implement the core curriculum with fidelity
- Differentiate instruction to reach *all* learners in the classroom
- In small group instruction utilize supplemental materials
- Use benchmark data to show the parent where the child is functioning in the area of concern
- Make referrals to the SST

MTSS Role and Responsibilities

- Review benchmark data
- Consult with classroom teachers
- Observe classroom instruction for accountability
- Observe students

Tier II
Procedures

- Target students who have significantly lower levels of performance than their peers (lowest 10% of overall population)
- Use creative/flexible scheduling to allocate sufficient time for small group instruction
- Targeted students will receive additional instruction for a minimum of 30 minutes at least two to three times per week (for minimum of 8 weeks)
- Small intervention groups with no more than 3-5 students using research-based supplemental materials
- Homogeneous grouping
- Goals will be set according to realistic growth rates using baseline data
- Progress monitoring at least every two weeks

Administrator's Role and Responsibilities

- Determine interventionist(s)
- Designate intervention settings and time frames
- Observe interventions to check fidelity

Classroom teacher's Role and Responsibilities

- Implement core curriculum with fidelity
- Differentiate instruction to meet the needs of *all* learners in the classroom
- Meet with SST to discuss student performance and assist in designing an intervention plan

MTSS Role and Responsibilities

- Use data to determine struggling students
- Notify parents/Report to parents
- Develop intervention plan
- Use baseline data to draw a goal line
- Progress Monitor bi-weekly on target skill
- Review data at regular intervals to determine progress
- Provide on-going support to the classroom teacher
- Check intervention fidelity

Tier III
Procedures

- Target students who have received Tier I and Tier II instruction but are not making adequate progress
- Targeted students will receive additional instruction for a minimum of 30 minutes at least two times per day (4-5 days per week)
- Intervene for a minimum of 9-12 weeks
- Small intervention groups with no more than 2-4 students using interventions prescribed by the MTSS Team
- Goals will be set according to realistic growth rates using baseline data
- Progress monitoring at least every week or in some cases twice weekly

Administrator's Role and Responsibilities

- Determine interventionist(s)
- Designate intervention settings and time frames
- Observe interventions to check fidelity

Classroom teacher's Role and Responsibilities

- Implement core curriculum with fidelity
- Differentiate instruction to meet the needs of *all* learners in the classroom
- Meet with MTSS Team to discuss student performance and assist in designing an intervention plan

SST's Role and Responsibilities

- Use data to determine students who need a more explicit, intensive, and specifically designed intervention
- Notify parents/Report to parents
- Develop intervention plan
- Use baseline data to draw a goal line
- Progress Monitor weekly on target skill (or twice weekly)
- Review data at regular intervals to determine progress
- Provide on-going support to the classroom teacher
- Check intervention fidelity

Interventions

As a regular education support group, one of the primary functions of the MTSS Team is to design and implement academic interventions for students experiencing difficulties in the regular education setting and then progress monitoring to determine the effectiveness of the intervention (Fuchs, 2008).

The most successful interventions will be those that
- address the student's specific individual needs and strengths

- have been based on teacher and parent input
- consider variables other than student performance (environment, personality conflict, health, teaching styles, cultural differences, etc.)
- are objective- or data-based so that effectiveness can be measured
- draw upon the expertise of educational specialists and resources
- are least intrusive, most natural, and most effective
- support the regular educator in implementing the interventions

The following chart lists some of the interventions at each Tier the MTSS Team can consider utilizing. This is not a complete list.

Tier I	Tier II	Tier III
Trophies	Waterford (computer –based)	SRA-Reading Mastery
SRA-Reading Mastery (as a curriculum in class)	Education City	SRA-Corrective Reading
Florida Center for Reading Research (www.fcrr.org)	Ticket to Read	Voyager
Ticket to Read	Literacy Groups (Wright Group Materials)	My Sidewalks
Literacy Groups (Wright Group Materials)	SRA- Reading Mastery	
Waterford	SRA-Corrective Reading	
Success for All		
www.interventioncentral.org	Study Island	
www.starfall.com	My Sidewalks	
www.readingrockets.org Reading Eggs Dreambox Achieve 3000 SAVVAS Teacher Pay Teacher HMH Curriculum Envisions Curriculum Amirah IXL DRA STAR Aimsweb Plus Pre-referral Intervention Text PBIS/Character ED Program Social and Emotional Program	Peer Assisted Learning Strategies (PALS) Fountas and Pinnell (LLI) Dreambox SAVVAS easyCBM Teacher Pay Teacher Amirah Saxon Phonics Soar to Success Xtra Math IXL DRA STAR Aimsweb Plus Pre-referral Intervention Text PBIS/Character ED Program Social and Emotional Program	Fountas and Pinnell (LLI) Dreambox SAVVAS easyCBM Teacher Pay Teacher Amirah Saxon Phonics Soar to Success Xtra Math IXL STAR Aimsweb Plus Pre-referral Intervention Text PBIS/Character ED Program Social and Emotional Program

DATA

Benchmark Periods

- There will be three benchmarking periods (Fall, Winter, and Spring)
- The chart below lists which assessments will be utilized

GRADE	BENCHMARK ASSESSMENT READING	BENCHMARK ASSESSMENT MATH	PROGRESS MONITORING PROBE
K	Letter Naming Fluency & Letter Sounds(AIMSweb)		Letter Naming Fluency
1	Letter Sounds Fluency, Nonsense Word Fluency, R-CBM (AIMSweb)		Nonsense Word Fluency (1st semester) R-CBM
2	R-CBM (AIMSweb)		R-CMB
3	R-CBM & possibly MAZE (AIMSweb)		R-CBM
4-8	MAZE (AIMSweb)		MAZE

Progress Monitoring

- In tier I, targeted students will be progress monitored monthly
- In tier II, students will be progress monitored biweekly
- In tier III, students will be progress monitored weekly or in some cases twice weekly

Goal Setting

- The MTSS Team will set goals for students using modest and ambitious growth rates (McCook, 2006).

Weekly Improvement Rates (words read correctly per minute)		
GRADE	MODEST	AMBITIOUS
K		
1	1.0	2.0
2	1.0	2.0
3-5	.5	1.5

- The MTSS Team will use the following formulas to set goals

GOAL = baseline or benchmark + [(weeks in intervention x desired words gained per week)]

GROWTH = (end data point – baseline or benchmark)/weeks in intervention

EXAMPLE:

2nd Grade Student receives intervention for 8 weeks and is progress monitored biweekly.

On the Fall Probe his baseline or benchmark score on the Oral Reading Fluency is 5 words read correctly per minute. We want him to gain 2 words each week of intervention. He scores a 8, then an 13, then an 19, and on the last Progress Monitoring probe, a 22.

THE CALCULATION:

GOAL: 5 + (8 x 2) = 21 words/minute at the end of the intervention

GROWTH: (21 – 5)/8 = 2

Student gained two words each week and met his goal!

Decision Rules

- The data from the intervention will guide the SST toward the next plan of action. The following are specific decision-making rules (Johnson, 2007).
    1. Any student achieving his/her goal AND the final Progress Monitoring score is higher than the bottom 4 students in his/her classroom AND in instructional range will exit the intervention
    2. Any student who failed to reach his/her goal AND made 50% of goal growth (i.e., 2 words/week was ideal and they made about 1) will stay in intervention
    3. Any student whose growth is below desired goal AND whose final Progress Monitoring score is below bottom 4 students in the classroom will change intervention and may or may not go to the next higher tier.
- Generic decision rules the SST may also use (McCook, 2006).
    1. If three to four consecutive data points are below the goal line, a change will be made to the intervention
    2. If five to six data points are above the goal line, the goal is too low and needs to be revised or updated
    3. If neither applies, continue with the intervention and the progress monitoring

References

Johnson, Scott. " Let's do RTI…what?" PowerPoint Presentation. Embassy Suites, Columbia, SC. 15, Oct 2007.

McCook, J.E. (2006). *The RTI guide: Developing and implementing a model in your schools.* Horsham, PA: LRP Publications.

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