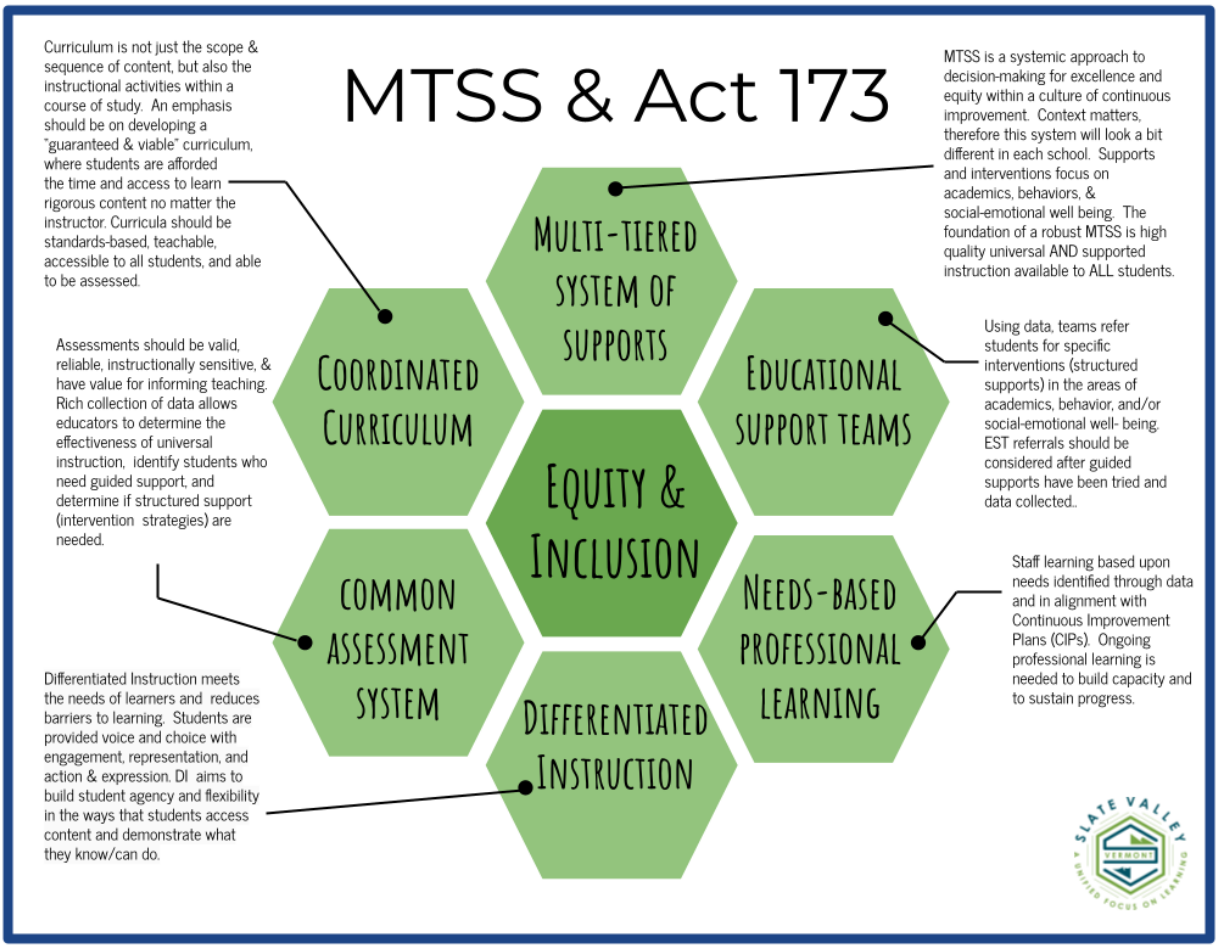
SVUUSD's

MTSS

&

Response to Intervention Framework



Philosophy of RTI Implementation:

As SVUUSD continues toward its vision to implement MTSS/RTI, we center instructional practices that support student academic and social-emotional strengths and needs. It is essential to implement both Professional Learning Communities (PLC) and Response to Intervention (RTI) because these complementary processes are considered evidence-based best practices to improve student learning. The fidelity of implementation of these evidenced-based practices are critical to the success of SVUUSD in our RTI implementation. **All staff working with students in SVUUSD must understand the integration of these components.**

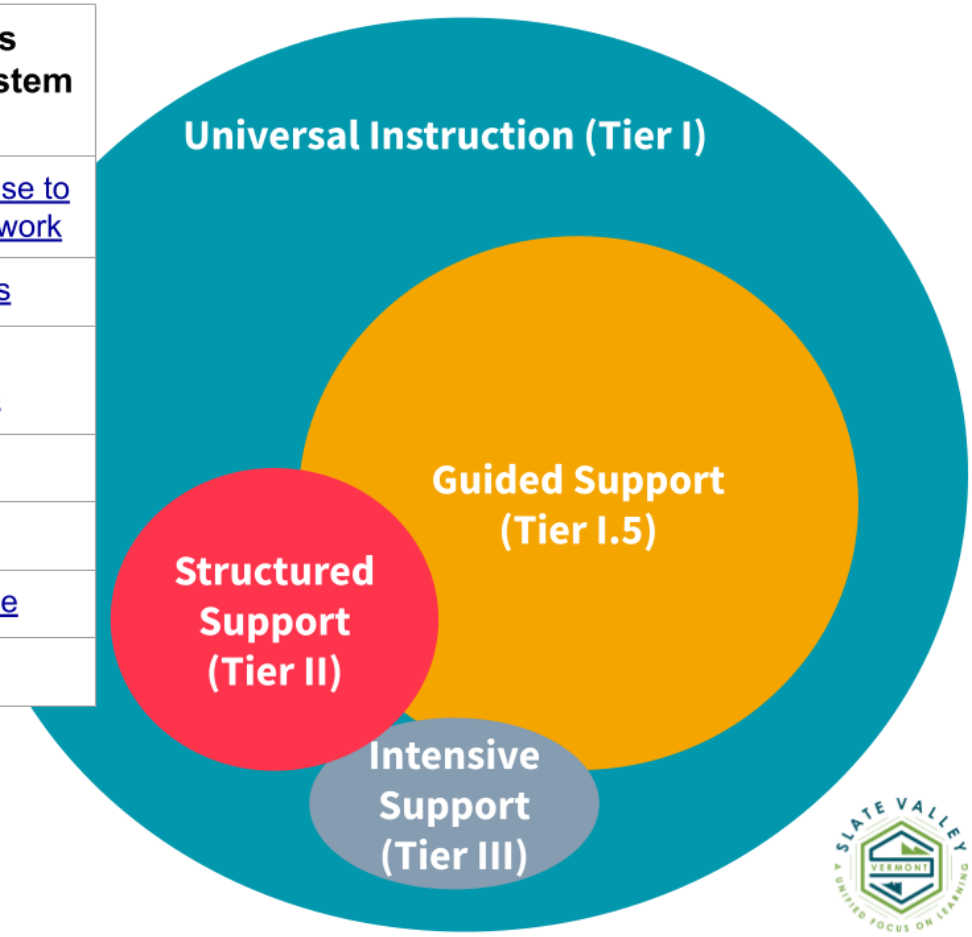
Critical understandings of RTI in SVUUSD include:

A. All students receive high-quality universal instruction which is modified based on current assessment data.
B. Interventions are available for students who need additional support due to a basic skill gap needed to achieve essential standards.
C. Social-Emotional Essential Standards are a part of classroom instruction and are integrated into all classrooms across SVUUSD.
D. All classrooms and environments consider student lived experiences as strengths and an important part of instructional design.

	Tier 1: Universal Support Explained	**Tier 1.5: Guided Support Explained**	**Tier 2: Structured Support Explained**	**Tier 3: Intensive Support Explained**
Summary	Direct instruction provided by the teachers with basic accommodations, proficiencies and indicators.) *Universal screenings, formative and diagnostic assessments	Provided by the teacher in class often in consultation with educators out of the classroom. (interventionist (academic and behavioral) coaches, guidance,counselors, team teachers)	Intervention provided by someone other than the classroom teacher for a shorter term cycle of instruction and progress monitoring	Instruction is provided by specifically trained educators with greater frequency and duration.
Who	- Classroom teacher - all students	- Classroom teachers with input from educators out of the classroom (see above)	- Specifically trained IA's, OT, SLP, Interventionist, Guidance Counselors, - Students identified based on data	- OT, SLP, Special Educators, Clinician - Students who qualify for special education services or long term treatment plan
When	Direct instruction time with students	Small group/ station time with all students	Workshop times embedded into the day, intervention block *Students should not miss tier 1 universal support instruction	Time embedded within the day, intervention block *Students should not miss tier 1 universal support instruction
Where	General education classroom	General education classroom Secondary level this may occur in the form of a leveled course	General education classroom or separate setting.	General education class or separate setting when appropriate.

Clarifying the MTSS Tiers, MTSS Flowchart

Slate Valley's Multi-Tiered System of Support
SVUUSD's Response to Intervention Framework
MTSS PLC Process
Layers of Support Progression Charts
K-6 Curriculum
7-12 Curriculum
PBIS Process Guide
EST Guidebook



Detailed implementation of RTI requires decisions to be made in an ongoing cycle related to instruction and intervention for each student. Evidence-based universal instruction and intervention must be provided and documented as a part of the design of a student's educational program. Each school will align with the contents of this framework and will also be able to outline the evidence-based instructional practices and interventions for all students.

Equity and RTI:

In the SVUUSD, **educational equity means all students are provided with what they need** in support of their academic, social-emotional, and career development. Equity recognizes that economic, social, political, and educational historical and current practices have created inequities that require explicit, intentional intervention and restoration. Equity prioritizes visibility, voice, and empowerment of people and groups who are harmed by inequitable rules and behaviors by requiring fair, respectful, and just educational systems and practices. From a data perspective, educational equity means there is no predictability of success or failure that correlates with any social or cultural factor - a child's outcomes are not predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical or cognitive ability, or any other cultural marker.

RTI provides a structure for the practitioners working with students to know and understand individual student strengths, needs, and life experiences to apply the just-right next step for students to achieve their goals. Building a guaranteed viable curriculum that is culturally responsive and sustaining as well as fully accessible and targeted to the needs of individual students is at the heart of MTSS/RTI practice. In addition to formative and summative assessments that monitor progress on essential standards in Universal Instruction and Guided Support (1.5 interventions), RTI utilizes universal screening to identify basic skill gaps requiring targeted and

intensive intervention, and progress monitors interventions addressing these specific skill deficits or essential standards in need of progress using a valid and reliable tool.

It also considers:

- Data in the context of a student's individual life circumstances and learning profile.
- Constant monitoring of student goals and successes based on the needs and strengths of individuals.
- Student instructional needs in an ongoing way that centers change in teaching practices and interventions, instead of centering student circumstances as a reason for the deficit.
- Highlighting progress and progress monitoring.

For these reasons, RTI is a strong contributor to a system that is dedicated and designed to reach educational equity for SVUUSD.

Components of RTI Implementation:

There are 3 critical components of RTI to consider related to the current readiness of SVUUSD:

A. Essential Standards & Universal Instruction
B. Comprehensive Assessment Plan Including Valid and Reliable Universal Screening and Progress Monitoring Tools
C. Layered Supports/Tiered Interventions

Each of these components is being refined in SVUUSD as MTSS/RTI implementation becomes increasingly structured.

The Critical Role of Universal Instruction:

Essential standards in SVUUSD have been mapped in Reading, Writing, Math and Social Emotional Learning (SEL) in K-12. Essential standards (Powerschool Proficiencies and Indicators) are what is taught in Universal Tier 1 Instruction and those that each student should know and be able to do at the end of the school year. In Slate Valley's elementary schools these come in the form of Learning Progressions (K-6). In middle and high school these are standards included in our "Know Understand and Do" (KUD) Documents (7-12).

These are the standards that teacher teams have identified as the most critical, as they will support student success at the next grade level, in the next course, and in their learning progression. These are the standards that we are collectively committing to assessing and on which we provide intervention. Essential standards do not represent all that will be taught. Essential standards represent the minimum that each student must learn to reach high levels of learning. Essential standards also represent the standards where we measure the learning progression of students and where intervention will be applied.

Comprehensive Assessment Plan:

Using data to guide decisions about instruction, intervention, and scaffolding is one of the most important elements of successful MTSS and RTI implementation and is critical if we are to answer question two of the PLC process, which asks: How will we know if our students have learned?

A comprehensive local assessment plan for SVUUSD can be found on the SVUUSD website. The development of the assessment plan to include SEL and increased attention to basic reading skills has been an area of focus over the past three years. Progress monitoring is now an added component of the SVUUSD assessment plan readying the system for RTI implementation. The comprehensive local assessment plan includes universal screening for all students K-9 in literacy and mathematics, formative assessments, summative assessments, diagnostics, and state assessments. Building and District teacher teams meet regularly (at least monthly) to analyze assessment data and make timely and relevant decisions about additional time and support needed for student success.

Definitions of Assessments in SVUUSD:

Formative Assessments: Individual formative assessments are what teachers use to make instructional decisions for their classroom that may be individual to that teacher. They are used to make in-the-moment

instructional adjustments, modify future lessons and give targeted feedback to students. Teachers will maintain records of these assessments (Universal Tier 1, Guided Tier 1.5) to inform future instruction and intervention decision-making through EduClimber (PowerSchool). Formative assessments provide ongoing feedback for students and teachers about learning. Teachers use classroom assessment data to make changes that will lead to increased student understanding.

Summative Assessments: Summative assessments are designed to evaluate the student's mastery of specific learning goals related to essential standards. These are given periodically to determine at a particular time what students know and are able to do. Summative assessments are an important part of our overall assessment plan. Summative assessments are a means to gauge, at a particular point in time, student learning relative to content standards.

Universal Screening: As part of the RTI process in SVUUSD, all students will participate in a universal screening assessment three times per year in reading and mathematics, and twice a year for social emotional learning, to determine who may be at risk and to support the required discussions related to what type of support they might need to progress toward grade-level benchmarks. Once teachers determine which students are struggling or at risk, they consider other assessment results to help them better understand why students are struggling in a particular skill area. Students who are identified as at benchmark or above will be considered for relevant deeper learning opportunities.

Diagnostic Assessment: Diagnostic assessments (Example Diagnostic Tools | NCII) provide in-depth detail about a student's specific skill areas that have shown up on the universal screener, during instruction or during intervention as needing support in reading, math, or behavior. They usually fall into two categories: informal and formal. Informal diagnostics often are quick, skill-based tools that provide interventionists with information about how to establish intervention groups. Formal diagnostics are usually reserved for students whose progress monitoring data indicates that they have repeatedly not responded to the intervention and intervention methodology needs to be reconsidered. They provide a deep and comprehensive look at the student's needs to intensify the intervention or shift methodology of instruction. Formal diagnostic assessments can occur as part of an array of multiple measures used to determine if a specific learning disability is present.

Progress Monitoring: The primary purpose of progress monitoring in RTI is to determine if a student is adequately responding to intervention and whether the intervention is making enough of an impact to close the student's skill gaps in literacy, math, or behavior. **A valid, reliable, and normed progress monitoring tool will accomplish this through weekly or bi-weekly measurement of the student's performance, rate of improvement, and responsiveness to the intervention for academic and behavioral interventions.** If, after enough data points are collected, the student's performance and/or rate of improvement do not show enough growth to reach the grade-level benchmark (in academics) or the goal (in behavior), then a response to determine how to adjust the intervention is warranted. Normed, valid, and reliable progress monitoring tools have been selected for SVUUSD. These tools will be used to progress monitor skill gaps identified from universal screening and will be documented in eduCLIMBER or in STAR 360.

Developing High Quality, School-Based Systems and Schedule for Implementation:

There are many components of systems that must be in place for RTI to be fully implemented. **Of deep importance is clarity of roles and responsibilities for professionals as well as the schedule of the school building and individual teachers.**

Scheduling teams and school leaders must consider the following components as essentials in the design of schedules for RTI implementation:

1. Ensure full access to the instruction delivered by teachers to all students for full access to the SVUUSD guaranteed and viable curriculum.
2. Time for collaborative teams to establish curricular delivery decisions, formative assessment delivery, summative assessment delivery and data review to determine the need for Universal, Guided, Structured, and Intensive Supports (Tier 1,1.5, 2 & 3 interventions).

3. Implementation of Universal Instruction literacy or math block that may be appropriate for Guided, Structured intervention groups.
4. At the high school level, development of roles, responsibilities, and structures school wide that provide for Tier 2 and Tier 3 intervention.

The schedule of interventions must allow for Universal Instruction on grade level or course essentials. Students will not be pulled from universal instruction on essentials for any intervention.

- SVU Guidelines for K-12 Schedules

Monthly Universal Data Team Meetings (Common Planning Time/Faculty Meeting)

Universal Instruction, Tier 1 & 1.5, Analysis

First, the team should review whole-grade performance on the universal screening conducted for that grade level. The team should review what percentage of students are at each performance/risk level (Ex.*Urgent Intervention, Intervention, On Watch, At/Above Benchmark*). Next, the team sets measurable goals to achieve by the next review point.

After reviewing the whole school or grade levels' current performance and setting goals for the next universal screening, the team lists whole-class instructional strategies to consider implementing in order to improve performance. Ideas should be recorded in a note sheet to be viewed by everyone and implemented during the next month.

The team should then discuss the logistics of the strategies, such as how to locate or create necessary materials, teaching each other the strategy by using peer modeling and coaching, or identifying assistance from specialists such as the school psychologist, coaches, counselors, or interventionists. The team also makes plans for self-monitoring of the strategies.

Universal/Guided, Tiers 1 & 1.5, Analysis Tool

Procedure	Typical Prompt	Record Keeping
Team compares new data to: Present grade-level goal Appropriate Star 360 benchmark for grade and time of year » % at risk » % some risk » % low risk Proficiency levels with additional information from Item Analysis or Subtest Averages	"Let's analyze how our students are doing on (benchmark skill)."	Summarize salient data
Team evaluates effectiveness of strategies used: Gains were clearly linked to strategies for all students. Strategies worked for some students and not others. Strategies worked poorly.	"How did our strategies work this past quarter?"	Record successful and unsuccessful strategies.

Strategies were not implemented with fidelity (as planned).		
Team sets a measurable goal or goals to achieve by the next review point. Goal should be stated in terms of % of students making x progress (give a number) toward identified benchmark or % of students scoring Proficient or above.	"What goal(s) shall we aim for by our next review point?"	Annotate measurable goal(s) in correct format.
Team decides on continuation of existing strategies or selects new ones. If new strategies are designed, analyze with filters: Strategy should be evidence based. Strategy should be practical. Curricular materials are available to implement strategy or can be readily created. **Note:** Strategies may need to change because instructional targets have advanced.	"Based on where our students are now, shall we keep our existing strategy or plan for another?"	Write an explicit description of the strategy.
Team plans logistics of implementing strategy: Team assists all teachers in learning strategy (if not already used) using: » peer modeling and coaching » grade-level "chats" regarding implementation » assistance by specialists (Interventionists, Instructional Coach, School Psychologist) Team locates or creates instructional materials. Team plans for self-monitoring	"What do we have to do to make sure we all use this strategy as planned? "Who can help us with implementation?" "How will we know that we are on track?"	

Student Focused EST Team Meeting:

EST teams are often organized to include the principal, teacher(s) from that grade level, the individuals who provide the tiered interventions *(School Counselor, Academic and Social Emotional Interventionist)*, and the individual who manages benchmark and progress-monitoring data (EST Coordinator). The EST Coordinator arranges for meeting logistics, such as scheduling, and often acts as facilitator of the meeting or appoints another team member for that role. Prior to meetings, the forms should be compiled and sent to all team members ahead of time in a user-friendly format so that all team members can complete data entry prior to the meeting.

Structured, Tier 2, Analysis

Students meeting criteria for Tier 2 services are identified based on their risk level for academic, behavioral, and social-emotional difficulties as indicated by benchmark scores. All available data on these students are reviewed, such as universal screening scores and progress-monitoring data. In reviewing each student's data, all areas of assessment should be considered to determine what kind of learning profile the student has and to ensure that the assessments validate each other. Based on all of this information, the team decides which students need Structured, Tier 2 interventions. For each of the identified students, the team sets targeted goals in terms of specified benchmark scores for the next review point.

The team now focuses on tiered intervention strategies. Based on students' needs in Tier 2, the team determines which strategies apply. Use a standard protocol approach to interventions both at Tier 2 and Tier 3 (Fuchs, 2003), selecting from among strategies that are research based (List of Tier 2 interventions), highly scripted, and targeted to particular types of instructional problems. **Methods for implementing the strategy are planned by identifying instructional groups and the frequency and duration of the interventions.** In addition, a plan for self-monitoring needs to be determined. One good method to determine the fidelity of the interventions is to use an intervention checklist that outlines the correct implementation of the strategy. The team then makes plans for monitoring the progress of students in Structured, Tier 2.

Structured, Tier 2, Analysis Tool

Procedure	Typical Prompt	Record Keeping
Team reviews progress of students who have received Structured, Tier 2, interventions. Review all scores for each student using EduClimber, Spreadsheets. Check for corroboration across different subtest or assessment measures.	"How did our students do in Tier 2 this quarter/trimester?" "How far behind are these students from where we'd like them to be?" "What has been their slope since the last assessment?" "How do the scores compare?" (for intermediate grades and above)	Data sets in question. Use formats with student names and data from ongoing performance monitoring.
Team evaluates effectiveness of strategies used, to determine if: Gains are clearly linked to strategies for each student Strategies worked for some students and not others Strategies worked poorly Strategies were not implemented as planned	"How did our strategies work this past quarter/trimester?" "Did we implement the plan with fidelity?"	Progress monitoring data on each student. Completed "level-of-implementation" reflection.

Team decides which students need: Continued Tier 2 interventions To discontinue Tier 2 interventions To be referred for an evaluation for special education eligibility (Intensive, Tier 3)	"Which students have made good progress and will be OK without Tier 2 support?" "Which students are making some gains, but will continue to need Tier 2 supports this quarter/trimester?" "Which students are falling further behind and need to be referred for special education evaluation?"	Record names.
Team sets a measurable goal or goals to achieve by the next review point for the students identified for Tier 2 support. Goal for each student should be stated in terms of the desired score to be attained by the next benchmark assessment (typically the next benchmark score), or improvement on specific skill.	"What goal(s) shall we aim for by our next review point for this student?"	Annotate measurable goal(s) in correct format.
Team selects the standard protocol strategy that they feel best matches to the student's identified area of need in Tier 2.	"Let's discuss which standard protocol strategy matches this student's needs best."	Record strategy.
Team plans logistics of implementing strategy: Team identifies the instructional group in which the intervention will occur. Team identifies frequency and duration (amount of time each day) of the intervention. Team plans for self-monitoring of use of strategy.	"What standard protocol intervention group shall we use for this student?" "When and how often will the intervention be delivered?" "What do we need to do as a team to make this really happen for our students?" "What do we have to do to make sure we all use this strategy as planned? "How will we know that we are on track?"	Record appropriately Use standard protocol checklist to determine fidelity of intervention.
Team plans for more frequent monitoring (Tier 2-monthly).	"How will we measure their progress?" "Who will conduct this assessment?"	Record with progress monitoring plan.

APPENDIX:

Additional tools to support RTI decision making in SVUUSD can be found below:

- Decision making flowchart - Universal Screener to Intervention and Progress Monitoring
- Entrance and Exit criteria (STAR Benchmarks)
- K-12 Alignment of Essential Standards and Basic Skill areas (Learning Progressions & KUDs)
- SVUUSD 2022-2023 Local Comprehensive Assessment Plan

RTI National Resources:
The RTI Action Network
Intervention Central
Solution Tree
California Department of Education RTI Resources

Resources:
Vermont Multi-Tiered System of Supports | Agency of Education
SVUUSD Core Resources for Instructional Improvement 2022-2023
Layers of Tiers (Instruction) LINKS
Building a Comprehensive MTSS-Slidedeck
Curriculum/Instruction/Assessment Guide 2022-2023
Universal Accommodations