

# Muhlenberg County Schools

## Response to Intervention Guidelines

### INTRODUCTION

The Response to Intervention System (RtI) provides the structures needed for closing achievement gaps, ensuring readiness to learn, and guiding students smoothly from preschool through post-secondary transitions that lead to learning success. It is a multi-tier system of support (MTSS) that focuses on continuous progress for every student, including **both struggling and accelerated learners**.

Using universal screening data to identify student learning and behavioral needs informs teaching and learning. There is a focus on the accountability of schools for every student's progress by ensuring that students are taught by highly effective teachers; providing appropriate, relevant, evidence-based instruction; monitoring progress regularly; and creating a system fully aligned with state learning standards. The RtI process supports higher academic achievement through a focus on interventions for all students in both academic and behavioral areas.

### Key Components of Response to Intervention

- Tiered service delivery
- Universal screening
- Data-based documentation and decision making
- Evidence-based interventions
- Fidelity of implementation
- Progress monitoring
- School RTI teams
- Parental involvement
- Professional development

### Key Component Descriptions

#### **Tiered Service Delivery**

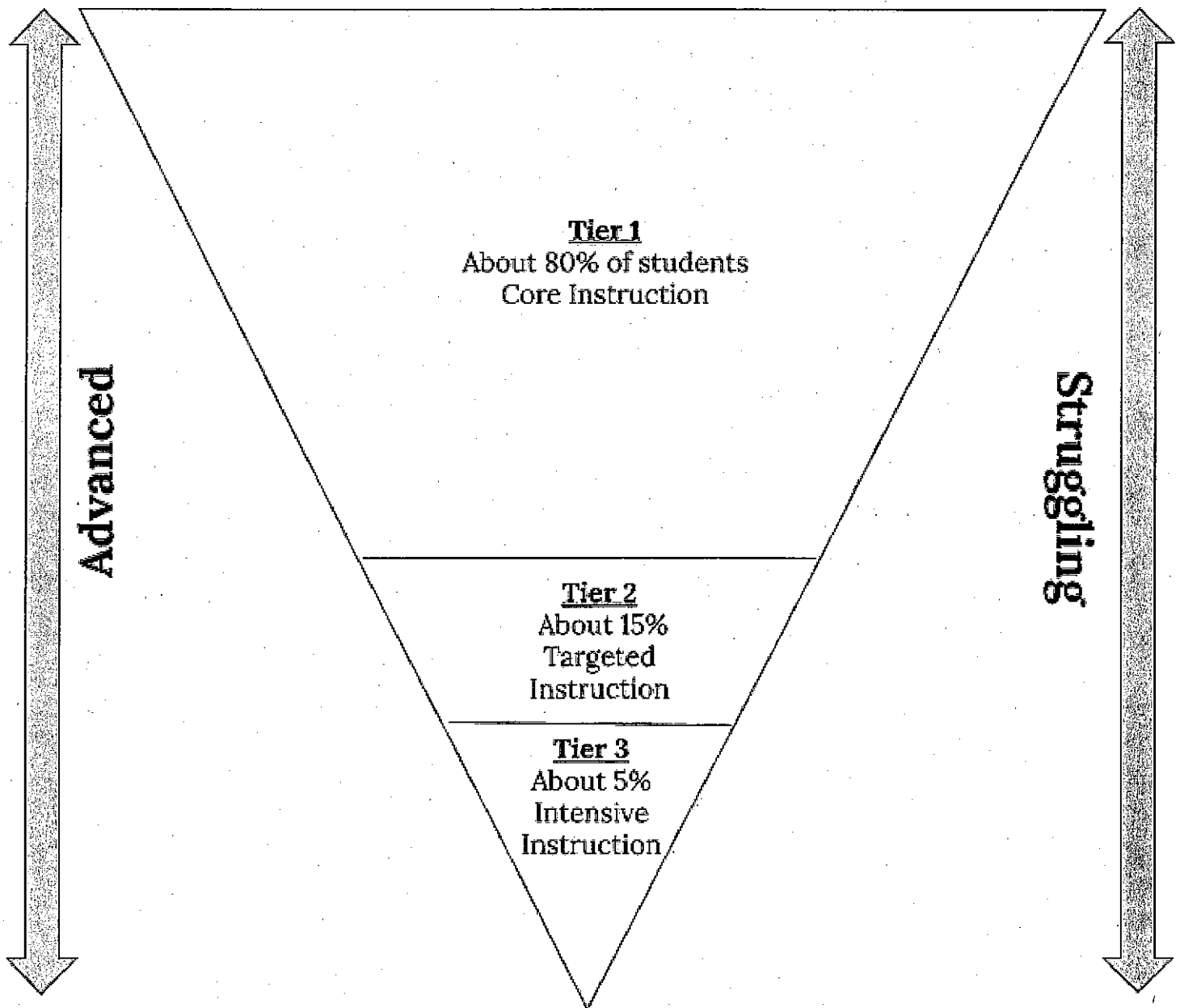
**Tier 1** is the highly effective, culturally responsive, evidence-based core or universal instruction, provided to all students in the general education classroom. General education teachers implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. *Approximately 80% of students will succeed with tier 1 evidence-based curriculum, appropriate instructional practices and differentiation to teach academic and behavioral content.*

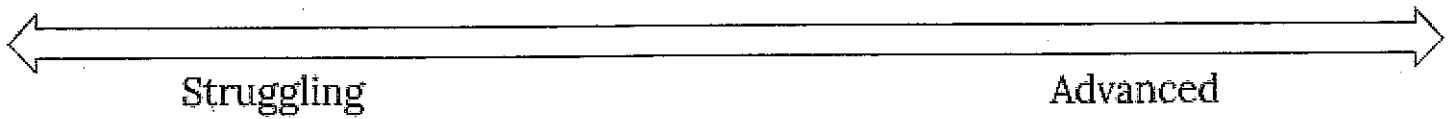
**Tier 2** provides academic and behavioral interventions *in addition* to Tier 1 core/universal instruction for students not making adequate progress or who have exceeded the standards. Students in Tier 2 receive increasingly targeted academic or behavioral instruction matched to

their needs. Approximately 15% of students will have their needs met at this tier level when receiving targeted, evidence-based instruction.

**Tier 3** provides interventions in addition to Tier 1 core/universal instruction for students not making adequate progress in the curriculum or Tier 2. Tier 3 interventions are more intensive to the student's individual academic or behavioral needs. Approximately 5% of students will have their needs met at this tier level when receiving intensive, targeted, evidence-based instruction.

The tiered service delivery is shown in the diagram. In this RtI model, students are grouped by their skill acquisition level for reading, math, writing, and/or behavior. Instruction is delivered to students at their current learning level, and tiers are fluid to accommodate skill development and mastery.





Tier 3 Intensive	Tier 2 Targeted	Tier 1 Core	Tier 2 Targeted	Tier 3 Intensive
<p>Intensive, individually designed instruction responsive to needs not met in Tiers 1 &amp; 2</p> <p>On-going formative student assessment</p>	<p>Focused, targeted instruction for individuals and/or small groups who are not currently meeting grade level benchmarks within core instruction</p> <p>Change or modify instructional intervention based on the analysis of data</p> <p>Ensure continuous progress by evaluating instructional interventions and frequently monitoring the effectiveness of the intervention</p>	<p>Highly effective, culturally responsive academic and behavioral instruction in the classroom is based on the grade-level state standards/benchmarks</p> <p>Differentiated instruction within the general framework of the classroom</p> <p>On-going formative and summative student assessment</p>	<p>Focused, targeted enhancement of instruction for individuals and/or small groups who meet grade-level benchmarks early or quickly</p> <p>Ensure continuous progress, remove academic ceilings and align with the area(s) of interests, needs and abilities</p> <p>Standard grade level curriculum is enhanced</p> <p>On-going formative student assessment</p>	<p>Intensive, individually designed instruction with increased depth and complexity for students who exceed benchmarks and require interventions beyond Tier 2</p> <p>On-going formative student assessment</p>

### Universal Screening

Students will be screened using the MAP assessment. Students scoring in the 20th percentile or below will be considered for intervention services. Students scoring in the 90th percentile or above will receive appropriate instruction to continue learning at an advanced level.

### Data Based Documentation and Decision-Making

Multiple data sources such as MAP Growth assessments, FastBridge Learning assessments, curriculum-based formative and summative assessments, teacher anecdotal records, teacher observations, and/or student work samples will be used to support decision-making for initial placement into RtI and for movement of students within RtI tiers.

## **Evidence-Based Interventions**

Evidence-based interventions are instructional strategies, programs, and methodologies that have been shown through experimental research studies or large-scale research field studies to help a student improve academic or behavior skills. For a list of evidence-based interventions, see the appendix.

## **Fidelity of Implementation**

Research indicates that one of the most common reasons that educators do not get the results they anticipate is that they have not properly implemented the practice or program. To achieve better results from evidence-based practices selected, instructors should understand the importance of implementing them as intended. The implementation of a practice or program as intended by the researchers or developers is referred to as *fidelity of implementation*. To implement a practice or program with fidelity, instructors should have a clear understanding of the program and strictly adhere to the implementation guidelines for the practice or program.

## **Progress Monitoring**

Progress monitoring is the process of using curriculum-based measures to assess progress of students in Tier 2 and Tier 3. Students will be progress-monitored weekly (same day of each week). These progress monitoring results are referred to as data points. After four data points have been collected and documented on district forms, School RtI Teams will meet to review data, discuss findings, and make decisions based on student progress.

## **School RtI Teams**

School RtI Managers (assistant principal or guidance counselor) will establish School RtI teams. School RtI teams will meet for initial RtI referrals, recommend evidence-based strategies, discuss fidelity of implementation, and develop intervention plans for students. The team will meet after every four data points to review student data, discuss findings, and make decisions based on student progress. Team members will include the district RtI coach, a school administrator, teachers, guidance counselor, school psychologist, and interventionist(s). There may be several grade level school RtI teams at the elementary level. RtI progress updates generated at school RtI meetings will be shared with parents.

## **Parental Involvement**

Each school RtI manager, interventionist, or classroom teacher will contact parents through written, phone, or face-to-face communication concerning their child's RtI placement or movement, instruction, and/or progress. Parents will be contacted regarding the following:

- Universal screener results
- Initial placement into RtI system
- Any movement within RtI tiers
- RtI progress updates generated at School RtI Meetings

## Professional Development

Teachers, interventionists, administrators, and any other staff involved with the RtI system will receive professional development opportunities. These PD opportunities will help build a solid understanding of district expectations and successful implementation of the RtI system.

## TIER 2 INTERVENTIONS

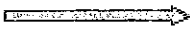


**Tier 2** provides academic and behavioral interventions *in addition* to Tier 1 core/universal instruction for students not making adequate progress or who have exceeded the standards. Students in Tier 2 receive increasingly targeted academic or behavioral instruction matched to their needs. *Approximately 15% of students will have their needs met at this tier level when receiving targeted, evidence-based instruction.*

Tier 2 Quick Reference Points	
Universal Screener	MAP (20th percentile or below)
Diagnostic Assessment	Required to determine target skill
Duration	30 minutes minimum per session
Frequency	3 sessions minimum per week
Group Size	3-10 students
Progress Monitoring	Weekly
Instruction	<u>Targeted</u> , evidence-based programs or strategies
Student Progress Review	Meet with School RTI team after the collection of four data points

**Duration Requirements:** Adhere to duration requirements for chosen programs to ensure fidelity of implementation. This may require more than the minimum of 30 minutes or 3 sessions per week.

**Progress Monitoring:** Progress monitoring must occur on the same day of every week. The only exceptions will be the following: planned day off - progress monitor the day before; unplanned day off - progress monitor the day of return

**School RtI Team Decision-Making:** Members of the School RtI team will review student progress and make decisions based on findings. The following table shows part of the RtI district paperwork on which these outcomes and decisions are documented.

Outcome	Decision
Desired outcome met 	<ul style="list-style-type: none"> <li>• Discontinue interventions <u>OR</u></li> <li>• New targeted skill identified</li> </ul>
Making progress towards desired outcome 	<ul style="list-style-type: none"> <li>• Continue with the same plan</li> </ul>
Making little or no progress toward desired outcome 	Continue with revised plan: (Choose one) <ul style="list-style-type: none"> <li>• Increase intervention frequency</li> <li>• Increase intervention duration/time</li> <li>• Decrease group size</li> <li>• Change program/strategy/interventionist</li> </ul>

### **TIER 3 INTERVENTIONS**

**Tier 3** provides interventions in addition to Tier 1 core/universal instruction for students not making adequate progress in the curriculum or Tier 2. Tier 3 interventions are more intensive to the student's individual academic or behavioral needs. *Approximately 5% of students will have their needs met at this tier level when receiving intensive, targeted, evidence-based instruction.*

**The following requirements must be met before a student is moved from Tier 2 to Tier 3:**

- A minimum of 8 data points must be collected (8 weeks of Tier 2 instruction) with poor student response to interventions
- RTI Tier 2 Student Intervention Log must be completed accurately
- If the student shows a poor response to interventions in Tier 2, complete a fidelity check to ensure interventions have been delivered with accuracy and the appropriate duration of sessions.
- Parent must be contacted concerning movement into Tier 3





<b>Tier 3 Quick Reference Points</b>	
<b>Universal screener</b>	MAP (20th percentile or below)
<b>Diagnostic Assessment</b>	Required to determine target skill
<b>Duration</b>	30 minutes minimum per session
<b>Frequency</b>	4 sessions minimum per week
<b>Group Size</b>	1-2 students
<b>Progress Monitoring</b>	Weekly (or as determined by School RTI Team)
<b>Instruction</b>	<u>Targeted</u> , evidence-based programs or strategies
<b>Student Progress Review</b>	Meet with School RTI team after the collection of four data points

**Duration Requirements:** Adhere to duration requirements for chosen program to ensure fidelity

of implementation. This may require more than the minimum of 30 minutes or 4 sessions per week.

**Progress Monitoring:** Progress monitoring must occur on the same day of every week. The only exceptions will be the following: planned day off - progress monitor the day before; unplanned day off - progress monitor the day of return

**School RtI Team Decision-Making:** Members of the school RtI team will review student progress and make decisions based on findings. The following table shows part of the RtI district paperwork in which these outcomes and decisions are documented.

Outcome	Decision
Desired outcome met 	<ul style="list-style-type: none"> <li>• Discontinue interventions <u>OR</u></li> <li>• New targeted skill identified</li> </ul>
Making progress towards desired outcome 	<ul style="list-style-type: none"> <li>• Continue with the same plan</li> </ul>
Making little or no progress toward desired outcome 	Continue with revised plan: (Choose one) <ul style="list-style-type: none"> <li>• Increase intervention frequency</li> <li>• Increase intervention duration/time</li> <li>• Decrease group size</li> <li>• Change program/strategy/interventionist</li> </ul>
Making little or no progress toward desired outcome after 8 weeks of Tier 3 instruction 	<ul style="list-style-type: none"> <li>• Begin special education referral process</li> </ul>

### **RtI ASSESSMENT PROCESSES**

#### **Universal Screeners**

MAP assessments in reading and math will be used as the universal screener for grades K-9. The assessment will be given three times per year in grades one through eight (fall, winter, spring), and two times per year in kindergarten (winter, spring) and grade nine (fall, spring). Grades ten, eleven, and twelve will use the ACT test as a universal screener.

Brigance is a kindergarten readiness test that gives results in the following categories: cognitive/general knowledge, language/communication, physical well-being, and self help/social-emotional. Brigance will be used to determine intervention placement and groupings for kindergarten students during the fall semester.

#### **Diagnostic Testing**

FastBridge Learning assessments will be administered immediately following the MAP assessment as a diagnostic tool to those students scoring in the 20th percentile or below on the MAP assessment in grades K-8.

**NOTE:** There is not simply one piece of data that will determine placement into the RtI system. MAP assessments, FastBridge Learning assessments, curriculum-based formative and summative

assessments, teacher anecdotal records, teacher observations, and/or student work samples will be used to support decision-making for initial placement into RtI and for movement of students within RtI tiers.

### **Progress Monitoring**

Students will be progress-monitored weekly (same day of each week). These progress monitoring results are referred to as data points. After four data points have been collected and documented on district forms, School RtI Teams will meet to review data, discuss findings, and make decisions based on student progress.

## **RtI AND THE SPECIAL EDUCATION EVALUATION AND ELIGIBILITY PROCESS**

The RtI system provides interventions to struggling learners quickly, thereby increasing the likelihood of academic and behavior success and decreasing student frustration. The information collected along the way, such as progress monitoring data, becomes an important part of determining if a student needs to be formally evaluated for special education. The goal is to provide as much extra help to a student as possible to keep him/her from entering the special education program.

The use of RtI as a part of the procedure for determining if a student needs to be formally evaluated for special education can potentially:

- Reduce the time a student waits before receiving additional instructional assistance, including special education if eligible
- Provide critical information about the instructional needs of the student, which can be used to create effective educational interventions
- Ensure students receive appropriate instruction prior to placement in special education

RtI alone is not sufficient to identify a learning disability. While the information collected during the RtI process will play an important role in making decisions about student needs and creating effective instructional plans, additional information is needed to satisfy the evaluation requirements of IDEA and to make a well-informed, individualized decision about each student.

## **RESPONSIBILITIES OF STAFF**

### **Teachers/Interventionists**

- Attend monthly School RtI Team meetings
- Provide tier 2 and tier 3 interventions
- Complete the Student Intervention Plan
- Complete required documentation
- Progress monitor students receiving RtI
- Ensure parent involvement and communication

### **School Psychologists and Guidance Counselors**

- Attend monthly School RtI Team meetings
- Assist School RtI Team in the decision-making process by providing recommendations and analysis of student data



- Assist School RtI Team by providing additional student information needed in the decision-making process

### **Special Education Teachers**

- If requested, attend monthly School RtI Team meetings to share available information, resources, instructional strategies and use of programs for students in tier 3

### **Administrator**

- Assign School RtI Manager position (*See Key Component Descriptors*)
- Create school-wide RtI schedule
- Monitor RtI system within school
- Assist School RtI System Manager in monitoring green intervention folders to ensure accurate record keeping

### **School RtI System Manager**

- Establish a School RtI Team (*See Key Component Descriptors*)
- Communicate scheduled meeting dates to members of School RtI Team(s)
- Attend monthly school RtI meetings
- Regularly communicate with teachers, school psychologists, guidance counselors, resource teachers, administrators, and district RtI coach concerning student progress
- Maintain an electronic record of active RtI students within school
- Manage green RtI student folders and paperwork
- Monitor green RtI student folders and paperwork for accurate record keeping
- Ensure parent involvement and communication
- In the absence of the District Intervention Coach, chair monthly RtI meetings

### **District Intervention Coach**

- Chair all monthly school RtI team meetings
- Communicate scheduled meeting dates to School RtI System Managers
- Provide RtI professional development and training opportunities for faculty and staff
- Provide consultation and instructional strategies to teachers related to RtI
- Oversee transition of student RtI information from elementary through high school
- Assist in selection and recommendation of evidence-based resources and materials
- Disaggregate and analyze student assessment data to assist schools in determining intervention needs
- Assess the effectiveness of interventions and teaching strategies for student achievement
- Perform fidelity checks on evidence-based programs used within schools

