Buffalo-Hanover-Montrose
District 877
Multi-Tiered Systems of Support (MTSS)
Elementary Guidelines

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              │ Instruction  │
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  │  Assess  │ │     Core     │ │ Evaluate │
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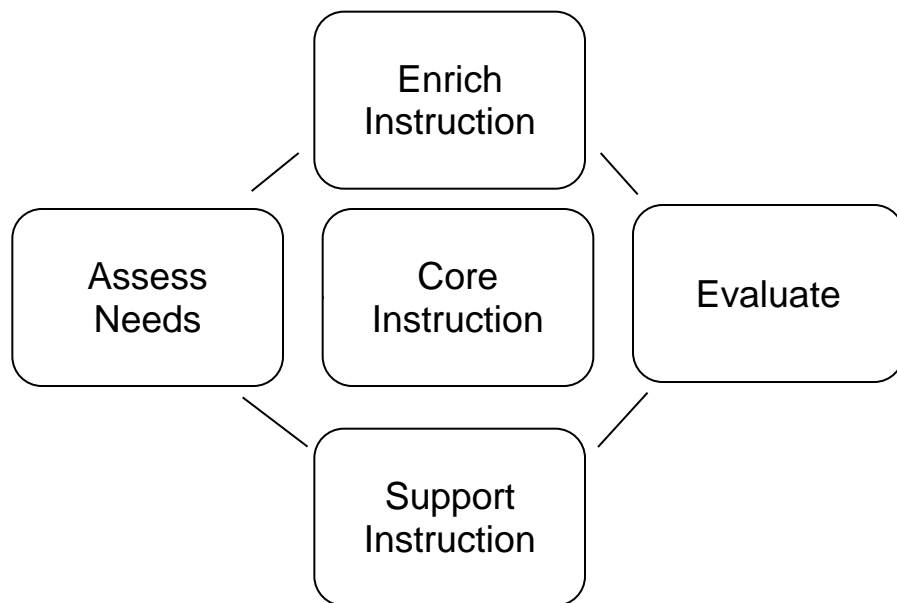
Created by District 877 Elementary RTI Task Force

2009-2010

updated for 2010-2011, 2012-2013, 2018-2019*

*overhaul reviewed 2/8/19

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BHM District Overview of Elementary RTI/MTSS

This document has been created to provide guidance to all staff in the Buffalo-Hanover-Montrose School District in regards to Response to Intervention (RTI). The guidelines should be used by staff as they implement RTI components. Certain elements should be followed as written in this guide and others will be suggested. The guidelines will state what is a district expectation and what is a suggestion.

Background on RTI/MTSS (Multi-Tiered Systems of Support)

In 2004, the federal government reauthorized the Individuals with Disabilities Act (IDEA), which was originally passed in 1975. The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 is a federal statute that ensures students with disabilities, ages birth through 21, have a free, appropriate, public education and early intervening services (IDEA partnership, n.d.). IDEA of 2004 has given states and districts the opportunity to use a "process of responsiveness to intervention" as part of the specific learning disabilities evaluation process. Response to Intervention (RTI) incorporates high-quality instruction and interventions to meet each student's educational needs. RTI identifies students who are at-risk for learning deficits by monitoring progress, focusing on research/evidence based intervention, and adjusting the intensity and nature of interventions based on the student's responsiveness to intervention (IDEA partnership, n.d.).

Role of RTI in Special Education Eligibility

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 allows states/districts greater flexibility by eliminating the requirement that students must exhibit a "severe discrepancy" between intellectual ability and achievement in order to qualify for special education services in the area of specific learning disability. Therefore, states/districts have begun to incorporate the Response to Intervention (RTI) method as an alternative to using the traditional method (Klotz & Canter, 2007). IDEA also allows districts the option to use 15 percent of Part B allocation special education funds to provide "early intervening services" for students who have not been identified as needing special education services but needing academic/behavioral support in the general education setting (Klotz & Canter, 2007).

Research has shown that RTI models utilize assessment procedures with increased treatment validity. That is, the assessment procedures used generate data that are useful for instructional planning and informing interventions. In addition, RTI models increase the likelihood that the educational needs of all students are met. This is in contrast to what is sometimes referred to as the "wait to fail model," in which services are withheld from low performing students who do not show a discrepancy between their cognitive ability and achievement scores (Fuchs & Fuchs, 2006).

Minnesota Department of Education and RTI

Since the government implemented the Individuals with Disabilities Education Improvement Act of 2004, states were given the flexibility to continue to use the "severe discrepancy" model, the RTI approach, or incorporate both models. Minnesota Department of Education adopted the current Minnesota SLD rule in September of 2008. The current SLD statute allows districts to continue to use the traditional "severe discrepancy" model or an RTI model. However, very few school districts have the resources to fully implement a full RTI/MTSS model. (**Please refer to the MN Dept of Education's Specific Learning Disabilities Guide.**)

District 877 and RTI

District 877 began the discussion of implementing RTI in 2005 at the elementary level. The district received consultation from Matt Burns who at the time was a Ph.D, Associate Professor at the University of Minnesota. He provided training opportunities to staff, consultation, and assisted the elementary schools in developing a three-tiered model of intervention. The Middle School has been working on RTI since the 2008-2009 school year. In 2018, the district made the decision to change to the term MTSS (Multi-Tiered Systems of Supports), a much more comprehensive model which includes RtI. This decision was made after deciding to become an AVID district. In AVID "All Means All." All students need to be provided with supports to help them advance.

District 877 Three-Tier Model (Academic)

Tier I is best-practice instruction. This is whole group instruction and interventions. In this tier, students receive similar instructional help if needed. Tier I is proactive and preventative and responsive to how students score on the screener. Tier I includes core curriculum and universal screeners. Tier I works for about 80-90% of the population and is available to **all** students.

Universal Screeners are general outcome measures (GOMs). Currently, our district mostly uses DIBELS Next curriculum based measurements (CBM) as universal screeners. Universal Screeners are done 3 times a year; fall, winter and spring. The screeners are in place to see if children are performing at, below, or above grade level. The Read Well by Third Grade legislation also requires school districts to screen for potential reading difficulty.

Tier II consists of small group instruction and takes place outside of Tier I. Interventions may be delivered by education support professionals (ESPs), teachers, volunteers, or computer-assisted instruction. Tier II interventions may occur for 15-20 minutes, 3-5 times per week depending on the intervention. Progress monitoring is completed every 2 weeks by using an appropriate CBM. Grade level teams make the decision to move a student from Tier I to Tier II based on the data they have collected. Group size should not exceed 6 students and students in the group should have a shared profile of intervention needs. Tier II may include about 10-15% of the students. The interventions provided for students are based on the data collected from the school-wide screeners and other diagnostics done at the school.

Students are considered for Tier II after the universal screeners. Students considered for this tier are below the 25th percentile on more than one assessment. DIBELS assessments, NWEA MAP tests (student for grades 2 or above) and MCAs (grade 3 and above) are some examples of assessments with state or national norms that can be used to determine if a student is below their peers. Norm-referenced tests may be important for SPED qualifications.

Tier III is the most intensive intervention in general education. These interventions need to be delivered by a qualified, licensed teacher. Tier III interventions may occur for 20- 30 minutes, 5 times per week depending on the intervention. These interventions should focus on a specific skill deficit. Further diagnostic testing may be needed to find the specific skill deficit. Tier III interventions should be designed during Problem Solving Team meeting. The PLC members will help determine that the Tier II interventions were done with fidelity, will review the data, and then determine if a Tier III intervention is necessary or if more Tier II interventions need to be tried. The PST will offer help in tracking, implementing, and assessing the interventions. Group size should not exceed 3 students and students in the group should have a shared profile of intervention needs. Tier II may include about 5% of the students.

Students will be receiving Tier I when in either Tier II or Tier III. In the case of Title I, the instruction needs to supplement not supplant what is happening during whole group instruction. The instruction should be in addition to the core curriculum.

In choosing procedures for identifying students in need of an intervention or alternative instructional strategies, District 877 staff must consider language and cultural factors when selecting appropriate instructional methods and tools for progress monitoring.

Special Education in our district is independent of RTI. Special Education students should be placed in Tiers as appropriate for each individual child. When appropriate, Special Education teachers could assist in Tier II or Tier III groups with consultation from the Director of Special Education. Title I students cannot be serviced if they are already receiving SPED services in that certain content area.

Gifted and Talented students in our district can be served through the MTSS model. As with students performing below the norm, students performing above the norm can be served through tiered instruction. Tier II instruction for above average students can be differentiated in a similar format as used for below average students. Small group instruction and/or activities such as literature circles, discussion groups, and stations led by teacher, education support professionals (ESP), or computer based fit this intervention level. Tier III instruction for significantly above level students, as identified through testing, may include above level instructional grouping in

reading or math, acceleration of a student into a higher grade level in math and/or reading, or placement in a full time gifted classroom through the Quest program.

MTSS Timeline

September	● Interventions may be begin on previously identified students ● PST review and remind teachers on previous Tier III student or go over housekeeping for the year. ● Universal Screening/School-Wide Probes start the 4th week of school
October	● Universal Screeners/ School-Wide Probe continue the 1st week (Kindergarten may continue into the second week) ● Data is analyzed and interventions are planned ● Interventions begin before the end of the month (Classwide, group, or individual) ● Schedule is created for monitoring students and a check-in is planned
November	● Classwide interventions end and students are re-assessed (if not ended in Oct.) ● Monitor students on a watch list monthly
January	● Universal Screeners/School-Wide Probes take place the first 2 full weeks ● Reassess intervention groups in PLCs ● Begin next round of interventions (Classwide, group, or individual)
March	● PST check date for last SPED referral ● In PLCs, groups are reassessed as interventions end
May	● Universal Screeners/ School-Wide Probes take place the first 2 weeks ● PST Housekeeping/Wrap-Up (note who will need a follow-up in fall) ● Update data in Campus before leaving in June ● Enter required data onto Google Spreadsheets

Models RtI/MTSS Plans Tier II and Tier III

These are examples of <u>possible models</u> and each building administrator will determine which ones will be acceptable. RtI/MTSS time could be part of the 120 minutes Literacy time or in addition to the 120 minutes Literacy time based on building administration decision. A designated time helps ensure consistency.

Grade Level Common Time
- A. Group all students based on levels or needs and split among available staff.
- B. Pull students needing interventions, group by need and assign to teacher based on specific skill. The rest of the class spends the time doing academic choice activities. Sample academic choice activities: homework, study spelling words, work on writing/publishing, and computer activities.

Within blocks of already scheduled instructional time (Tier II)

A classroom teacher keeps his/her own class and forms instructional groups based on needs in his/her own classroom. When students are independently working, the teacher pulls up an intervention group to work on skills. This could be done using a Daily 5 model, a Reader's Workshop model, or math time using the appropriate time for a Tier II intervention. The time is above and beyond other small group time.

School-Wide

The whole school uses all available staff to divide into groups across grade levels. For example, a fifth grader can join 2 other fourth graders that need phonemic awareness. All instructional ESPs, teachers, and volunteers take an intervention group for 6 weeks.

Primary and Intermediate Common Time

This is similar to the school-wide, but rather than 1 half hour time, there are 2 half-hour times where all available staff is used. The grade levels could be grouped according to what works best for that school. All instructional ESPs, grade level teachers, and volunteers are used. Children would be put in multi-grade intervention groups. These groups would run for 6 -8 weeks. Groups are then re-evaluated after that time based on probes.

Classwide/Schoolwide

Universal Screeners/School-Wide Probes

Universal Screeners are done 3 times a year; fall, winter and spring. The screeners are in place to see if children are reading on, below, or above grade level.

Multiple data points should be used to show that the student needs an intervention.

District Required Literacy Probes Google Folder
Training for Probes
District Math Math Fact Screeners

	Fall	Winter	Spring
K	● District Untimed Letter Names (Upper & Lower) ● District Letter Sound Fluency	● District Untimed Letter Names (Upper & Lower) ● District Letter Sound Fluency	● District Untimed Letter Names (Upper & Lower) ● District Letter Sound Fluency ● DIBELS Nonsense Word Fluency
1	● DIBELS Nonsense Word Fluency	● DIBELS Oral Reading Fluency ● DIBELS Nonsense Words Fluency	● DIBELS Oral Reading Fluency
2	● DIBELS Oral Reading Fluency ● District Addition & Subtraction Assessments	● DIBELS Oral Reading Fluency ● District Addition & Subtraction Assessments	● DIBELS Oral Reading Fluency ● District Addition & Subtraction Assessments
3	● DIBELS Oral Reading Fluency ● District Addition & Subtraction Assessment	● DIBELS Oral Reading Fluency ● District Addition & Subtraction Assessment ● District Multiplication	● DIBELS Oral Reading fluency ● District Multiplication Assessment
4	● DIBELS Oral Reading Fluency ● District Multiplication & Division Assessments	● DIBELS Oral Reading Fluency ● District Multiplication & Division Assessments	● DIBELS Oral Reading Fluency ● District Multiplication & Division Assessments
5	● DIBELS Oral Reading Fluency ● District Mixed Multiplication & Division Assessment	● DIBELS Oral Reading Fluency ● District Mixed Multiplication & Division Assessment	● DIBELS Oral Reading Fluency ● District Mixed Multiplication & Division Assessment

Required: Training will need to take place to ensure fidelity of testing. Refresher course for all teachers, educational support professionals, and volunteers may take place yearly before probes are done.

Universal Screening Implementation Checklist				
Adapted from PRESS materials				
	Task	**Person(s) Responsible**	**Time**	**✓**
Core	Identify evidence-based supplemental core interventions	District Team	Annual	

	Ensure Universal Screeners are up-to-date			
	Determine cut score per grade and screener			
	PD on interventions and core instruction			
Create a Plan	Identify team who will plan and implement checklist	District Team & Bldg PST	Spring/ Fall	
	Create universal screening schedule that includes testing dates and data meetings to discuss universal screening results 3 times a year.	District Team & Bldg PST		
	Arrange assessment logistics for classrooms	Admin & Bldg PST	Fall	
Prepare to Assess	Train staff (teachers and ESPs) to administer screening measures	PST Lead/ Admin	Fall	
	Acquire and distribute screening materials (passages, rosters, timers, score sheets, etc.)	PST Lead (See Elementary Coordinator)	Fall	
			Winter	
			Spring	
	Conduct fidelity checks or complete quiz prior to screening	Teachers & PST Lead	Fall or new staff	
Assess	Administer universal screening assessment to students	Teacher or Team	Fall	
			Winter	
			Spring	
	Enter screening data in district sheets. (K- LSF & NWF, 1st- NWF & ORF, 2-5 ORF & Math Fluency probes)	Teachers	Fall	
			Winter	
			Spring	
Data Meeting to Discuss Screener	Use Analysis to Action Worksheet			
	Organize screening data for grade level data meetings	PLC Lead/ Elementary Coordinator	Fall	
			Winter	
			Spring	
	Conduct grade level team meeting to discuss screening data	PLC Lead	Fall	
			Winter	
			Spring	
	Identify classes in need of classwide intervention (i.e. classes with median benchmark score below criterion).	Teachers	Fall	
			Winter	

		Spring	
Identify students in need of tier 2 intervention support based on screening data.	Teachers	Fall	
		Winter	
		Spring	

MTSS Classwide Intervention Implementation Process

Step One: Data Collection	● Administer universal screening measures (fall, winter, spring) ● Organize data for efficient data analysis
Step Two: Data Analysis	● Conduct data meetings using *Analysis to Action Benchmark Data Worksheet* (PRESS) ● Find Class median ● Determine if there is a classwide need
Step Three: Intervention Implementation	● Use *Classwide Flowchart* (PRESS) to select appropriate intervention ● Schedule 10-12 consecutive school days, 10 to 20 minutes each day (depends on intervention and grade) -Chart Appendix A or B ● Schedule a fidelity check (optional) ● Prepare and organize necessary materials
Step Four: Reassessment and Analysis	● Reassess using the same type of measure as the universal screening measure ● Determine who still needs support ● Schedule and plan for tier 2 interventions, unless class median is still below Benchmark (target score)

Grade Level Team (PLC) Meeting Universal Screening Guiding Questions

(Use the following questions when filling out *Analysis to Action Benchmark Data* Worksheet)

● What is the median score in each classroom?
  ○ Does the median score fall below the benchmark?
● Which students fall within the at-risk range?
● Are there any surprises or students that we missed?
● Among students identified as needing a tier 2 intervention, what is the category of the problem (phonemic awareness, decoding, fluency, vocabulary, comprehension)?
● If we are doing a classwide, where will we track the data?
● Is there anyone who needs a tier 3 right now? (Students who had 2 tier 2s previously and shown little gain, or new student who is very low and needs to be brought to PST)
Questions adapted from PRESS Intervention Manual Second Edition 2017 update p. 3

Example of Analysis to Action Benchmark Data Worksheet
Link to Online Version with Grade Level Benchmarks (Target Scores) Listed.

Analysis to Action						
Benchmark Data Worksheet 2nd to 5th Grade						
Benchmark Criterion FALL: _70__ WINTER: __86___ SPRING: __100____						

Meeting Date: _____			Teacher Name:_____	Assessment Analyzed:_____		Class-wide Median:_____
Determine Need				**Action Items**		
Is a class-wide Intervention necessary? Yes No	If No	If Yes		*Determine appropriate Class-wide Intervention: _____ *Determine Start Date: _____ *Determine End Date: _____ *Schedule Fidelity Check: _____ *Progress Monitor Assessment: _____		
Which students fall within the at-risk range? Are there any students we missed?				Tier 2 Students: What is the category of the problem? (phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension)	What intervention do you plan to use to address this problem?	
Student Name	ORF WCPM	Errors	Accuracy	Comp		
1.						
2.						
3.						

Classwide Intervention Examples:

- Reading
  - Phonemic Awareness
    - PA-1 & 2 Phoneme Isolation (PRESS)
    - PA-3 Phoneme Segmenting (PRESS)
    - PA-4 Phoneme Blending (PRESS)
    - PA-5 & 6 Phoneme Manipulation (PRESS)
  - Phonics
    - P-1 Acquisition Emergent (PRESS)
    - P-3 Acquisition Beginning (PRESS) or Elkonin boxes
    - P-4 Proficiency Beginning (PRESS) or Making Words
    - P-5 Acquisition Transitional (PRESS)
    - P-6 Proficiency Transitional (PRESS) or Words Their Way
  - Fluency
    - F-1 Supported Cloze Reading in Dyads & Triads (PRESS)
    - F-4 Partner Reading with Paragraph Shrinking (PRESS)
  - Comprehension
    - Reciprocal Teaching (PRESS)
- Math
  - Number Sense
    - Subitizing
  - Computation
    - VanDerHeyden's Fact Fluency & Accuracy Intervention
    - Interventions: University of Nebraska-Lincoln
    - Interventions Central: Cover-Copy-Compare
  - Other Resources for Multiple Areas
    - Intensive Interventions Math Strategies

Tier 2 Overview and Resources

	Intervention & Progress Monitoring Implementation Checklist Adapted from PRESS materials			
	Task	**Person(s) Responsible**	**Time**	**✓**
Create a Plan	Identify the team who will plan and implement this checklist	Admin/ PST Lead	Fall	
	Communicate the responsibilities and procedures of the checklist to staff	Admin/ PST Lead		
	Identify who will do fidelity checks on interventions throughout the year (self, coach, peer...)	Admin/ PST Lead/ PLC		
Decision Making	Identify skill area in which students should receive Tier 2 intervention. See *PRESS Tier 2 Intervention Flow Chart*	PLC	Monthly	
	Determine which intervention is appropriate for each student. Use *Decoding Inventory* if necessary.	PLC		
	Identify who will implement Tier 2 Interventions	PLC		
	Schedule interventions for students identified as in need of Tier 2 support (4-5 days per week)	PLC		
Monitor Progress & Fidelity Checks	Monitor progress of students receiving Tier 2 intervention using General Outcome Measure. (GOM) (DIBELS, etc)		Every 2 weeks	
	Monitor progress of students receiving Tier 2 intervention using skill assessment: See *PRESS Assessment Manual* (or other resources)		Weekly	
	Enter student skill and GOM data into data system			
	Monitor student intervention attendance, behavior, intervention time, and type of intervention			
	Conduct fidelity checks and provide feedback			
Data Meeting to Discuss Progress Monitoring	Use *Progress Monitoring Data Meeting Protocol*			
	Organize progress monitoring data for grade level data meetings		Monthly	
	Conduct grade-level team meetings to discuss Tier 2 student data			
	Use *Tier 2 Problem Solving Questionnaire*			
	Complete Tier 2 problem solving sheet for students not making adequate progress in Tier 2 Intervention		All year, as needed	
	Conduct BEAs* & Tier 3 interventions in response to student data.			

*BEA- Brief Experimental Analysis (Try out an intervention to see if student responds)

Selecting Students for Interventions

Students may be selected for interventions after Universal Screeners or after Classwide Interventions. Use the Analysis to Action sheet to help determine an area of need for the students. Use the following charts to help decide the area of need.

Decision Making Tree (Adapted from PRESS materials)

2nd-5th Grade Individual Student Decision Making ● Administer Screening Assessments- Oral Reading Fluency (ORF) and/or comprehension	At or above benchmark criterion for ORF and comprehension	Continue with quality core instruction
	Below ORF benchmark criterion and less than 93% accuracy	Assess decoding skills then select a targeted decoding intervention with a focus on improving accuracy and rate
	Below ORF benchmark criterion, but has equal or greater than 93% accuracy	Determine instructional level, then administer appropriate fluency intervention with a focus on improving accuracy and rate
	At or above ORF benchmark criterion, but below comprehension benchmark criterion	Administer comprehension intervention including comprehension strategies, vocabulary, and oral language
1st Grade Individual Student Decision Making ● Administer Screening Assessments - Nonsense Word Fluency (NWF) and/or Oral Reading Fluency (ORF)	At or above benchmark criterion for NWF (Fall, Winter) or ORF (Spring)	Continue with quality core instruction in tier 1
	Below benchmark criterion on NWF and/or less than 93% accuracy on ORF benchmark assessment	Assess phonemic awareness and/or letter sounds, then select a phonemic awareness and/or phonics intervention to address targeted skill
		Assess decoding skills, then select a targeted decoding intervention with a focus on improving accuracy and rate
	Below benchmark criterion on ORF, but has equal to or greater than 93% accuracy	Determine instructional level, then administer appropriate fluency intervention with a focus on improving accuracy and rate
Kindergarten Individual Student Decision Making ● Administer Screening Assessments - Letter Sound Fluency (LSF) and/or phonemic awareness	At or above benchmark criterion for LSF (Fall, Winter) OR NWF (Spring)	Continue with quality core instruction in tier 1
	Below benchmark criterion for isolated sound or phoneme segmenting fluency	Select a phonemic awareness intervention to address targeted phonemic awareness skill
	At or above benchmark criterion for phonemic awareness, below benchmark criterion for LSF	Assess phonemic awareness and select a phonemic awareness intervention to address targeted phonemic awareness skill
		Select a phonics intervention to target letter sounds with focus on improving accuracy and rate

Intervention Planning and Monitoring

Planning and Implementing Tier 2 Intervention Basics (adapted from PRESS)

Frequency	Ideally 4-5 times per week
	Kindergarten and 1st grade: 10-15 minutes 2nd -5th grades: 20-30 minutes (Depends on interventions)
Grouping	Interventions are designed to work with 1-6 students. Check intervention directions for specific grouping suggestions.
Progress Monitoring (Data Tracker Sheet)	GOMs (General Outcome Measures) at grade level every 2 weeks Example: DIBELS NWF & ORF
	Skills Tracking: based on the skill that is the focus on the intervention Example: Short vowels would be assessed with a list of CVC words at instructional level

Components of Interventions (adapted from PRESS)

1. Gather and organize materials
2. Articulate objective
3. Explain activity or game
4. Model the activity or game
5. Provide guided practice
6. Check for student understanding (formative assessment)
7. Give specific feedback
8. Provide independent practice

Grade Level Team Meetings

Students in Tier 2 should be discussed monthly with your grade level teams. This could be part of a PLC meeting. During these meetings, there are a few resources that will be helpful in tracking and monitoring student growth. The Progress Monitoring Data Meeting Protocol document can be used to determine how a student is performing and what action should take place with their intervention. This is available to print out for a paper copy or online. The Google graphs should be used to track growth.

Progress Monitoring Guiding Questions

- Which students are making adequate progress in their tier 2 or tier 3 interventions?
  - Should we continue the intervention or should the intervention be discontinued and a transitional plan be written? (Transitional plan may include follow-up progress monitoring checks and accommodations in the classroom.)
- Which students are not making adequate progress in their tier 2 or tier 3 interventions?
  - Have the interventions been implemented long enough and/or with fidelity?
  - Are there modifications that we should make to the intervention within tier 2?
  - Should we change the level of support (i.e., change tier)?
- Are there students who were not identified as needing tier 2 interventions who we should talk about now?

Interventions

An intervention plan consists of 1) a clearly defined problem, 2) baseline data, 3) a performance goal, and 4) a progress-monitoring plan. Interventions should be evidence-based. Students receiving interventions should have the intervention documented in the Google Folder for their school and grade level. BHM Data Progress Monitoring and Tracking Document
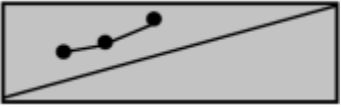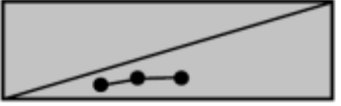
Tracking Interventions

One way to help facilitate the conversation on how students are progressing in their interventions is to use the Tier 2 Intervention Student Log (part of the Google graphs). There should be one log per group and this would be used to track attendance and what was accomplished during the intervention time. Tracking a student's intervention time is useful in determined whether to change, modify, or tweak an intervention. If a student is missing their intervention time, this could be a potential reason as to why the intervention is not working. The intervention tracking sheet can be filled out online or in paper form in a folder. This log should then be brought to PLC meetings where tier 2 students are discussed.

Progress-monitoring plan

A graph visually shows the growth of the child. The aimline starts at the student's base score and then connects to the goal score at the end of the intervention period. The trend line is the line that shows the approximate improvement of the child. You will then compare the trend line to the aimline. If the trend line is steeper or parallel then keep doing the intervention. If the trend line is flat or is below the aimline's angle, then the intervention should be changed or tweaked

In order to decide if the intervention is working, the team could use the 3-point decision rule, trendline, or combination.

3-point Decision Rule:

	This intervention appears to be working well, but goal may have been too low. Consider resetting goal, or if student is reaching the benchmark goals of the upcoming target consider ending intervention.
	The student is not progressing with their aimline because the scores are below the line. The intervention may need to be changed, intensify, or consider a motivation.
	The student's data points are falling around or on the line. Therefore, the intervention appears to be working and no changes need to be made.

Trendline and Aimline
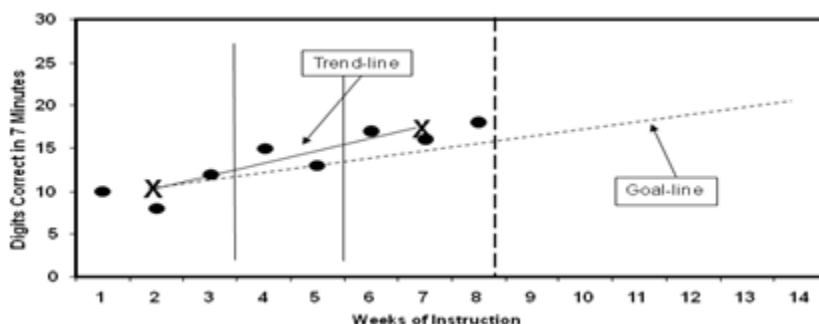
On this graph, the trend-line is steeper than the goal-line. Therefore, the student's end-of-year performance goal

needs to be adjusted. The teacher increases the goal and desired rate of progress to boost the actual rate of student progress. The new goal-line can be an extension of the trend-line.

If the goal changes, this should be noted in the comments section. The teacher reevaluates the student graph in another seven or eight data points to determine whether the student's new goal is appropriate or whether an instructional change is needed.

BHM Rate of Improvement This document can help determine an appropriate rate of improvement by grade and either realistic or ambitious. The document currently only has rates for ORF. Rate of Improvement K-1 LSF & NWF (ROI) 2-5 Computation

Tier 3 Overview and Resources

Tier 3 is the most intensive layer of intervention. This layer should involve 5% or less on the student population. This is for students who have not made adequate progress in a Tier 2 and need more intensive instruction. A Tier 3 group should be 3 or less students who have a common skill need. The time should be 20-30 minutes daily with a licensed teacher. Student receiving Tier 3 services should go through 2 unsuccessful Tier 2s. In a rare or unusual case, a student may be placed in a Tier 3 upon consultation with the building administration and PST. Examples would be extreme behavior or a student who moves in with prior interventions or extremely low. Tier 3 placement should occur during a PST (Problem Solving Team) meeting. This is to ensure that Tier 2 interventions were done with fidelity and to offer other suggestions to the teacher if the team feels there are other options before moving to a Tier 3. Because Tier 3 interventions are challenging to put in place, the PST team may suggest other intervention options before moving a child into a Tier 3 placement. The goal is to help students reach grade level expectations.

To help teams determine the need for a Tier 3, PRESS has created a Tier 2 Problem Solving Questionnaire. Fill out each section of the questionnaire to get a full picture of the child.

Tier 2 to Tier 3 Problem Solving Questionnaire

Student Name: _____ Grade: _____ Teacher: _____

School: _____ Data Meeting Date: _____

Intervention Group: _____ Intervention Instructor: _____

Current Intervention: _____ Past Interventions: _____

Go through each section to determine if a student should have a Tier 3 intervention.

	Question	**Answer**	**Notes**
Ac qui	1.Is the most recent progress monitoring score below the upcoming target but the trendline is at or above the aimline?	**YES**- Continue supplemental support/intervention	
		No- Examine skill measure data.	
	2. Are the skills being acquired using current strategy?	**YES**- Continue with current strategy. Add generalization strategy	
		No- Adjust intervention within level of support to match skill need.	
Fid elit	3. Is the mean instructional fidelity during intervention with the student at least 90%?	**YES**	
		No- Implement intervention of up to 9 weeks	
	4. Has the student received intervention with good fidelity for at least 9 weeks?	**YES**-	
		No- Implement intervention of up to 9 weeks	
Co ci	5. Is the student individually practicing the skill many times with the session?	**YES**-	
		No- Increase individual responses	
	6. Are the student's responses at least 95% accurate?	**YES**-	
		No- Adjust level of difficulty.	
	7. Has the student received intervention four times per week for the past instructional period for at least 10 minutes for K and 1st grade or at least 20 minutes for 2nd -5th grade?	**YES**-	
		No- Increase time and sessions	
	8. Is the student attendance at least 95% during last instructional period (1 month)?	**YES**-	
		No- Address attendance with building administration.	

Be	9. Are behavioral difficulties leading to student missing intervention more than 3 times during the last instructional period (1 month)	**YES**- Address behavior difficulties with building administration.	
		No	
	10. Is this student showing motivation difficulties	**YES**- Provide incentives	
		No-	
	11. If **YES to Questions 3-8** and **NO to Questions 9-10**, consider moving to Brief Experimental Analysis (BEA)/Tier 3 and refer to appropriate personnel (e.g., PST).		

ACTION PLAN: Intervention Modifications		
Describe:		Date to start: Who is Responsible: Date to review (4 weeks):
ACTION PLAN: Results		
Was there satisfactory improvement? ❑ YES Continue ❑ No Go to Tier 3 (Conduct BEA)		Date of review:

Link to Template

Appendix A: Classwide Intervention Planning & Tracking

Classroom:_____   Classwide Intervention _____

Intervention Scheduling (approximately 10-12 days consecutively)

Start Date_____ End Date _____

Schedule Fidelity Check _____ Reassessment Date: _____ (all students)

Analysis Meeting Date (PLC) _____

Monday	Tuesday	Wednesday	Thursday	Friday

Observational notes:
_____

_____
_____

_____
_____

_____
_____

Appendix B Intervention Group Tracking (option 2)

Students: _____

_____

Specific Skill Deficit: Reading: Phonemic Awareness   Phonics Fluency Vocabulary Comprehension

      Math: computation (add, subtraction, multiplication, division) Number ID

      Other: _____

Program or strategy: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					

Make notes in the boxes for actual time spend on intervention, who was absent on days, and place circles to help remember when to progress monitor.

Appendix C: Student Focused Grade Level Meeting Agenda (sample)

PLCs may find it helpful to map out their interventions and identify which PLC meetings they will discuss student data.

Materials to Bring

·   Student data (grade level and individual)

Grade Level Data Review (after school-wide probes)

1. Display data
2. Make non-evaluative comments (for example, I notice that 10 students are in the red or below the 10th) - use steps of Data Driven Dialogue
3. Use Analysis to Action Worksheets from PRESS
   a. Is it classwide? If yes, design a classwide intervention
   b. If no, then continue on the worksheet to identify areas of need for each
4. Conduct further data collecting if needed.
5. Implement intervention.

Review of Progress Monitoring meetings

1. What does the progress monitoring data show about the effectiveness of the intervention for the individual students? (Remember students are individuals and will respond differently to interventions.)
2. Who is doing the intervention for the student, how often do they meet with the student, what's the fidelity of the intervention?
3. Are there students who are not making adequate growth? Do they need a different intervention, more time, etc.
4. Are there any students who have been through two 6-8-week interventions who have not shown adequate growth?
5. If there's a student not progressing at an adequate level, does the student need to be referred to PST? PST will evaluate what's been tried and suggest a Tier 3 intervention.

Appendix D: **Important Words related to RtI/MTSS**

Accommodation: something that allows students to fully participate in regular curriculum without changing content or decreasing the pace. (Example: listen to book on tape while silent reading, breaking large assignments into chunks.)

Aimline: connects the intersection of the student's initial benchmark level to the intersection of the year-end goal. It represents the expected rate of student progress over time.

Comprehension: Understanding of what one has heard, seen, or read.

Curriculum Based Measurement (CBM): used to screen students or to monitor student progress in reading, writing, math or spelling. CBM's are standardized instruments that have well documented reliability and validity.

Evidence-Based Research: educational practices and instructional strategies that are supported by scientific research studies (NCRTI, n.d.)

Fidelity of Intervention: refers to the accurate and consistent delivery of instruction in which the manner it was designed according to research findings and/or the developer's specifications (NCRTI, n.d.).

Fluency: The ability to read connected text smoothly and without word recognition problems.

Intervention: an academic intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings. (Wright, 2009)

Modification: This should be reserved only for Special Education students, not general education. A modification changes what the student is expected to know compared to their peers. (For example, the student gets to use notes on the test, when the rest of the class can't.)

Phonemic Awareness: The ability to hear and produce the separate sounds in a word and to blend separate sounds into words. (If you can do it with your eyes closed, it's phonemic awareness.) (Overview of skills in RTI Resource Binder)

Phonics: A way of teaching word recognition that is based on the relationship between letters and the sounds the letters represent.

Problem Solving Team (PST): A problem solving team consists of classroom teachers, administrators, and other staff to assist teachers in the decision making process if a student should be moved from a Tier II to a Tier III; or to determine if a student is not making adequate progress and could benefit from Special Education.

Scientifically-Based Research: research that has adhered to the scientific method and has been published in peer-reviewed journals.

Standard Treatment Protocol: relies on the same, empirically validated intervention for all students with similar academic or behavioral needs (NCRTI, n.d.).

Trend Line: Is the line of improvement that shows the rate at which the student is achieving. The trendline is compared to the aim line to determine the effectiveness of the intervention (Wright, n.d.).

Appendix E: EL and RtI

Response to Intervention is used to support all students to help them reach grade level standards and skills. EL students may be supported and participate in the RtI process. When working with EL students and determining the level of support they need, staff should consider whether academic difficulties are primarily caused by second language acquisition and/or cultural differences. EL students may not follow the typical path of RtI. EL teachers and people completing the interventions should work together to determine the best placement for EL students. EL students may be eligible for Title I and SPED services.

When considering an EL student for an intervention:
> 1) Contact EL teacher to find out the level of services that are being provided
> 2) Consider if it's a language issue or an intervention issue
> 3) What type of intervention is best suited for the needs of the student

Process:
1. Use data to analyze the individual language needs of the student
2. Understand language acquisition and where students are performing at (See data below)
3. Support students in their language development and acculturation
4. Collaborate to determine the best placement and needs of the students, including instructional strategies and resources
5. Provide information to the Problem Solving Teams (PST) related to language issues
6. Participate in and document interventions designed by classroom teacher, interventions, and/or problem solving team.
7. Support or inform teachers of best practice for classroom EL instructional strategies

What	Data	Date/Who
BICS (Basic Interpersonal Communication Skills)		
CALP (Cognitive Academic Language Proficiency)		
WIDA standards: ACCESS scores and growth		
Years in country		
Educational History: when they started school, current attendance, number of schools, previous educational experiences		
Home Info: has there been contact with home, are parents able to help at home, what language(s) spoken at home?		
Health History: vision, hearing		

Appendix F: Intervention List

The following are research-based interventions that have been screened to match skill deficit areas.

*not available at all buildings

Assessment	Possible Skill Deficit	Possible Diagnostic	Interventions
	● Phonemic Awareness	● AAT-R* ● READS PA	● Road to the Code* ● Words Their Way ● Intervention by Design: Primary Level ● Phoneme Blending ● Phoneme Segmentation ● PRESS: Phonemic Awareness
Letter Name Fluency Letter Sound Fluency	● Phonics	● Spelling Inventory ● Untimed letter names ● Untimed Letter sounds	● Words Their Way ● Incremental Rehearsal ● Fountas and Pinnell Phonics* ● Intervention by Design ● Sequential Systematic Phonics (Making Words) by Cunningham* ● PRESS: Phonics
Sight Words	● automatic word recognition		● Incremental Rehearsal ● Repeated Reading of High Frequency Words and Phrases
Nonsense Word Fluency (K-1)	● Phonics	● Analyze if sound by sound or word blending ● Spelling Inventory	● Words Their Way ● Fountas and Pinnell Phonics Lessons ● Intervention by Design ● Systematic Sequential Phonics (Making Words) by Cunningham ● PRESS: Phonics
Oral Reading Fluency	● Phonics ● Automatic Word Recognition ● Fluency		● Intervention by Design ● Read Naturally ● R.O.A.R ● Repeated Reading of High-Frequency Words and Phrases ● PRESS: Fluency
Benchmark (Informal Reading Inventory) : Accuracy (determined by a miscue analysis)	● Phonics ● Automatic Word Recognition ● Fluency	● Further analysis of miscue or timed for WCPM	See phonics, fluency, or automatic word recognition interventions.
Benchmark (Informal Reading Inventory) : Comprehension	● Comprehension	● QRI ● Further analyze the comprehension questions	● SOAR to Success ● Intervention by Design ● Reciprocal Teaching (PRESS or other) ● Question-Answer Relationship ● Comprehension Organizers
Spelling Tests	● Phonics ● Vocabulary	● Words Their Way Spelling Inventory	● Words Their Way ● Systematic Sequential Phonics (Making Words) by Cunningham

		25	● Prefixes and Suffixes: Systematic Sequential Phonics and Spelling by Cunningham ● PRESS: Phonics or Vocabulary
Writing Sample	● story grammar ● phonics ● conventions ● comprehension		● Four Square Writing Method ● Repeated Writing ● Story Grammar Condition

Tier 3:

Interventions for Multiple Skills:
- Great Leaps (Phonemic Awareness, Phonics, High Frequency Words, Reading Fluency) - not available at all sites
- WonderWorks (Phonemic Awareness, Phonics, Reading Fluency, Comprehension)

Phonemic Awareness
- Road to the Code

Writing
- DBI-TLC (K-3 - SPED or Tier 3)

Appendix G: Dyslexia Information

Below are extracts from MDE's "Revising Local Literacy Plans to Include "Efforts to Identify Students with Dyslexia."

- "annually report a summary of the district's efforts to screen and identify students with dyslexia."
- "Establishing a singular screening process is the most cost-efficient and effective means of ensuring students get the evidence based literacy instruction..."
- "Scores from screening DO NOT identify which students have dyslexia..."
- "an effective screening process is a first step in identifying students who:
  - 1) Are not making adequate progress toward reaching grade-level expectations
  - 2) Need additional systematic and explicit instruction in ....
  - A combination of screening, evidence-based core instruction and progress data provides the greatest predictive accuracy within a cost-efficient system.
- Struggling readers may score the same on screeners but respond differently to instruction.
- Students with indicators of dyslexia will not respond to more of the same evidence-based instruction that may work for other students. The core difficulty for a student with dyslexia is a problem with isolating, identifying and manipulating sounds (phonological awareness) and processing language on a neurobiological level with strengths in other areas.
- There is no evidence that students at-risk ever "grow out of" dyslexia or "mature into" reading proficiently.
- The following steps are recommended for identifying learners likely to have dyslexia:
  - Identify ALL students at-risk (at multiple points in the year)
  - Provide intervention in addition to effective core instruction
  - Document results of response to interventions
  - Evaluate for a disability (section 504 or special education services) if students' progress is flat or peaks then stagnates.
- a portion of students with dyslexia will make progress with interventions and need them to be sustained for a number of years in order to close the achievement gap
- Dyslexia screening is mandated by MN State Statute, but it is not defined on how districts need to screen and report. 120B.12 subdivision 2a.1

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Wright, J. (n.d.). Curriculum-based measurement: A manual for teachers. Retrieved February 10, 2010, from http://www.interventioncentral.org/download.php

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Links to Other Resources

Tier 2 Interventions Student Log (Option 3- PRESS)

PRESS Progress Monitoring Data Meeting Protocol