ST. VRAIN VALLEY SCHOOLS
academic excellence by design

<u>Multi Tiered System of Supports (MTSS) Guidebook</u>

Vision and Goals

Vision:

Using a Multi-Tiered System of Supports (MTSS) model, St. Vrain Schools will provide academic excellence by design for all students requiring varying levels of instructional intensity and supports.

Goals of the leadership team:

1.   To update the district RtI/MTSS implementation plan/handbook and to monitor implementation of the district plan
2.   To provide guidance to all schools throughout the district so they can be in compliance with good RtI/MTSS practices
3. To identify and make available to schools the resources required to implement RtI/MTSS successfully

MTSS Implementation Timeframe

<u>3-5 Year MTSS Implementation Plan</u>- School Level
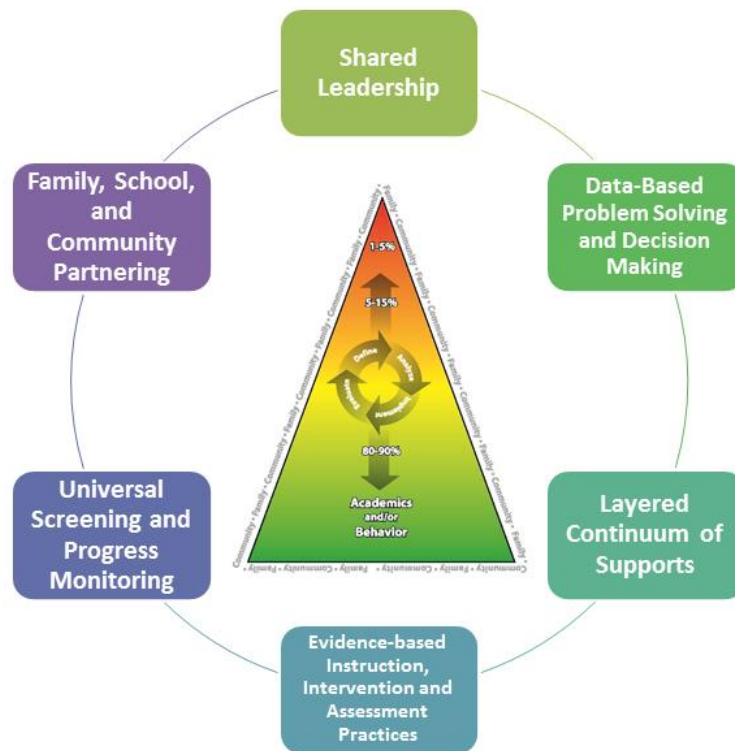
Components of MTSS

<u>Shared Leadership</u>

CDE Definition:
The coordination of training, coaching, resources, and evaluation to support the implementation of MTSS through shared decision-making by a group of individuals who represent the school, district, and community (e.g. students, family members, general and special educators, specialists, etc.).

<u>Data-Based Problem Solving and Decision Making</u>
CDE Definition:
The process used by stakeholder teams from multiple settings (e.g. home, school, community), to analyze and evaluate information related to planning and implementing effective instructional strategies matched to student need.

Colorado MTSS
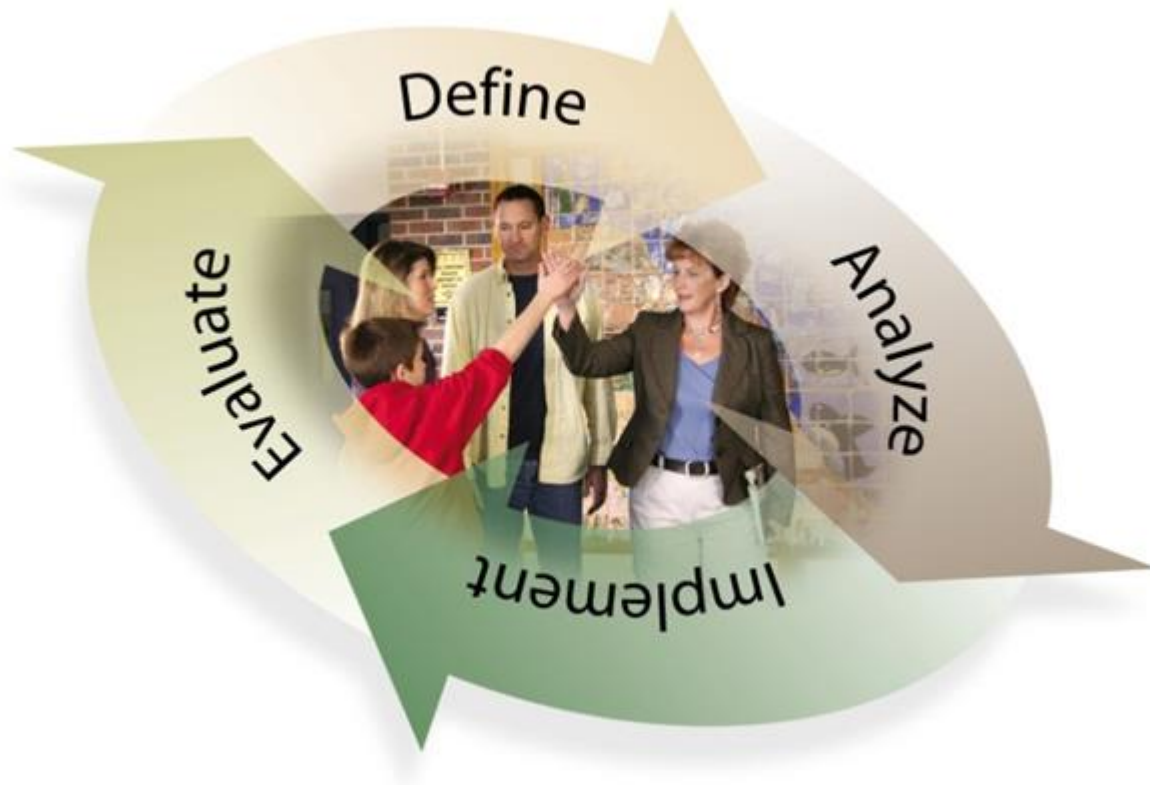
PROBLEM SOLVING PROCESS

Layered Continuum of Supports

CDE Definition:
Culturally- and developmentally-relevant practices, that are layered from universal (every student) to targeted (some students) to intensive (few students), in order to support the academic and behavioral needs of every student.

Evidence-Based Instruction, Intervention and Assessment Practices (both academic and social/behavioral)

CDE Definition:

Teaching and learning approaches proven to be effective through scientifically-based research studies which are used to guide educational decisions to ensure improved outcomes for students.

Universal Screening and Progress Monitoring

CDE Definition:

Universal Screening

Universal screening is a type of assessment that is characterized by the administration (usually three times a year) of quick, low-cost, repeatable data collection of academic and behavioral skills of all students. It shows how functional the curriculum and instruction are in the school and detects whether or not students are making acceptable progress in the curriculum.

Progress Monitoring

Progress monitoring is a systematic approach to gathering academic and behavioral data using a variety of data collection methods. Student performance is examined frequently, over time, to evaluate response to instruction and intervention.

Family, School and Community Partnering

CDE Definition:

The collaboration of families, schools, and communities as equal partners in improving learner, classroom, school, and district outcomes.

Assessment Framework and Decision Rules

Creating a comprehensive assessment system is the first major structuring task that must be completed by the school leadership teams.

Comprehensive Assessment System should include:
1. Screening Assessment and Decision Rules for using those data
2. Progress Monitoring Assessment and Decision Rules for using those data
3. Diagnostic Assessment Process to determine Instructional Focus

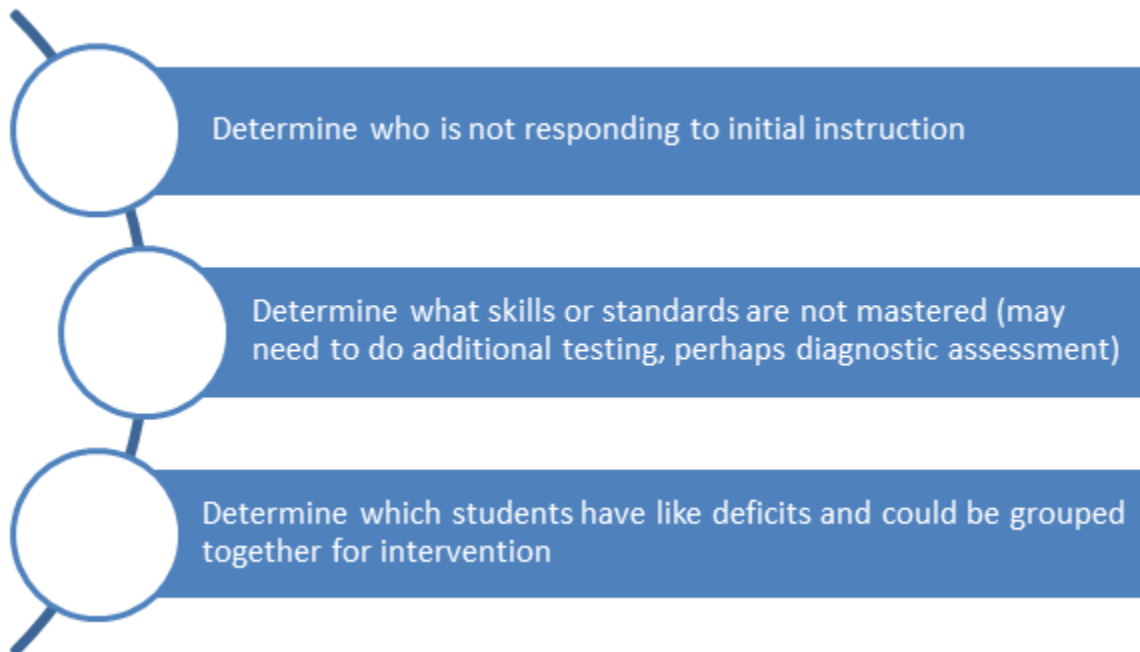Universal Data Sources for Math
- TCAP/CMAS
- Galileo

Universal Data Sources for Reading/Writing

- TCAP/CMAS
- Galileo
- READ Act Assessment (PALS for Kdg. & iReady for 1st-3rd))
- SRI
- Rigby Benchmarks
- 6 Trait Writing Rubrics (for writing content)
- easyCBM or AIMSweb for Correct Writing Sequence (for mechanics, syntax, etc.)
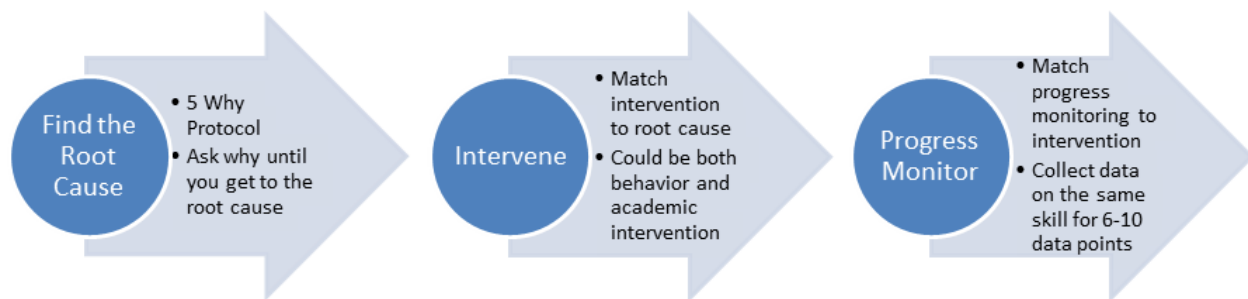
Universal Data Sources for Behavior
- Major Offenses (office-managed behavior incidents)
- Minor Offenses (classroom-managed behavior incidents)
- 5 Critical components of data that should be tracked:
    - WHAT behavior?
    - WHICH students?
    - WHERE (location of incident)?
    - WHEN (time of incident, day of week)?
    - WHO made the referral?
- Behavior Screening Instruments at a Glance- Missouri Center for PBS, 2010

Decision Making for Universal Screening:

Determine who is not responding to initial instruction

Determine what skills or standards are not mastered (may need to do additional testing, perhaps diagnostic assessment)

Determine which students have like deficits and could be grouped together for intervention

Progress Monitoring:

For the students identified based on universal screening data, we put an intervention in place and then begin to monitor progress using AIMSweb. It is very important that we find a possible root cause and match the intervention to that root cause/specific skill deficit. Our progress monitoring tool then needs to align with the intervention we have implemented.

Find the Root Cause
- 5 Why Protocol
- Ask why until you get to the root cause

Intervene
- Match intervention to root cause
- Could be both behavior and academic intervention

Progress Monitor
- Match progress monitoring to intervention
- Collect data on the same skill for 6-10 data points

Decision rules when looking at a progress monitoring graph:

1.   If there is a lot of variability in the data, consider collecting more data.
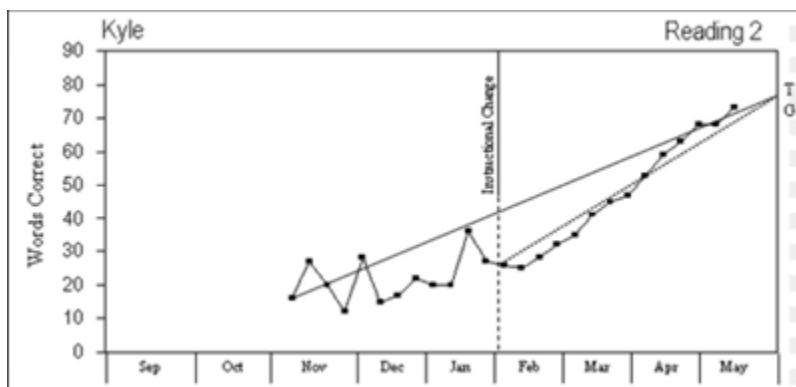
2.   If the student has a trend line that is on target to meet the aim line for 6-10 data points, consider continuing until the student reaches grade level or consider discontinuing if the student has reached their goal.

Grade 5 : Reading - Standard Progress Monitor Passages
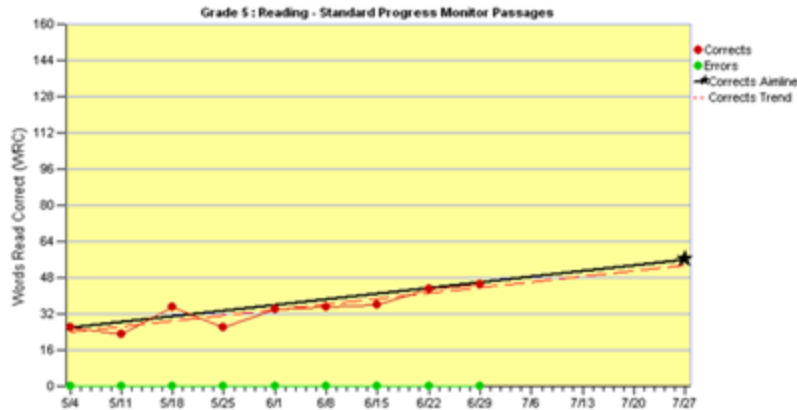
3.   If the student has a trend line that is going strongly negative, consider changing the intervention.

Note four data points are already below the AIM line.
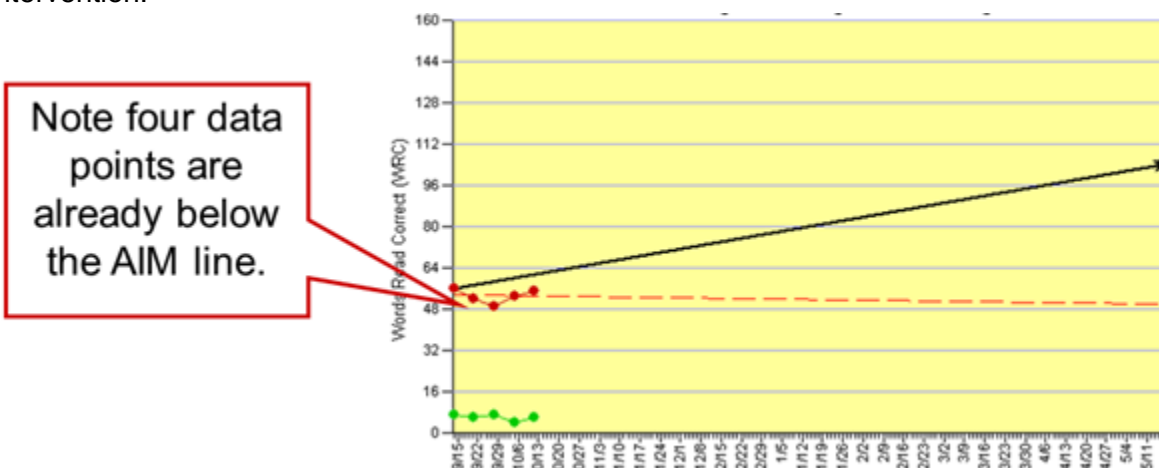
Graphs from AIMSweb Powerpoint

Sample questions to ask when reviewing data:
1. Has instructional program been provided with fidelity? (Has this been observed directly?)
2. Has student attendance been acceptable?
3. Is core instruction also being provided in reading? Or, is student missing core instruction?
4. Does instruction address student skill deficits?
5. What other factors could be impacting student's performance?

Progress Monitoring Tools

Diagnostic Assessment Tools

Decisions for diagnostic assessments are made based on the parameters of the assessment.

Intervention Framework

Tier 1
- [Teaching and Learning Cycle](#)
- [Tier 1 Best Practices](#)
- [Checklist of Strategies to try at Tier 1](#)
- [Tier 1 Intervention Toolkit](#)
- [Guidelines for Supplemental Instructional Resources and Tier 1 & 2 Interventions](#) (draft)

Tier 2
- [Table of Potential Reading Interventions](#)
- [Table of Potential Math Interventions](#)
- [Table of Potential Writing Interventions](#)
- [Table of Potential Behavior Interventions](#)

Tier 3
- Continue to intensify Tier 2 interventions
- Consult with special education team about integrated services

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Documentation

Tier 1- Document Tier 1 interventions and progress monitoring data in Alpine Achievement, under APAS, and then Tier 1 Interventions (See [Assessment Blog](#) for Screenshots/support docs for Alpine Achievement and APAS)

Parent Partnership Forms- Parents must be notified and give their consent before implementing interventions or data collection methods that are beyond Tier 1
- [Parent School Partnership Form](#)- English
- [Parent School Partnership Form](#)- Spanish (new version coming soon)

Tiers 2 and 3- Document under RtI/MTSS Plan within APAS in Alpine Achievement (See [Assessment Blog](#) for Screenshots/support docs for Alpine Achievement and APAS)

*State testing accommodations need to be documented in the State Accommodations Section of APAS.

Criteria for the Determination of a Learning or Emotional Disability

[CDE Guidelines for Determining Eligibility for Special Education for Students with Serious Emotional Disability](#) (our district will begin using by August 2014)

[CDE Guidelines for Identifying Students with Specific Learning Disabilities](#) (2008, reviewed 2011)

Appendix A: Frequently Asked Questions

1. What is MTSS?

Whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems

2. What is a Problem Solving Team?

A problem solving team is a group of teachers and school staff who meet regularly to evaluate student data, plan interventions and monitor students progress. Different staff members may be part of the team depending on the needs of the student. Parents or guardians are also encouraged to participate on the team to create an effective action plan for their child.

3. What is an intervention?

An intervention is an instructional strategy or curricular component or program used to enhance student learning. Interventions are systematic and targeted in area of identified need and designed to improve student performance toward a measurable goal. An intervention requires instruction.

4. How do students move between Tiers?

Moving between tiers is a fluid process and there will likely be some fluctuation for many students whether they exhibit academic and/behavioral concerns. Essentially, students move between tiers based on the gap demonstrated through progress monitoring as well as with the intensity level of the intervention.

5. What is Progress Monitoring?

Progress monitoring is a scientifically-based practice used to assess students' academic/behavior performance and evaluate the effectiveness of instruction/intervention. Progress monitoring can be implemented with individual students or the entire class.

6. Is behavior part of MTSS?

Yes, many students may have behavior that negatively impacts their academic success. Or the student may struggle with behavior as a result of academic deficiencies.

7. Is RtI/MTSS just a way to avoid providing special education services?
No. RtI/MTSS is a way to integrate No Child Left Behind and IDEA so that all students receive high quality, effective instruction in the general education setting and beyond. RtI is a framework of instruction for students who do receive special education services. The intent is to generate a seamless system of support that is available to all students early on.

8. Can RtI/MTSS be used for students who are Gifted and Talented and/or underachieving?
Yes. RtI/MTSS should be used for students identified as Gifted and Talented or underachieving. Because RtI/MTSS Model is a framework, all students who are making insufficient progress should be provided more intensive interventions based on their needs. Gifted students need strength-based tiered interventions based on programming needs.

9. How does RtI/MTSS fit with Ell students and ILP students?
RtI/MTSS is the bridge to ELL and ILP students. Response to Intervention/MTSS helps monitor those students who are on an ILP or who currently in English Language Development and/or Sheltered Instruction. All students who are making insufficient progress should be provided more intensive interventions. Response to Intervention provides a framework for monitoring progress and maximizing instruction so students can achieve their highest potential.

Appendix B: District Tools for Implementation

Step by Step Checklist

MTSS Flow Chart (Problem-solving process)

Flowchart (Previous RtI flow chart--still useful, especially if we suspect a learning disability)

Gap Analysis - the progress monitoring tool in Alpine Achievement will also calculate the Gap

Problem-Solving Team Composition

Important Roles & Expectations

30 Minute Meeting Format for Problem-Solving Teams

Decision Making Tree

[Defining the Tiers](#)

[Tier 1 Instruction Best Practices](#)

Appendix C: Additional Resources

[MTSS Elementary Model](#)

[MTSS Secondary Model](#)

[RtI for ELLs Toolkit](#) (RtI Blog)

National Center on Intensive Intervention at American Institutes for Research
- [Academic Intervention Tools Chart](#)

[Root Cause Tables](#) from Margaret Searle's Book, Causes and Cures

[Teaming Structures](#)