Multi-Tiered System Of Support

MTSS K-12 Implementation Manual

FCPS RtI Committee – Developed June 2013
FCPS MTSS Committee – Revised August 2016
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What Is MTSS?

MTSS is a framework for systematically using data and problem solving to allocate educational resources to improve learning for all students. A framework is a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful. This handbook’s purpose is to define a common framework to serve as a guide for all FCPS schools in designing the MTSS for learning and behavior in their buildings.

Common Values for Academic and Behavioral Tiered Instruction

- All students have the right to high quality instruction that meets their individual needs. If we get it right, they will respond.

The Every Student Succeeds Act (ESSA, 2015) Legislation signed by President Obama in December 2015; reauthorizes the Elementary and Secondary Education Act and is focused on clear goals of fully preparing all students for success in college and careers. The ESSA is the main federal law affecting education from kindergarten through high school.

The Individuals with Disabilities Education Act (IDEA) 2004 A law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.
• An intervention is instruction based on a hypothesis as a result of problem solving and data analysis. It may require changes as new data becomes available and the intervention is not getting the desired result. It is a cyclical process.

  KRS 258.6453 Standards aligned from elementary to high school to postsecondary education so that students can be successful at each education level.

  FCPS Board Policy 08.1 Curriculum in each school designed so all students achieve the capacities established by KRS 158.645 and the school goals established by KRS 158.6451. The curriculum shall comply with all applicable state and federal statutes and regulations. District high schools required to maintain AdvancEd accreditation, and middle and elementary schools are encouraged to pursue and maintain such accreditation.

  KRS 158.6459 Intervention strategies for accelerated learning incorporated into learning plan of high school students with need for additional assistance in English, reading or mathematics as indicated by high school readiness exam, college readiness exam or WorkKeys.

• Student performance data should drive instruction.

  KRS 158.649 Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs.

  KRS 158.649 Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs.

  KRS 158.070 Continuing education for those students who are determined to need additional time to achieve established outcomes.

  KRS 158.649 Achievement Gap-Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs.

  KRS 258.6453 Plan developed for accelerated learning for students with identified deficiencies or strengths.

• All staff should implement, monitor and evaluate tiered instruction to ensure student success.

  704 KAR 3:095 District-wide use of a response-to-intervention system for students in kindergarten through grade three (3), that includes a tiered continuum of interventions with varying levels of intensity and duration and which connects general, compensatory, and special education programs to provide interventions implemented with fidelity to scientifically based research and matched to individual student strengths and needs.

• We are defined by the results we produce.

  KRS 158.6451 High level of achievement of all students. Schools shall increase students’ rate of attendance, increase graduation rates and reduce drop out and retentions rates as well as reducing physical and mental health barriers to learning.
**What is the Goal of MTSS?**

### MTSS General Goals
- Improve student achievement.
- Act proactively rather than reactively.
- Make data-based decisions.
- Provide early interventions to struggling students.
- Implement effective communication for all stakeholders.
- Provide support to teachers through resources and training.
- Reduce special education referrals.

### MTSS Academic Goals
- Increase the number of students that meet or exceed state standards.
- Increase graduation rate.
- Eliminate achievement gaps.
- Eliminate retention and failures.

### MTSS Behavioral Goals
- Increase academic engagement.
- Increase social and behavioral competence.
- Decrease the number of discipline referrals.
- Decrease the number of suspensions/expulsions.
Tier 1

Tier 1 is what “ALL” students get in the form of instruction and is focused on the implementation of Kentucky’s Core Academic Standards. Duration and intensity of instruction in this tier are based on the needs of the students in a particular school. Schools where universal screening data do not reflect 80% of the student population meeting standards may require more instructional time than others in particular core curriculum areas.

The delivery of instruction in Tier 1 is focused on grade level/subject area standards using effective whole-and-small group instructional strategies. Differentiated instructional strategies should address learning preferences, cultural differences, and readiness levels within the group. The number of minutes per day of Tier 1 instruction is based on the critical content students should know and demonstrate for college and career readiness. The impact of Tier 1 instruction should result in at least 80% of the students achieving grade-level/ subject area expectations (e.g., proficiency) and making significant growth.

The assessment process at Tier 1 should be used routinely by teachers and/or students before, during, and after instruction. Using a formative assessment process ensures monitoring of learning progress and results in accurate, specific feedback that advances learning. [See formative assessment graphic.] Assessment should be fully aligned with Instructional Outcomes and have clear criteria showing evidence of student learning. The assessment process is well designed and includes both student and teacher use of results to improve learning.

QUESTIONS TO GUIDE ANALYSIS OF TIER 1 EFFECTIVENESS

- What percent of students are meeting grade level expectations? What percent of students are “on track” for promotion?
- Is Tier 1 instruction for each grade-level content or subject area effective?
- How effective has Tier 1 instruction been at increasing the growth of all students? Are students making accelerated growth that will result in closing the learning gap?
- Does your Tier 1 formative assessment process accurately predict student performance on summative assessments?
In summary, an effective academic Tier 1 program requires attention to three critical variables within the context of a relationship-driven culture:

- What is it we want students to learn (curriculum)?
- How will we know if they have learned it? (collect data)
- What do we do if they didn’t learn it? (differentiation and remediation)
- What do we do if they did learn it? (enrichment) A Tier 1 checklist (included as Appendix A) is provided for further explanation.
Tier 1: Behavior

Tier 1 for behavior provides a positive environment where instruction can occur with minimal disruption and all students are engaged in learning. Effective Tier 1 systems prevent problem behaviors, encourage positive behaviors and are designed to address the unique behavioral and social-emotional needs of students in the school. Positive behaviors are promoted by establishing systematic processes that result in success for at least 80% of the student body.

Efforts to teach all students desired behaviors and prevent serious behavioral problems should support the adoption and implementation of evidence-based practices. Practices that meet these criteria are consistent with Positive Behavioral Interventions and Supports (PBIS). PBIS is an integrated approach that clearly defines systems, practices and the use of data to improve student outcomes. These practices include developing, teaching and rewarding students for complying with a limited set of basic expectations for conduct, such as “be safe,” be responsible,” and “be respectful.” The expectations translate into sets of rules that differ according to various settings in the school. Expectations and rules are systematically taught, modeled, reinforced and monitored in all settings. Frequent and systematic acknowledgements of positive or improved behaviors are integrated into every setting every day.

The effectiveness of the Tier 1 system is assessed by carefully monitoring data to determine students’ response to school-wide behavior systems and practices and providing additional intervention as needed. Administrators and staff utilize a problem-solving approach using data to design instruction and reinforcement of positive and proactive behavior expectations.
The key practices of PBIS include:

1. Clear definitions of expected positive behaviors in all school settings for students & staff.
2. Clear definitions of problem behaviors.
3. Regularly scheduled instruction and practice in desired social behaviors.
4. A continuum of procedures for acknowledging and encouraging expected positive and improved behaviors.
5. A continuum of procedures for discouraging problem behaviors.
7. Family awareness and involvement

In summary, an effective Tier 1 Behavior process requires attention to three critical variables within the context of a relationship-driven culture:

A Tier 1 Behavior Checklist is provided in Appendix B
Tier 2

Tier 2: Academics

For students performing below proficiency, especially those performing below the 20th percentile on multiple measures, evidence-based instruction may continue in Tier 2. Instruction for students in Tier 2 is provided in addition to Tier 1 Core Instruction. Evidence-based programs and/or strategies should be matched to students’ needs as determined by assessment data. Staff should be trained to implement programs and strategies and to progress monitor effects. Programs and strategies should be implemented with fidelity to ensure results achieved in the research will occur for students. Without appropriate training of teachers and fidelity checks to ensure the program/strategies are being implemented appropriately, student achievement data cannot measure students’ response to intervention.

Tier 2 interventions depend on flexible and creative scheduling to allocate adequate time, human and fiscal resources for small group interventions. Tier 2 interventions can be provided by trained teachers, instructional specialists, and paraprofessionals. Decisions about who provides Tier 2 services should be made at the school level. However, students with the greatest deficits need to be provided services by highly effective staff members whose data shows efficacy of their practices.

Research and best practices suggest Tier 2 small group instruction should occur at a minimum of 30 minutes a day, at least 3-4 days per week. Groups should consist of no more than 6 students.

Interventions in Tier 2 are designed to target specific areas of weakness as indicated by benchmark assessments including progress monitoring measures. Goals should be set and monitored to ensure students are making adequate progress toward closing learning gaps. Student progress on targeted skills is assessed using progress-monitoring tools weekly. Analysis of progress monitoring data will determine if the time, intensity, or intervention program needs to be changed to accelerate growth or fade intervention services.

Tier 2 services should be considered flexible. After progress monitoring data is collected, analyzed and reviewed for eight to twelve weeks, students can continue with the current intervention, move from one intervention program to another, services can be faded, or students can exit intervention.

Modified intervention services may be necessary if the number of students eligible for intervention is greater than 20 percent of student body in the school or course. In addition, this may also be an indication of the need to reexamine Tier 1 effectiveness and rigor.

Sample plans, developed for elementary, middle, and high school, are available as appendices. The Priority Elementary Plan is attached as Appendix C. The Priority Middle School Plan is Appendix D and the Priority High School Plan is Appendix E. These plans are transitional in nature and are not meant to replace the evidence-based RtI structure.
Tier 2: Behavior

At Tier 2, students who are not progressing socially and/or behaviorally in comparison to peers will receive interventions that are tailored to their needs. These collaborative interventions are typically delivered by the classroom teacher and/or other support staff. High numbers of students needing Tier 2 or Tier 3 interventions may indicate deficits in implementation fidelity or a need for the school to provide additional preventive school-wide, grade-level, or classroom supports at Tier 1. Even with sound Tier 1 positive behavioral support systems in place, up to 20% of a school’s population may need additional social, emotional, and behavioral instruction and support.

Tier 2 interventions are designed to accelerate development of pro-social behavior while increasing engagement in academics. Tier 2 supports build upon those of Tier 1 by adding the pre-teaching, teaching, or re-teaching of social skills to meet student needs. Tier 2 supports follow basic behavior change strategies that focus on the underlying function that is driving the problem behavior. Interventions should teach behavior strategies for problem solving and should provide opportunities for struggling students to develop a sense of belonging within both school and community settings. Behavior intervention at Tier 2 should be consistent with the school-wide positive behavior support plan and should be readily available and easy to access.

A major component of Tier 2 is increased frequency of progress monitoring. Tier 1 universal screening assesses all students in the school periodically throughout the school year. In Tier 2, progress is monitored more frequently, sometimes as often as weekly or daily. This allows intervention teams to make decisions early in the intervention process, maximizing the effectiveness of the intervention. Students should be able to move in and out of Tier 2 supports as needed. It is imperative to evaluate fidelity of implementation of Tier 2 interventions before making a determination as to whether or not students have responded adequately.
Tier 3

Tier 3: Academics

Intensive intervention occurs in Tier 3. Generally, one to five percent of a school’s population needs Tier 3 services. Tier 3 interventions do not supplant Tier 1 or Tier 2 instruction. The primary differences between Tier 2 and Tier 3 are:

- the frequency with which interventions occur
- the duration and intensity of particular interventions
- the skill and expertise of the interventionist
- the frequency of progress monitoring.

All of these adjustments are based on student responsiveness.

The focus of Tier 3 instruction is on students with marked difficulties in reading or math who have not responded adequately to Tier 1 and Tier 2 services. Students whose ongoing data indicate a lack of progress in Tier 2 may need more intensive intervention. Students should receive Tier 3 interventions only after it has been determined that Tier 2 efforts have been implemented with fidelity and match individual student deficits. For schools with large numbers of students needing Tier 3, a modified plan may be implemented. (See Appendices C, D, and E)

Grouping configurations for Tier 3 intervention are homogeneous with a teacher/student ratio of no more than one to three, although one-to-one interventions may be necessary at times. Intensive instruction/intervention at this level is provided in addition to the core classroom instructional program delivered at the student’s instructional level. Students may also participate in Tier 2 intervention simultaneously.

The person who delivers Tier 3 instruction is determined at the school level and is typically not the regular classroom teacher. Tier 3 providers should be highly trained in the content they will teach and the programs/strategies that will be delivered. This instruction usually takes place outside of the child’s primary classroom due to the intensity and duration of services.

At this level, interventions are intensive and address specific areas of academic difficulty for individual students. For example, Tier 3 interventions may be provided 30 minutes daily in addition to the regular classroom-based core curriculum. Progress monitoring is conducted at least once a week. As in Tier 2, all interventions should be evidence-based, demonstrate effectiveness for the target group and be implemented with the time, materials, training, and personnel available in a school.

Tier 1 and Tier 2 instruction should support the intensity and frequency of intervention in Tier 3. Strategies that “work” with students in Tier 3 should be used in the classroom setting so students learn to generalize the skills. The primary purpose of Tier 3 is to provide opportunities to help struggling students learn so they can close the learning gap and succeed in the general education classroom.
Data indicating that a student is not responding adequately to Tier 3 interventions may show cause to suspect a disability.

**Tier 3: Behavior**

Tier 3 interventions are designed to provide intensive skill development to approximately one to five percent of students who display chronic, severe misbehavior or social-emotional problems. Like Tier 2 interventions, Tier 3 interventions are intended to increase behavioral, social and psychological well-being, as well as academic engagement. Tier 3 differs from Tier 2 instruction in terms of time, duration, group size, frequency of progress monitoring and focus. In addition, this level of support often involves collaboration with community resources outside the school.

Tier 3 interventions are provided by school personnel who are highly skilled or trained in the areas of need indicated by student performance data. School personnel determine the setting for Tier 3 intervention. When planning Tier 3 interventions, it is essential to review data and/or conduct further assessments to understand the context and function of the problematic behavior.

Students needing Tier 3 interventions should have a behavior plan, including baseline data that describes the intensity, frequency, and specific behaviors of concern. As the plan is implemented, progress-monitoring data should be collected daily. School personnel should conduct regular fidelity checks to determine if the intervention is implemented as described in the behavior plan. Data indicating that a student is not responding adequately to Tier 3 interventions may show cause to suspect a disability.

A Tier 2 and 3 Academic & Behavior Checklists are provided in Appendices F & G.
Multi-tiered Support System

Tier 3
Detailed assessment drives intervention plan
Individually selected rewards and reinforcement to support learning on a frequent basis
May be implemented by specialists at the school
Student may participate in Tier 2 intervention simultaneously
Progress monitor weekly and adjust plan as needed

Tier 2
Intervention plan matched to child’s skill deficit
Provide opportunities to respond on prescribed tasks related to the deficit
Use of group or individual motivational strategies
Supplement (Add-on) to Tier 1
Progress monitor weekly or every other week and adjust plan as needed

Tier 1
All children participate in core instruction, including those who participate in Tier 2 and/or Tier 3 intervention.
Evidence-based curriculum materials
Standards articulated, understood, and assessed routinely
Well-paced calendar of instruction matched to standards and assessment
Active data analysis to identify instructional targets and refine instruction
School-wide screening multiple times per year (i.e., Universal Screener and Progress Monitoring Tools, Behavioral and Attendance Data)
Emphasis on learning as top priority in teacher effectiveness
Active professional development and leadership planning to support learning as top priority

Adapted from graphic presented by W. David Tilly
Fidelity is the degree to which a system can reproduce a desired outcome accurately and consistently. In an RtI model, fidelity is important at the district and school levels (e.g., implementation of the process) and at the teacher level (e.g., implementation of instruction and progress monitoring).

Fidelity refers to the degree and quality to which evidence-based instruction is implemented as designed. Fidelity must also address the integrity with which progress monitoring and screening procedures are completed and an explicit problem-solving process is followed. Failure to attend to fidelity results in unreliable data, ineffective decision-making and lack of student success.

Fidelity = Consistency and Accuracy
Fidelity = Integrity

While components of fidelity may vary, it is helpful to think about fidelity as having five elements: adherence, exposure, quality of delivery, program specificity and student engagement.

Five Elements of Fidelity

**Student Engagement:** How engaged and involved are the students in this instructional activity?

**Program Specificity:** How well is the instruction and/or intervention defined and different from other interventions?

**Quality of Delivery:** How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?

**Adherence:** How well do we stick to the plan/curriculum/assessments?

**Exposure/Duration:** How often does a student receive instruction or an intervention? How long does an intervention last?

(Dane & Schneider, 1998; Gresham et al., 1993; O’Donnell, 2008)
When evaluating Tier 1, it is necessary to consider effectiveness of instructional climate, core curriculum, quality of instructional practices and validity of assessments as referenced in Tier 1 Academic and Behavioral Checklists (See Appendices A & B). When evaluating the effectiveness of Tier 2 and/or Tier 3, it is critical to document that interventions have been implemented with fidelity. This involves ensuring implementation of essentials listed in the Tier 2 and 3 Academic and Behavioral Checklists (See Appendices F & G).

### Practices to Ensure Fidelity of Implementation

School instructional leadership team shall:

- Define components, procedures, techniques, and staff responsibilities.
- Implement a data system and schedule frequent data reviews.
- Conduct on-going fidelity checks in a positive manner.
- Implement a system for feedback and support of instructional delivery.
- Link instruction and interventions to improved outcomes.
- Include coaching in professional development to support fidelity and implementation.
- Create accountability measures for noncompliance.

A fidelity checklist has been provided to assist with these practices (See Appendix H). Fidelity of intervention and implementation is an ongoing process throughout all tiers of instruction.
## MTSS Team Roles & Responsibilities

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<thead>
<tr>
<th>Roles</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>Establish and maintain procedures and timelines for instruction/intervention; monitor fidelity; assist in development of guidelines for assessing, planning, and delivering appropriate professional development. Appoints or selects a school-level MTSS lead and a team of representatives.</td>
</tr>
<tr>
<td><strong>MTSS Lead</strong></td>
<td>Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting progress monitoring and assessment data; fidelity monitoring; develop guidelines for assessing, planning, and delivering appropriate professional development; maintain MTSS files/folders/paperwork.</td>
</tr>
<tr>
<td><strong>Coach</strong></td>
<td>Critiques established procedures for successful delivery of instruction and intervention for reading, English/Language Arts, writing, mathematics and behavior; provides ongoing professional learning and coaching for successful achievement of all students.</td>
</tr>
<tr>
<td><strong>Classroom Teachers</strong></td>
<td>Interpret established school-level procedures to deliver high quality instruction; follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending professional development sessions for the purpose of ensuring success for all students.</td>
</tr>
<tr>
<td><strong>Specialists</strong></td>
<td>The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation based on their expertise.</td>
</tr>
<tr>
<td><strong>College &amp; Career Coach</strong></td>
<td>Ensures student needs, as identified by data, are able to be addressed through their class schedule; frequent communication with students and families to discuss student progress and address concerns.</td>
</tr>
</tbody>
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### Organizing the MTSS Files

All MTSS files should be kept in a central location within the school or maintained in Infinite Campus. While teachers may have copies of the current FCPS Tier plans to refer to in their classrooms, updated student files must remain in the central location. It is essential that any personal or private information shared in student social histories, outside evaluations, or parent notes is kept confidential.

Paperwork should be kept in the file with the most recent information first. All paperwork from the same school year should be organized in this manner and stapled together at the end of the year.

When a student transitions from elementary to middle school or middle school to high school, the MTSS folder should be placed in the cumulative folder and be delivered to the middle school. If maintained in Infinite Campus, these will transfer electronically with the student. The middle school/high school MTSS chair should also receive a list of all MTSS students, current and inactive. The middle school/high school chair (or principal designee) will pull the MTSS folders and relocate the folders to the appropriate location in the school.
Within the Multi-Tiered System(s) of Support model, Systematic Problem Solving (SPS) and Instructional Decision Making (IDM) are critical inter-related components for providing high-quality instruction and interventions matched to students’ needs. SPS and IDM may be used to address individual or group problems. The processes could be applied at the systems, building, grade, classroom or individual student levels. To ensure efficient use of resources, schools begin by identifying trends and patterns using school-wide and grade-level data.

The Systematic Problem-Solving Process

The SPS process allows educators to assess the effectiveness of instruction and make adjustments for continual improvement in student academic and social/behavioral performance. Using a systematic approach for solving problems ensures all individuals involved clearly understand the problem as well as the action plan. Additionally, using this approach allows the team to attribute positive results to implemented solutions. The MTSS Team members vary, depending upon the nature and severity of the problem. For example, at the classroom level, a teacher, parent, and student may discuss academic or behavioral needs and arrive at possible solutions. For more global or intense problems, the team may include others with specific expertise. At this level, the MTSS Team may include parents, teachers, counselors, school nurses, reading, math, or behavioral specialists, principals, outside agency providers, etc.

Adapted from D. Tilly., 2003
The four parts of the ongoing problem-solving cycle are as follows:

1) Define the Problem

What is the problem?

If an academic or behavioral problem exists at any tier, the initial step is to determine the difference between what is expected and what actually is occurring. The MTSS Team asks, “What specifically do we want students to know and be able to do, when should they be able to do this, and what do they currently know and do?” To answer these questions, the team examines academic or behavioral data for groups or individuals and compares the data to benchmark standards to determine if a discrepancy exists. If so, the team determines the relative magnitude of the discrepancy compared to typical peers and/or national standards.

Why is it happening?

If an academic or behavioral problem exists at any tier, the team analyzes data and decides if further diagnostic measures are required. When all needed information is collected, the MTSS Team generates hypotheses based on collected data, research-based content area knowledge, and controllable variables. Ask, “Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?” Once the team has generated hypotheses, pick the most reasonable one and design or select instruction that directly addresses the barriers.

2) Develop an Intervention Plan

What are we going to do about it?

Develop an intervention plan driven by the results and hypotheses developed during problem analysis. The MTSS Team will need to establish a specific, data-driven performance goal for a group of students or an individual student and develop an intervention plan to achieve the expected goal. Finally, the team will need to delineate how progress will be monitored. The team should ensure that the measurement tool is matched to the skill deficit that is addressed. For example, basic reading comprehension could be measured with FAST CBMComp probes; however, this tool would not be appropriate to progress monitor academic vocabulary acquisition. Specific plan components may include:

Curriculum & Instructional Decisions

- Who will deliver instruction?
- When & where will instruction be delivered?
- Will students be grouped within grades? Across grades? How many students in a group?
- What specific materials and instructional strategies will be used?
- What level of materials will be used?
- How long should instruction be delivered before expected effects may be observed?
- How will implementation be monitored for fidelity? Who will be responsible for monitoring fidelity?
Progress-Monitoring Decisions

- How will the data be collected?
- What materials will be used to collect data?
- In which setting(s) will data be collected?
- Who will be responsible for collecting and graphing the data?
- When (& how often) will the data be collected?
- How frequently will the MTSS Team review data?

3) Implement The Intervention Plan With Fidelity

How do we implement the intervention plan?

The intervention (instructional) plan must be implemented with fidelity in any tier. The MTSS Team should ensure the staff responsible for carrying out the plan has the necessary training and resources to implement the plan as developed. Staff may need assistance in troubleshooting challenges that arise during implementation. Staff responsible for progress monitoring may need training in new data collection methods as well as data analysis. Finally, the fidelity of the plan will need to be frequently monitored by those persons specified in the instructional plan.

4) Evaluate

Did our plan work?

Measure the response to instruction/interventions by using data gathered from subsequent screening data or progress monitoring at agreed upon and reasonable intervals. Progress-monitoring data should directly reflect the targeted skill(s). Ask, “Is the instruction/intervention working? If not, how can the instruction/intervention plan be adjusted to better support the student’s progress?” Team discussion should center on how to maintain or better ensure learning for the student(s).

In general, the data collected in the initial problem-definition phase are compared to the most current progress-monitoring data using instructional decision making rules. The MTSS Team examines the level and the trend of the progress data in comparison to the goal to determine if the instruction is having the desired effect.

If the desired effect has been achieved, the team may need to reset the goal, phase out the instruction or intervention, or attack a new problem. If the desired effect has not been achieved, the team will need to re-examine the plan and repeat the problem-solving process. Appendix I: Plan, Do, Study, Act Problem Solving Model; Appendix J: Systematic Problem Solving (SPS) Team Decision Making Tool; and Appendix K: TIPS Problem Solving Model have been included in this handbook to assist teams in making instructional changes and documenting meeting participants and outcomes.
Intervention Plan Design

As noted in the previous section, the SPS defines and analyzes the problem prior to developing an intervention plan. An intervention is equivalent to instruction; an intervention plan is an instructional plan. Intervention plans document academic or behavioral instructional strategies, as well as the progress monitoring plan and the resulting data. Once these components are examined, it is possible to prioritize the hypotheses and to design an intervention that has the greatest likelihood of success. Appendices I, J & K will help MTSS Teams design, monitor and analyze intervention plans.

Procedures in Intervention Plan Design

The following procedures are best practices in designing Intervention Plans. The FCPS forms for documenting Tiers 1, 2 and 3 are aligned to these practices. When completing the FCPS intervention forms you may want to refer back to information in this section. For ease of use in the MTSS Team process the FCPS Documentation forms for Tier 1, Tier 2, and Tier 3 are separate attachments. The FCPS Form for Tier 1 Documentation is Appendix L, FCPS Form for Tier 2 Documentation is Appendix M and the FCPS Form for Tier 3 Documentation is Appendix N.

**STEP 1: DETERMINE THE DESIRED OUTCOME (GOAL) IN OBSERVABLE, MEASURABLE TERMS.**

The desired outcome or goal for student learning depends upon the individual’s current performance and the extent or degree to which the target behavior must change. The current performance is linked to a clearly articulated goal that can be written in observable, measurable terms, including:

- Time Frame – when the expected goal will be met
- Behavior – a specific description of the expected learning behavior
- Condition – specific circumstances under which the learning behavior will occur
- Criteria – the standard at which the student must perform
  - Factors to consider in setting criteria:
    - Student’s current level (e.g., baseline data)
    - Skill or behavior to be changed
    - Realistic growth rates
    - Reporting and follow-up schedules
    - Duration and intensity of intervention to reach goal

The desired outcomes are located in Attachments M and N. They should be stated in a narrative form and may be a standard statement as shown below:

Within (number) of weeks, when (conditions of intervention) occurs, (student name) will (behavior) to (criterion).
**STEP 2: DEVELOP THE INTERVENTION PLAN.**

The interventions are documented in a written plan for clarity and accountability purposes. A carefully written step-by-step plan ensures that all staff shares the same understanding of the procedures to be implemented and guide those involved to maintain fidelity. The plan should be clear enough that it can be replicated and must designate the following:

- What is the basic skill that needs to be taught?
- What evidence-based instructional materials and strategies will be implemented? What is the level of the material?
- Who will implement the instruction?
- How frequently will instruction occur and for how long?
- Where will instruction take place (Instructional setting) and what is the projected teacher: student ratio during intervention.
- How will parents be notified of the plan and their child’s progress?

**STEP 3: SELECT MEASUREMENT STRATEGY**

Usually, the determination of a measurement tool was decided as part of collecting baseline data. Therefore, this measurement will be continued as part of progress monitoring. This will allow the MTSS Team to compare the student’s initial level of performance with the progress they make during the intervention phase. To ensure fidelity of the measurement, the progress monitoring plan is documented during the generation of the intervention plan. Decisions should be made and the following should be documented as indicated by the FCPS Tier 2 and 3 Documentation Forms.

- What methods and materials will be used to collect data?
- When, where, and how often will data be collected?
- Who will be responsible for data collection? Who will collect the data if the responsible person is not available?

On the FCPS for Tier 2 and Tier 3 Documentation Forms the progress monitoring tool, frequency and person responsible should be listed in the table. Progress Monitoring Data should be represented through use of a graph.

Graphed display of data must include:

- Descriptive title
- X axis indicating units of behavior (e.g., words read correct, intervals of academic engagement)
- Y axis indicating dates in real time
- Legends describing components of graph (e.g., baseline, goal line, trend line)
- Baseline data
- Vertical line separating baseline from progress-monitoring data
- Target goal
- Aim line or goal line that connects baseline to target goal
STEP 4: DEVELOP PLAN TO MONITOR FIDELITY

The problem-solving team cannot assume that the intervention is occurring as planned without monitoring the fidelity of the components of the plan. Therefore, the intervention plan should include documentation of fidelity checks. A Fidelity Checklist is included in this handbook as Appendix H. Several other methods may also be used to check fidelity including:

- **Self-reporting** – the interventionist keeps a log or checklist of critical components of implementation (e.g., date, lessons completed)
- **Permanent products** – products from the intervention may be analyzed to determine if critical components of the plan are included
- **Direct observation** – Observer checks for presence or absence of critical components of the intervention design during instruction
- **Rating scale or rubric** – observer uses a rating scale or a rubric to check off intervention steps and rate how well they were implemented
- **Script** – Both the interventionist and the observer have a script that details how an intervention should be implemented. The observer may follow along with the script to ensure that the instruction proceeds as intended.

Fidelity check documentation should be kept on file by the MTSS Team in addition to the person completing the checks signing and dating the FCPS Forms for Tier 1, 2, and 3 Documentation. If it is determined that the intervention is not being implemented with integrity, the problem-solving team, including the interventionist, will need to explore the reasons for lack of integrity and ways to ensure that the plan is followed as it was written.

STEP 5: DEVELOP DECISION-MAKING PLAN

The final component of intervention planning is to determine how decisions will be made. As a part of the Problem Solving Process the following resolutions will be made while developing the plan. They will determine how and when the plan will be evaluated to see if its implementation is resulting in the desired outcome.

- How frequently will data be collected?
- What methods will be used to summarize the data for evaluation?
- How many data points or how much time is required before data will be analyzed?
- When will the plan and data be reviewed to determine effectiveness?
- What are the decision rules and actions that will be taken based upon the data collected?

If intervention is not yielding the desired results (as evidenced by Appendix I, J or K) the intervention plan should be adjusted.
Unacceptable Practices in Intervention Design

The following are examples of unacceptable practices that may occur during intervention planning:

INTERVENTION DOES NOT MATCH THE PROBLEM.

The intervention strategy and materials must meet the student’s individual needs. For example, if the student exhibits deficits in decoding and word attack skills, an intervention to build fluency will have little effect on progress toward the desired outcome. Therefore, it is crucial that the MTSS Team identify the correct presenting problem and identify an evidence-based instructional strategy or program that has the greatest likelihood of success.

AN ADEQUATE PROBLEM ANALYSIS WAS NOT COMPLETED PRIOR TO DESIGNING OR IMPLEMENTING THE INTERVENTION.

If during the Problem Solving Process the student’s deficit was not clearly defined, it is probable that the intervention provided will not contain all of the crucial components necessary to reach the desired outcome.

For example: Assuming that lack of motivation is the problem without reviewing data to determine whether the student has a skill deficit.

THE TIMELINES CHOSEN ARE NOT SPECIFIC TO THE NEEDS AND GROWTH RATE OF THE INDIVIDUAL STUDENT, BUT RATHER ARE BASED ON ‘ARBITRARY’ CRITERIA (E.G., ALL INTERVENTION LASTS 4 TO 6 WEEKS, REGARDLESS OF THE PROBLEM).

As with choosing the best instructional strategy and materials for an intervention, the amount of time needed to make a data-based decision is based on the student’s needs and the behavior to be affected. For example, improvement in reading comprehension may require a lengthier intervention period than acquisition of basic math facts. Typical decisions that inform when to discontinue or change an intervention include the following and should be a part of evaluating the intervention plan.

- Intervention is effective and is no longer needed.
- Student is not making sufficient progress and adjustments to plan are needed.
- Student is making progress, but the intervention is so intense it cannot be maintained in the current setting.

INTERVENTION SELECTED CONSISTS OF ACCOMMODATIONS, ADVICE, OR CONSULTATIONS THAT ARE NOT CHILD SPECIFIC OR TARGETED TO A SPECIFIC BEHAVIOR.

Interventions are designed to improve student performance and matched to student needs.

Consultation, parent contacts, measurement strategies, and accommodations (e.g., preferential seating, reduced assignments, and extended time) are not intervention strategies.

TREATING EACH STUDENT CONCERN SIMILARLY RATHER THAN ADDRESSING THEM ON AN INDIVIDUAL, CASE-BY-CASE BASIS

It is sometimes necessary to veer from typical procedures based on individual student needs. (Typical procedures may include insisting that a student proceed through tier 2, supplementary intervention without considering the ‘red flag’ issues that must be addressed through immediate, intense, tier 3, systematic level of support.)
<table>
<thead>
<tr>
<th>Step or Element</th>
<th>Well-Designed</th>
<th>Needs Work</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set Goal</td>
<td>Narrative goal stated and represented graphically on performance chart specifying time frame, condition, behavior, and criterion.</td>
<td>Narrative goal stated specifying time frame, behavior, criterion, and condition – not represented graphically.</td>
<td>Goal incorrect or not set at all.</td>
</tr>
<tr>
<td>Develop Intervention Plan</td>
<td>Plan stated (a) procedures/strategies (b) materials, (c) when, (d) where, and (e) persons responsible</td>
<td>Generic description of intervention strategy or curriculum (e.g., behavior management; Scott-Foresman) is stated. Materials, when, where, and persons responsible may be present.</td>
<td>Intervention plan not written or generic descriptions of intervention (e.g., behavior management) only.</td>
</tr>
<tr>
<td>Select Measurement Strategy</td>
<td>A measurement strategy is developed answering: How? What? Where? Who? When?</td>
<td>A measurement strategy is developed but only answers three of the five questions: How? What? Where? Who? When?</td>
<td>Measurement strategy is not developed or The measurement strategy only answers one or two of the five questions.</td>
</tr>
<tr>
<td>Plan to Monitor Treatment Fidelity</td>
<td>A plan to monitor implementation fidelity is written including method for monitoring, who is responsible and how often.</td>
<td>A nonspecific plan is written to monitor intervention integrity</td>
<td>No plan to monitor implementation fidelity is included.</td>
</tr>
<tr>
<td>Develop Decision Making Plan</td>
<td>The decision-making plan indicates: (a) how frequently data will be collected, (b) the strategies to be used to summarize data for evaluation, (c) how many data points or how much time will occur before data will be analyzed, and (d) What actions will be taken based on intervention data.</td>
<td>Decision making plan does not address all five components.</td>
<td>No decision-making plan is included.</td>
</tr>
</tbody>
</table>
Progress Monitoring

Progress monitoring occurs during the evaluation phase of the problem-solving process. Progress monitoring occurs across all tiers and involves collecting frequent and repeated measures of students’ academic or behavioral performance. Progress-monitoring data is used to quantify, analyze, and summarize patterns of student performance and to evaluate the effectiveness of the instruction being provided. If the data indicate a student or group of students is not making sufficient progress to achieve a goal, the instruction should be altered to make it more effective.

Progress monitoring should be viewed as a continuous process that provides data to inform instructional decisions. This will be discussed in further detail in the Instructional Decision Making (IDM) section.

To evaluate tier 1 instruction and identify students who may need more intensive instruction, a common universal screening or benchmark measure is administered to all students within a school. Students who are successful within the core curriculum may be screened less frequently; typically, three times a year.

At tiers 2 and 3, progress monitoring may occur as frequently as once weekly or as infrequently as once a month. The frequency of data collection is dependent upon the intensity and severity of the presenting problem and the level of instruction required.

In order to make reliable and valid data-based decisions, it is preferable to choose the same method and assessment strategies to allow for comparisons of results between and within students. If different measurement tools are used by teachers within a school or by schools within the district, valid comparisons of student progress are more difficult.

Large Group Progress-Monitoring Decisions

In a situation where the universal screener or benchmark indicates that 80% or more students are being successful in tier 1, more intensive progress monitoring is reserved for tiers 2 and 3. If a school determines large groups of students require supplemental instruction in tier 1, it is necessary to progress monitor those groups or classrooms one to two times per month. In tiers 2 and 3, groups of students who require intensive instruction should be monitored once per week. When it is necessary to collect data on large groups of students, leadership teams must structure the progress-monitoring system so that those responsible for data collection have the resources to complete the task. Implementing efficient structures for data review allows teams to flexibly group students based on need and to move to a less intensive tier when progress is made.

Individual Progress-Monitoring Decision Making

The progress-monitoring process for individual students in tiers 2 and 3 is very similar to those discussed for monitoring large groups of students. However, it is necessary to create a written intervention plan that includes explicit details about how progress monitoring will be conducted.
(See Appendices M and N.) The frequency of data collection depends upon the severity and intensity of the problem. Research indicates the frequency of progress monitoring could be as little as once a month or as much as once a week. The measurement materials must be readily available to those responsible for monitoring progress.

Additionally, it may be necessary to provide training for the person responsible for data collection. Regularly scheduled fidelity checks will ensure that the progress monitoring is being conducted according to the individual intervention plan. Finally, the review schedule for analysis of the data should be specified on the intervention plan.

Progress-Monitoring Procedures

**Are the supports in place to conduct progress monitoring?**

It is important that the tool selected to monitor progress be reliable and valid for assessing the targeted skill. The tool must be of short duration and be administered frequently and systematically. These measures must also allow for comparisons with other students and individual progress toward the goal. For basic academic skill deficits, Curriculum-Based Measures must be used to meet these criteria. Schools should use additional tools (e.g., exit slips, reading inventories, unit tests, Curriculum-Based Assessments) to help inform instruction; however, these do not meet the criteria needed for progress monitoring. For behavioral competency deficits, schools may use simple repeated measures that meet the previously-stated criteria (e.g., frequency counts, interval recording, and daily rating scales).

The progress-monitoring measurement strategy is the same procedure used to collect baseline data. The supports needed to implement the measurement strategy include:

- easy access to materials
- clear procedures that provide specific directions for administration and scoring
- regularly scheduled time to collect data
- technology to produce graphs and trend lines
- time for staff to analyze data

**How will the progress-monitoring data be displayed?**

Displaying the data visually helps teams analyze trends in performance, which supports the decision-making process. Although data can be displayed in a chart or table, graphs provide a visual summary of student progress and help convey relationships in the data. In turn, trends in the data can help staff interpret the effectiveness of the instruction. Why is graphing important?

- Ensures data will be considered; offers some level of accountability
- Easy to interpret
- Depicts tangible reflection of program effects
- Provides basis for changing programs if results miss goals
- Program changes driven by graphed data and accompanied by positive reinforcement yields positive results. (Adapted from D. Reschly, 2007)
Graphs should follow a standard format and must contain all of the information that support clear communication of the data collected. The components of a standard graph include:

- A concise title describing the purpose of the graph
- Scale captions to indicate the identity and meaning of the behavior and measurement procedure
- X and Y axis and scale units displayed in the appropriate range for the data
- Baseline data, goal, and goal line
- Clearly labeled intervention phases
- All relevant data displayed appropriately

**Are the progress-monitoring data being collected with fidelity?**

Support must be in place to ensure that data are collected according to the schedule and with the frequency indicated on the intervention plan. Fidelity checks help to ensure that the data are being gathered using correct measurement strategies and/or according to the standardized directions. Fidelity checks also help solve problems that may arise with data collection (e.g., the need for additional training, re-scheduling data collection on missed days, arranging for additional people to help, using correct probes).

**What protocols should be used to interpret student data?**

Once data collection is occurring, schools should regularly analyze results to determine if intervention is effective in accelerating student achievement. Two models for analyzing graphed data are as follows:
Four-Point Decision Rule

Many decision-making procedures include the four-point decision rule as a guideline for interpreting progress monitoring data. It is always necessary to discuss the accuracy and reliability of progress monitoring data. To use the four-point decision making rule:

1. Ensure proper graphing of the goal line (aim line) and trend line.
2. Collect a minimum of 6 data points, not counting the baseline data points.
3. Compare the last 4 consecutive data points to the goal line.
4. Make an instructional decision.

IF 4 CONSECUTIVE DATA POINTS FALL AT OR ABOVE THE GOAL LINE, CONSIDER RAISING THE GOAL OR CONSIDER FADING INTERVENTION.

IF 4 CONSECUTIVE DATA POINTS FALL BELOW THE GOAL LINE, MAKE AN INSTRUCTIONAL CHANGE.

IF DATA POINTS FALL ABOVE AND BELOW THE GOAL LINE CONTINUE WITH CURRENT INSTRUCTIONAL STRATEGIES, MAINTAIN THE CURRENT GOAL, AND CONTINUE TO MONITOR PROGRESS.
Trend line Analysis

A trend line analysis compares the slope of the trend line (student’s actual rate of progress over time) to the slope of the goal line (student’s expected progress) to determine if a student is achieving as predicted. In general, 8 to 11 data points are usually necessary to reliably analyze trend.

**IF THE SLOPE OF THE TREND LINE IS FLATTER THAN THE GOAL LINE, CONSIDER AN INSTRUCTIONAL CHANGE.**

![Goal Line and Trend Line Diagram](image)

**IF THE SLOPE OF THE TREND LINE IS STEEPER THAN THE GOAL LINE, CONSIDER SETTING A HIGHER GOAL OR DETERMINING IF IT IS TIME TO FADE INTERVENTION.**

![Trend Line and Goal Line Diagram](image)

**IF THE SLOPE OF THE TREND LINE IS PARALLEL TO THE GOAL LINE, MAKE NO CHANGES.**

![Goal Line and Trend Line Diagram](image)

**IF THE SLOPE OF THE TREND LINE IS PARALLEL TO THE GOAL LINE, MAKE NO CHANGES UNLESS THE LEVEL OF THE TREND LINE IS SIGNIFICANTLY BELOW THE GOAL LINE.**

![Goal Line and Trend Line Diagram](image)
What changes might need to be made to the intervention?

Sometimes the progress monitoring data will indicate that a change is needed (e.g., trend line is flatter than the goal line). Instructional activities that can be changed or altered to increase the intensity of the intervention include the following:

- **Opportunities to learn** – increase number, time, or intensity of intervention sessions
- **Program Efficacy** – examine effectiveness or level of curriculum materials and/or teaching strategies
- **Program Implementation** – monitor how instruction is being delivered for intensity & fidelity
- **Grouping for Instruction** – analyze setting or placement to determine if changes are necessary
- **Coordination of Instruction** – strategically plan with all those involved in intervention
- **Student Motivation** – increase positive reinforcement or provide meaningful incentives, consider student interest

Graphed Data Analysis over time:

After the systematic problem solving process has been implemented, the team must regularly schedule meetings to review graphs and discuss the need for program changes as set in the intervention plan. Some students will require multiple cycles of SPS and multiple reviews with program changes. Some students may need to stay in tier 2 to continue making progress, or may need to be moved to a more intensive level of service provided in tier 3. This may mean that a student is participating in all three tiers of instruction simultaneously.

For individual students who have consistently responded poorly to tier 3 interventions as reflected by data and in comparison to peers, consider whether the student may be suspected of having a disability. This may be considered once the MTSS Team has cycled through the problem-solving process multiple times and monitored the student responses. It is unacceptable to analyze a trend line in response to a single intervention cycle and assume the student has a disability. The number of weeks for making such decisions will vary based upon the time required to implement intervention plans with fidelity. However, research indicates that decisions are more reliable with increased data over time. MTSS Teams should review a minimum of 8-10 data points with intensive intervention. (See special education section.)
Unacceptable Practices in Progress Monitoring

The following are examples of unacceptable practices that may occur in the process of evaluating interventions.

- Progress monitoring data are collected on an irregular or infrequent basis or are not collected. This could lead one to make inappropriate decisions about progress or lack of progress. The intervention plan should reflect the frequency of data collection and all efforts should be made to implement as planned.
- The progress monitoring data are not evaluated during the intervention implementation, but only at the end of the intervention. This would indicate that the decision-making rule(s) were not followed and necessary changes were not made in a timely manner. This could result in an intervention being used for too long, whether it is effective or ineffective.
- Changes are not made to the intervention when the progress monitoring data indicate the intervention is ineffective. If the data indicates that an intervention is ineffective, there are three likely causes:
  - Stating that the intervention was ineffective, despite knowing that the intervention was not implemented as planned. This suggests a breakdown in the intervention fidelity check.
  - Stating intervention outcomes that are not supported by the actual progress-monitoring data. This practice contradicts the intention of data-based decision making. Decision rules should guide future actions and the outcomes that guide those actions.
  - Progress monitoring tool does not match the deficit skill and, therefore, cannot accurately reflect progress. This may indicate that the team has identified the wrong problem or wrong measure (e.g., using a measure of basic skills when the problem is with content area knowledge).

Causes of Ineffective Interventions

- The intervention is not being implemented as designed.
- The intervention needs to be intensified for the student.
- The intervention is not the correct match (it is the wrong intervention for the skill deficit).
Instructional Decision Making

Instructional Decision Making (IDM) is a set of systems and strategies designed to increase the capacity of schools to educate all students and increase student achievement and behavioral success. The purpose of IDM is to use assessment strategies and resulting data to directly answer the questions posed by the systematic problem-solving process. To be successful, the problem-solving team members require knowledge in both the IDM process and in the areas of reading, math, written expression and behavior.

Instructional decision-making takes place on numerous levels: district, school, grade level, classroom, and individual. Data from selected assessments (i.e. MAP, KPREP, ACCESS, EPAS, FAST, etc.) or measures (i.e. attendance and tardiness, behavioral data, persistence to graduation indicators) assist in determining progress toward the standards, as well as in identifying students who have the greatest need. Guiding questions to be answered include the following:

1. Is there a school-wide learning/behavior problem? If yes, why is it occurring?
2. Is there a class-wide learning/behavior problem? If yes, why is it occurring?
3. Is there an individual learning/behavior problem? If yes, why is it occurring?
4. Did intervention efforts successfully resolve the problem?

Once students’ needs are identified and interventions are implemented, progress-monitoring measures (i.e. FAST, DIBELS, BIP monitoring charts, PASS data tools, frequency counts, interval recordings, and behavioral rating scales) are matched to deficits to indicate growth toward selected goals. Data is then used to inform instruction and to make decisions about the need for adjustments.

<table>
<thead>
<tr>
<th>Instructional Decision Making</th>
<th>Is Not</th>
<th>Is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Not</td>
<td>A process that attempts to intervene on a child-by-child basis</td>
<td>A process that occurs at all levels (e.g. district, building, grade level, classroom, individual student)</td>
</tr>
<tr>
<td>Fragmented initiatives (isolated groups working within a school or district that are making decisions independent of the larger community)</td>
<td>Fragmented initiatives (isolated groups working within a school or district that are making decisions independent of the larger community)</td>
<td>A process that allows initiatives to be aligned and coordinated to function effectively to address the instructional needs of all students</td>
</tr>
<tr>
<td>One size fits all</td>
<td>Matching resources to student instructional needs</td>
<td>Matching resources to student instructional needs</td>
</tr>
<tr>
<td>Single teacher driven</td>
<td>A collaborative effort</td>
<td>A collaborative effort</td>
</tr>
<tr>
<td>The same for every school</td>
<td>Uniquely designed for each building</td>
<td>Uniquely designed for each building</td>
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</tbody>
</table>

(Adapted from the Iowa Heartland AEA 11, Decision-Making Team Document)
Decision Rules

Before decision-making can begin, schools must review present data tools and determine the criteria (target goals) for a positive response to instruction for an individual school or district. Based on the data, instruction can have one of three outcomes, or responses: positive, questionable, or poor.

**Decision Rules for Positive Response — Individual Student and Group of Students**

Positive Response — under positive conditions, the current instruction/intervention may be continued with the same/increased goal or faded gradually to determine whether the same level of support is necessary for student(s) success. See Figure 1 & 2 — Decision Rules for Positive Response for Individual Student and Group of Students.

**Positive Response**

- Gap is closing.
- Point at which student(s) will “come in range” of target can be extrapolated — even if this is long range.

*Figure 1-Positive Response for Individual Data*
**Figure 2—Positive Response for Group of Students**

<table>
<thead>
<tr>
<th>Test Type</th>
<th>FA12 3.3</th>
<th>FA12 Standard Error</th>
<th>W113 3.2</th>
<th>W113 Standard Error</th>
<th>Growth Standard Error</th>
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**POTENTIAL ACTIONS**

- Continue instruction with current goal.
- Continue instruction with increased goal.
- Gradually fade intervention to determine if student(s) have acquired functional independence.

**DECISION RULES FOR QUESTIONABLE RESPONSE – INDIVIDUAL STUDENT AND GROUP OF STUDENTS**

Questionable Response - When the response is inconclusive, the first question is one of fidelity: “Was the intervention implemented as intended?” If not, then supports to increase implementation fidelity are put in place. If implementation fidelity is demonstrated, then intensity of the current instruction may be increased for a short period of time. If rate of progress improves, then instruction is continued at the more intense level. If the rate does not improve, then a return to Steps 1 and 2 of problem solving is necessary. See Figure 3 & 4 - Decision Rules for Questionable Response for Individual Student and Group of Students.

**QUESTIONABLE RESPONSE**

- Rate at which gap is widening slows considerably, but gap is still widening.
- Gap stops widening, but closure does not occur.
Figure 3: Questionable Response for Individual Student

![CBMReading English Progress Monitoring Report](image)

Figure 4: Questionable Response for Groups of Students

<table>
<thead>
<tr>
<th>Test Type</th>
<th>FA12 Test RIT</th>
<th>FA12 Standard Error</th>
<th>Wi12 Test RIT</th>
<th>Wi12 Standard Error</th>
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**Mathematics**

- Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores: 18
- Count of Students who Met or Exceeded their Projected RIT: 9
- Percentage of Students who Met or Exceeded their Projected RIT: 50.0%
- Overall Percentage of Projected RIT Met or Exceeded: 100.0%
- Count of Students with Valid Winter 2012-2013 Test Scores: 18
- Winter 2012-2013 Mean RIT: 215.0
- Winter 2012-2013 Median RIT: 211
- Winter 2012-2013 Standard Deviation: 0.3
POTENTIAL ACTIONS

- Was intervention implemented as intended?
  - If no – employ strategies to increase implementation integrity.
  - If yes – modify/intensify intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.

DECISION RULE FOR POOR RESPONSE – INDIVIDUAL STUDENT AND GROUP OF STUDENTS

Poor Response - When the response is poor, the same question of implementation fidelity is asked. Again, if implementation fidelity is problematic, supportive strategies to increase implementation fidelity are employed. If implementation integrity is sound, then the steps of problem solving are retraced, asking: “Is the instruction aligned with the verified hypothesis, or are there other aligned interventions to consider?” (Develop a plan.) “Are there other hypotheses to consider?” (Define the problem) and “Is the problem identified correctly?” (Evaluate.) See Figures 5 and 6: Poor Response for Individual Students and Poor Response for Groups of Students.

POOR RESPONSE

- Gap continues to widen with no change in rate.
- Level of trend line is well within at risk range with little or no chance of closing the gap.

Figure 5-Poor Response for Individual Students
**Figure 6—Poor Response for Groups of Students**

<table>
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<tr>
<th>Text Type</th>
<th>FA12 Standard Error</th>
<th>FA12 RIT</th>
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**Reading**

Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores | 10
---|---
Count of Students who Met or Exceeded their Projected RIT | 5
Percentage of Students who Met or Exceeded their Projected RIT | 50.0%
Overall Percentage of Projected RIT Met or Exceeded | 50.0%
Count of Students with Valid Winter 2012-2013 Test Scores | 10
Winter 2012-2013 Mean RIT | 220.7
Winter 2012-2013 Median RIT | 220
Winter 2012-2013 Standard Deviation | 9.1

**ACTIONS**

- Was instruction implemented with fidelity?
  - If no, use the Fidelity Checklist, Appendix H to problem-solve.
  - If yes, proceed to the following question.

- Was there sufficient time for the intervention to work?
  - If no, allow additional time according to strategy or program requirements.
  - If yes, proceed to the following question.

- Was the problem identified correctly?
  - If no, are there other hypotheses to consider based on reviewing current data?
  - If yes, proceed to the following question.

- Was intervention aligned with the verified hypothesis?
  - If no, use data to identify an intervention to match the deficit.
  - If yes, proceed to the following question.

- Was the response of entire group poor?
  - If no, and the student is responding poorly, a disability may be suspected and a special education referral may be warranted. See “Recommended Practices for Determining if a Student is Suspected of Having a Disability” for further analysis.
  - If yes, use data to identify a new intervention for the group.
Response to Intervention and Child Find

A significant shift in the way we think about the identification of students with disabilities has occurred. There was heightened emphasis throughout IDEA 2004 on effective tier 1 instruction and intervention that would result in improved educational outcomes for all students. It is important to ensure a student is not identified as having a disability as a result of language differences, cultural experiences, or inadequate instruction, especially in reading and math. Research recognizes implementation of a Response to Intervention (RtI)/Systemic Problem-Solving approach greatly increases the probability that effective instruction is provided.

Identification processes that have operated in a “test-eligibility-intervention” manner have often resulted in a “wait to fail” phenomenon. This occurs when a student is having difficulties, but is not eligible for intervention (via special education) because the assessed discrepancy between aptitude and achievement is not yet large enough. This approach has now given way to a multi-tiered system that provides interventions as part of a problem-solving process at the earliest indication of need. Then, if both low achievement and insufficient progress are still evident, the student’s response to these interventions (RtI), along with other relevant data, may lead to a special education referral and a disability determination.

The essential components and benefits of a Response to Intervention (RtI) approach to addressing student learning needs are referenced in both general and special education law at the federal level, furthering the integration of learning support for all students, including those with identified disabilities. The Individuals with Disabilities Education Improvement Act (IDEIA 2004) and the Kentucky Administrative Regulations (KARs 2007/ HB 69 2013) heavily emphasize the importance and components of RtI including:

707 KAR 1:300 Section 3 (3) (a) Prior to, or as part of the referral process, the child is provided appropriate, relevant research-based instruction and intervention services in regular education settings, with the instruction provided by qualified personnel; and (b) Data-based documentation of repeated assessments of achievement or measures of behavior is collected and evaluated at reasonable intervals, reflecting systematic assessment of student progress during instruction, the results of which were provided to the child’s parents. (4) If the child has not made adequate progress after an appropriate period of time during which the conditions in subsection (3) of this section have been implemented, a referral for an evaluation to determine if the child needs special education and related services shall be considered.

As MTSS Teams utilize the rules of intervention planning and instructional decision making, some students will be suspected of having a disability. The KARs indicate that students who have received intervention and progress monitoring as noted above and have had exclusionary factors ruled out may be considered for a referral to special education. Exclusionary factors specifically
defined within KARs include the following: lack of appropriate instruction in reading, including the essential components of reading instruction (SEEA, 20 U.S.C 6301); (b) lack of appropriate instruction in math; or (c) Limited English proficiency.

Factors that may contribute to delays or appearance of delays:

- Vision/hearing/health deficits
- Unmet educational needs (inadequate instruction/availability or misuse of resources)
- English Language Learner (ELL)
- Differences between ethnic/cultural identity and classroom expectations
- Lack of opportunities for enrichment (e.g. lower SES, early childhood experiences, limited language experiences)
- Psycho-social stressors (recent or chronic trauma)
- Frequent moves (lack of continuity of instruction)
- Excessive absences or tardies (lack of continuity of instruction)

**FINAL CHECK FOR DETERMINING IF A STUDENT IS SUSPECTED OF HAVING A DISABILITY**

In deciding whether a referral for special education evaluation is warranted, the team should reconsider the answers to the following questions regarding the student’s involvement in the RtI process and/or utilize the Intervention Fidelity Rubric: Appendix O:

- Does evidence (school-wide data) exist that Tier 1 instruction was effective with at least 80% of students?
- Does evidence (progress-monitoring and benchmark data) exist that this student’s achievement and/or behavior differ significantly from that of other students with similar characteristics and educational experiences?
- Was any diagnostic/prescriptive assessment administered for the purpose of informing effective instruction/intervention, particularly if the student was not responding to early intervention attempts? If so, what were the results?
- Did the interventions implemented have an evidence-base or represent instructional best practice? Were the interventions carried out with fidelity?
- Were adjustments made to the interventions as a result of ongoing progress monitoring? (Were changes made to the intensity, duration or frequency of the interventions or were additional interventions implemented in response to student performance data?)
- Were the interventions provided for an adequate length of time? (Evidence shows that decisions are strengthened by a minimum of 10-11 weeks of data.)
- Is there evidence of a significant achievement gap even after targeted and/or intensive intervention?
- Is the achievement gap with grade-level peers closing?
- Does the student need ongoing supports and services that cannot be maintained through general education alone in order to benefit from general education?
Procedures for Child Find in Kentucky and within Fayette County Public Schools dictate that interventions be provided prior to or during the referral. Interventions should continue throughout the referral and evaluation process. Please reference KARs and FCPS Procedures. If a student is referred without intervention and is accepted for special education evaluation, interventions will need to be provided and progress monitored regularly (no less than 1 x per week) for the duration of the assessment period. (Please refer to FCPS Special Education Procedures 2008 for further information in implementing processes for child find, evaluation and eligibility determination. This document may be accessed through the special education website at www.fcps.net.)

If a student is evaluated for special education and is not eligible for services, the school will continue to provide interventions through the multi-tiered system of instruction, and the MTSS Team will continue to use the problem solving process to meet student needs.

Students who are eligible for special education services will receive instruction in the least restrictive environment as determined by their IEP. If applicable, students may continue to receive interventions through the multi-tiered support system in addition to their placement which was determined by the ARC. (Please refer to FCPS Special Education Procedures 2008 for further information in implementing IEP’s. This document may be accessed through the special education website at www.fcps.net.)

Appendix P illustrates the RtI Process.
Glossary

- **Cultural Differences** – Fundamental differences among people arising from nationality, ethnicity and culture as well as from family background and individual experiences. These differences affect beliefs, practices and behavior and also influence expectations of one another.

- **Culturally Responsive Practices** – A comprehensive system of education in which policies, programs, practices and procedures account for and adapt to the diversity of students' race, ethnic identity, language, learning styles and culture.

- **Curriculum-Based Assessment (CBA)** – An assessment that measures what a student understands, knows, or can accomplish in relation to specific performance objectives, tied to the curriculum, rather than to other students' performance.

- **Curriculum-Based Measure (CBM)** – A distinctive form of CBA because of two additional properties: (1) CBM probes have multiple forms of equivalent difficulty; and (2) CBM is standardized, with well-documented reliability and validity. The measurement procedures are standardized, of short duration, can be administered frequently and repeatedly, and may be used to screen students or to monitor student progress in mathematics, reading, writing, and spelling.

- **Diagnostic Screening** – A drill-down assessment used to identify specific deficit areas.

- **Direct Behavior Rating (DBR)** – A tool that involves a brief rating of a clearly defined, observable and measurable target behavior following a specific observation period. The degree to which the student displays the behavior or meets the behavior goal is typically quantified on a Likert scale (e.g., 0 - never to 5 - always).

- **Duration** – The length (number of minutes) of a session multiplied by the number of sessions per school year.

- **Evidence-based Instruction** – Instructional practices, programs, or strategies that have been proven to be effective over time supported by data, teacher practice, and research.

- **Fidelity of Implementation** – Implementation of an intervention, program, or curriculum in accordance with research findings or developer's specifications.

- **Function of a behavior** – The purpose a behavior serves for a given student. For example, a student who refuses to follow directions may have the function of escaping a task that is too difficult.
• **Instructional Decision Making (IDM)** - The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and data analysis.

• **Interval Recording** – A technique that measures whether or not a clearly defined, observable and measurable target behavior occurs within a specific time interval. The total observation time is divided into smaller intervals, and the observer records whether or not the behavior occurs within each of the intervals.

• **Individuals with Disabilities Education Improvement Act (IDEIA)** – United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.

• **Intensity of Intervention** – The adjustment of duration, length and/or teacher-to-student ratio based on a child’s academic or behavioral needs.

• **Problem-solving Approach** – An approach that assumes that no given intervention will be effective for all students. This process generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation) and is sensitive to individual student differences.

• **Progress Monitoring** – A scientifically-based practice used to assess students’ academic or behavioral performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

• **Screening** – The first step in assessment process; a fast, efficient checklist, survey, assessment or probe to identify students who may need additional evaluation.

• **Standard Protocol Model** – Students are assigned to groups for targeted or intensive intervention based on data regarding a specific skill deficiency.

• **Systematic Problem Solving (SPS)** – A collaborative team process to evaluate student data and to plan and monitor prescribed instruction or interventions.

• **Universal Screening** – A process of formally assessing all students to determine progress in relation to benchmarks with the purpose of identifying students in need of additional services.
Bibliography of Resources


Appendices

Appendix A ........................................ Tier 1 Academic Checklist
Appendix B ........................................ Tier 1 Behavior Checklist
Appendix C ..................................... Priority Elementary School Sample Plan
Appendix D ..................................... Priority Middle School Sample Plan
Appendix E ..................................... Priority High School Sample Plan
Appendix F ...................................... Tier 2 & 3 Academic Checklist
Appendix G ...................................... Tier 2 & 3 Behavior Checklist
Appendix H .......................................................... Fidelity Checklist
Appendix I .................................................. Plan, Do, Study, Act Problem Solving Model
Appendix J .................................................. Systematic Problem Solving (SPS) Tool
Appendix K .......................................................... TIPS Problem Solving Model
Appendix L ............................................... FCPS Form Tier 1 Documentation
Appendix M ............................................... FCPS Form Tier 2 Documentation
Appendix N ............................................... FCPS Form Tier 3 Documentation
Appendix O .......................................................... Intervention Fidelity Rubric
Appendix P .......................................................... RTI Flowchart
## MTSS Implementation Checklist

### Instructional Process: Tier I Academics

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<tr>
<td></td>
<td></td>
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<td>Course</td>
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#### Student Grouping

- [ ] Whole Group
- [ ] Small Group
- [ ] Paired
- [ ] Individual

#### Indicator | Curriculum: Instructional Outcomes…
- [ ] Represent rigorous and important learning aligned to the Kentucky Academic Standards (KAS)
- [ ] Are written in the form of what students are learning and shared orally and in written form at the onset of the instructional sequence and revisited throughout
- [ ] Are aligned with assessment criteria so students understand what it takes to meet high expectations

#### Indicator | Assessment Criteria…
- [ ] Are aligned with instructional outcomes and used to communicate the characteristics of high quality work with students
- [ ] Are used to provide feedback to move learning forward, leading to student self-assessment and improvements

#### Indicator | Instruction: Students engaged in learning…
- [ ] Develop understanding through what they do, actively and cognitively attending to the intended learning
- [ ] Have tasks that are challenging, but attainable, having multiple chances for mastery of the instructional outcomes
- [ ] Have equal access to classroom discussions, activities, resources, technology, and support
- [ ] Are asked and respond to questions that promote student thinking, have adequate time for response, and are provided additional support when needed

#### High Yield Instructional Strategy/ies

- [ ] identifying similarities & differences
- [ ] development of academic vocabulary
- [ ] summarizing and note taking
- [ ] reinforcing effort/providing recognition
- [ ] practice
- [ ] non-linguistic representations
- [ ] cooperative learning
- [ ] providing feedback
- [ ] generating & testing hypotheses
- [ ] questions
- [ ] cues
- [ ] advance organizers
- [ ] setting instructional outcomes

#### Indicator | Assessment: Students are provided feedback that moves learning forward
- [ ] Formative assessment occurs regularly during the learning activity and is used by students and teachers to monitor learning progress
- [ ] Accurate, specific, and timely feedback is provided
- [ ] Tier I differentiation (Reteach or Enrich) is provided to students based on formative assessment data
## MTSS Implementation Checklist
### Tier 1 Behavior

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<td><strong>Fully Implemented</strong></td>
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<td>A small number (e.g., 3-5) of positively and clearly stated student expectations or rules are defined and taught.</td>
<td></td>
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<tr>
<td>A social competency curriculum (e.g., Second Steps or PATHS) is taught based on student needs.</td>
<td></td>
</tr>
<tr>
<td>Consequences for problem behaviors are defined clearly and communicated to students, staff, &amp; families.</td>
<td></td>
</tr>
<tr>
<td>School has formal strategies for informing families about expected student behaviors at school. Training on behavioral support/positive parenting strategies is provided.</td>
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</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td><strong>Data Collection and Evaluation</strong></td>
</tr>
<tr>
<td>Data on problem behavior patterns are collected and summarized within an on-going system.</td>
<td>School team regularly analyzes data (e.g., overall social climate and student behavior) to problem solve and develop action plans to increase positive behaviors.</td>
</tr>
<tr>
<td>Patterns of problem behaviors are reported by the team to the faculty for active decision-making on a regular basis (e.g., monthly).</td>
<td>A screening process is conducted regularly to identify students with chronic internalizing and externalizing problem behaviors.</td>
</tr>
<tr>
<td>A screening process is conducted regularly to identify students with chronic internalizing and externalizing problem behaviors.</td>
<td></td>
</tr>
<tr>
<td><strong>Supervisors actively monitor (move, scan, and interact) students in all school settings.</strong></td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>Instructional and non-instructional transitions are efficient and orderly.</td>
<td><strong>Supervisors actively monitor (move, scan, and interact) students in all school settings.</strong></td>
</tr>
<tr>
<td>Procedures (e.g., drills, crisis plans or room clears) are in place to address emergency/dangerous situations.</td>
<td></td>
</tr>
<tr>
<td>Distinctions between office vs. classroom-managed problem behaviors are clearly defined and communicated to staff, students, and families.</td>
<td></td>
</tr>
<tr>
<td>A simple process exists for teachers to access support (e.g., training, coaching and feedback).</td>
<td></td>
</tr>
<tr>
<td>Family and/or community members have regular opportunities for input.</td>
<td></td>
</tr>
<tr>
<td>Students are frequently acknowledged for exhibiting expected behaviors or close approximations. (e.g., 4 positives to 1 negative).</td>
<td></td>
</tr>
</tbody>
</table>

Appendix B
Priority Elementary School Sample Plan

MAP (Universal Screening Data)
Fall 2012 Fifth Grade
Student’s Below the 20th Percentile in MATH

<table>
<thead>
<tr>
<th>Student Name</th>
<th>RIT Score</th>
<th>Percentile Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob</td>
<td>187</td>
<td>3</td>
</tr>
<tr>
<td>Sally</td>
<td>188</td>
<td>4</td>
</tr>
<tr>
<td>Michelle</td>
<td>191</td>
<td>6</td>
</tr>
<tr>
<td>Jordan</td>
<td>192</td>
<td>7</td>
</tr>
<tr>
<td>Jeremiah</td>
<td>192</td>
<td>7</td>
</tr>
<tr>
<td>Juan</td>
<td>194</td>
<td>9</td>
</tr>
<tr>
<td>Samuel</td>
<td>195</td>
<td>10</td>
</tr>
<tr>
<td>Tariq</td>
<td>195</td>
<td>10</td>
</tr>
<tr>
<td>Hunter</td>
<td>196</td>
<td>12</td>
</tr>
<tr>
<td>Lindsey</td>
<td>196</td>
<td>12</td>
</tr>
<tr>
<td>Shad</td>
<td>199</td>
<td>16</td>
</tr>
<tr>
<td>Tynia</td>
<td>199</td>
<td>16</td>
</tr>
<tr>
<td>Aaron</td>
<td>199</td>
<td>16</td>
</tr>
<tr>
<td>Carlos</td>
<td>200</td>
<td>18</td>
</tr>
<tr>
<td>Brett</td>
<td>201</td>
<td>20</td>
</tr>
<tr>
<td>Josie</td>
<td>201</td>
<td>20</td>
</tr>
<tr>
<td>Kristen</td>
<td>201</td>
<td>20</td>
</tr>
<tr>
<td>Alex</td>
<td>201</td>
<td>20</td>
</tr>
<tr>
<td>Miguel</td>
<td>201</td>
<td>20</td>
</tr>
<tr>
<td>Paula</td>
<td>202</td>
<td>22</td>
</tr>
</tbody>
</table>

School and Grade Level Information

- Priority School
- K-Prep Data Shows – 40% of students are below proficiency in Math (3rd, 4th, & 5th grade combined data)
- Core Math Program- Math in Focus
- 2 Intervention Teachers (school-wide)
- 2 5th grade teachers (0 assistants)
- 30 students in each 5th grade class
- 1 ½ hour Math Block

**LOOKING AT THE DATA, WE NEED TO AGREE THAT:**

1. This is a Tier 1 issue.
2. Due to the number of students below proficiency and adults available to provide services at this time, we must use a standard protocol model to close the gaps and increase achievement.

Appendix C
3. Discussions about how and why 1/3 of the 5th grade students are below proficiency will prevent gaps like this in the future. Discussion without action and flexibility when re-allocating human/fiscal resources and time NOW will not help the students in this class.
4. While Tier 1 is being “fixed” school-wide, intervention services must be considered for all students performing below proficiency, especially for those performing below the 20th percentile on multiple measures.
5. If we don’t close the gaps, the 6th grade Math Studies curriculum will not be accessible to these students when they attend Proficient Middle school.
6. Literacy and math are paramount- we must help students meet goals in these areas to ensure college and career readiness.
7. Behavior issues often disguise academic deficits- it’s a coping strategy for some students. We must provide behavioral and academic interventions for these students.
8. Master schedules should be flexible enough to meet students’ needs. Rigid adherence to a school’s schedule should not prohibit needed intervention services.
9. The standard Three-tier structure needs to be adapted to provide all students the opportunity to receive multiple levels of and approaches for instruction.

**Systems that need to be implemented or revised:**

- Administration and content experts need to determine whether:
  - Programs and instructional materials are aligned to the Common Core Standards for Math.
  - Planning processes result in lesson plans that show common core standards are scaffold and materials are adapted to meet the needs of diverse learners. Plans must show evidence of culturally responsive teaching strategies including active learning strategies and frequent opportunities for students to respond.
- Data review must determine the efficacy of current practices or drive a change in practices.
- Master schedule should show time dedicated to providing literacy & math intervention.
- Before each instructional unit pre-assessments and post assessments should be administered and analyzed so teachers know what students need to know and if the materials, time, and instructional strategies resulted in student learning.

**Teacher Training**

- Ensure that all teachers have training in Math Common Core; what standards need to be mastered at each level and effective instructional practices to deliver content.
- Ensure that all teachers have had Math in Focus training (or training over their Tier 1/ Math core program) so the program can be implemented with fidelity.
- Ensure that all teachers have had training on and implement culturally responsive strategies to teach Math content vocabulary, concepts, and skills.
- Ensure that teachers have had student engagement professional development including intentional opportunities to have students demonstrate understanding orally, in writing or through gestures/movement a minimum of every 10 minutes.
**Staffing**
- Flexibly group students to maximize human and instructional resources and time.
- Students with the greatest needs should have the smallest class/groups size.
- The most highly trained teachers whose achievement data shows success with students from vulnerable populations will provide instruction to students with the most significant deficits.

**Scheduling**
The master schedule, course offerings and/or classroom schedules must show that students who are below the 20th percentile have more time in their area of deficit.

**Student Service**
In a 1½ hour Math block, how do we maximize instructional time and differentiate content to meet the needs of schools, grade levels, or courses where more than 20 percent of students are below proficiency?

All students performing below proficiency, especially those performing below the 20th percentile on multiple measures will be considered for intervention in Fayette County Public Schools.

Here is a sample to provide guidance as to how tiered service can be provided to students in a school setting where data shows that the recommended tiered instruction/service model is not feasible. This was designed based on the 5th grade Math data from Priority Elementary.
Transitional RTI Model for Priority Elementary School:

**Enhanced Tier 1 - 1 Hour**

All students are getting common core instruction that has been enhanced to increase delivery time, provide opportunity for student response, includes more frequent checks for understanding, and activates/builds on prior knowledge for students of poverty and culturally diverse backgrounds. Flexible grouping across the grade level also reduces class size and decreases the range readiness levels between students.

2 minutes – Set behavioral and academic expectations for students. Let students know what they should know and do at the end of the lesson. Also, let the students know how they will respond to show the teacher that they understand the content being presented and how to let the teacher know when they do not understand.

10 Minutes – Before providing Tier 1 Math Instruction using Math in Focus (or your school Core Math Program), teachers must: build background knowledge of Math vocabulary using a graphic representation, build a working definition with students, teach Math vocabulary in context, and have students write “kid friendly” definitions and graphic representations that illustrate the vocabulary needed to understand the content, concept, or strategy to be taught. These strategies increase relevancy and set the purpose for learning so poverty and cultural differences are not barriers to understanding Math content.

45 Minutes – Math in Focus Lesson. To modify the Core program to be culturally responsive during instruction, teachers must provide explicit feedback, use cooperative learning principles during “practice time” and extend wait time when checking for understanding. Students must show or tell what they know at least once in a 10 minute time period so the teacher can clarify misconceptions and provide corrective feedback when needed.

3 Minutes – Assess student’s mastery of the lesson taught each day by having students demonstrate that they know and can show the teacher that the academic expectation was met. Reinforce students learning behaviors, including asking for help appropriately.

This Tier 1 Instruction will not close the gap. With a large percentage of students scoring below the 20th percentile, you must have an additional block of research based instruction to intervene.

**Modified Tier 2 - 30 minutes**

10 Minutes – Tutoring to the core. Students will receive scaffolded instruction to reteach the core or pre-teach them the concept and skills to be taught during Tier 1 the next day. This will give students repetition and another opportunity to master Tier 1 content.
20 Minutes – Number Worlds (or a research based intervention program/strategies that matches students’ needs).

Fifth grade students who are below the 20th percentile will all receive instruction using a research based intervention program.

This model is similar to the preferred Tier 2 model in that:

- Students receive additional instruction using research based materials.
- Progress monitoring occurs frequently using:
  - FAST (a CBM) to determine whether the intervention is having an impact on students’ ability to generalize learned skills to show growth in computation and application is measured.)
  - Program Assessments (CBA) to measure whether the program, implemented with fidelity, is yielding the results that were demonstrated by students in the research groups.
- Instruction is provided by highly qualified teachers to homogenous groups of students with similar needs.

It differs because the number of students needing intervention prevents all students below the 20th percentile to be serviced if recommended group size of 6:1 is required. Progress might not be as rapid due to this difference. Student progress should be measured using FAST CBM, the CBA, and students’ progress in relation to the group of students with similar benchmark data receiving the same intervention.

**Modified Tier 3 - 30 minutes**

30 minutes – Small Group Specific Skills Instruction-

Research based strategies or programs based on specific math skills deficits that are barriers to acquisition of on grade level skills. Use the FAST data, Diagnostic assessment, DeCartes continuums and Common Core at prior grade levels to determine what prerequisite standards have not been mastered. Students must receive instruction at the point where foundational skills have not been mastered.

Students in this Math class who are successful with Tier 2 instruction and are trending above the aim line per FAST progress monitoring data can work in groups or individually applying learned skills and concepts. For students needing Tier 3 services, the teacher and anyone who is trained on the program selected should work with targeted students.

Intervention at Tier 3 should focus on computation and number sense.

In the schedule, an additional ½ hour must be found if closing the achievement gap in Math is a priority for the school, teachers, and families of the student below the 20th percentile.

Appendix C
Priority Middle School Sample Plan

**Reading**

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth grade</td>
<td>261</td>
<td></td>
</tr>
<tr>
<td>above 20%</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>20% &amp; below</td>
<td>97</td>
<td>37.2%</td>
</tr>
<tr>
<td>Seventh grade</td>
<td>203</td>
<td></td>
</tr>
<tr>
<td>above 20%</td>
<td>121</td>
<td></td>
</tr>
<tr>
<td>20% &amp; below</td>
<td>82</td>
<td>40.4%</td>
</tr>
<tr>
<td>Eighth grade</td>
<td>171</td>
<td></td>
</tr>
<tr>
<td>above 20%</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>20% &amp; below</td>
<td>55</td>
<td>32.2%</td>
</tr>
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</table>

**Mathematics**

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth grade</td>
<td>261</td>
<td></td>
</tr>
<tr>
<td>above 20%</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>20% &amp; below</td>
<td>122</td>
<td>46.7%</td>
</tr>
<tr>
<td>Seventh grade</td>
<td>204</td>
<td></td>
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<tr>
<td>above 20%</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>20% &amp; below</td>
<td>85</td>
<td>41.7%</td>
</tr>
<tr>
<td>Eighth grade</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>above 20%</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>20% &amp; below</td>
<td>59</td>
<td>34.7%</td>
</tr>
</tbody>
</table>

**Both**

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth grade</td>
<td>261</td>
<td></td>
</tr>
<tr>
<td>above 20%</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>20% &amp; below</td>
<td>81</td>
<td>31.0%</td>
</tr>
<tr>
<td>Seventh grade</td>
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<tr>
<td>above 20%</td>
<td>148</td>
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<td>20% &amp; below</td>
<td>55</td>
<td>27.1%</td>
</tr>
<tr>
<td>Eighth grade</td>
<td>171</td>
<td></td>
</tr>
<tr>
<td>above 20%</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>20% &amp; below</td>
<td>34</td>
<td>19.9%</td>
</tr>
</tbody>
</table>

**Looking at the data, we can agree that...**

- This is a tier 1 issue.
- Due to the number of students below proficiency and adults available to provide services at this time, we must use a standard protocol model to close the gaps and increase achievement.
- Immediate analysis/reallocation of resources (e.g. human, fiscal and time) are necessary for addressing needs of current students. Discussions about how and why 32.2% of eighth grade students are below the 20th percentile in reading, 34.7% of the eighth grade students are below the 20th percentile in math, and 19.9% of the students are below the 20th percentile in both reading and math will prevent gaps like this in the future.
- While Tier 1 is being “fixed” school-wide, intervention services must be considered for all students performing below proficiency, especially for those performing below the 20th percentile on multiple measures.
- If we do not close the gaps, the curriculum will be less accessible to students at the high school level.
- Literacy and math are paramount - we must help students meet goals in these areas to ensure college and career readiness.
- Intervening in only literacy or math when data shows the need for both is not an effective practice.
- Behavior issues and academic deficits are often interrelated. If necessary, we must provide both behavioral and academic interventions.
- Master schedule should be flexible enough to meet students’ needs. Rigid adherence to a school’s schedule or practices should not prohibit needed intervention services.

Appendix D
The standard three-tier structure needs to be adapted to provide all students the opportunity to receive multiple levels of and approaches for instruction.

**Systems that need to be implemented or revised:**

- Administration and content experts should examine Tier 1 curriculum and materials to ensure the following:
  - Programs and instructional materials are aligned to the ELA and Math Common Core Standards.
  - Planning processes result in lesson plans that show common core standards are scaffolded and materials are adapted to meet the needs of diverse learners. Plans must show evidence of culturally responsive teaching strategies including active learning strategies and frequent opportunities for students to respond.
- Data review must determine the efficacy of current practices or drive a change in practices.
- The master schedule and staff placement should be flexible enough to meet all student needs, including those requiring intervention services. For example, all staff can teach literacy through their content area.
- Administration, department chairs and content experts need to identify and address underlying issues for students who are failing classes but are not displaying basic skill deficiency.
- Before each instructional unit, pre and post assessments should be written, and pretests administered and analyzed. Post assessments should also be analyzed so teachers and administration know what students need to know and if the materials, time, and instructional strategies resulted in student learning.

**Teacher Training**

Ensure that all teachers have training in common core for ELA and Math; all teachers must understand what standards need to be mastered at each level and use effective instructional practice to deliver the content.

So that Tier 1 can be implemented effectively and with fidelity all teachers must be trained in:

- Standards-based content knowledge
- Highly effective teaching strategies
- Highly effective classroom management and behavior support strategies
- Culturally responsive teaching and learning strategies including explicitly teaching content vocabulary
- Developing, administering and analyzing the results of assessments
- Student engagement opportunities to demonstrate understanding orally, in writing or through gestures/movement a minimum of every 2 to 10 minutes.
Staffing

- Flexibly group students to maximize human and instructional resources and time.
- Assign students with the greatest needs to the smallest class/groups size.
- Assign the most highly trained teachers whose achievement data shows success with students from vulnerable populations to provide instruction to students with the most significant deficits.

All students performing below proficiency, especially those performing below the 20th percentile on multiple measures will be considered for intervention in Fayette County Public Schools. Students who present with basic skills deficits should be receiving tiers 2 and/or 3 services.

This sample plan provides guidance as to how tiered service can be provided to students in a school setting where data shows that the recommended tiered instruction/service model is not feasible. This was designed based on the 6th grade math and reading data from Priority Middle School.

Transitional RTI Model for Priority Middle School:

**Enhanced Tier 1 — for all students**

- A systematic plan for using all content areas to focus instruction on a small group of academic vocabulary words weekly to ensure that academic vocabulary is taught prior to the lesson
- Pre- and post-assessment to determine student needs and growth on a unit-by-unit basis
- Explicit instruction and daily reinforcement of academic and behavior expectations
- Measurable engagement with frequent opportunities for response
- Differentiated instruction that will allow all students to access or extend core curriculum
- Thoughtful, well-planned formative assessments with intentional instructional follow-up
- Flexible grouping for partial class periods during paired course sections
- Implementation of positive behavior supports to address off-task, disengaged and disruptive behaviors
- Implementation of targeted behavior interventions by the classroom teacher for students who do not respond to class-wide management system
- A climate of respect and rapport with an academic focus

**Modified Tier 2**

- Students will be selected for intervention classes based on a pattern of low scores on MAP, KPREP, and EXPLORE.
- While small groups (10 or fewer) are preferable for intervention classes, larger classes (not to exceed 20) or more sections may be necessary to serve all students who qualify for service.
- Intervention will occur at least 30 minutes a day for a minimum of nine weeks with ongoing progress monitoring. Evaluation will occur at a minimum of each semester for continuation of services.

Appendix D
• The greater the deficits in a subject, the more time students will need in that area. A single class may be split to include intervention for multiple areas.

• Diagnostic assessments (FAST, reading inventories) will guide instruction in this area. The instruction must match the student’s deficit, which will likely be below content standards at that grade level. This may mean that we assign the tier 2 groups based on similar needs or skill deficits.

• Instruction will not be entirely computer-based. Face-to-face instruction provided by a highly-skilled teacher in a small group setting with intentional focus on targeted skills is essential.

• Explicitly taught, clear classroom procedures supported by positive behavioral support strategies will be embedded within instruction.

• Students needing Tier 2 behavior interventions (based on office referrals, unexcused absences/tardies, MTSS Team referrals and persistence to graduation indicators) will participate in an individualized plan designed by the Systematic Problem Solving Team or Intervention Team with monthly monitoring.

• Students and the interventionist will participate in quarterly data conferences with a goal-setting component.

• Intervention team will contact parents in person or by phone to inform parents of the intervention plan; intervention progress will be reported quarterly by mail to parents along with grade reports.

**Modified Tier 3**

• Students not progressing in Tier 2 or students who are more than three grade levels behind typically-performing peers will receive Tier 3 interventions in addition to Tier 1 instruction and Tier 2 interventions when appropriate.

• Tier 3 interventions for students with a small set of clearly identified needs will take place in a one-on-one or small group (not to exceed 10) pull outs from elective classes. These students will receive intensive instruction using research-based programs (e.g., AMP reading or math programs, Great Leaps, COMPASS Learning, Read 180 or System 44).

• Students and the interventionist will participate in quarterly data conferences with a goal-setting component.

• Intervention team will inform parents in person or by phone of the intervention plan; intervention progress will be reported quarterly by mail to parents along with grade reports.
School and Grade Level Information

Students entering high school come with extensive academic and behavioral history. Thus, it is the challenge of high school to address the needs of the incoming students within the parameters of a system that is focused on acquisition of credits and successful post-secondary transition. Intervention at the high school level takes place in many areas: basic skills remediation, required course credit recovery, mastery of standards, College and Career Readiness, Persistence to Graduation, motivation and behavior.

It is essential that high schools develop & assess programs that address the various areas impacting student success; however, because these programs extend tier 1 instruction, RtI plan development, progress monitoring & documentation through forms in this handbook may not be applicable. Tiers 2 & 3 of RTI specifically focus on a set of practices designed to address basic skills & behavioral competencies. The documentation of systematic problem solving & progress monitoring outlined within is intended for use with students whose skill deficits consistently create a significant barrier to their ability to engage in grade-level instruction without multi-leveled systems of support. These students require direct instruction in basic skills that are well below the scope of the secondary content area standards.

Most commercial intervention & progress monitoring materials currently available were designed for use with students K-8. Because there are relatively few high-quality products created for high school students with basic skills deficits, it is common practice to use eighth grade products with students at the ninth & tenth grade levels. Students with skills that approximate grade level expectations would be expected to possess skills sufficient for accessing & making progress in common core; & would likely not require intervention in basic skills. Similarly, as students progress to the higher grade levels, evidence suggests that remediation will need to be more focused on skills for post-secondary transition. As the focus of interventions changes, progress monitoring tools may

Appendix E
Looking at the data, we can agree that...

- This is a tier 1 issue.
- Not all students who do not meet EPAS benchmarks have basic skills deficits. These students may need remediation or tutoring to the core but do not require tier 2 or 3 services as outlined in the RTI handbook. Students with basic skills deficits will require a greater level of intervention to be successful.
- Due to the number of students below proficiency and adults available to provide services at this time, we must use a standard protocol model to close the gaps and increase achievement.
- Immediate analysis/reallocation of resources (e.g. human, fiscal and time) are necessary for addressing needs of current students. Discussions about how and why 19.6% of the 10th grade students are below the 20th percentile in reading, 26.9.4% of 10th grade students are below the 20th percentile in math, and 13.4% of the 10th grade students are below proficiency in both reading and math will prevent gaps like this in the future.
- While Tier 1 is being “fixed” school-wide, intervention services must be considered for all students performing below proficiency, especially for those performing below the 20th percentile on multiple measures.
- If we do not close the gaps, the curriculum will be less accessible to students at the high school level.
- Literacy and math are paramount—we must help students meet goals in these areas to ensure college and career readiness.
- Intervening in only literacy or math when data shows the need for both is not an effective practice.
- Behavior issues often disguise academic deficits—it is a coping strategy for some students. We must provide behavioral and academic interventions for these students.
- Master schedule should be flexible enough to meet students’ needs. Rigid adherence to a school’s schedule should not prohibit needed intervention services.
- The standard three-tier structure needs to be adapted to provide all students the opportunity to receive multiple levels of and approaches for instruction.

Systems that need to be implemented or revised:

- Administration and content experts should examine Tier 1 curriculum and materials to ensure the following:
  - Programs and instructional materials are aligned to the ELA and Math Common Core Standards.
Planning processes result in lesson plans that show common core standards are scaffold and materials are adapted to meet the needs of diverse learners. Plans must show evidence of culturally responsive teaching strategies including active learning strategies and frequent opportunities for students to respond.

- Data review must determine the efficacy of current practices or drive a change in practices
- The master schedule and staff placement should be flexible enough to meet all student needs, including those requiring intervention services. For example, all staff can teach literacy through their content area.
- SBDMs should explore alternative graduation requirements such as the school within a school model for students who need intensive intervention services in both reading and math.
- Administration, department chairs and content experts need to identify and address underlying issues for students who are failing classes but are not displaying basic skill deficiency.
- Before each instructional unit, pre and post assessments should be written, and pretests administered and analyzed. Post assessments should also be analyzed so teachers and administration know what students need to know and if the materials, time, and instructional strategies resulted in student learning.

**Teacher Training**

Ensure that all teachers have training in common core for ELA and Math; all teachers must understand what standards need to be mastered at each level and use effective instructional practice to deliver the content.

So that Tier 1 can be implemented effectively and with fidelity all teachers must be trained in:

- Standards-based content knowledge
- Highly effective teaching strategies
- Highly effective classroom management and behavior support strategies
- Culturally responsive teaching and learning strategies including explicitly teaching content vocabulary
- Developing, administering and analyzing the results of assessments
- Student engagement opportunities to demonstrate understanding orally, in writing or through gestures/movement a minimum of every 2 to 10 minutes.

**Staffing**

- Flexibly group students to maximize human and instructional resources and time.
- Provide students with the greatest needs need to have the smallest class/groups size.
- Assign the most highly trained teachers whose achievement data shows success with students from vulnerable populations to provide instruction to students with the most significant deficits.
All students performing below proficiency, especially those performing below the 20th percentile on multiple measures will be considered for intervention in Fayette County Public Schools. Students who present with basic skills deficits should be receiving tiers 2 and/or 3 services.

This sample plan provides guidance as to how tiered service can be provided to students in a school setting where data shows that the recommended tiered instruction/service model is not feasible. This was designed based on the 9th and 10th grade math and reading data from Priority High School.

Transitional RTI Model for Priority High School:

**Enhanced Tier 1—for all students**
- Teaching academic vocabulary prior to the lesson.
- Pre- and post-assessment to determine student needs and growth on a unit-by-unit basis.
- Explicit instruction and daily reinforcement of academic and behavior expectations.
- Measurable engagement with frequent opportunities for response.
- Differentiated instruction that will allow all students to access or extend core curriculum.
- Supported practice for students who need it, and independent practice or extension for students demonstrating acquisition of learning objectives. (EX: 60 minutes core content, 30 minutes intervention/extension)
- Highly-structured formative assessments with intentional instructional follow-up.
- Flexible grouping for partial class periods during paired course sections.
- Implementation of universal proactive and positive behavior supports to address off-task, disengaged and disruptive behaviors.
- Implementation of targeted behavior interventions by the classroom teacher for students who do not respond to class-wide management system.
- A climate of respect and rapport with an academic focus.

**Modified Tier 2**
- Incoming freshman and rising sophomore students with basic skills deficits will be selected for intervention blocks based on a pattern of low scores on MAP and other College Career Reading Exams.
- Rising juniors and seniors with basic skills deficits will be selected based on College Career Ready Exams and other available measures. Per state requirements, seniors who do not meet ACT benchmark must receive intervention and that data must be entered in the intervention tab in Infinite Campus.
- While small groups (10 or fewer) are preferable for intervention blocks, slightly larger classes, more sections, or changes to master schedule may be necessary to serve all students who qualify for services.
- Intervention will occur multiple times each week with at least 150 minutes of intervention weekly with ongoing progress monitoring. Evaluation will occur at a minimum of each semester for continuation of services.
- The greater the deficits in a skill set, the more time students will need in that area. A single block may be split to include intervention for multiple areas.
- Diagnostic assessments (FAST, reading inventories) will guide instruction in this area. The instruction must match the student’s deficit, which will likely be below content standards at that grade level. This may mean that we assign the tier 2 groups based on similar needs or skill deficits.
- Instruction should not be entirely computer-based. Face-to-face instruction provided by a highly-skilled teacher in a small group setting with intentional focus on targeted skills is essential.
- Explicitly taught, clear classroom procedures supported by positive behavioral support strategies will be embedded within instruction.
- Students needing Tier 2 behavior interventions (based on office referrals, unexcused absences/tardies, MTSS Team referrals and persistence to graduation indicators) will participate in an individualized plan designed by the Systematic Problem Solving Team or Intervention Team with monthly monitoring.
- Intervention team will contact parents in person or by phone to inform parents of the intervention plan; intervention progress will be reported quarterly by mail to parents along with grade reports.

**Modified Tier 3**

- Students not progressing in Tier 2 or students who are more than three grade levels behind typically-performing peers will receive Tier 3 interventions in addition to Tier 1 instruction and Tier 2 intervention.
- Tier 3 interventions for students with narrower identified needs will take place in a one-on-one or small group (not to exceed 10) pull outs from elective classes. Intensive instruction using research-based programs (EX: Rewards, Great Leaps, COMPASS Learning, ALEKS, Hands-On Equations). Students will remain in the elective class for credit and will have curriculum/assignment modifications to accommodate the pull out time.
- Tier 3 interventions for students with more complex identified needs will take an additional intervention block as an elective class. Instruction in this class will be differentiated and flexible to meet students’ needs. This class will incorporate credit recovery in addition to skills instruction.
- Intervention team will contact parents in person or by phone to inform parents of the intervention plan; intervention progress will be reported quarterly by mail to parents along with grade reports.
# MTSS Implementation Checklist

**Instructional Process:** □ Tier II Academic □ Tier III Academic

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
<th>Grade</th>
<th>Teacher</th>
<th>Time</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Grouping Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Whole Group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Curriculum: Instructional Outcomes…</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Skill deficits are identified using Universal Screening Data (MAP) and Benchmark Assessment Data.</td>
</tr>
<tr>
<td>□</td>
<td>Programs/Strategies selected for interventions are research-based and match student’s needs based on achievement data.</td>
</tr>
<tr>
<td>□</td>
<td>A sequence and timeline is developed to introduce, teach, assess and revisit skills/content that students have not mastered per academic assessment data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Assessment Criteria…</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Students are making progress towards growth targets on CBM and Universal Screening Assessment tools.</td>
</tr>
<tr>
<td>□</td>
<td>Progress monitoring, <strong>weekly</strong>, using a Curriculum Based Measure (CBM) shows student progress towards mastering skills.</td>
</tr>
<tr>
<td>□</td>
<td>Formative assessment, <strong>daily</strong>, using a Curriculum Based Assessment (CBA) tool aligned to the specific program or strategy being delivered as intervention shows student performance on the intervention task and goal.</td>
</tr>
<tr>
<td>□</td>
<td>Frequent analysis of assessment data; monitoring to adjust instruction to meet student’s needs.</td>
</tr>
<tr>
<td>□</td>
<td>Systemically compile, organize and analyze data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Instruction: Learning activities, intentionally planned by effective teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>Intervention is delivered in a small group setting with student teacher ratio being no more than 6:1 for Tier 2 and 3:1 for Tier 3.</td>
</tr>
<tr>
<td>□</td>
<td>Duration of instruction is increased to provide more opportunities for direct instruction, repeated practice, &amp; application of skills (<strong>30 minutes 3-4 times per week for Tier 2 and an ADDITIONAL 30 minutes 4-5 times per week for Tier 3</strong>).</td>
</tr>
<tr>
<td>□</td>
<td>Feedback and reinforcement is frequent and occurs as planned in the scripted intervention.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Yield Instructional Strategy/ies</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ identifying similarities &amp; differences</td>
</tr>
<tr>
<td>□ development of academic vocabulary</td>
</tr>
<tr>
<td>□ summarizing and note taking</td>
</tr>
<tr>
<td>□ reinforcing effort/providing recognition</td>
</tr>
<tr>
<td>□ practice</td>
</tr>
<tr>
<td>□ non-linguistic representations</td>
</tr>
<tr>
<td>□ cooperative learning</td>
</tr>
<tr>
<td>□ providing feedback</td>
</tr>
<tr>
<td>□ generating &amp; testing hypotheses</td>
</tr>
<tr>
<td>□ questions</td>
</tr>
<tr>
<td>□ cues</td>
</tr>
<tr>
<td>□ advance organizers</td>
</tr>
<tr>
<td>□ setting instructional outcomes</td>
</tr>
<tr>
<td>Essentials</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>CURRICULUM</td>
</tr>
<tr>
<td>What Do We Want Students to Know?</td>
</tr>
<tr>
<td>Skills gaps that interventions will target are identified using; Benchmark Assessment Data &amp; Universal behavioral screening data.</td>
</tr>
<tr>
<td>Programs/strategies selected for interventions are research-based and match student’s needs based on behavioral data.</td>
</tr>
<tr>
<td>A sequence and timeline is developed to introduce, teach, assess and revisit skills/content that students have not mastered per behavioral assessment data.</td>
</tr>
<tr>
<td>Training (including written protocols and scripts for implementing intervention) &amp; monitoring delivery will occur regularly to ensure fidelity of implementation.</td>
</tr>
<tr>
<td>ASSESSMENT</td>
</tr>
<tr>
<td>How Will We Know if They Know?</td>
</tr>
<tr>
<td>Students will meet growth targets on CBM and Universal Screening Assessment tools</td>
</tr>
<tr>
<td>Progress monitor, weekly, using behavioral tracking data will show that students are making progress toward mastering basic skills and applying them across settings.</td>
</tr>
<tr>
<td>Progress monitoring, daily, using a (CBA) tool aligned to the specific program or strategy being delivered as intervention will determine student’s performance on the intervention task and goal.</td>
</tr>
<tr>
<td>Frequent analysis of assessment data; monitoring to adjust instruction to meet student’s needs.</td>
</tr>
<tr>
<td>Systemically compile, organize and analyze data.</td>
</tr>
<tr>
<td>INSTRUCTION</td>
</tr>
<tr>
<td>What Will Instruction Look Like to Meet the Needs of Students at All Levels?</td>
</tr>
<tr>
<td>Intervention is delivered in small group setting with student teacher ratio being no more than 6:1 or 3:1.</td>
</tr>
<tr>
<td>Duration of instruction will increase to provide students with opportunities for direct instruction, repeated practice, and application of skills (30 minutes 3-4 times per week or 30 minutes twice each day 4-5 times per week)</td>
</tr>
<tr>
<td>Feedback and reinforcement will be frequent and occur as planned in the scripted intervention.</td>
</tr>
</tbody>
</table>
# Fidelity Checklist for Tiers II and III

## Date:

<table>
<thead>
<tr>
<th><strong>Instruction/Presentation</strong></th>
<th><strong>Fully Implemented</strong></th>
<th><strong>Partially Implemented</strong></th>
<th><strong>Not Implemented</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and student materials ready</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher is organized and familiar with lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides all students many opportunities to respond</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models skills/strategies explicitly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate pacing to meet needs of student(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple checks for understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students are engaged in lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student success in completing activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher reinforcement of student effort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Components of intervention plan(s) are being met</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Appendix H
Appendix I

Systematic Problem Solving (SPS) Decision Making Tool:
Plan, Do, Study, Act Model

Problem: ____________________________________________________________________________________________________________________

Student: ___________________ Grade: ___________________ MTSS Team Review Date: ____________

Participants Present: _______________________________________________________________________________________________________

Response to Intervention and Next Steps based on Data Analysis:

• Team Meets to look at data to determine effectiveness of plan.
• Did it work? Should we continue the plan?
• Does the plan need changes?
• Was the problem correctly identified?

• Review data and identify the goal/plan to address the problem.
• How will you measure the impact of the plan?

• What are you going to do? Be specific.
• Fidelity checks? Next date for team to meet?

• Track data as the plan is implemented.
• Do you need to meet with the team early?
### Systematic Problem Solving (SPS) Decision Making Tool

<table>
<thead>
<tr>
<th>Student:</th>
<th>Grade:</th>
<th>MTSS Team Review Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Participants Present:

<table>
<thead>
<tr>
<th>Role</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Teacher</td>
</tr>
<tr>
<td>Administrator:</td>
<td>ELL Teacher</td>
</tr>
<tr>
<td>Curriculum Coach:</td>
<td>Counselor</td>
</tr>
<tr>
<td>OT/PT:</td>
<td>Special Educator</td>
</tr>
</tbody>
</table>

#### Response to Intervention and Next Steps based on Data Analysis:

<table>
<thead>
<tr>
<th>Status</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (Check One.)</td>
<td>Continue instruction with current goal</td>
</tr>
<tr>
<td></td>
<td>Continue instruction with increased goal</td>
</tr>
<tr>
<td></td>
<td>Gradually fade intervention to determine functional independence</td>
</tr>
<tr>
<td>Questionable (Answer questions below.)</td>
<td>Was instruction implemented as intended? Y N</td>
</tr>
<tr>
<td>Poor (Answer questions below.)</td>
<td>Was instruction implemented as intended? Y N</td>
</tr>
<tr>
<td></td>
<td>If No - Develop strategies to increase fidelity.</td>
</tr>
<tr>
<td></td>
<td>If Yes - Was there sufficient time? Y N</td>
</tr>
<tr>
<td></td>
<td>If No - Allow additional time.</td>
</tr>
<tr>
<td></td>
<td>If Yes - Was the problem identified correctly? Y N</td>
</tr>
<tr>
<td></td>
<td>If No - Change hypothesis based on data.</td>
</tr>
<tr>
<td></td>
<td>If Yes - Was instruction aligned with hypothesis? Y N</td>
</tr>
<tr>
<td></td>
<td>If No - Use data to match new intervention.</td>
</tr>
<tr>
<td></td>
<td>If Yes - Was the response of entire group poor? Y N</td>
</tr>
<tr>
<td></td>
<td>If No - Move to more intensive tier.</td>
</tr>
</tbody>
</table>

#### Action Plan based on instructional decision-making process:

Plan for Fading Intervention/Changes to Current Tier/Move to More Intensive Tier (should include timeline, persons responsible, changes made to plan, materials or frequency)
# TIPS Meeting Minutes Guide

## Today’s Meeting

<table>
<thead>
<tr>
<th>Date</th>
<th>Time (begin and end)</th>
<th>Location</th>
<th>Facilitator</th>
<th>Minute Taker</th>
<th>Data Analyst</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Next Meeting

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

## Team Members & Attendance (Place “X” to left of name if present)

<table>
<thead>
<tr>
<th>Name</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Today’s Agenda Items (Place “X” to left when addressed)

<table>
<thead>
<tr>
<th>Agenda Items for Next Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
</tbody>
</table>

## Previously Defined Problems

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Solution Actions</th>
<th>Who?</th>
<th>By When?</th>
<th>Goal and Timeline</th>
<th>Did it work?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fidelity of Implementation</th>
<th>Effectiveness of Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not started</td>
<td>Worse</td>
</tr>
<tr>
<td>Partial implementation</td>
<td>No Change</td>
</tr>
<tr>
<td>Implemented with fidelity</td>
<td>Improved but not to goal</td>
</tr>
<tr>
<td>Stopped</td>
<td>Goal met</td>
</tr>
</tbody>
</table>

## Notes:

(Previous Levels):

Notes:
## Administrative/General Information and Issues

<table>
<thead>
<tr>
<th>Information for Team, or Issues for Team to Address</th>
<th>Discussion / Decisions / Tasks</th>
<th>Who?</th>
<th>By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### New Problems

**Date of Initial Meeting:**

**Brief Problem Description** (e.g., student name, group identifier, brief item description):

<table>
<thead>
<tr>
<th>Precise Problem Statement</th>
<th>Solution Actions</th>
<th>Who?</th>
<th>By When?</th>
<th>Goal and Timeline</th>
<th>Did it work?</th>
<th>Fidelity of Implementation</th>
<th>Effectiveness of Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>What? When? Where? Who?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why? How Often?</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

(Previous Levels):

**Notes:**

## Evaluation of Team Meeting (Mark your ratings with an “X”)

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of tracking whether we are completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the desired effects on student outcomes?

<table>
<thead>
<tr>
<th>Our Rating</th>
<th>Yes</th>
<th>So-So</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Appendix K
FCPS Form for Tier 1 Documentation
See Handbook for guidance on completing form.

Student: __________________________  DOB: __________  Grade: _____  Teacher: ______________  School: ______________

<table>
<thead>
<tr>
<th>BASELINE DATA:</th>
<th>TIER 1 SUPPORTS PROVIDED (WHAT, IF ANYTHING, ARE YOU DOING DIFFERENTLY FOR THIS STUDENT?):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades/Classroom Performance:</td>
<td></td>
</tr>
<tr>
<td>Does attendance affect performance?</td>
<td>Y  N</td>
</tr>
<tr>
<td>If yes, explain.</td>
<td></td>
</tr>
<tr>
<td>Assessment Data:</td>
<td></td>
</tr>
<tr>
<td>Behavioral Data:</td>
<td></td>
</tr>
<tr>
<td>Medical Information:</td>
<td></td>
</tr>
<tr>
<td>IEP/504 Plan Accommodations:</td>
<td>Y  N</td>
</tr>
<tr>
<td>ELL/PSP Instructional Accommodations:</td>
<td>Y  N</td>
</tr>
<tr>
<td>Gifted/Talented GSSP Accommodations:</td>
<td>Y  N</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

**Tier 1 (Universal Level) Instruction:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Standards (Secondary)/Skills (Elementary) Taught (Description of Tier 1)</th>
<th>Evidence-based Instructional Strategies, materials, level, etc…</th>
<th>Frequency/Duration of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2013</td>
<td>A.REI.2 Algebra 2 Quality Core Reasoning with Equations and Inequalities- Understand solving equations as a process of reasoning and explain the reasoning</td>
<td>Connected Math Project Units of Study High Yield Questioning Strategies Descriptive Feedback on frequent ongoing basis</td>
<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>

Fidelity checks completed by __________________________  Date: __________  Date: __________  Date: __________
FCPS Form for Tier 2 Documentation
See Handbook for guidance on completing form.

<table>
<thead>
<tr>
<th>STUDENT NAME: ____________________________</th>
<th>BIRTHDATE: ____________</th>
<th>MTSS TEAM MEETING DATE: ________________</th>
</tr>
</thead>
</table>

**MTSS Team Members Present:**

**Areas of Concern:**
- _____ Math  _____ Reading  _____ Writing  _____ Behavior

**Data-based Hypothesis:**

**Screenings (as needed, based on hypothesis):**
- Vision: P  F (date ________)  Hearing: P  F (date ________)  Communication: P  F (date ________)  Health/Motor: P  F (date ________)

**DESIRED OUTCOME:**

---

**Intervention Plan:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Skill to teach</th>
<th>Evidence-based Instructional Strategy(s), materials, level</th>
<th>Implementer(s) (Name &amp; Position)</th>
<th>Instructional Arrangement (setting and teacher: student ratio)</th>
<th>Frequency of instruction &amp; anticipated duration</th>
<th>Progress Monitoring (tools-CBA and CBM/Frequency/Person Responsible)</th>
<th>Attach graphed data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Instructional Fidelity Checks completed by: __________________________ Date: _____ Date: _____ Date: _____

Progress Monitoring Fidelity Checks completed by: __________________________ Date: _____ Date: _____ Date: _____

Documentation of parent contact and report of progress is required for student at tiers 2 and 3. (Attach form or Infinite Campus PLP)
FCPS Form for Tier 3 Documentation
See Handbook for guidance on completing form.

STUDENT NAME: ___________________________ BIRTHDATE: __________ MTSS TEAM MEETING DATE: ________________

MTSS Team Members Present:

Areas of Concern:
_____ Math      _____ Reading      _____ Writing      _____ Behavior

Data-based Hypothesis:

Screenings (as needed, based on hypothesis):
Vision:  P  F  (date ________)  Hearing:  P  F  (date ________)  Communication:  P  F  (date ________)  Health/Motor:  P  F  (date ________)

DESIRED OUTCOME: __________________________________________

Intervention Plan:

<table>
<thead>
<tr>
<th>Date</th>
<th>Skill to teach</th>
<th>Evidence- based Instructional Strategy(s), materials, level</th>
<th>Implementer(s) (Name &amp; Position)</th>
<th>Instructional Arrangement (setting and teacher: student ratio)</th>
<th>Frequency of instruction &amp; anticipated duration</th>
<th>Progress Monitoring (tools-CBA and CBM/frequency/ Person Responsible) Attach graphed data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructional Fidelity Checks completed by: __________________________ Date: _____ Date: _____ Date: _____

Progress Monitoring Fidelity Checks completed by __________________________ Date: _____ Date: _____ Date: _____

Documentation of parent contact and report of progress is required for student at tiers 2 and 3. (Attach form or Infinite Campus PLP)

Appendix N
## FCPS Intervention Fidelity Rubric

<table>
<thead>
<tr>
<th>Required Areas</th>
<th>Positive</th>
<th>Questionable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Screenings:</strong> vision, hearing, motor, health, speech</td>
<td>All screenings assessed during intervention implementation</td>
<td>• 1 screening failed, but in process of being resolved prior to suspecting disability</td>
<td>• 1 or more screenings failed and not resolved. (Cannot suspect a disability with failed screenings)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Screening issue has been resolved, but insufficient time allowed for responding to intervention (e.g. new glasses)</td>
<td></td>
</tr>
<tr>
<td><strong>Intervention Forms (FCPS MTSS)</strong></td>
<td>• Evidence shows interventions have been based on analysis of data.</td>
<td>• Evidence is vague and not well documented with limited analysis of data.</td>
<td>• Lacks evidence of interventions and analysis of data.</td>
</tr>
<tr>
<td></td>
<td>• Evidence shows data used to inform instruction and changes made to instruction based upon data</td>
<td>• Some link to skill deficit, but may need to revisit systematic problem solving</td>
<td>• Unclear link to skill deficit.</td>
</tr>
<tr>
<td></td>
<td>• Instruction has been matched with skill deficit</td>
<td>• Questionable implementation by qualified staff</td>
<td>• Need to utilize systematic problem solving process.</td>
</tr>
<tr>
<td></td>
<td>• Instruction is evidence-based.</td>
<td></td>
<td>• Intervention delivered by someone other than certified teacher</td>
</tr>
<tr>
<td></td>
<td>• Instruction provided by qualified staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Behavior Intervention Plan (BIP)</strong></td>
<td>• Evidence behavioral data has been analyzed and replacement behaviors defined</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Only required when behavior is area of concern</em></td>
<td>• Individualized intervention plan developed and implemented by all relevant staff</td>
<td>• Some link to replacement behavior, but may need to revisit systematic problem solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instruction has been matched with replacement behavior</td>
<td>• Questionable implementation by qualified staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instruction is evidence-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Instruction provided by qualified staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• BIP includes systematic method of collecting data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• No BIP</td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• Data tool(s) are reliable and valid and designed to measure progress for targeted skill(s)</td>
<td>• Data has been collected across some tiers and analyzed</td>
<td>• Data does not reflect tiered instructional process</td>
<td></td>
</tr>
<tr>
<td>• Data has been collected across tiers and analyzed</td>
<td>• Data is available but does not include a CBM</td>
<td>• Data collected from 1-4 weeks (no data)</td>
<td></td>
</tr>
<tr>
<td>• Data includes progress monitoring with CBM (academics) and/or behavior according to BIP</td>
<td>• Data collected at intervals of 3 weeks or more.</td>
<td>• Data has not been collected in a systematic manner (may only include benchmarks or state data)</td>
<td></td>
</tr>
<tr>
<td>• Data collected at regular intervals according to tiered instruction (weekly at tier 3)</td>
<td>• Data collected less than 10 weeks, but may be indicative of a more serious problem</td>
<td>• No SPS process for looking at the data</td>
<td></td>
</tr>
<tr>
<td>• Data collected for minimum of 10 weeks (starting a tier 2 and continuing thru 3)</td>
<td>• Data used to inform instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Data used to inform instruction</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent Contacts</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of contacts is included as part of intervention</td>
<td>• Parent contacts are made periodically through letters or phone calls. Not conducted as part of a process or in systematic manner</td>
<td>• Parents have been contacted only as part of concern for student progress</td>
</tr>
<tr>
<td>• Parents have been systematically and periodically informed of student progress</td>
<td>• There is evidence of parent contacts in PLC or through school procedures (e.g. every 9 weeks) or through parent-teacher conferences.</td>
<td>• No record of parent contacts regarding student progress</td>
</tr>
<tr>
<td>• There is evidence of parent contacts in PLC or through school procedures (e.g. every 9 weeks) or through parent-teacher conferences.</td>
<td>• Parent contacts are part of general education reporting</td>
<td></td>
</tr>
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<td>• Parent contacts are part of general education reporting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Rubric may be applied to all interventions before suspecting a disability.*
Appendix P

Tier 1
All students receive differentiated core instruction focused on Kentucky Academic Standards.

If a student is not making adequate progress as evidenced by formative and summative assessment data and universal screening data falls below the 40th percentile, administer a diagnostic tool.

If diagnostic data does not indicate a skills deficit, continue Tier I instruction with differentiated instructional materials/strategies. If skill deficits are identified, administer further drill down assessments to determine specific skill deficits and then complete the FCPS Form for Tier I Documentation. Schedule a meeting with the MTSS Team.

OR

TIER 2
MTSS Team reviews data, defines problem & develops a plan using the FCPS form for Tier 2 Documentation.

Through use of this form, standard protocol intervention is identified including all logistics (e.g. who delivers, when, where, progress monitoring, documentation).

Implement the plan, including fidelity checks, & review CBA/CBM progress monitoring data for a minimum of 6 data points.

MTSS Team will review data to evaluate student's response to intervention.

Positive

Questionable

Poor

Positive

Questionable or Poor

MTSS Team analyzes student progress, decides if the Tier 2 Intervention needs to be intensified or changed, OR makes a decision to move/add Tier 3 services.

OR

Tier 3 (PROCESS OUTLINED ON NEXT PAGE)
MTSS Team makes decision to move to Tier 3

MTSS Team reviews data, defines problem & develops a more intensive plan using the FCPS form for Tier 3 Documentation.

The plan should reflect intervention is more frequent and/or for a longer period of time. Group size should also be reduced to allow for increased opportunity for student response.

Implement the plan, including fidelity checks, and review CBA and CBM progress monitoring data for a minimum of 6 data points.

MTSS Team will review data to evaluate student's response to intervention.

MTSS Team analyzes results after 4-6 data points.

MTSS Team analyzes student progress data to determine whether an alternate Tier 3 intervention is warranted OR a disability is suspected.

MTSS Team should initiate the Special Education referral process.

For additional information regarding this process, consult the FCPS K-12 MTSS Implementation Manual.