

# **MTSS-RtI Intervention Delivery Model**

Secondary Reference Guide for  
Planning, Delivering and Monitoring Interventions  
Within an Early Warning System



*A Multi-Tiered  
System of Supports*

A large, stylized graphic of the state of Florida, rendered in various shades of blue. The map is layered, with some parts appearing to be on top of others, creating a sense of depth. The text "MTSS Implementation" is overlaid on the bottom portion of this graphic.

**MTSS Implementation**

**2014-2015**

## **Section 1**

### **Early Warning Systems**

- State Requirements
- Criteria for Risk Indicators
- Data Review for Risk Indicators
- Managing EWS Data
- Informing Parents

## **Section 2**

### **From Prevention to Intervention**

- Important Steps to Consider when Reviewing Data
  - o Attendance
  - o Behavior
  - o Academics
- Explicit Steps for Academics (Literacy)

## **Section 3**

### **MTSS-RtI Calendar of Events**

- Blueprint for Intervention Planning: “Year at a Glance” Graphic
- Annual Calendar for intervention delivery, team meetings and fidelity checks
- Guiding Principles for response to intervention PLC meetings

## **Section 4**

### **Intervention Delivery and Students’ Responses- *Student Outcomes and Intervention Fidelity***

- Creating goals
- Monitoring Intervention Fidelity
  - o Intervention fidelity walkthrough forms – *Brief Version - for classroom observations* (70% or more fidelity expected)
- Monitoring student outcomes
- Determining Response to Intervention
  - o Program data for student outcomes (70% or more students demonstrating response to intervention)

# A Secondary Principal's Reflection of MTSS-Rtl In Secondary Schools



# Two Functions of MTSS-RtI



## Systems Level

### Prevention/Intervention

- Multiple failure approach
- Early Warning Systems for early identification of students at-risk for school failure.
  - Academics
  - Behavior
  - Attendance

## Content Level

### SLD Eligibility

- Implementing intervention strategies and appropriate documentation to demonstrate supports provided for student's and their responses to interventions in:
  - Literacy
  - Math.

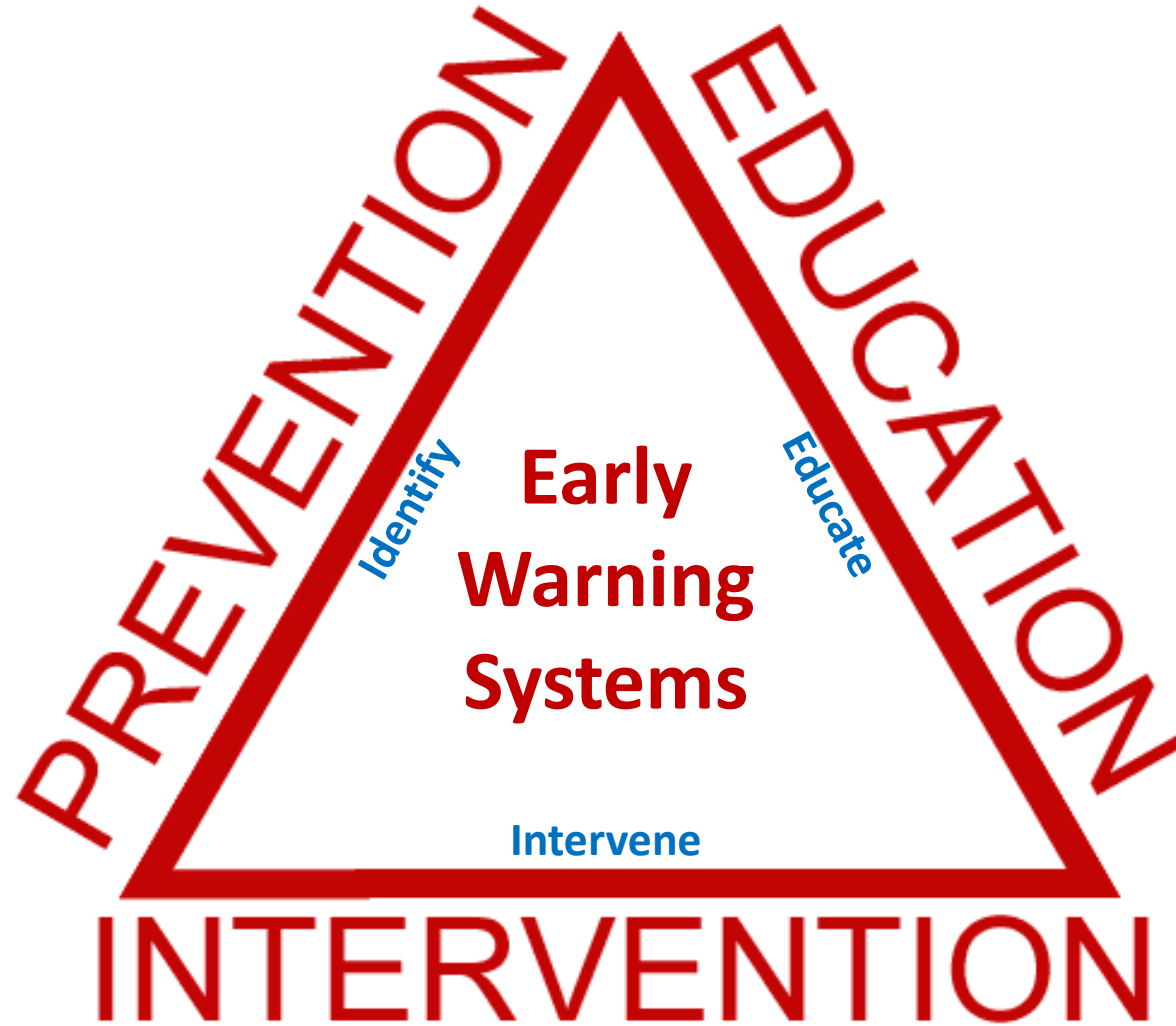
Plays a reduced role in secondary schools.

# **Section 1**

## School-wide Prevention Efforts

### Early Warning Systems

# Prevention of School Failure?



# Early Warning Systems

## Florida Senate Bill No. 850

- **The school early warning system must include the following early warning indicators:**
  - a) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
  - b) One or more suspensions, whether in school or out of school.
  - c) Course failure in English Language Arts or mathematics.
  - d) A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.



# *State Requirements for Early Warning Systems*

## **No Indicator**

No-Risk

Students with no EWS indicators

Continue to support and engage students with school-wide initiatives across all indicators to prevent risk.

Create goals and monitor student's success.

Parent letters are not required.

## **One Indicator**

Some Risk

Students with 1 EWS indicator

Provide supplemental intervention strategies that are geared towards improving specific concerns for the indicator identified and prevent further risk.

Create goals and monitor students' progress.

Parent letters are not required.

## **2 or more indicators**

High Risk

Students with 2+ EWS indicators

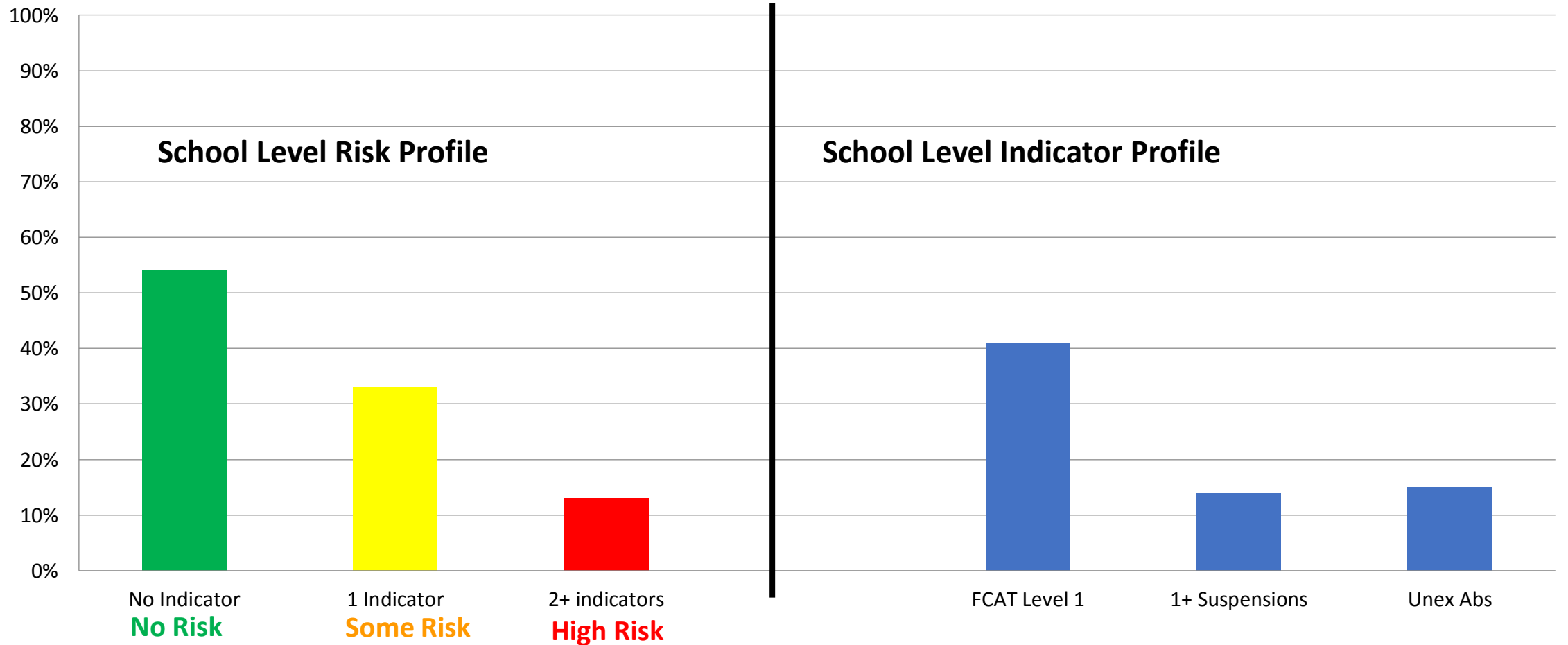
Prioritize intervention delivery for this high risk group so that strategies are purposeful and targeted for the indicators identified and reduce risk factors.

Create student goals and monitor student progress.

Parent letters are required.

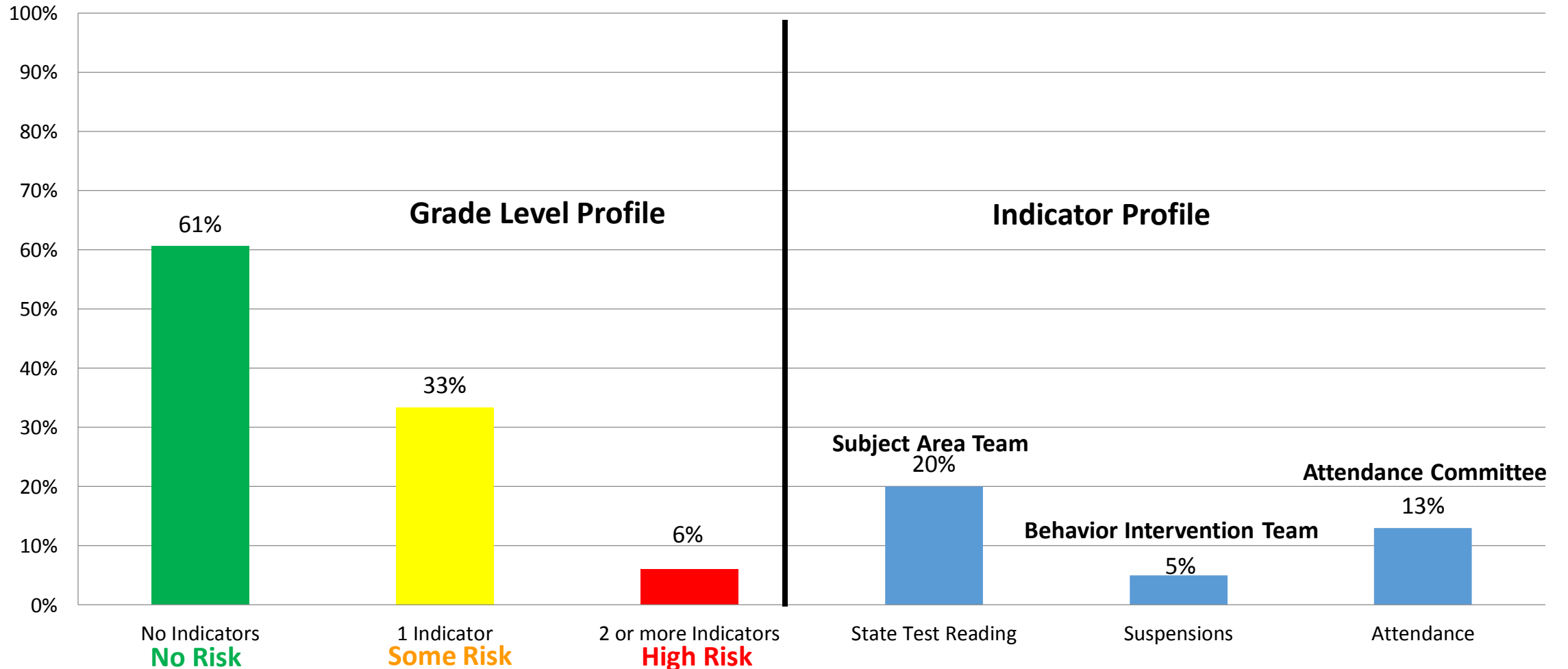
# Reviewing EWS Data

Early Warning Indicators School Level Profile



# Reviewing EWS Data

## Early Warning Indicators Grade Level Profile



# Managing EWS Data

## Problem Solving Leadership Team (PSLT)

Review data to determine the school's profile across all indicators (dashboard)

Disseminate data to respective teams and determine resource allocation across each team

Determine the need for targeted professional development across each indicator/team

Monitor fidelity of intervention delivery and student outcomes

### Subject Area Team or Instructional Leadership Team

- Review EWS profile by subject area
- Align intervention strategies for students identified as at-risk in the areas below:
  - Course Failures in ELA and/or math*
  - Level 1 on state-wide standardized assessments in ELA and/or math*
- Determine the causes for failure
- Deliver interventions with fidelity
- Monitor effectiveness

### Behavior Intervention Team or Positive Behavior Support Team

- Review EWS profile for behavior
- Align intervention strategies for students identified as at-risk in the area below:
  - One or more suspension (ISS and OSS)*
- Determine the causes for suspensions
- Deliver interventions with fidelity
- Monitor effectiveness

### Attendance Committee

- Review EWS profile for Attendance
- Align intervention strategies for students identified as at-risk in the area below:
  - Attendance below 90% , regardless of whether absence is excused or a result of out-of-school-suspensions*
- Determine the causes for absences
- Deliver interventions with fidelity
- Monitor for effectiveness

**Grade Level Teams:** Manage grade level EWS profiles and create awareness among teachers for students at-risk in multiple areas

# Keeping Parents Informed



- **State Rule:** When a student exhibits 2 or more early warning indicators, the school shall provide at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.
- **Parent Notification Letters**
  - Letters for students with 2+ indicators
  - Letters will need to indicate the purpose, time, and location.
  - Should be sent prior to scheduling a meeting to discuss particular students meeting this criteria
    - Can also be provided to parents during a parent conference meetings.

# **Section 2**

## **From Prevention to Intervention**

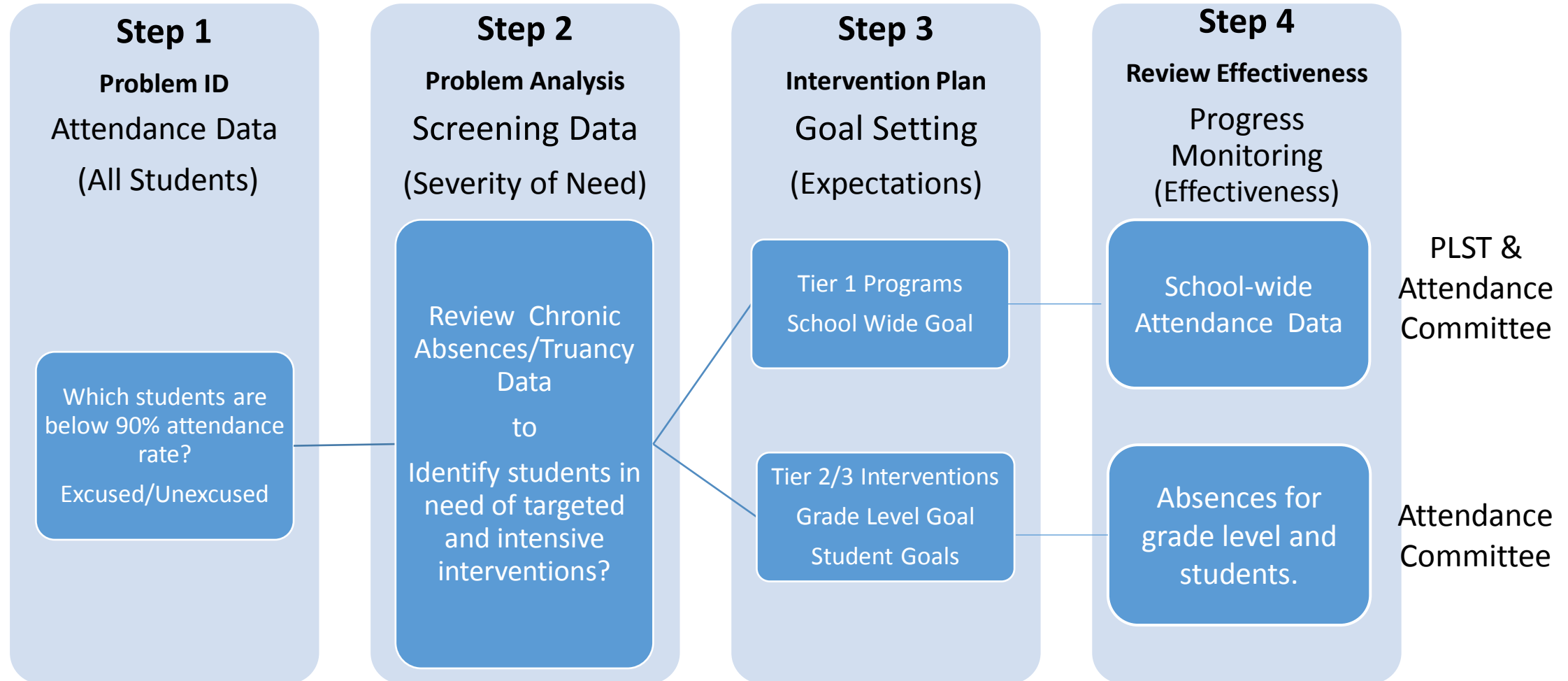
Identifying Students with an Immediate Need for Support

# There Will be Students Past the Point of Prevention?



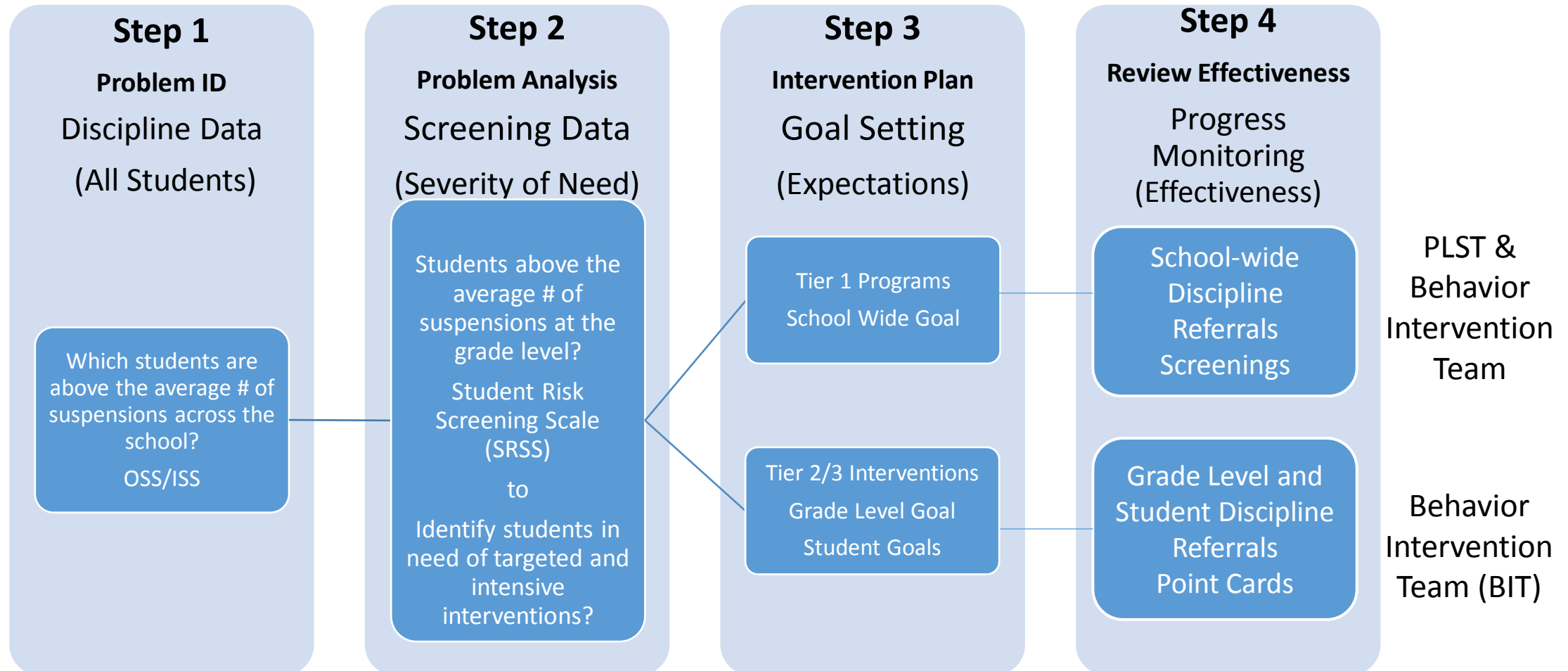
**Need for Intensive Targeted Interventions**

# Steps for Attendance Indicator

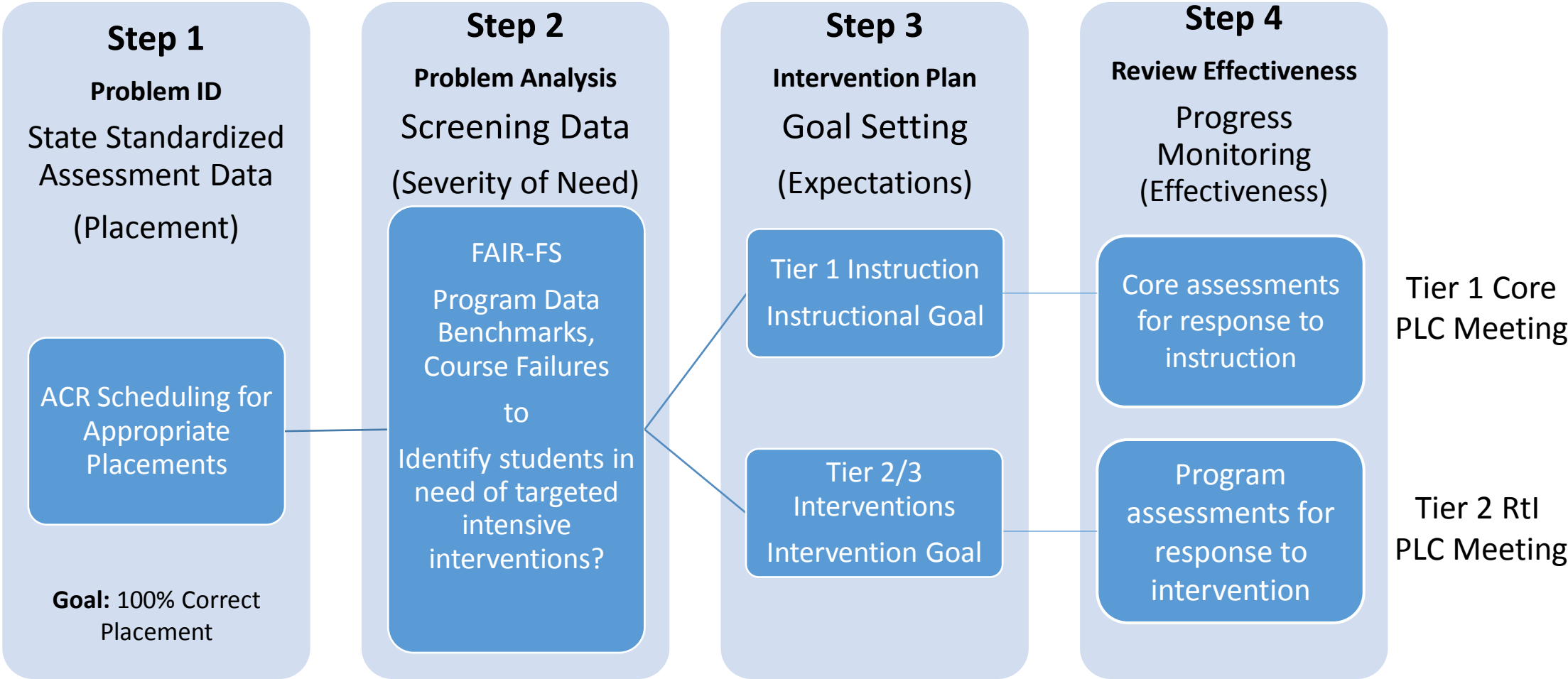




# Steps for Behavior Indicator



# Complete Example for the Literacy Indicator



# **Step 1: Problem Identification**

## **Ensuring Appropriate Course Placement**

Where should students be placed and why?

# Course Placement

- Use of HCPS Automatic Course Request (ACRs)
- Students should be appropriately placed based on FCAT outcomes and HCPS reading guidelines.
- State requirements based on K-12 Comprehensive Reading Plan:
  - Section **1003.4156, Florida Statute**, requires middle school students who score at Level 1 on FCAT Reading to complete an intensive reading course.
  - Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.
  - Middle school students who score at Level 1 or Level 2 on FCAT Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention.

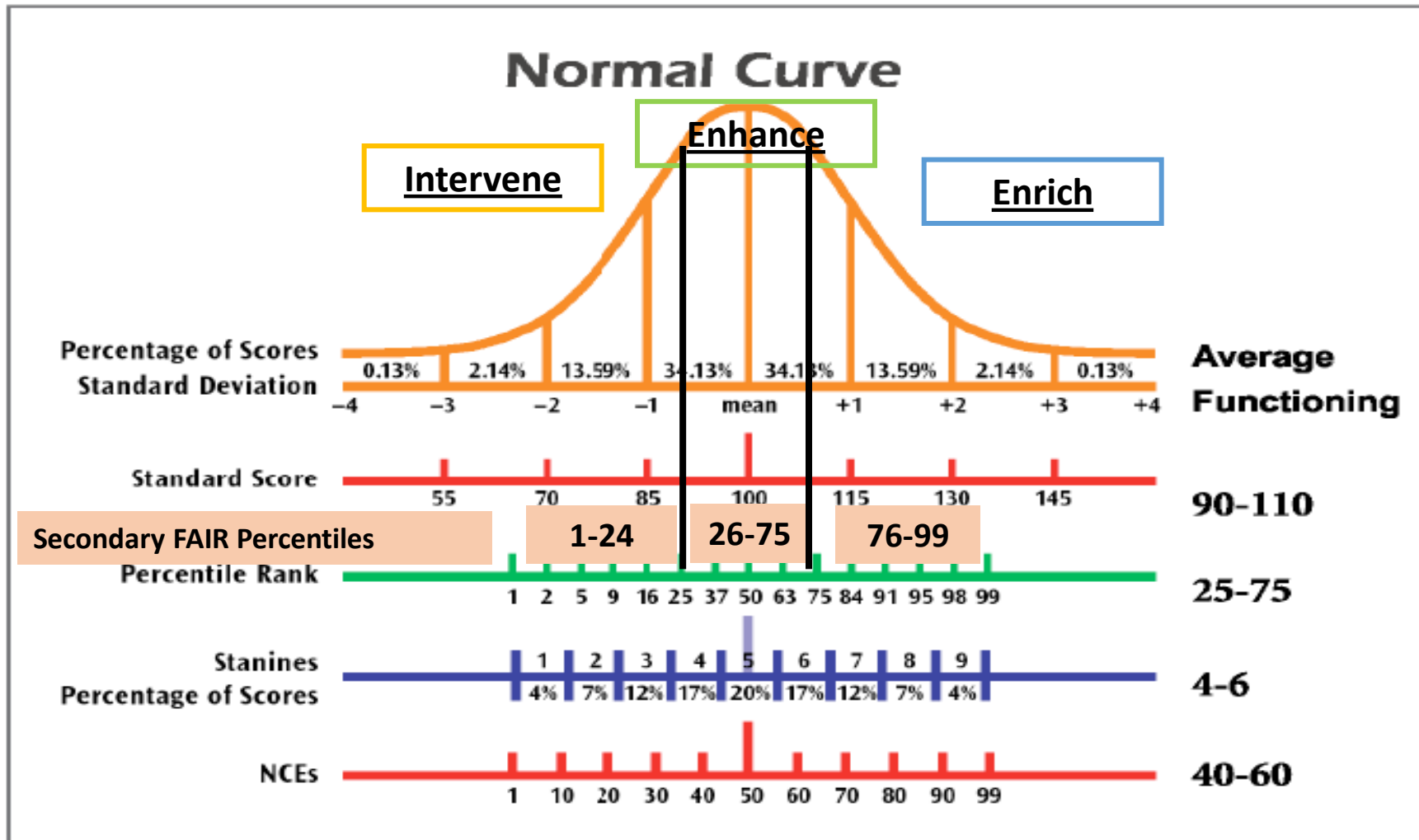
## **Step 2: Problem Analysis**

### **Identifying Students in Need of Further and Targeted Support**

Which students may need immediate targeted and intensive interventions

# Parameters (cut scores) for Secondary Reading

- *Cut scores helps us to identify student groups for enrichment, enhancement, and targeted interventions.*



# Secondary Parameters to Identify Targeted Groups in Reading

## Tier 1 Enrichment

Reserved for students at or slightly below expectations.

**FAIR RC and SRI Grouping Percentiles**  
**76<sup>th</sup>-99<sup>th</sup> percentile**

Higher Order Questioning and increase expectations for increased learning and core performance

**No PS/RtI documentation** is required for Students receiving enrichment support

## Tier 1 Enhancement

Reserved for students at or slightly below expectations.

**FAIR RC and SRI Grouping Percentiles**  
**41<sup>st</sup>-75<sup>th</sup> percentile**

Provide reteach of literacy concepts and strategies to enhance learning and performance

**No PS/RtI documentation** is required for students receiving enhancement supports.

## Tier 2 Standard Intervention

Reserved for students below expectations and in need of targeted interventions to improve student weaknesses.

**FAIR RC and SRI Grouping Percentiles**  
**25<sup>th</sup> -40<sup>th</sup> percentile**

Match students to appropriate intervention supports. Frequent review of progress monitoring data is critical to determine the percent of students responding to the intervention support.  
**(SB 87073 Form Required)**

## Tier 3 Intensive Intervention

Reserved for students significantly below expectations , may not be responsive to prevention efforts and are in need of targeted interventions to improve major skill deficits.

**FAIR RC and SRI Grouping Percentiles**  
**1<sup>st</sup> – 24<sup>th</sup> percentile**

Provide individualized, intensive interventions in and/or beyond the classroom. Frequently collect and review progress monitoring data for progress  
**(SB 87073 Form Required)**

# Secondary (Severity of Need)

## What do these cut scores look like based on normative classifications?

Result		Classification of Performance	
Standard score range	Percentile rank range	Descriptive	Normative
>131 121-130 116-120	98-99+ 92-97 85-97 <i>Tier 1 Enrichment</i>	Very superior Superior Above average	Normative strength; 16% of the population
111-115 90-110 85-89	76-84 25-75 16-24	High average Average Low average	Normal limits; 68% of the population
80-84 70-79 < 69	9-15 3-8 < 2 <i>Intensive Interventions</i>	Below average Deficient Very deficient	Normative weakness; 16% of the population

Note. Classifications are based on those described in Flanagan and Ortiz (2001) and Flanagan, Ortiz, Alfonso, and Mascolo (2002) and were adapted from Woodcock and Mather (1989)

FAIR-FS and SAT 10 Percentiles: 76-99 (Enrichment) 41-75 (Enhance) 26-40 (Standard Interventions) 1-25 (Intensive Interventions)



# Valid Sources for Cut Scores:

## HCPS Assessment & Accountability Report

2013.14 AP2 Equal Percentile Cut Scores Based on 2013 FCAT Percentages at Level 3 or Higher\*

Grade	N	% at FCAT Reading Level 3 2013	Cut Scores			Summary Statistics		
			Reading Comp. Standard Scores	Reading Comp. Percentiles	PRS/ FSP	Mean Reading Comp. Standard Scores	Median Reading Comp. Percentiles	Mean PRS/ FSP
3	15482	56	97	42	60	99.15	44	61
4	14731	59	93	31	59	96.58	36	61.94
5	14472	58	95	37	63	99.31	45	63.12
6	13667	55	98	45	60	100.34	50	59.13
7	14252	51	98	45	64	99.20	46	57.07
8	14105	51	98	45	56	99.07	46	54.06
9	14180	51	99	48	56	100.11	49	53.41
10	13332	52	103	59	51	103.28	60	51.84

\*From the PMRN file dated 2.3.2014

## Scholastic Reading Inventory Lexile scores (%ile ranges)

Students scores that fall below the 25th percentile for their grade level

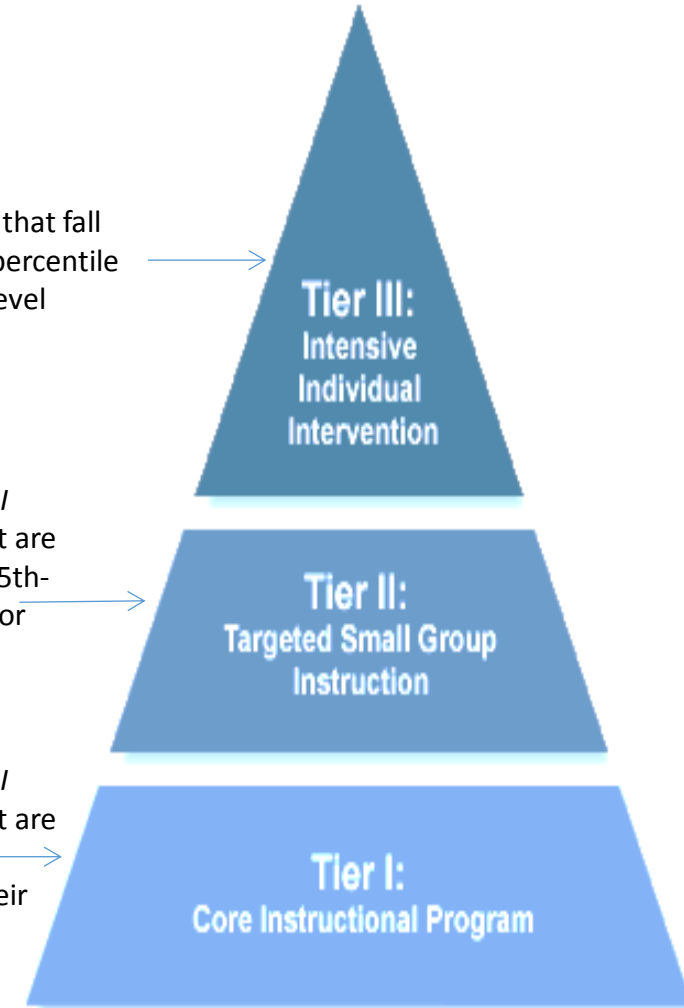
**Tier III:**  
Intensive Individual Intervention

Students with SRI Lexile scores that are in the range of 25th-40th percentile for their grade level

**Tier II:**  
Targeted Small Group Instruction

Students with SRI Lexile scores that are above the 40th percentile for their grade level

**Tier I:**  
Core Instructional Program

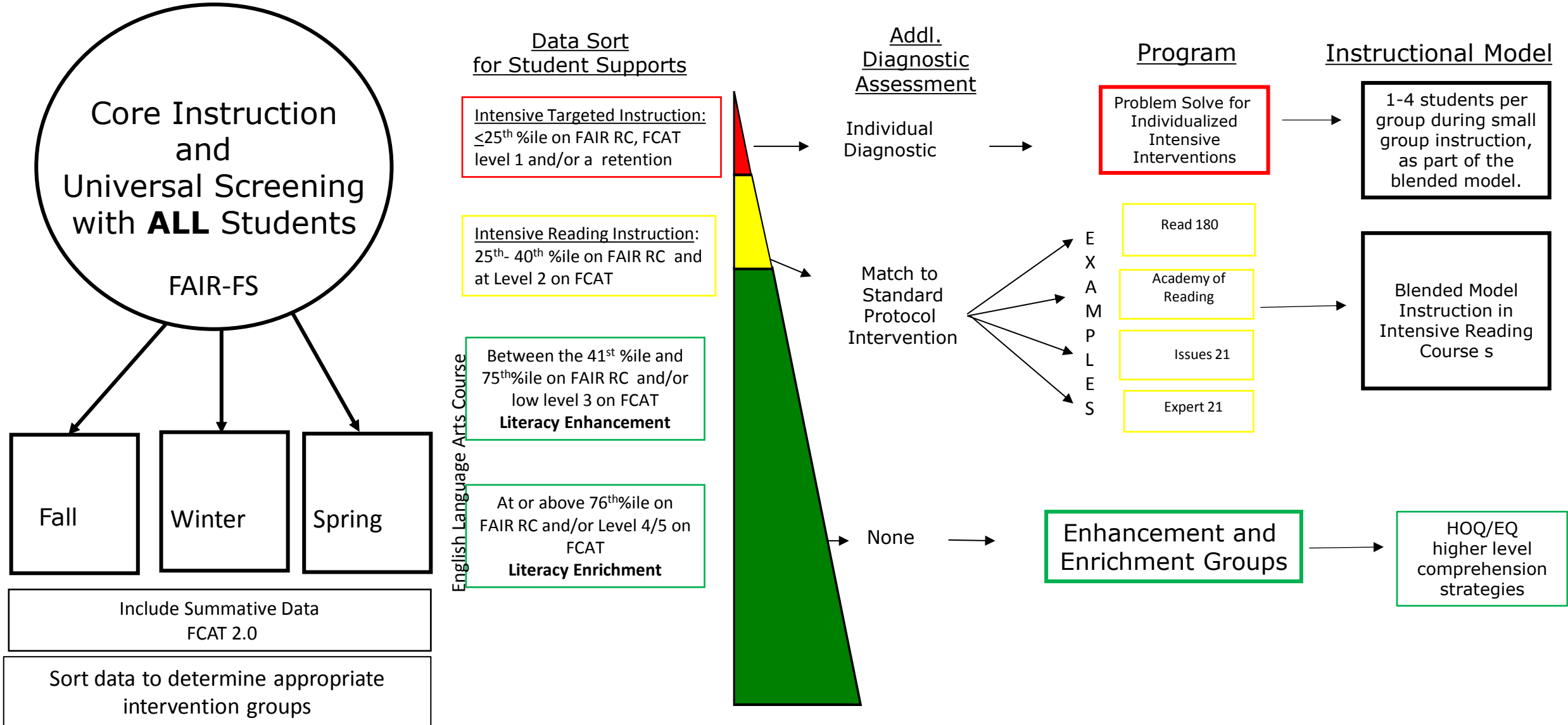


# Step 3: Instruction/Intervention Plan

## Goal Setting



# MTSS Process of Intervention Delivery for Literacy



# Creating Your Goal

## Fidelity Goal

- By the next Rtl PLC meeting, walkthrough data for Read180 teacher 1 will reflect an average fidelity score of 70% or better.
- By the next PLC meeting 70% of more of the students records will reflect the required time-on task for the program.

## Student Outcome Goal

- By the next Rtl PLC meeting, 70% of students enrolled in the Read 180 course will demonstrate positive response to the intervention (obtain a score of 70% or better).
  - Proficiency Report

# Guided Steps for Reviewing Intervention Fidelity and Student Outcomes



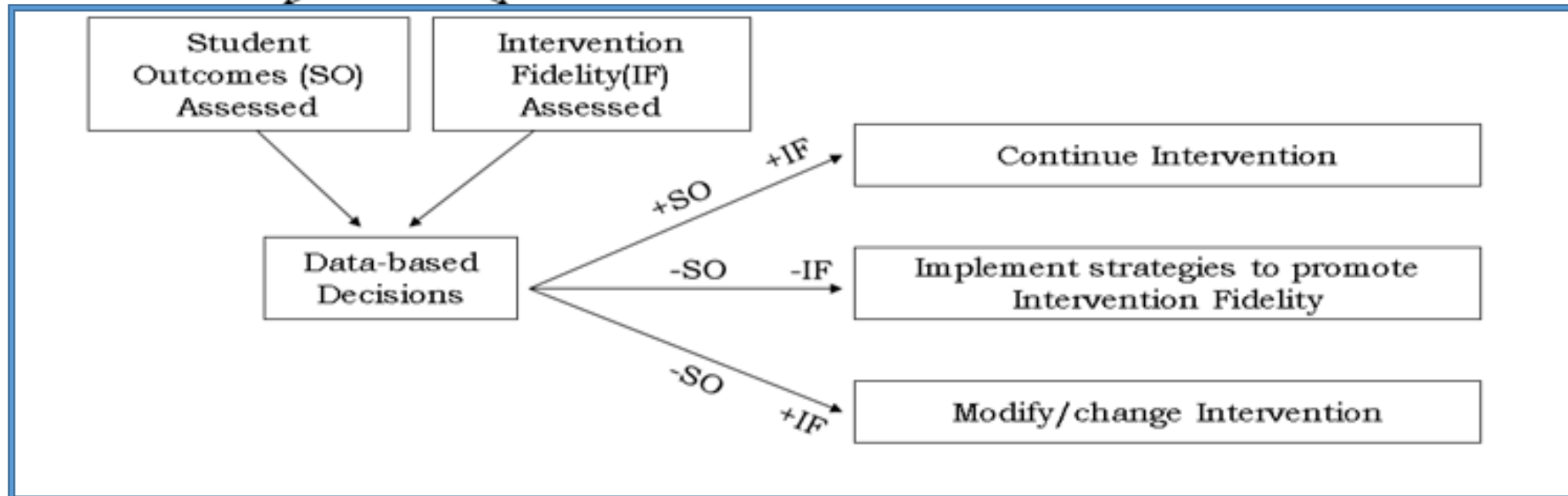
Evidence based intervention linked to verified hypothesis planned



Evidence based intervention implemented

SO = Student Outcomes  
IF = Intervention Fidelity

+SO =  $\geq 70\%$   
+IF =  $\geq 70\%$



# Quantifying Intervention Fidelity

## 11 fundamental components:

1. Adhered to scheduled time
2. Differentiated Groups
3. Evidence-based lessons
4. Explicit instruction/modeling
5. High student-teacher interaction
6. Opportunities for practice
7. Checks for understanding
8. Corrective feedback
9. Instructional/Behavioral praise
10. Pacing with a sense of urgency
11. Students on-task & focused

Intervention Course \_\_\_\_\_ Fidelity of Intervention Delivery Walkthrough (Brief Version)

Teacher: _____ Rotations are Evident: _____ Whole Group: _____ Small Group: _____ Independent Learning: _____		Teacher: _____ Rotations are Evident: _____ Whole Group: _____ Small Group: _____ Independent Learning: _____		Teacher: _____ Rotations are Evident: _____ Whole Group: _____ Small Group: _____ Independent Learning: _____		Teacher: _____ Rotations are Evident: _____ Whole Group: _____ Small Group: _____ Independent Learning: _____	
<b>Intervention Exposure</b> 1. Adhered to scheduled time _____ 2. Differentiated Groups _____ 3. Evidence-based lessons _____ 4. Explicit instruction/modeling _____ 5. High student:teacher interaction _____ 6. Opportunities for practice _____ 7. Checks for understanding _____ 8. Immediate corrective feedback _____ 9. Instructional & behavioral praise _____ 10. Pacing with a sense of urgency _____ 11. Students on-task & focused _____ 70% Fidelity? Yes _____ No _____		<b>Intervention Exposure</b> 1. Adhered to scheduled time _____ 2. Differentiated Groups _____ 3. Evidence-based lessons _____ 4. Explicit instruction/modeling _____ 5. High student:teacher interaction _____ 6. Opportunities for practice _____ 7. Checks for understanding _____ 8. Immediate corrective feedback _____ 9. Instructional & behavioral praise _____ 10. Pacing with a sense of urgency _____ 11. Students on-task & focused _____ 70% Fidelity? Yes _____ No _____		<b>Intervention Exposure</b> 1. Adhered to scheduled time _____ 2. Differentiated Groups _____ 3. Evidence-based lessons _____ 4. Explicit instruction/modeling _____ 5. High student:teacher interaction _____ 6. Opportunities for practice _____ 7. Checks for understanding _____ 8. Immediate corrective feedback _____ 9. Instructional & behavioral praise _____ 10. Pacing with a sense of urgency _____ 11. Students on-task & focused _____ 70% Fidelity? Yes _____ No _____		<b>Intervention Exposure</b> 1. Adhered to scheduled time _____ 2. Differentiated Groups _____ 3. Evidence-based lessons _____ 4. Explicit instruction/modeling _____ 5. High student:teacher interaction _____ 6. Opportunities for practice _____ 7. Checks for understanding _____ 8. Immediate corrective feedback _____ 9. Instructional & behavioral praise _____ 10. Pacing with a sense of urgency _____ 11. Students on-task & focused _____ 70% Fidelity? Yes _____ No _____	
Notes:		Notes:		Notes:		Notes:	
<b>Ratings:</b> 0 = not evident 1 = evident		Number of courses observed: _____ Percent demonstrating evidence for each component 1: _____ 2: _____ 3: _____ 4: _____ 5: _____ 6: _____ 7: _____ 8: _____ 9: _____ 10: _____ 11: _____ Percent of courses meeting 8/11 (72%) components: _____					
Areas of Strengths:				Areas of Focus/Next Steps:			

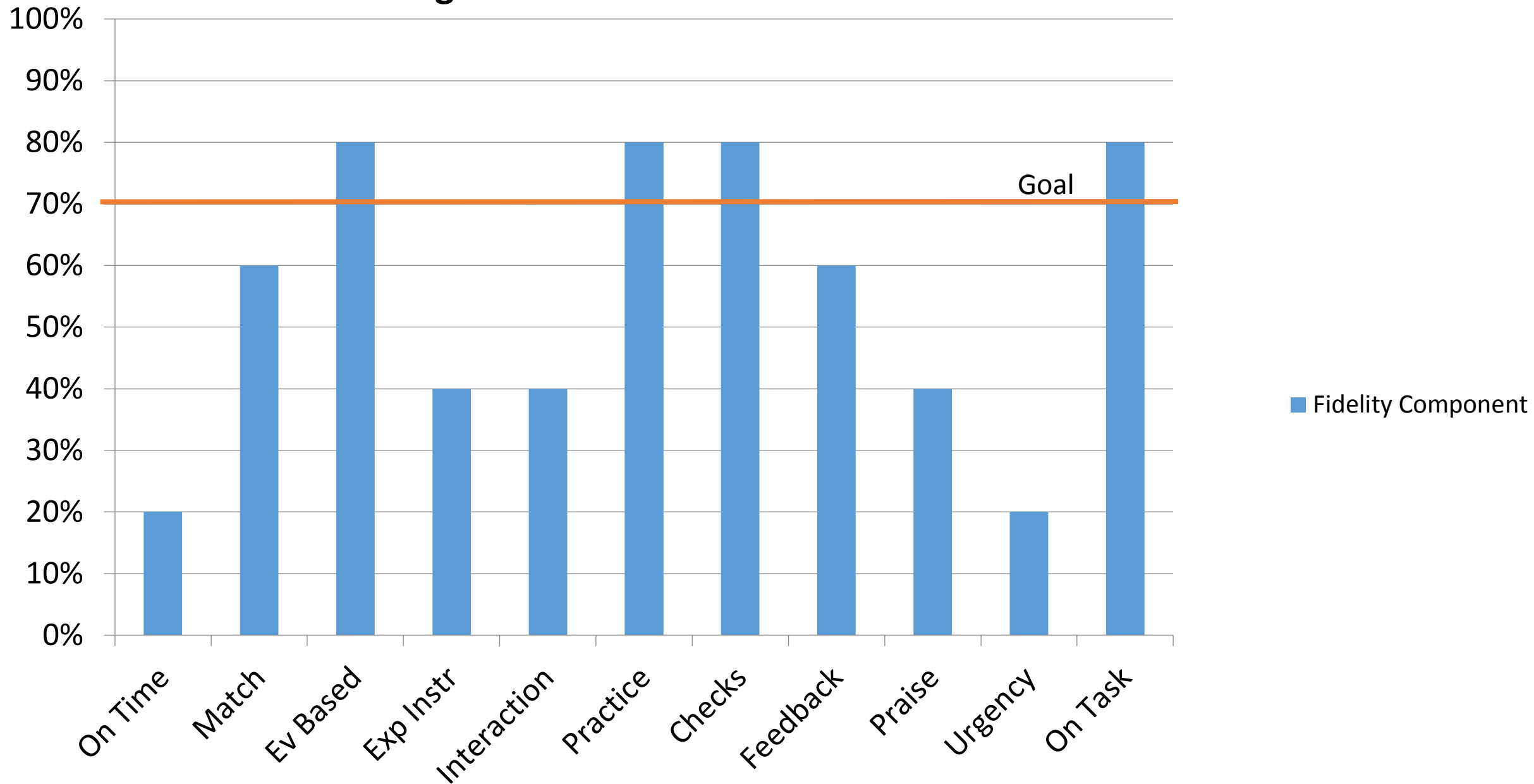
# **Step 4: Reviewing Effectiveness**

## **Progress Monitoring**

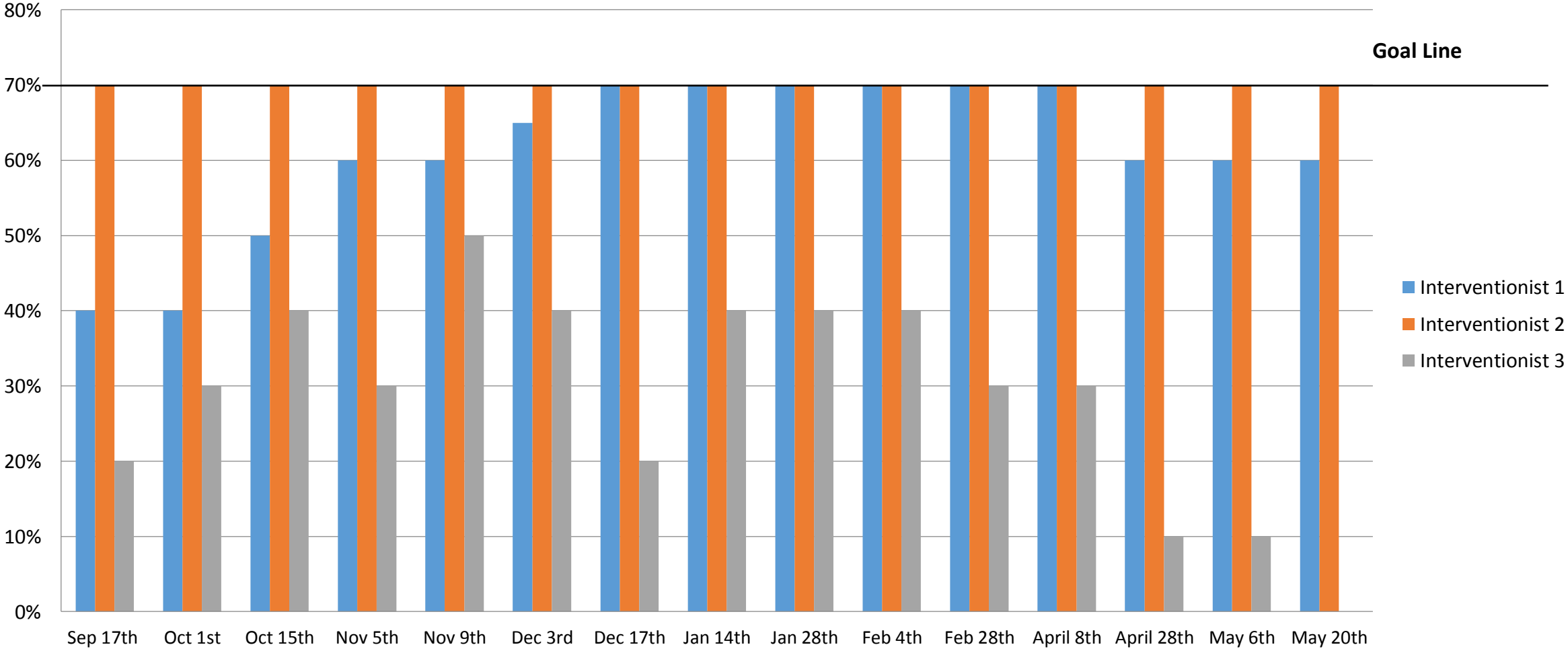
Fidelity Checks and Student Outcomes



# Walkthrough Feedback for Teacher Teams



# Reviewing Intervention Fidelity Data by Teacher



# Ongoing Progress Monitoring for Determining Response to Intervention

## Important Characteristics of Ongoing Progress Monitoring Measures identified in the professional literature:

- Reliable and Valid (Commercial assessments have undergone psychometric analyses to determine reliability and validity). A “teacher-made” assessment cannot be referred to as reliable nor valid if it has not undergone psychometric analyses.
- Standardized norms
- Sufficient number of alternative forms of equal difficulty
- Rates of improvement are specified
- Sensitive to improvement/small increments of growth
- Administered at regular intervals, with increasing frequency as the intensity of the intervention increases.
- Given to selected students

# Reliable and Valid Data for Intervention Courses

- Program Data

- Benchmark assessment data is available for all Intervention courses
- Some programs provide assessments for ongoing progress monitoring:

- Read 180

- Expert 21

**Sam Reports**

- Some intervention programs do not provide assessments for ongoing progress monitoring.
  - (easyCBM Lite) [www.easyCBM.com](http://www.easyCBM.com)

# Expert 21 Progress Monitoring

- **How will we know if learning is happening?**
  - Class Report:
    - Summary Progress Report
  - Individual Student Report:
    - Student Progress Report
- **How do you determine who needs additional support and skill remediation?**
  - Intervention Grouping Report
  - Grading Report

# Read 180 Progress Monitoring

- **How do we know if learning is happening?**
  - Scholastic Reporting Instrument (SRI reports)
  - Proficiency Report
- **How do you determine who needs additional support and skill remediation?**
  - **Scholastic Achievement Manager (SAM Reports)**
    - Intervention Grouping Report
    - Grading report pulled every 2-weeks; anything below 70% is a concern.
      - Comprehension Score
      - Vocabulary Score
      - Context Passage Score

# **SECTION 3**

## **PLANNING YOUR YEAR FOR MTSS-RTI**

Scheduling opportunities for intervention delivery, fidelity walk-throughs and team meetings

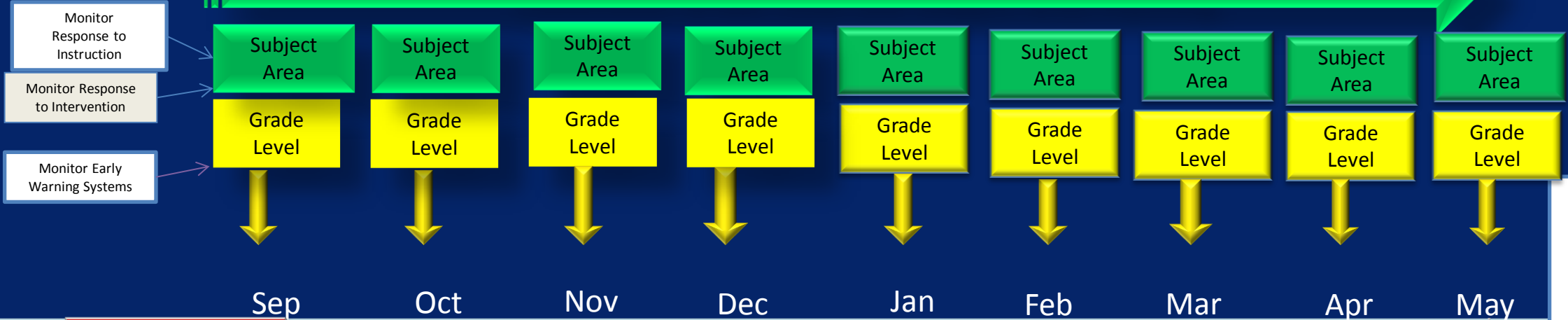
# MTSS- Rtl Calendar of Events for Intervention Planning and Delivery Secondary

**Published by MTSS-Rtl Services  
2014-2015**

**The Full Calendar will be published on the Rtl Icon.**



# Continuous Grade Level and Subject Area Planning



## Student Data Review

**What:**  
Review previous year EWS data to identify students that were at-risk the prior year to begin early identification process.

**Who:**  
PSLT/grade Level Team  
Disseminate data for each area and distribute to teams.

**Data Sources:**  
FCAT  
Course Failures  
Attendance  
Discipline

## Adjusted Grouping

**What:**  
Refine and adjust groups when new data is available

**Who:**  
PSLT organizes grade level data sources to be further sorted for adjusted By indicators.

**Data Sources:**  
Grouping Data- FAIR-FS, Benchmarks, Suspensions, Attendance, Course Failures

## Response Checkpoint #1

**What:**  
Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students into appropriate groups

**Who:**  
PSLT organizes grade level data sources to be further sorted for monitoring.

**Data Sources:**  
FAIR-FS AP2/Formatives, Discipline, SRSS, etc.

## Response Checkpoint #2

**What:**  
Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students to appropriate groups

**Who:**  
PLC interventionists with support from PSLT Liaison/Grade Level Liaison will analyze graphed data from intervention groups

**Data Sources:**  
Response Data- Subject area mini-assessments/CICO

## Response Checkpoint #3

**What:**  
Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students to appropriate groups

**Who:**  
PLC interventionists with support from PSLT Liaison/grade level teams will analyze graphed data from intervention groups

**Data Sources:**  
Response Data- Subject area mini-assessments/CICO

**Subject Area PLCs (Recommendation: 2x/month)**  
review core assessment and intervention course data to determine students response to instructions and academic interventions.

**Grade level PLCs (Recommendation: 2x/month)**  
review EWS data to monitor changes across all indicators.

**Full year of Instruction and Intervention Planning**

# August

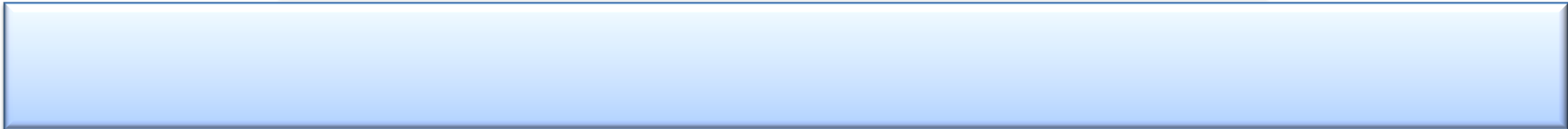
2014

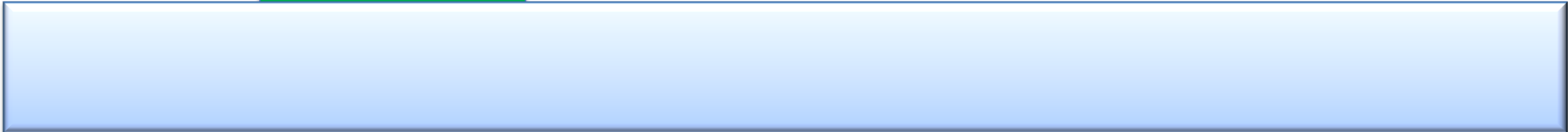
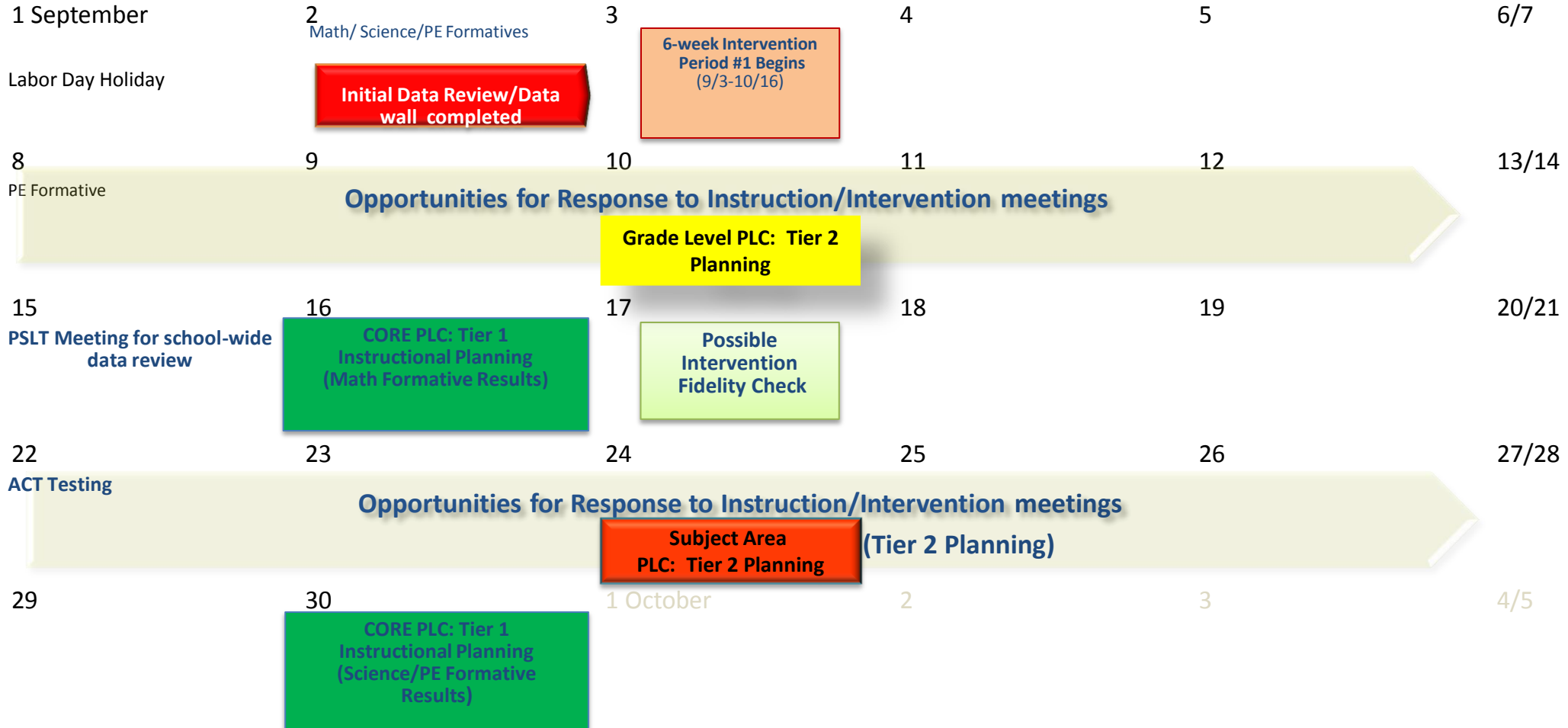
28 July	29	30	31	1 August	2/3
4	5	6	7	8	9/10
11	12	13 Professional Study Day	14	15	16/17
18	19 Students' First Day of School	20	21	22	23/24
25	26	27	28	29	30/31

**Schedule Subject/Grade PLCs for Initial data sorts to occur between 8/19-9/2**

Hold a PSLT Meeting for school-wide data review and planning

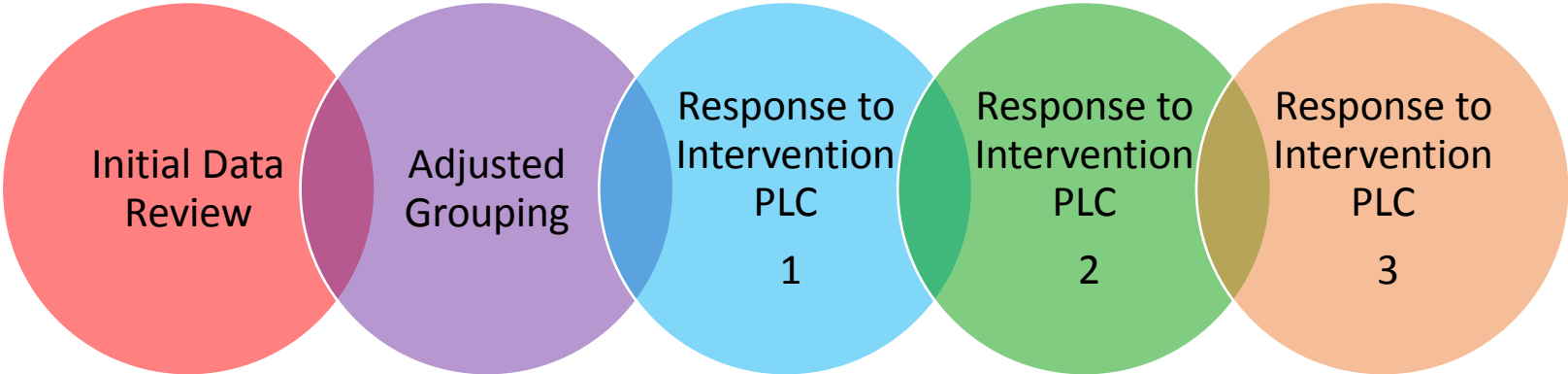
**Review RtI Documentation and data from the previous school year to determine next steps for those students. NO, YOU DO NOT NEED TO START OVER!!!!!!**





# Guiding Principles for RtI PLC Meetings

Specific Guiding Principles Meetings Will Be Available.

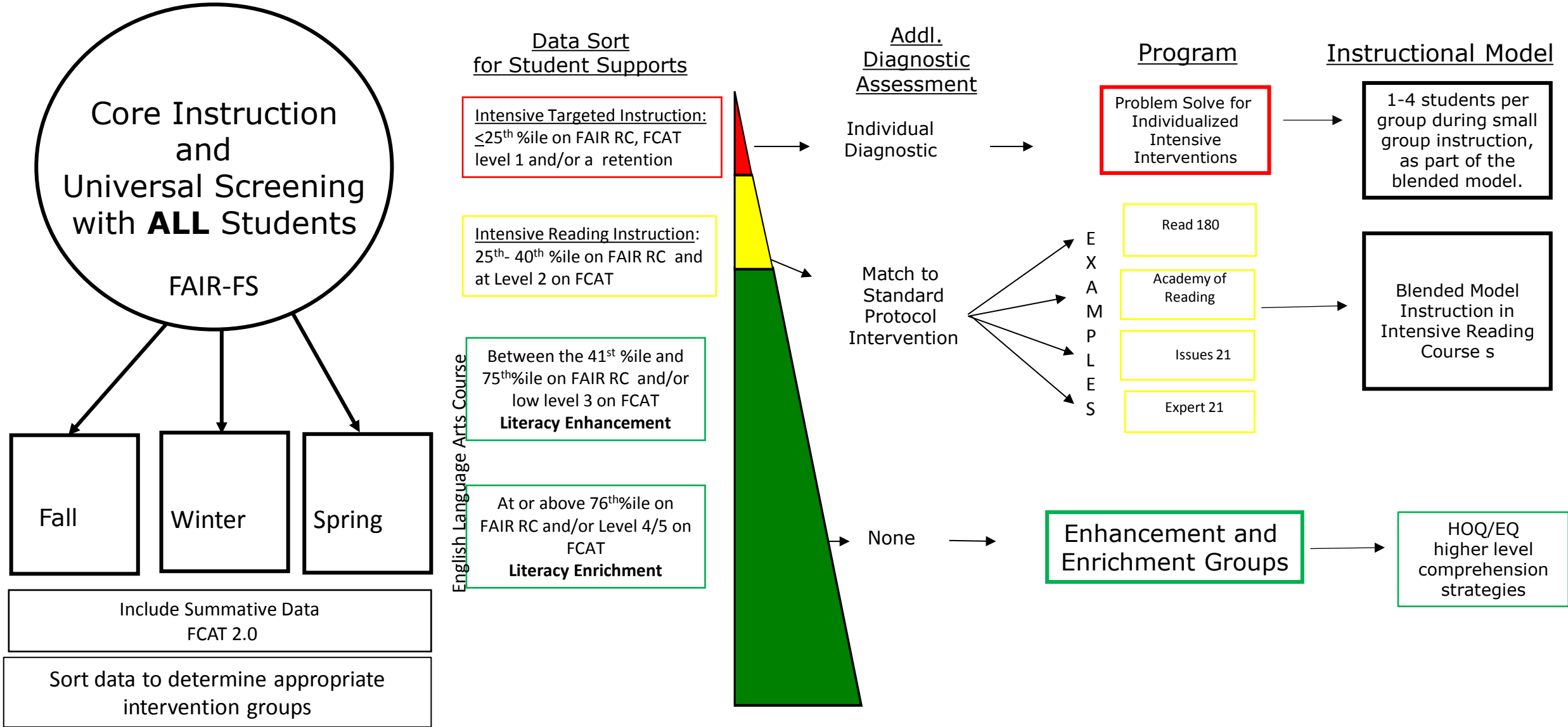


# Section 4


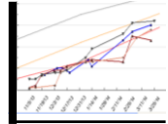
## INTERVENTION DELIVERY AT A GLANCE

Visual Overview of MTSS Intervention Delivery For Literacy  
A Blended Standard Protocol and Problem Solving Model

# MTSS Process of Intervention Delivery for Literacy




# Intervention Duration, Frequency and Monitoring

	<u>Frequency Duration</u>	<u>Progress Monitoring</u>	<u>Response to Intervention PLCs</u>	<u>Team Decision Making</u>
<b>Tier 3</b>	<p><b>Immediately Matched to Tier 3 Intensive Intervention:</b> 100 minutes per week (e.g., 20 minutes, 5 times per week)</p>	 Free version easyCBM.com	<p>Every <b>6 weeks</b> to review intervention fidelity and individual student data</p>	<p>Determine Good, Poor or Questionable response. To intensive Tier 3 interventions.</p>
<b>Tier 2</b>	<p><b>Immediately matched to Tier 2 Standard Protocol Interventions:</b> 50+ minutes daily</p>	 Requirements of Reading Program	<p>Every <b>6 weeks</b> to review intervention fidelity and program data</p>	<p>Determine Good, Poor or Questionable Response. Tier 2 Blended Model Instruction</p>
<b>Tier 1</b>	<p>As outlined in the Literacy Blocks 60 minutes daily</p>	<p>Formative &amp; Summative Assessments</p>	<p>3 times a year with universal screener and/or other Tier 1 assessments.</p>	<p>Monitor grade level or class response to core instruction.</p>

**i.e., 50+ minutes a week of intensive reading blended instruction (Tier 2)  
20 minutes of teacher led instruction daily (part of the blended model) 100 minutes per week.**

# Documenting Intervention Support Electronically

**Education Connection**  Hillsborough County  
PUBLIC SCHOOLS  
*Excellence in Education*

Links/Updates Dashboard-PE Dashboard-TE Dashboard-PM Dashboard-TM Dashboard-PH Dashboard-TH Choice/Magnet **EASI** User Manuals Log Out

Home Attendance ▼ Discipline ESE Forms Reports Scheduling ▼ School Info ▼ Student Info ▼

You are in: EASI > Student Info > Student Notes

**Student Notes Main**

School Year: 2014-2015 ▼ School: ▼ Role: District Staff

**Print Notes**

Student Name: [ ] Student #: [ ] Grade Level: 07

Current Enrollment Only:

Begin Date: [ ] End Date: [ ] Topic: **MTSS-RTI/BEHAVIOR** ▼ Exclude other school notes:  Show parent contacted only:

**Search** **Reset**

Action	Date	Time	School	Topic	Contact Minutes	Parent Contacted	Note
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**Print Notes**



# Thank you for your collaboration on this project.

## **Divisions/Departments**

- **Curriculum and Instruction**
  - Secondary Reading
  - School Improvement
- **Assessment and Accountability**
  - Student Services
  - Exceptional Student Education
  - School Psychological Services
- **Academic Support and Federal Programs**
  - Title 1 Office
- **Information Technology**

# Interventions Should Always be in Addition to Quality Core Instruction

