MTSS-RtI Invention Delivery Model

A Reference Guide for
Planning, Delivering and Monitoring Interventions

Florida's **MTSS** — *A Multi-Tiered System of Supports*

MTSS Implementation

Section 1

Intervention Groups - *Flowcharts by grade levels*

- Establishing and using cut scores to identify proficient and at-risk students
- Flowcharts for Reading
- Flowcharts for Math
- Ruling out students who are not in need of interventions
- Data Triangulation

Section 2

Intervention Delivery

Visual process for MTSS Intervention delivery:

- Intervention protocols – Combined approach
    - Standard Protocol approach at Tier 2 and Problem Solving approach at Tier 3
- Intervention Frequency – How often should we provide interventions at each Tier
- Intervention Duration – How long should we provide interventions at each Tier?
- Progress Monitoring – What should we use to collect data?
- Response to Intervention Checkpoints – When do we review data?
- Decision Making – which teams make decisions about intervention data?

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*

- Monitoring Intervention Fidelity
  - Intervention fidelity walkthrough forms – *Brief Version - for classroom observations* (70% or more fidelity expected)
- Creating student goals
- Monitoring student outcomes
  - Small group student outcomes (70% or more students demonstrating response to intervention)
- Determining Response to Intervention
  - Four data point method for Good, Poor, and Questionable
- Progress monitoring year at a glance

Which Students are in Need of Interventions?
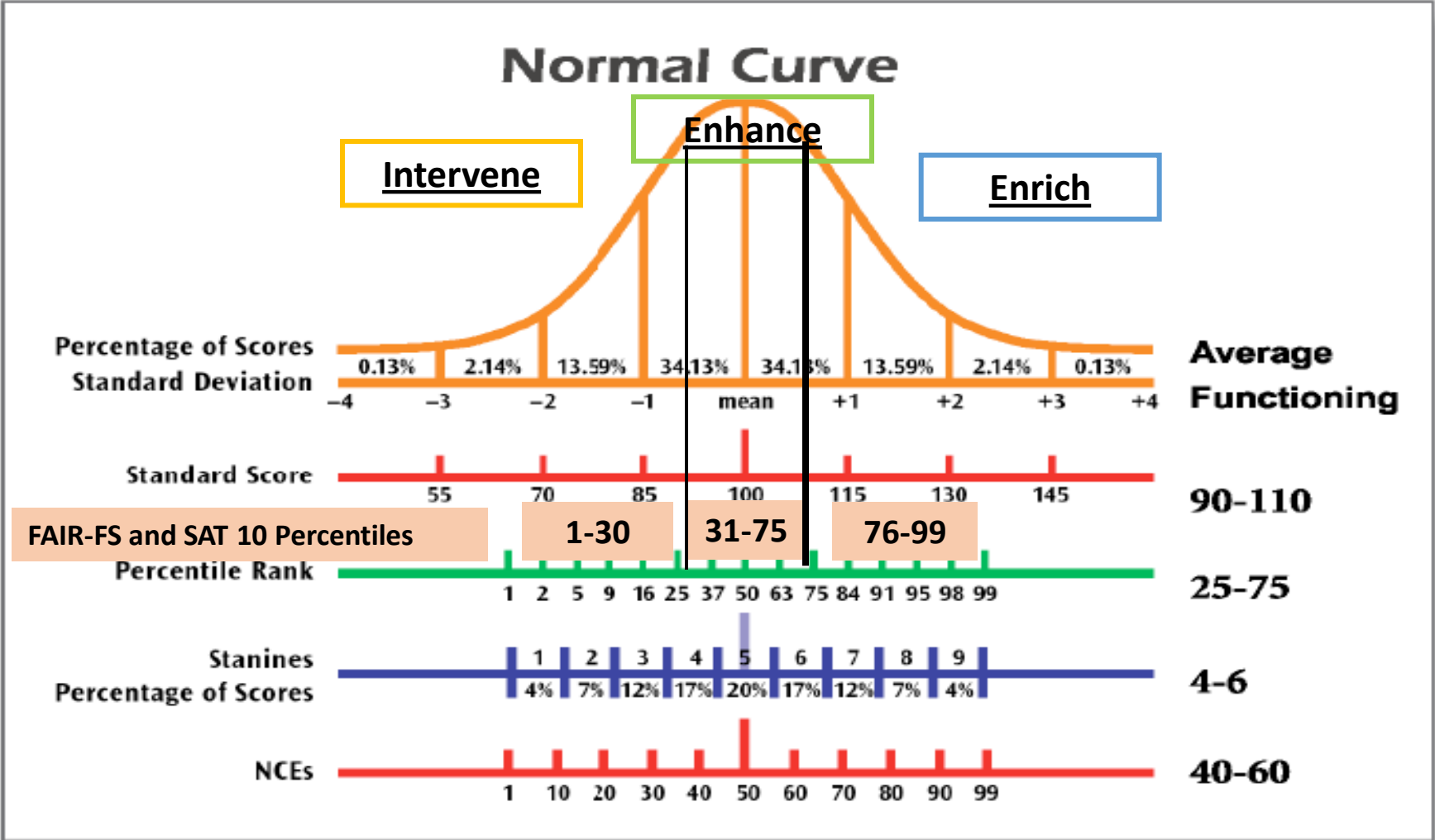
Section 1

CREATING STUDENT GROUPS

Early Identification of Proficient and At-risk Students

Parameters (cut scores) for I/E Blocks

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

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

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

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)   31-75 (Enhance)   1-30 (Intervene)

MTSS Parameters for Tiered Instruction
HCPS Parameters Flowchart

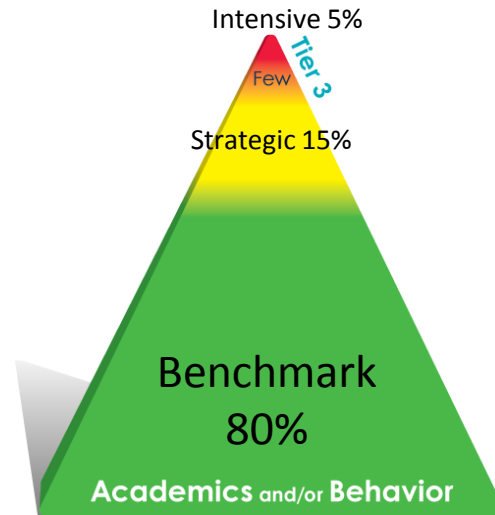| Tier 1 Enrichment Groups:	Tier 1 Enhancement Groups:	Tier 2 Intervention Groups:	Tier 3 Intervention Groups:
High Average – Very Superior Scores	Average Scores	Low Average Scores	Below Average – Very Deficient Scores
Reserved for students above grade level expectations.	Reserved for students at or slightly below grade level expectations.	Reserved for students below expectations and who need targeted interventions to improve skill deficits.	Reserved for students significantly below expectations and who need targeted interventions to improve major skill deficits.
Provide extension and enrichment activities to accelerate core performance.	Provide re-teaching of core concepts and strategies to enhance core performance	Based on group profiles, students identified for Tier 2 support will need to be matched to district approved Tier 2 interventions following a standard protocol approach. **(SB 87073 Required)**	Tier 3 teams will need to engage in the 4-step problem solving process to determine underlying deficits and provide immediate, intensive targeted Tier 3 interventions. **(SB 87074 Required).**
No PS/RtI documentation is required for this group of students.	No PS/RtI documentation is required for this group of students.		

Intervention Flowcharts for Data Sorting in Elementary Schools.

Reading: <u>K</u>, <u>1</u>, <u>2</u>, <u>3</u>, <u>3-5</u>

Math: <u>K-1</u>, <u>1-2</u>, <u>3-5</u>

Upside-down Pyramid Myth

Intensive 5%
Tier 3
Few
Strategic 15%
Benchmark 80%
Academics and/or Behavior

Think of the 80-15-5 illustration as the goal or the optimal configuration for your pyramid.

It is common to find a range of performance from school to school. Which would suggest a different look for the pyramid. The pyramid is a guide, a way to help educators understand the variation of services that may be needed to meet the needs of ALL their students.

A.
Tier 3 / Intensive
Tier 2 / Strategic
Tier 1 / Benchmark

B.
Tier 3 / Intensive
Tier 2 / Strategic
Tier 1 / Benchmark

C.
Tier 3 / Intensive
Tier 2 / Strategic
Tier 1 / Benchmark
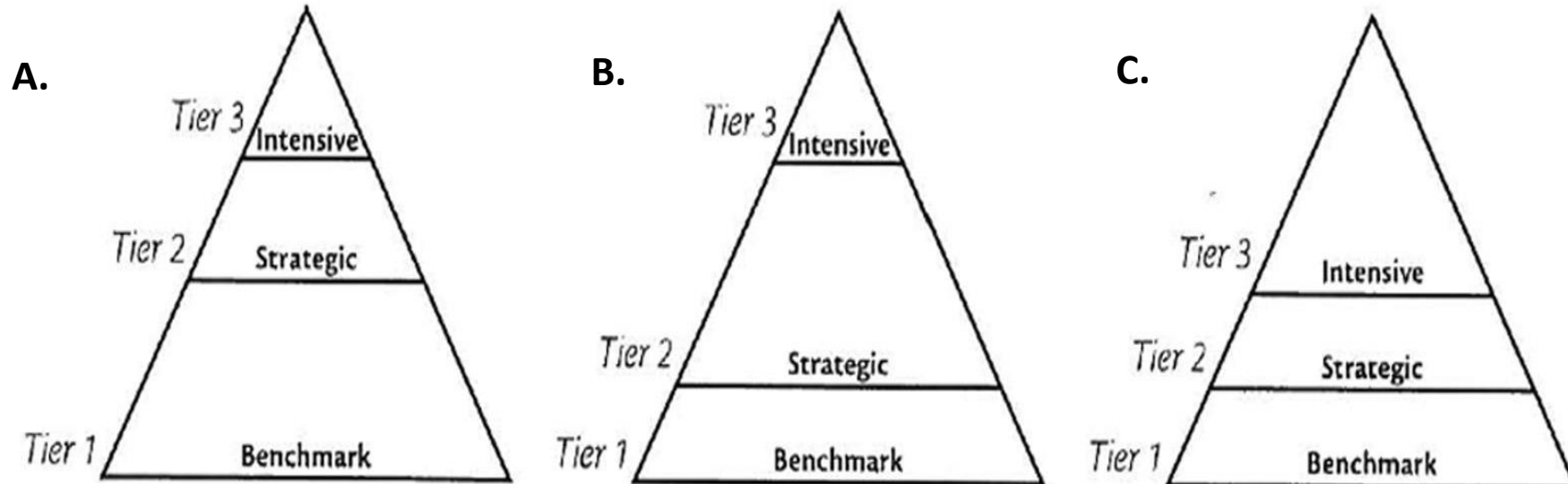
What about ESE and ELL Students?
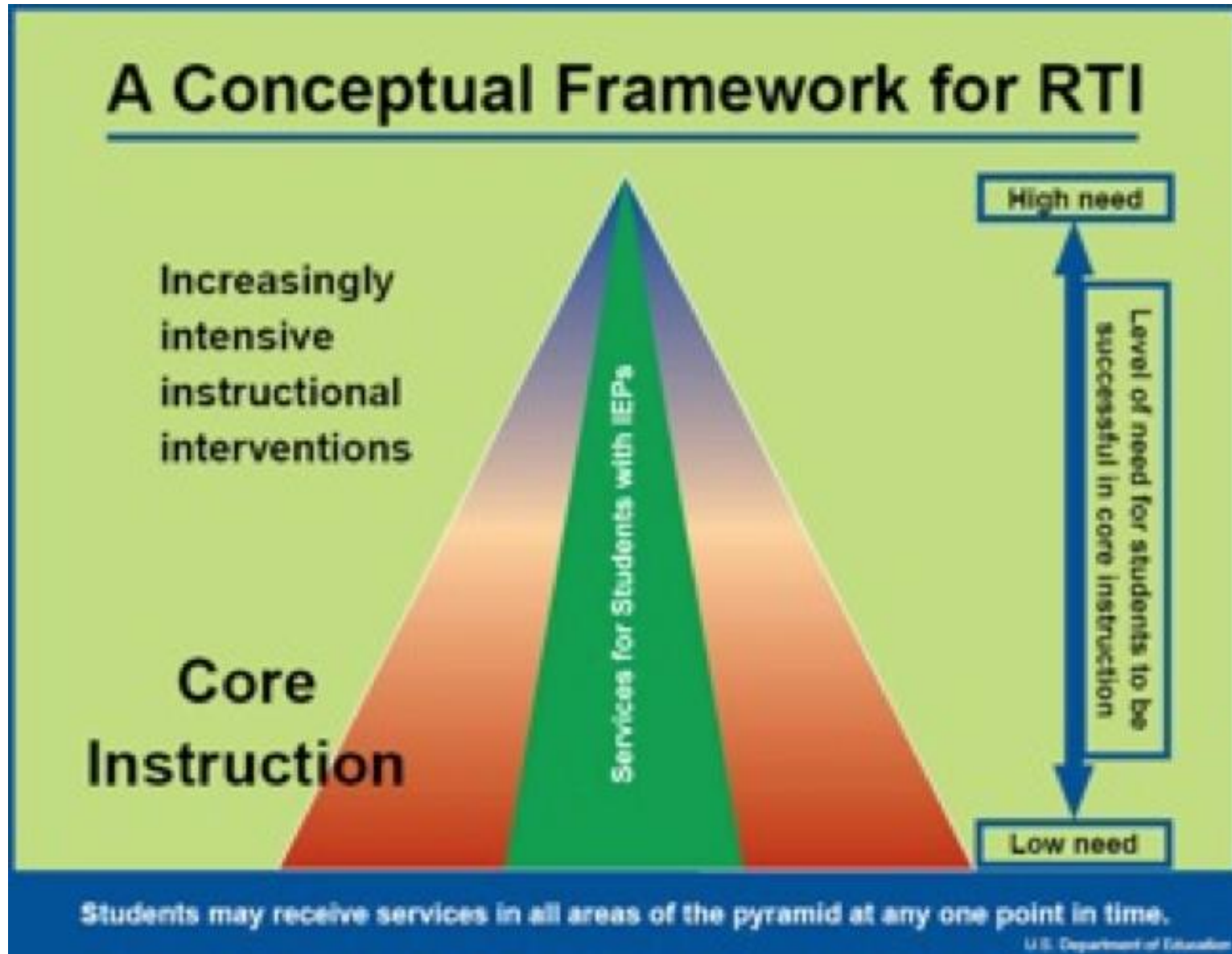
True and False Positives and Negatives

Data Triangulation

Considering True and False Positive/ Negative Indicators

Considering True and False Positives and Negatives when Sorting Student Data

	At-Risk	Not At Risk	
Needs Intervention Support	**True Positive** Below level 3 on FCAT; Below 30th percentile FAIR-FS RC	**False Negative** Below level 3 on FCAT; Above 30th percentile FAIR-FS RC _Retained student above the 30th percentile FAIR-FS RC_ ⚠️	_Plan intervention groups for these students because they are all below grade level standards although some performed above expectations on the universal screener (FAIR)._
Does Not Need Intervention Support	**False Positive** At or above level 3 on FCAT; Below 30th percentile on FAIR-FS RC ⚠️	**True Negative** At or above level 3 on FCAT; Above 30th percentile on FAIR-FS RC	_Plan enhancement and enrichment groups for these students because they are all meeting grade level standards although some performed below level on the universal screener (FAIR)._

<u>Intervene</u>
- <u>**True positive**</u>- Data indicates student is at risk for failure and in reality does need intervention support
- <u>**False negative**</u>- Data indicates student is not at risk for failure but in reality is in need of support
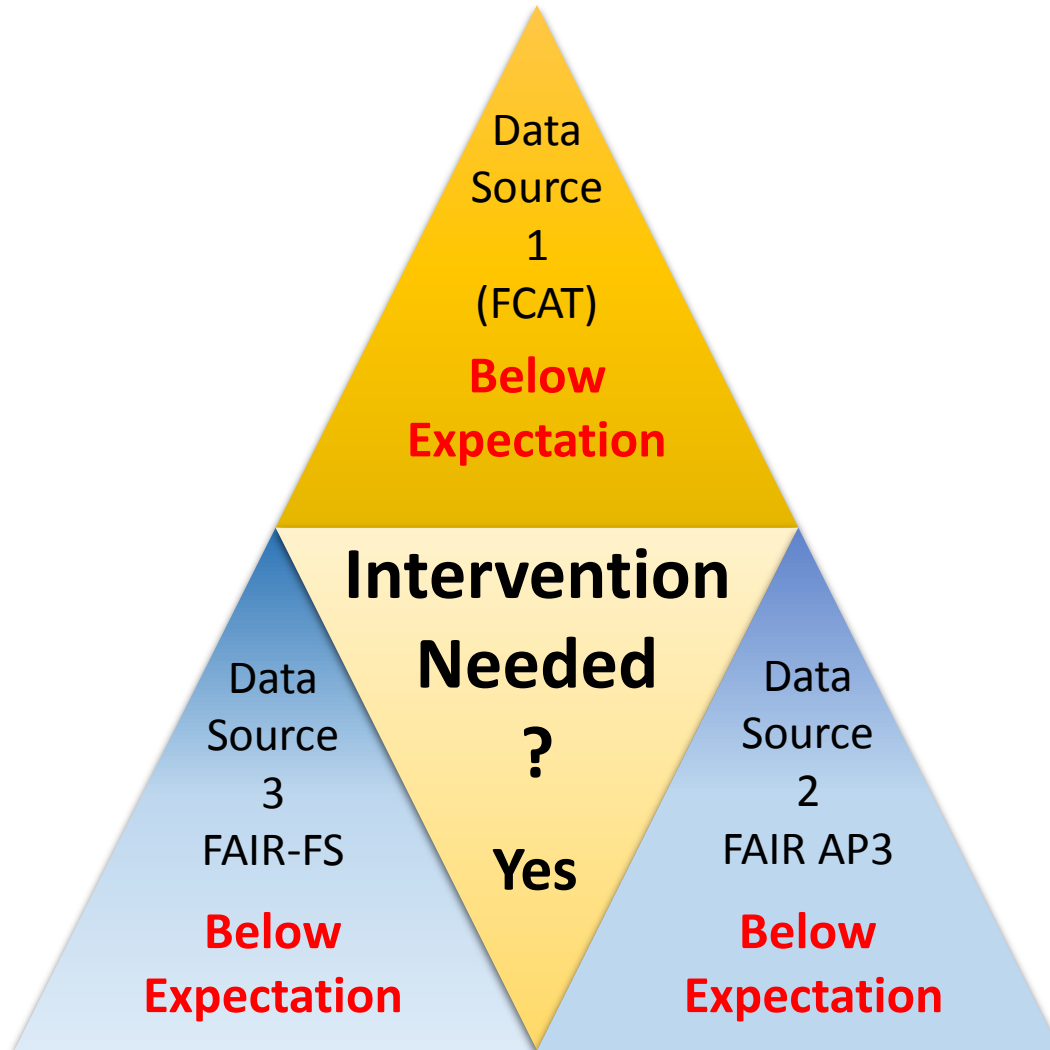
<u>Enrich/Enhance</u>
- <u>**False positive**</u>- Data indicates student is at-risk for failure but in reality does not need intervention support
- <u>**True negative**</u>- Data indicates student is not at risk for failure and in reality is not in need intervention support

Data Triangulation for Validation
Considering True and False Positives/Negatives

Data Source 1 (FCAT)
Below Expectation

Intervention Needed ?

Yes

Data Source 3 FAIR-FS
Below Expectation

Data Source 2 FAIR AP3
Below Expectation

Intervention: Yes No

Three valid and reliable data sources fell in the "at-risk" range, indicating a true need for intervention supports.

True Positive:
All data sources indicate student is at risk for failure and in reality does need intervention support

Data Triangulation with FAIR-FS
Considering True and False Positives and Negatives

Data
Source
1
(FCAT)

**Below
Expectation**

**Intervention
Needed
?
Yes**

Data
Source
3
FAIR-FS

**Below
Expectation**

Data
Source
2
FAIR AP3

**At or Above
Expectation**

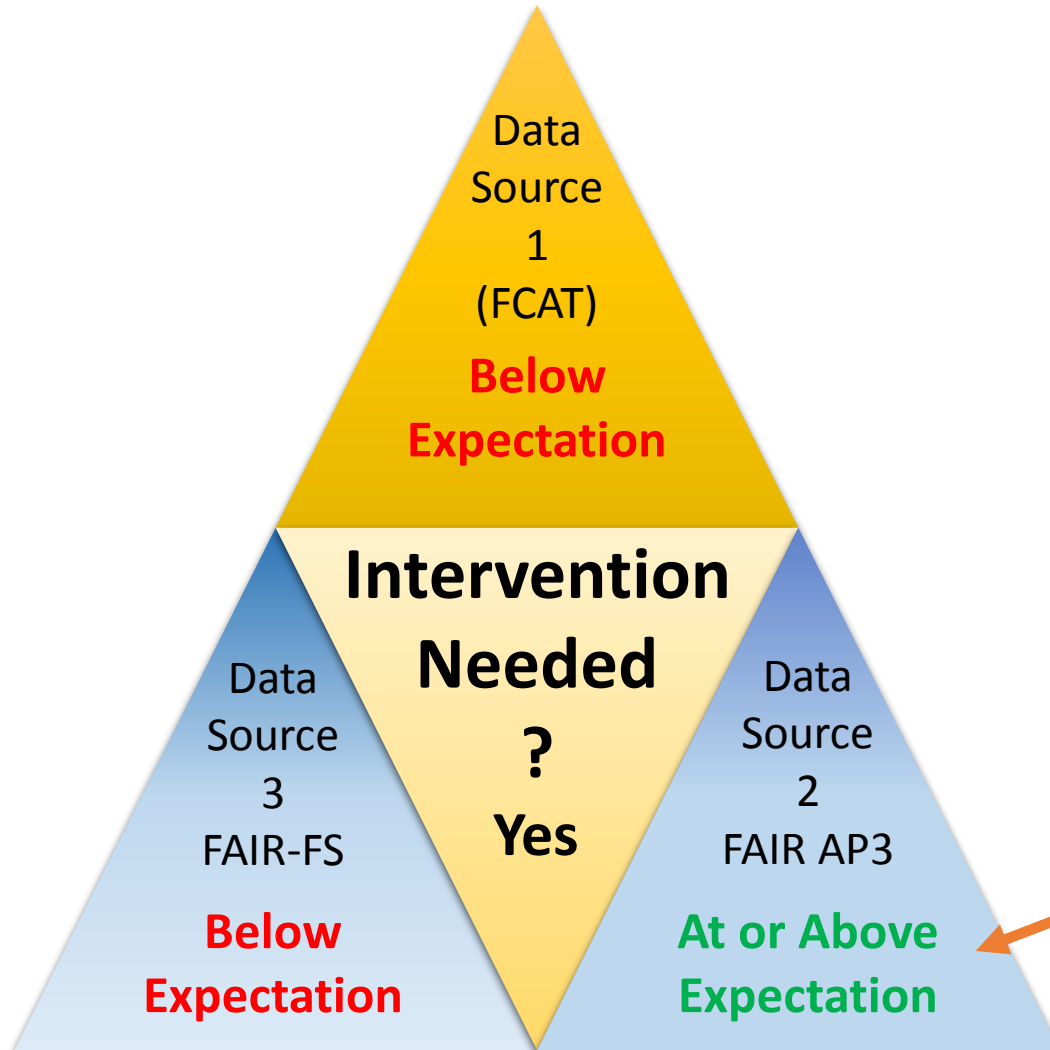Intervention: (Yes) No

Two out of the three valid
and reliable data sources
fell in the "at-risk" range,
indicating a true need for
intervention supports.

False Negative:
**Data source indicates
student is not at risk for
failure, but in reality is
in need of support.**

Data Triangulation for Validation
Considering True and False Positives/Negatives

Data
Source
1
(FCAT)

**At or Above
Expectation**

**Intervention
Needed
?**

NO

Data
Source
3
FAIR-FS

**At or Above
Expectation**

Data
Source
2
FAIR AP3

**Below
Expectation**
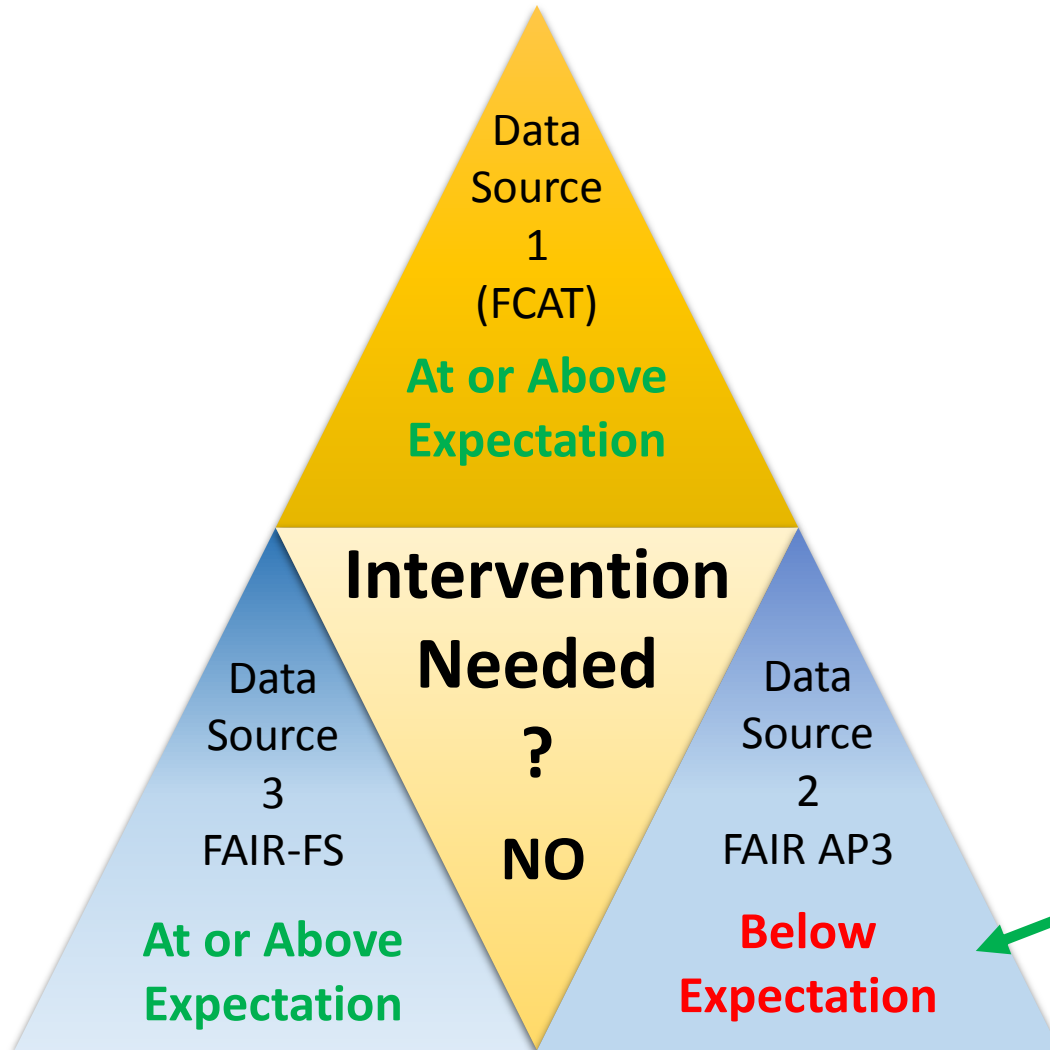
Intervention: Yes   No

Two out of the three valid
and reliable data sources
did not indicate risk.

False Positive:
Data source indicates
student is at risk for failure,
but in reality does not need
of support.

Data Triangulation for Validation
Considering True and False Positives/Negatives

Intervention: Yes (No)

Three valid and reliable data sources indicated student is not in need for intervention supports.

True Negative:
All data sources indicate student is not at risk for failure and in reality does not need intervention support
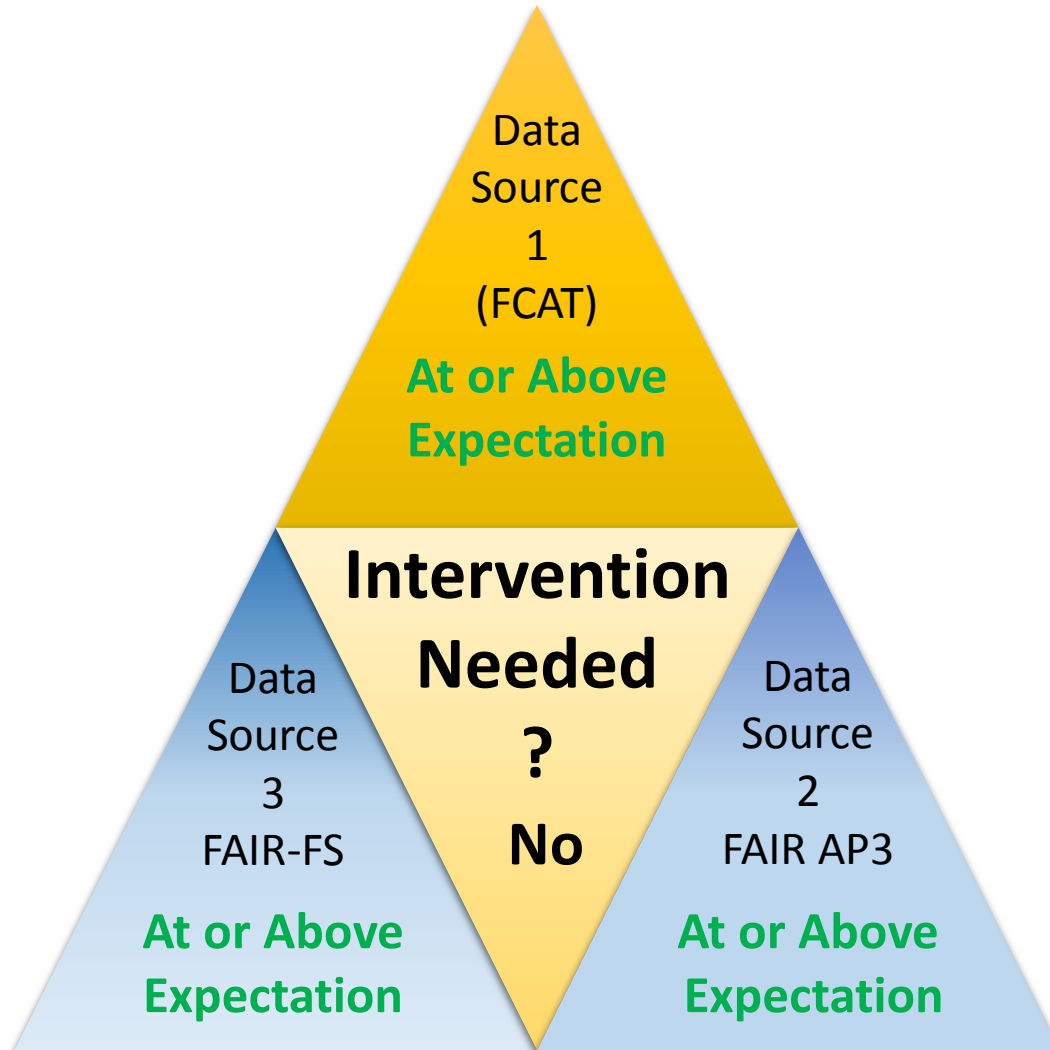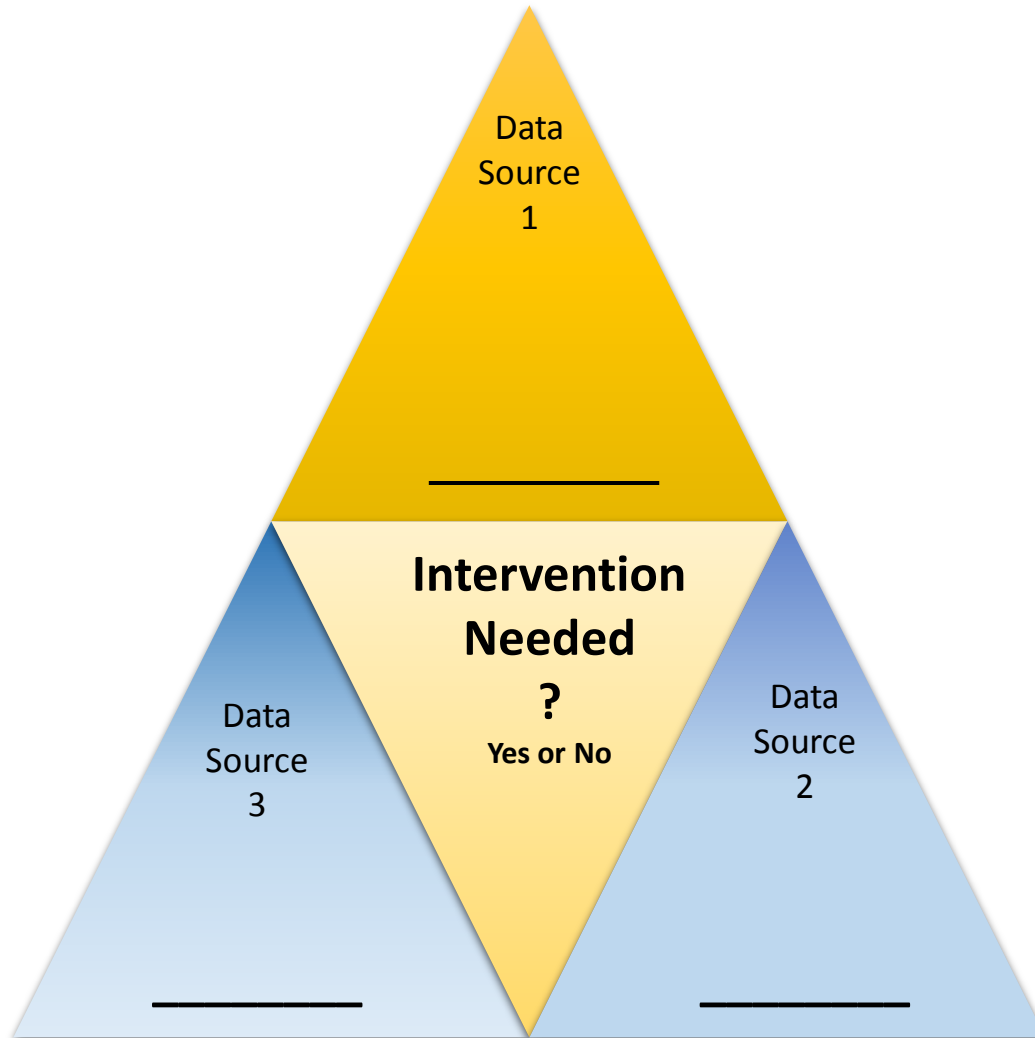
Data Triangulation with Grades 3-5
Guiding Questions:

Using additional data to validate continued need for Intervention: (FAIR FS Example)

1. **Did the student receive a level 1 or 2 on FCAT during the previous school year?**
   - **If "yes"**, this is a student who requires intervention support per Florida State Rule 6A-6.054.
   - **If "no"**, consider data from FAIR AP3 and FAIR-FS (when available) to determine the need for tiered supports for skill enhancement or enrichment.

1. **Are at least two out of the three data sources within the "intervention" range (FCAT/SAT-10, FAIR AP3, FAIR-FS AP1) ?**
   - **If "yes"**, this is a student who **continues** to display a need for intervention.

   - **If "no"**, review HCPS intervention parameters to determine the need for enhancement or enrichment supports.
     - If only one out of three data sources fell within the "intervention" range, consider the possibility that the below expectation score may be a false positive indicator.

Data Source 1

_____

Intervention Needed ?

Yes or No

Data Source 3

Data Source 2

_____

_____

Keeping Parents Informed

- Overview of MTSS-RtI parent letter and/or brochure
  - MTSS-RtI parent information letter or brochure provides an overview of MTSS-RtI in HCPS and at your school.
    - Can be mailed to parents along with all other school documents at the beginning of the school year.
    - Can be distributed during parent conference night and other large parent meetings.

- Tiered Notification Letters
  - Letters for Enrichment, Enhancement and Intervention describes the support that students will receive at each tier during the 30 minute Intervention/Enrichment blocks
    - Can be sent after initial data sorts when student groups have been established.
    - Can also be provided to parents during a parent conferences.

Section 2

INTERVENTION DELIVERY

Visual Overview of MTSS Intervention Delivery Protocols

Standard Protocol and Problem Solving Protocol

MTSS Process for Intervention Delivery

Universal Screening with ALL Students

FAIR-FS

Fall | Winter | Spring

Include Summative Data FCAT 2.0/SAT-10

Sort data to determine appropriate intervention groups

Data Sort for Student Groups

Tier 3:
≤15th %ile on FAIR RC, FCAT level 1 and/or a retention

Tier 2:
16th - 30th %ile on FAIR RC and at Level 2 on FCAT

Between the 31st %ile and 75th %ile on FAIR RC and/or low level 3 on FCAT
Enhancement

At or above 76th %ile on FAIR RC and/or Level 4/5 on FCAT
Enrichment

Addl. Diagnostic Assessment

Individual Diagnostic

Match to Standard Protocol Intervention

None

Instruction

Problem Solve for Individualized Intensive Interventions → 1-4 students per group

E X A M P L E S

- Journeys Strategic Intervention
- Leveled Literacy Intervention
- iReady
- Istation

→ Small Groups Differentiated/Adapted to Skill Deficit

1-10 students per group

Enhancement and Enrichment Groups → Grade-level, classroom, or small groups

Intervention Duration, Frequency and Monitoring

Frequency Duration

Immediately Matched to Tier 3 Intervention:
150 minutes per week
(e.g., 30 minutes, 5 times per week)
Minimum of 12-18 weeks of intensive, individualized intervention required.

Immediately matched to Tier 2 Intervention:
90 minutes per week
(e.g., 30 minutes, 3 times per week)
Minimum 18 weeks of targeted intervention required.

As outlined in the intervention, and enrichment block schedule

Progress Monitoring

Per easyCBM Requirements

Per easyCBM Requirements

Formative & Summative Assessments

Response to Intervention Check Points

Every **6 weeks** to review intervention fidelity and individual student data

Every **6 weeks** to review intervention fidelity and small group data

3 times a year with universal screener and/or other Tier 1 assessments.

Team Decision Making

Determine Good, Poor or Questionable response.
Refer for CST, move to Tier 1 or Tier 2 instruction, or continue Tier 3 interventions.

Determine Good, Poor or Questionable Response.
continue Tier 2 interventions, refer for Tier 3 or Tier 1 instruction.

Determine Good, Poor or Questionable response.
Refer for Tier 2 interventions or continue Tier 1 instruction.

Tier 3

Tier 2

Tier 1

i.e., 90 minutes a week of istation computer assisted learning (Tier 2)+
60 minutes of _teacher led instruction_ with istation lessons (Tier 3) = 150 minutes s per week.
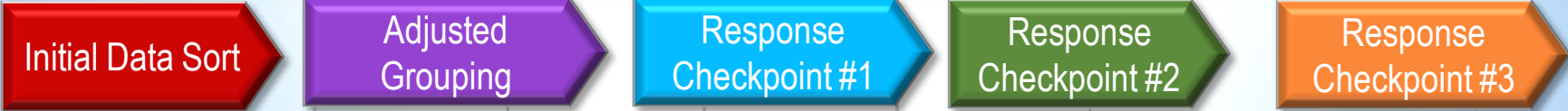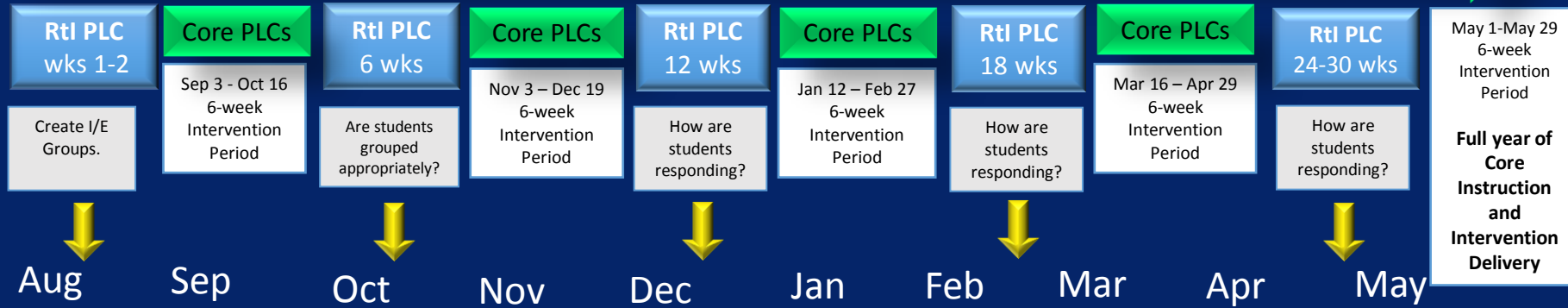
SECTION 3

PLANNING YOUR YEAR FOR MTSS-RTI

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

MTSS- RtI Calendar of Events for Intervention Planning and Delivery

Published by MTSS-RtI Services

2014-2015

Continuous Core Assessments and Instructional Planning

RtI PLC wks 1-2	Core PLCs	RtI PLC 6 wks	Core PLCs	RtI PLC 12 wks	Core PLCs	RtI PLC 18 wks	Core PLCs	RtI PLC 24-30 wks	May 1-May 29 6-week Intervention Period
Create I/E Groups.	Sep 3 - Oct 16 6-week Intervention Period	Are students grouped appropriately?	Nov 3 – Dec 19 6-week Intervention Period	How are students responding?	Jan 12 – Feb 27 6-week Intervention Period	How are students responding?	Mar 16 – Apr 29 6-week Intervention Period	How are students responding?	**Full year of Core Instruction and Intervention Delivery**

Aug   Sep   Oct   Nov   Dec   Jan   Feb   Mar   Apr   May

Initial Data Sort
What:
Identify I/E need and form groups

Who:
RLT/PSLT organizes grade level data sources to be further sorted at the intervention planning PLC for I/E grouping

Data Sources:
FCAT/SAT-10
FAIR Classic (AP3)

Adjusted Grouping
What:
Refine and adjust groups through data triangulation

Who:
RLT/PSLT organizes grade level data sources to be further sorted for adjusted I/E grouping at PLC

Data Sources:
Grouping Data- FAIR-FS AP1
Response Data- easyCBM

Response Checkpoint #1
What:
Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students to an I/E group

Who:
RLT/PSLT organizes grade level data sources to be further sorted for adjusted I/E grouping at PLC

Data Sources:
Grouping Data- FAIR-FS AP2
Response Data- easyCBM

Response Checkpoint #2
What:
Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students to an I/E group

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

Data Sources:
Response Data- easyCBM

Response Checkpoint #3
What:
Evaluate response to intervention, adjust groups, and/or modify interventions; assign any newly enrolled students to an I/E group

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

Data Sources:
Response Data- easyCBM

Core PLCs review core assessment data to determine students response to core instruction and implement core instructional strategies.

Guiding Principles for RtI PLC Meetings

Please use the upcoming color coded documents at the listed color coded meetings:
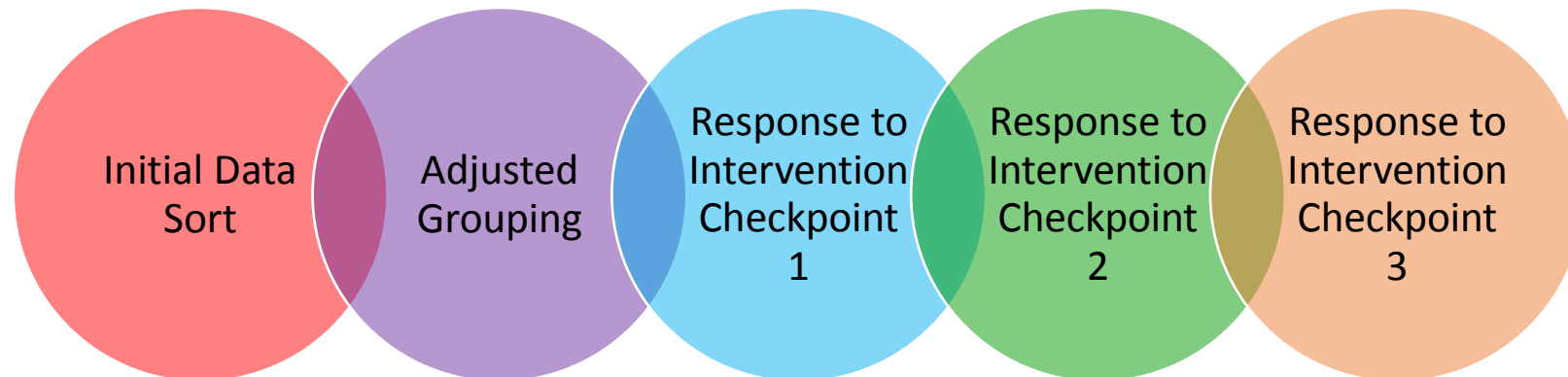
Guiding Principles
RtI PLC: Initial Data Sort

Timeline: Beginning of the Year/Weeks 1-2

Data Sorting

**Review:** Review grade level data broadly sorted by PSLT/RLT with HCPS parameters for intervention, enrichment, and enhancement

Sort: For students in need of **intervention**, PLC will use the FAIR Decision Tree to create targeted skill groups (FAIR AP3 only)

Validation

Consider false positive and false negative indicators when determining the need for intervention. Use the "True and False positive and negatives" reference sheets to guide inquiry.

I/E Skill Grouping

Select a priority skill/target for group focus
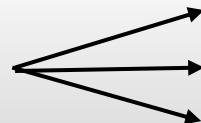
Intervention: LAFS Foundational Skills (PA, P, F)

Enhancement: LAFS Foundational skills and/or Core Standards

Enrichment: Core or Advanced Standards (LAFS and/or MAFS)

Intervention Selection

I/E Block Instructional Activities

Meets Tier 2 intervention criteria:	Meets Tier 3 intervention criteria:
Match group to appropriate HCPS standard intervention protocol	Place in I/E skill group and provide additional individualized, intensive supports as determined by the Tier 3 Team.

Progress Monitoring

| Intervention Groups:	Required: YES Tool: easyCBM (biweekly)
Enhancement/Enrichment:	Required: NO Tool: Core Assessments/FAIR, Formative, Performance Tasks

Baseline Data Collection: Begin collecting data Immediately following initial data sort . For students receiving intervention, this data will serve as "baseline" for setting the group and individual SMART goals required at the next review point. To determine the appropriate tool for assessment see *the easyCBM Quick Reference Guide*.

Guding Principles
RtI PLC: Adjusted Grouping

Timeline: Weeks 6-8 of school

Data Sorting
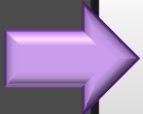
Use the newly obtained FAIR-FS RC%ile (AP1) for adjusting and refining intervention groups formed during the initial data sort.

Validation: Triangulation & Diagnostics

Group Adjustments: PLC will validate that students are matched to the most appropriate type of I/E group through data **triangulation** using three data sources: FCAT/SAT-10, FAIR AP3, and FAIR-FS AP1.

Skill Refinement: PLC will validate that the I/E group focus has been correctly identified and skills are precisely targeted by administering additional **diagnostic assessment** as needed **(See table below for guidance).**

I/E Group:	Type	When:	Who:	What:
Meets Tier 2 intervention criteria	Informal Diagnostic	Between Weeks 1-12	TBD by PLC	*Ex: Words Their Way Spelling Inventory*
Meets Tier 3 intervention criteria	Formal Diagnostic	TBD by Tier 3 Team	TBD by Tier 3 Team	*Ex: Comprehensive Test of Phonological Processing*
Enhancement/Enrichment	Core Assessments	As Needed	TBD by PLC	Ex: Standards based Item analysis from FCAT Form A

Ongoing Progress Monitoring

Baseline Data	Use easyCBM baseline data collected since the initial data sort to create the group's SMART goal, which will be required for evaluating response to intervention at the 12, 18, and 24-30 week check points. Document SMART Goal on PS/RtI Form SB 87073. For student's receiving Tier 3 intervention, individual SMART goals are required (SB 87074)
SMART Goal	Use easyCBM progress monitoring tools for setting SMART Goal. Goals should be set based period of intervention using 6 week intervals (6, 12, 18, 24, 30 weeks). Use easyCBM Quick Reference Guide to determine expected rate of growth per week.

Evaluating Response

Progress Monitoring: To evaluate response, a minimum of 4-6 easyCBM data points will be required.
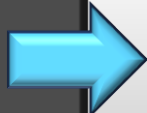
Evaluation: Refer to the *Decision Rules for Analysis of Trend*

Guiding Principles
RtI PLC: Response Checkpoint #1

Timeline: Weeks 12-15 of school

Data Sorting
Use the newly obtained FAIR-FS RC%ile (AP2) to support adjusting and refining intervention groups formed during the initial data sort.
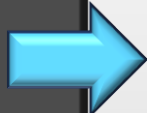
Validation
Review results from easyCBM, FAIR-FS, and any additional informal or formal diagnostics to determine which students may be removed from an intervention group and placed in an enhancement group. Students must be showing **"Good"** response to intervention.
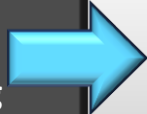
Ongoing Progress Monitoring
Review easyCBM: Review 4 most recent easyCBM data points to evaluate group and individual response (SMART Goal must be in place) .
Requirement: Minimum of 4 data points
Guideline: 6-8 data points available for review by weeks 12-15

Evaluating Response

Step 1	Evaluate each student's response	Use *Decision Rules for Analysis of Trend* to determine if response "good, poor, questionable"
Step 2	Evaluate each intervention group's response	*Use Data Driven Decision Making Guide to* evaluate group's response. Use guide to determine next steps. (+SO = ≥ 70% had a "good" response, +IF = ≥ 70% rating for fidelity)
Step 3	Prepare for next steps	Continue intervention, implement strategies to promote fidelity, or modify/change intervention.

- **For students who have received well documented Tier 3 supports for at least 12-18 weeks (for example, retained students), a possible next step may include referral to CST for consideration of a multidisciplinary evaluation.**

- **For students who have received well documented Tier 2 supports for at least 15-18 weeks, possible next steps may include referral to Tier 3 Team to determine need for intensive supports (Tier 3) and formal diagnostics needed to support in the 4 step problem-solving process.**

Guiding Principles
RtI PLC: Response Checkpoint #2

Timeline: Week 18 of school

Data Sorting

Use the newly obtained FAIR-FS RC%ile (AP2), easyCBM progress monitoring data, and any additional formal/informal diagnostic information for refining and adjusting intervention groups formed during the initial data sort.

Validation

Review results from easyCBM progress monitoring data, FAIR-FS, and any additional informal or formal diagnostics to determine which students may be removed from an intervention group and placed in an enhancement group. Students must be showing **"Good"** response to intervention.

Ongoing Progress Monitoring

Review easyCBM:	Review 4 most recent easyCBM data points to evaluate group and individual response (SMART Goal must be in place) .
Requirement:	Minimum of 6-8 data points
Guideline:	9-12 data points available for review by weeks 12-15

Evaluating Response

Step 1	Evaluate each student's response	Use *Decision Rules for Analysis of Trend* to determine if response "good, poor, questionable"
Step 2	Evaluate each intervention group's response	*Use Data Driven Decision Making Guide to* evaluate group's response. Use guide to determine next steps. (+SO = ≥ 70% had a "good" response, +IF = ≥ 70% rating for fidelity)
Step 3	Prepare for next steps	Continue intervention, implement strategies to promote fidelity, or modify/change intervention

- For students who have received well documented Tier 3 supports for at least 12-18 weeks (for example, retained students), a possible next step may include referral to CST for consideration of a multidisciplinary evaluation.

- For students who have received well documented Tier 2 supports for at least 15-18 weeks, possible next steps may include referral to Tier 3 Team to determine need for intensive supports (Tier 3) and formal diagnostics needed to support in the 4 step problem-solving process.

Guiding Principles
RtI PLC: Response Checkpoint #3

Timeline: Week 24-30 of school

Ongoing Progress Monitoring

Review CBM: Review 4 most recent easyCBM data points to evaluate group and individual response (SMART Goal must be in place).

Requirement: Minimum of 8-12 data points

Guideline: 12-15 data points available for review by weeks 24-30

Evaluating Response

Step 1	**Evaluate each student's response**	Use *Decision Rules for Analysis of Trend* to determine if response "good, poor, questionable"
Step 2	**Evaluate each intervention group's response**	*Use Data Driven Decision Making Guide to* evaluate group's response. Use guide to determine next steps. (+SO = ≥ 70% had a "good" response, +IF = ≥ 70% rating for fidelity)
Step 3	**Prepare for next steps**	Continue intervention, implement strategies to promote fidelity, or modify/change intervention, refer to Tier 3 Team

Possible next steps may include:
- Referral to Tier 3 Team to document initiation of Tier 3 supports for the following school year.
- For students who have received Tier 3 supports for at least 12 weeks beyond Tier 2 (15-18 weeks of Tier 2 intervention required). Tier 3 Team may refer to CST for consideration of the multidisciplinary evaluation.

At the last RtI PLC meeting, ensure all documentation is complete for students who have received intervention throughout the school year.
Provide PSLT Liaison with all PS/RtI documents needed for the student's cumulative school record upon request.
- Documentation will be reviewed to determine need for summer reading camp and may be used by school and/or district level Promotion/Retention Committees

August

2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
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** FLKRS (8/19-9/30)	20 **Schedule RtI PLCs for Initial data sorts to occur between 8/19-9/2**	21	22	23/24
25 **Hold a PSLT Meeting for school-wide data review and planning** Math Formative 1: Gr 3-5 (8/25-9/5) Science Formative: Gr 5 (8/25-9/5) KRT (8/25-10/10)	26	27	28	29	30/31

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!!!!!!

September 2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
1 September FAIR-FS AP1 Begins: Gr. K-5 (9/2-10/24) →	**2** **Initial Data Sorts should be completed By 9/2**	**3** **6-week Intervention Period #1 Begins (9/3-10/16)**	**4** Reading Coaches will send a list of students identified for interventions to the RtI facilitator. easyCBM licenses will be assigned for these students.	**5**	**6/7**
8 EasyCBM Assessments	**9**	**10** **Opportunities for Response to Intervention meetings (PLCs /Tier 3 Team Meetings)**	**11**	**12**	**13/14**
15 **PSLT Meeting for school-wide data review**	**16** PLC: Tier 1 Instructional Planning (Formative Results)	**17** **Possible Intervention Fidelity Check**	**18**	**19**	**20/21**
22 EasyCBM Assessments	**23**	**24** **Opportunities for Response to Intervention meetings (Tier 3 Team Meetings)**	**25**	**26**	**27/28**
29	**30** PLC: Tier 1 Instructional Planning (Formative Results)				

Early in the school year students will be completing universal screening assessment; however, the initial data sort can be completed without waiting for all assessment to be completed. With the initial data sort groups for enrichment, enhancement and intervention, the intention is to use summative assessment outcomes from the previous school year and AP3 screening data for the early identification of struggling readers.

During this intervention period, interventionists will begin collecting baseline data with easyCBM progress monitoring assessments This data will be needed to set a SMART goal, which is extremely important for applying RtI decision rules made at subsequent response checkpoints. Use the red Guiding Principles for Initial Data Sorting document to guide the PLC data sort discussion.

October   2014

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT/SUN
		1 October **Possible Intervention Fidelity Check**	2	3	4/5
6 EasyCBM Assessments	7	8	9	10	11/12
	Opportunities for Response to Intervention meetings (Tier 3 Team Meetings)				
13 ELA Interim Assessment Gr. 2-5 10/13-10/17	14 PLC: Tier 1 Instructional Planning (Formative Results/FAIR)	15 **Possible Intervention Fidelity Check**	16 **6-week Intervention Period #1 Ends** (9/3-10/16)	17 End of 1st grading period **Continue interventions and schedule RtI PLC for data sort with FAIR-FS and adjusted I/E grouping between 10/14-10/31**	18/19
20 **PSLT Meeting for school-wide data review** EasyCBM Assessments	21 PLC: Tier 1 Instructional Planning (Formative Results/FAIR)	22 **Opportunities for Response to Intervention meetings (Tier 3 Team Meetings)**	23	24 **FAIR AP1 Closes**	25/26
27	28 **Opportunities for Response to Intervention meetings (RtI PLC's /Tier 3 Team Meetings)**	29	30	31 **RtI PLC by 10/31 Adjusted Grouping** Review AP1 Screener and make I/E group adjustments by **10/31**	

During the 2nd data sort "adjusted grouping" RtI PLCs will use the data triangulation documents to validate students in need of interventions.
Within the first few weeks of intervention implementation, the PSLT should schedule fidelity checks. Data obtained from fidelity checks should be summarized on the fidelity walk-through checklist and provided to interventionist as part of informal feedback.
Use the purple Guiding Principles for adjusted grouping sheet to drive your PLC discussion around adjusted grouping.

Section 4

MONITORING RESPONSE TO INTERVENTION

Fidelity Checks, Student Goals and Student Outcomes

Guided Steps for Reviewing
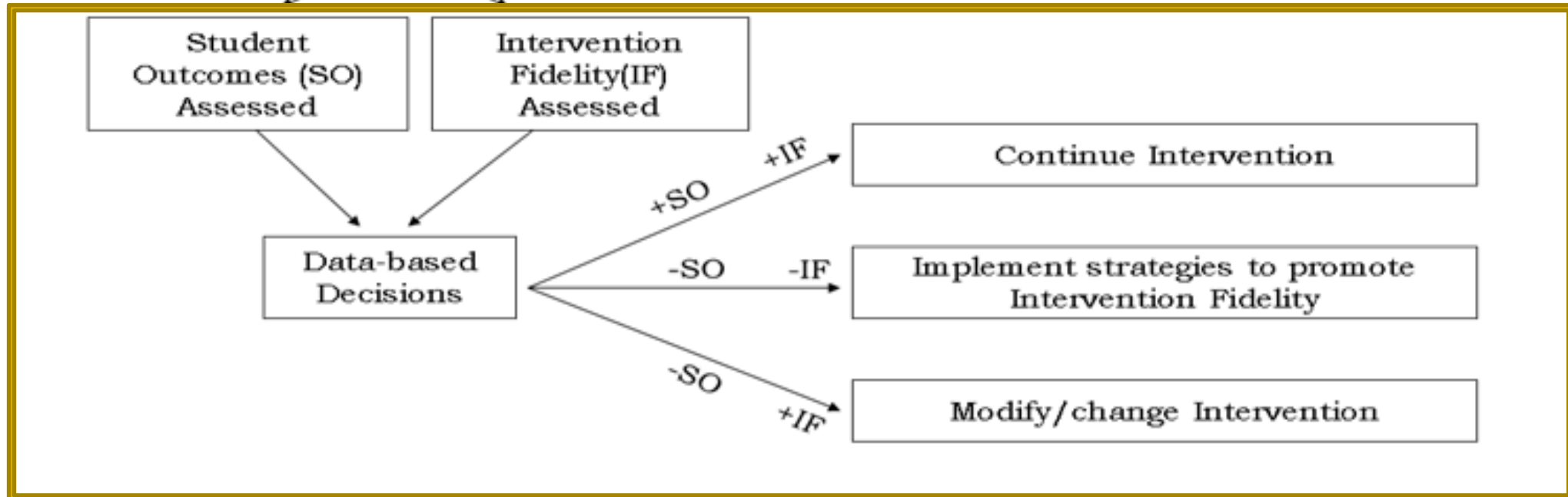# Intervention Fidelity and Student Outcomes

SO = Student Outcomes
IF = Intervention Fidelity

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

YES! Evidence based intervention linked to verified hypothesis planned

YES! Evidence based intervention implemented

Student Outcomes (SO) Assessed

Intervention Fidelity(IF) Assessed

Data-based Decisions

+SO +IF → Continue Intervention

-SO -IF → Implement strategies to promote Intervention Fidelity

-SO +IF → Modify/change Intervention
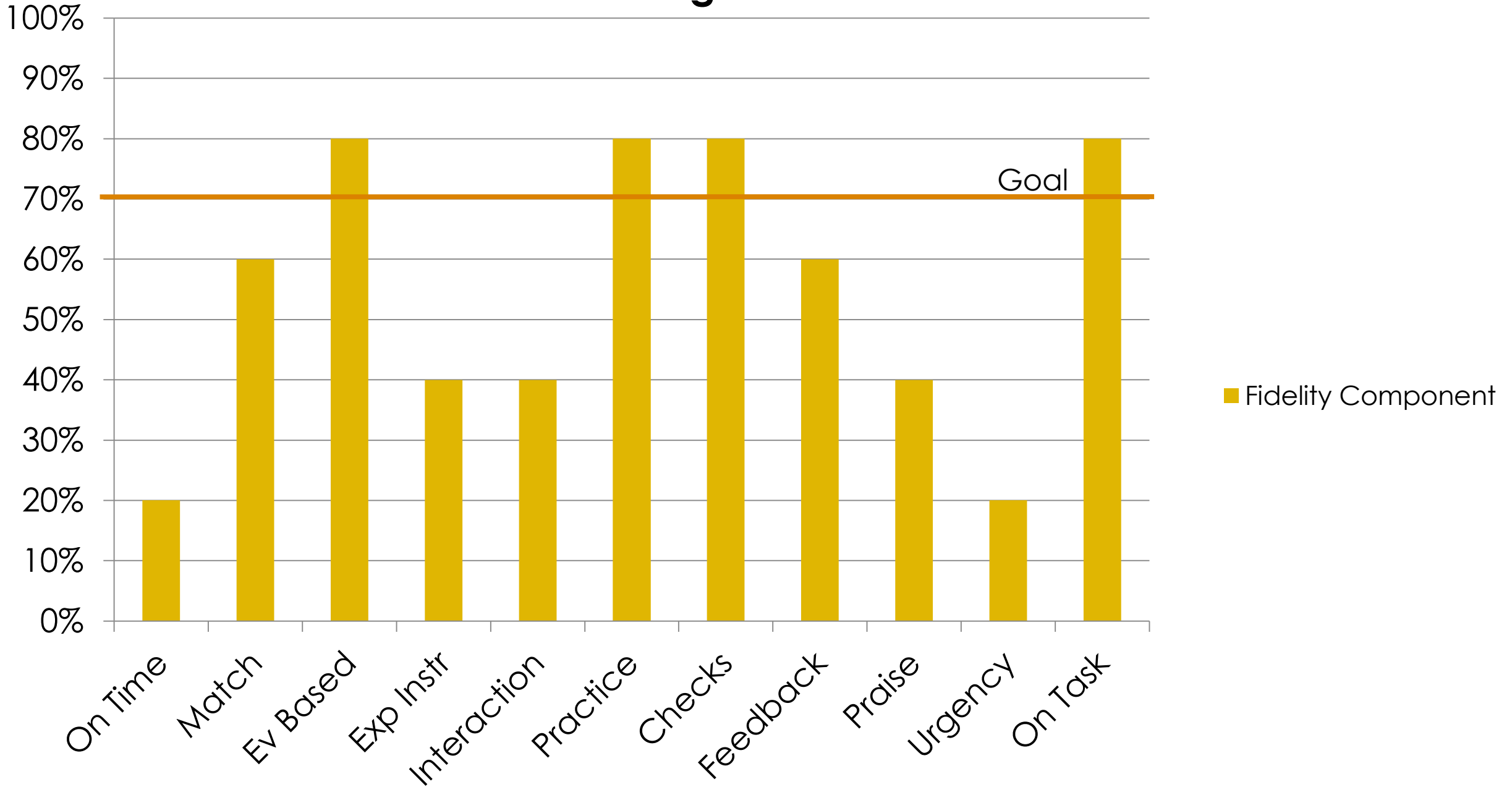
Quantifying Intervention Fidelity

11 **fundamental components:**

1. Adhered to scheduled time
2. Lesson matched to identified need
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

Elementary _____ Grade Fidelity of Intervention Delivery Walkthrough (Brief Version)
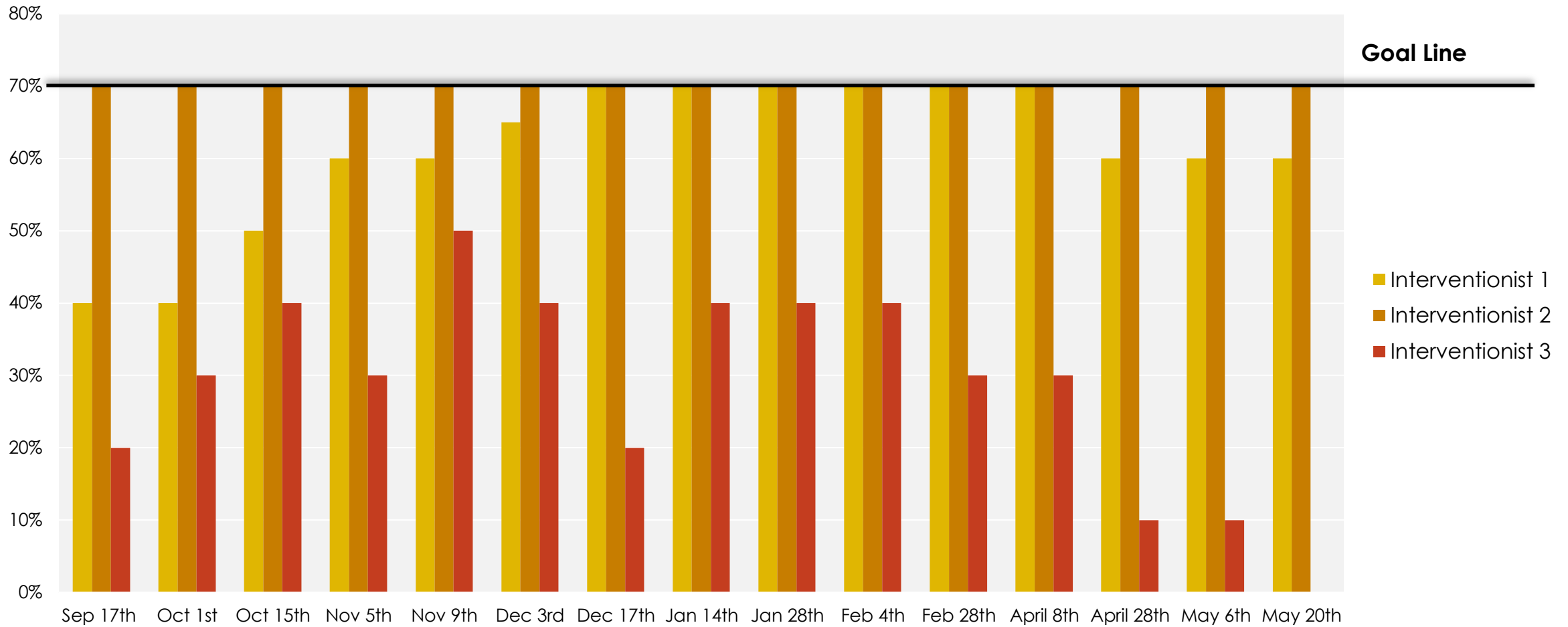
Interventionist: _____	Interventionist: _____	Interventionist: _____	Interventionist: _____
Group size:_____	Group size:_____	Group size:_____	Group size:_____
Skill focus:_____	Skill focus:_____	Skill focus:_____	Skill focus:_____

Intervention Exposure	**Intervention Exposure**	**Intervention Exposure**	**Intervention Exposure**
1. Adhered to scheduled time ___	1. Adhered to scheduled time ___	1. Adhered to scheduled time ___	1. Adhered to scheduled time ___
2. Lesson matched to identified need___	2. Lesson matched to identified need___	2. Lesson matched to identified need___	2. Lesson matched to identified need___
3. Evidence-based lessons ___	3. Evidence-based lessons ___	3. Evidence-based lessons ___	3. Evidence-based lessons ___
4. Explicit instruction/modeling ___	4. Explicit instruction/modeling ___	4. Explicit instruction/modeling ___	4. Explicit instruction/modeling ___
5. High student:teacher interaction ___	5. High student:teacher interaction ___	5. High student:teacher interaction ___	5. High student:teacher interaction ___
6. Opportunities for practice ___	6. Opportunities for practice ___	6. Opportunities for practice ___	6. Opportunities for practice ___
7. Checks for understanding ___	7. Checks for understanding ___	7. Checks for understanding ___	7. Checks for understanding ___
8. Immediate corrective feedback ___	8. Immediate corrective feedback ___	8. Immediate corrective feedback ___	8. Immediate corrective feedback ___
9. Instructional & behavioral praise ___	9. Instructional & behavioral praise ___	9. Instructional & behavioral praise ___	9. Instructional & behavioral praise ___
10. Pacing with a sense of urgency ___	10. Pacing with a sense of urgency ___	10. Pacing with a sense of urgency ___	10. Pacing with a sense of urgency ___
11. Students on-task & focused ___	11. Students on-task & focused ___	11. Students on-task & focused ___	11. Students on-task & focused ___
70% Fidelity? Yes___ No___	70% Fidelity? Yes___ No___	70% Fidelity? Yes___ No___	70% Fidelity? Yes___ No___
Notes:	Notes:	Notes:	Notes:

Ratings:	Number of Grade Level groups observed: _____
0 = not evident	Percent demonstrating evidence for each component 1: ____ 2:____ 3: ____ 4: ____ 5:____ 6:____ 7:___ 8:____ 9:____ 10:____ 11:____
1 = evident	Percent of groups meeting 8/11 (72%)components: _____

Areas of Strengths:	**Areas of Focus/Next Steps:**

Grade Level Walkthrough Feedback for Teacher Teams

Goal

Fidelity Component

On Time | Match | Ev Based | Exp Instr | Interaction | Practice | Checks | Feedback | Praise | Urgency | On Task

Reviewing IF data by interventionist

Intervention Fidelity Data by Interventionist

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

easyCBM

District Required Assessment Program

for Goal Setting and Ongoing Progress Monitoring

Setting Goals for Monitoring Student Outcomes (SO)

Measure/Skill	1st Grade Norms: CBM Expected Rates of Improvement: Total Word Gain Guidelines by 6 Week Checkpoints					
Passage Reading Fluency	**6 Weeks**	**12 Weeks**	**18 Weeks**	**24 Weeks**	**30 Weeks**	**36 Weeks**
Insufficient Growth	≤ 6 word gain	≤ 12 word gain	≤ 18 word gain	≤ 24 word gain	≤ 30 word gain	≤ 36 word gain
Reasonable Goal	8 word gain	16 word gain	24 word gain	32 word gain	40 word gain	48 word gain
Ambitious Goal	10+ word gain	20+ word gain	30+ word gain	40+ word gain	50+ word gain	60+ word gain
Word Reading Fluency	**6 Weeks**	**12 Weeks**	**18 Weeks**	**24 Weeks**	**30 Weeks**	**36 Weeks**
Insufficient Growth	≤ 6 word gain	≤ 12 word gain	≤ 18 word gain	≤ 24 word gain	≤ 30 word gain	≤ 36 word gain
Reasonable Goal	8 word gain	16 word gain	24 word gain	32 word gain	40 word gain	48 word gain
Ambitious Goal	10+ word gain	20+ word gain	30+ word gain	40+ word gain	50+ word gain	60+ word gain

Setting a Goal for Decision Making

Setting an Individual Student Goal	Example
Step 1. Define baseline	On 9/6, STUDENT 3 read 21 wcpm on a 2nd grade passage reading fluency measure
Step 2. Define expected rate of growth	Ambitious rate using *CBM Expected Rates of Improvement* chart for 2nd grade (60 wcpm expected growth over 30 weeks)
Step 3. Define # of weeks	30 weeks (9/3/13 to 05/5/13)
Step 4. Calculate Goal	Expected growth over 30 weeks of intervention = 60 wcpm (21+60= 81 wcpm Goal)
Step 5. Create goal line	Enter goal into easyCBM system under "Reports" tab AND review goal line appearing on graph after a minimum of 3 data points are recorded
Step 6. Evaluate response at next review point	At the RTI PLC (Response Checkpoint 1), 15 weeks of intervention had been delivered. Response was determined to be **"poor"** when using 4-point method (use *Rules for Analysis of Trend*)
Step 7. Use decision rules to determine next steps	Keep goal, modify teaching (complete fidelity check before changing intervention)

Setting the Goal within easyCBM

Goal

Student Name: student5 practice
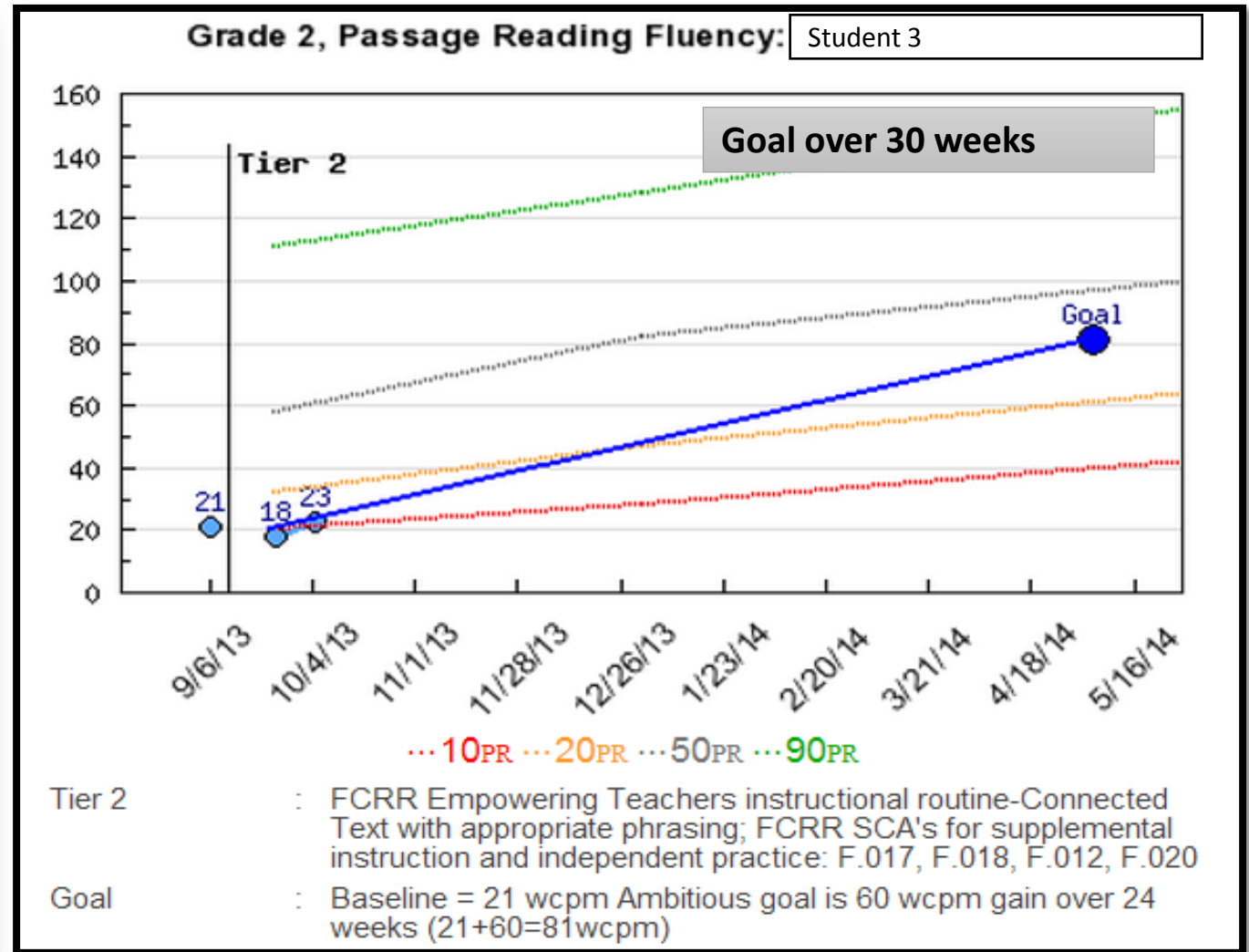
Measure Grade: 2 ▾

Measure Type: prf ▾

Goal Date: May ▾ 5 ▾ 2014 ▾

Goal Score: 81

Goal Description:
```
Baseline = 21 wcpm
Ambitious goal is 60 wcpm
gain over 24 weeks
(21+60=81wcpm)
```

[Cancel] [Save]

Grade 2, Passage Reading Fluency: Student 3

Goal over 30 weeks

Tier 2

Goal

21 18 23

···10PR ···20PR ···50PR ···90PR

Tier 2 : FCRR Empowering Teachers instructional routine-Connected Text with appropriate phrasing; FCRR SCA's for supplemental instruction and independent practice: F.017, F.018, F.012, F.020

Goal : Baseline = 21 wcpm Ambitious goal is 60 wcpm gain over 24 weeks (21+60=81wcpm)

BASELINE IS REQUIRED: Must have at least 3 data points entered in easyCBM for Goal Line to appear

Sample Tier 2 Group SMART Goal

Based on most recent data points from __09/8/2014__, students will each improve their CBM scores on

__1st grade Word Reading Fluency__ by __50 words correct per minute (wcpm)__ over the next __30 Weeks__

Group Monitoring Question: Are ≥ 70% showing "Good" response?	Baseline 9/8/2014	Expected Growth 6 weeks Intervention (10 wcpm)	Expected Growth 12 weeks Intervention (20 wcpm)	Expected Growth 18 weeks Intervention (30 wcpm)	Expected Growth 24 weeks Intervention (40 wcpm)	Goal 05/29/15 (50 wcpm)
Abby	12 wcpm	22 wcpm	32 wcpm	42 wcpm	52 wcpm	62 wcpm
Bobby	18 wcpm	28 wcpm	38 wcpm	48 wcpm	58 wcpm	68 wcpm
Debby	11 wcpm	21 wcpm	31 wcpm	41 wcpm	51 wcpm	61 wcpm
Freddy	14 wcpm	24 wcpm	34 wcpm	44 wcpm	54 wcpm	64 wcpm
Gabby	20 wcpm	30 wcpm	40 wcpm	50 wcpm	60 wcpm	70 wcpm
Robby	22 wcpm	32 wcpm	42 wcpm	52 wcpm	62 wcpm	72 wcpm

Review goal line within easyCBM to evaluate response using 4-point method.

Remember: Response is considered "good" when the 4 most recent consecutive data points are all above the goal line.

Decision Rules for Analysis of Tren
4-Point Method
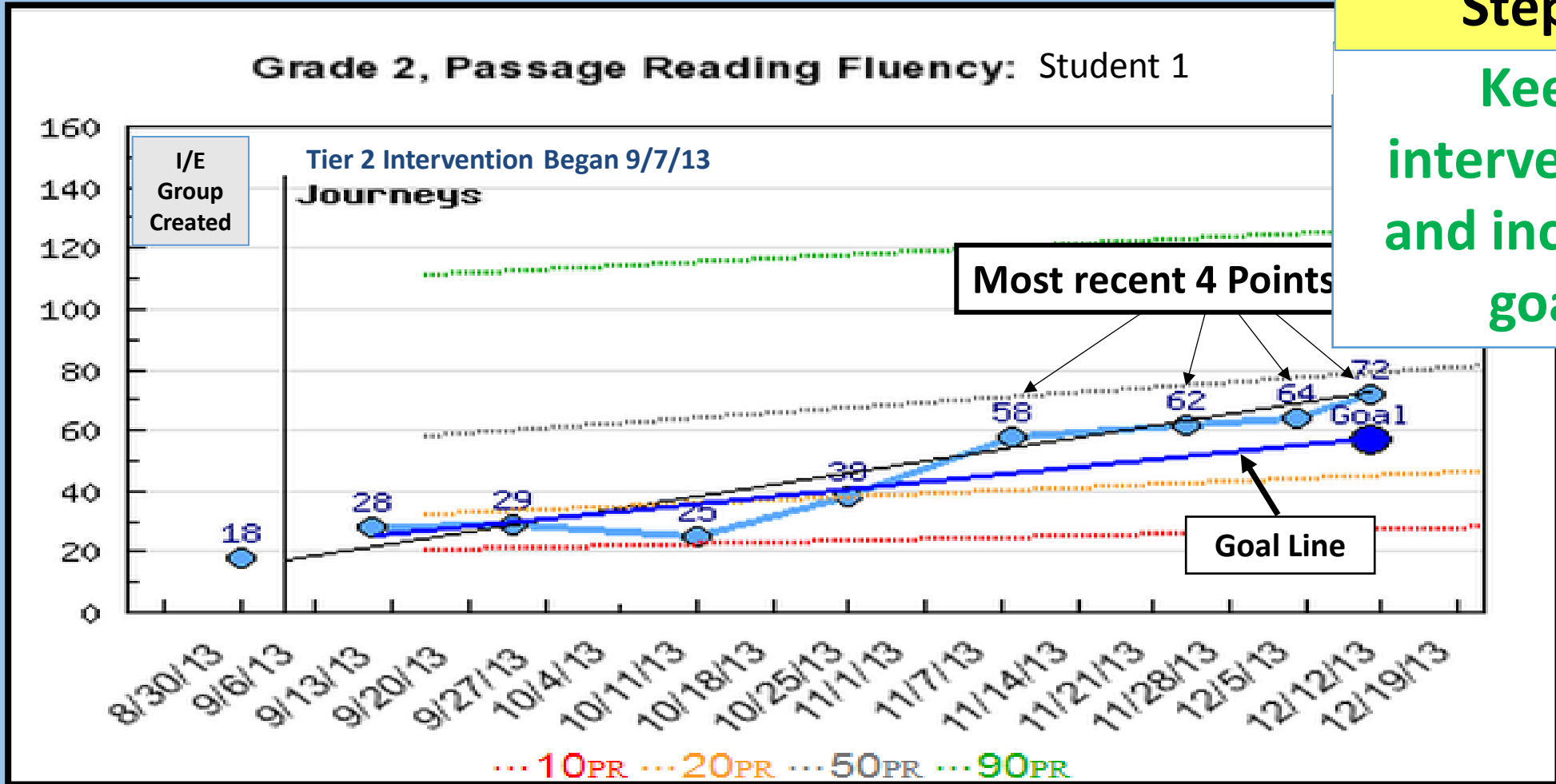
If the four most recent consecutive scores are:

— All **above** the goal-line, keep the current intervention and **increase** goal **(Good Response)**

— All **below** the goal-line, keep the current goal and **modify** intervention (i.e., increase intervention fidelity and/or change intervention program) **(Poor Response)**

— **Neither** above or below, keep the current goal and intervention and continue to progress monitor **(Questionable Response)**

Response to Intervention:
Decision Making with the Four-Point Meth[od]

Grade 2, Passage Reading Fluency: Student 1

I/E Group Created

Tier 2 Intervention Began 9/7/13

Journeys

Most recent 4 Points

18   28   29   25   38   58   62   64   72

Goal

Goal Line

···10PR ···20PR ···50PR ···90PR

(12 Weeks of Intervention)

PLC Next Steps?

Keep intervention and increase goal

Good   Questionable   **Poor**

Response to Intervention:
Decision Making with the Four-Point Method
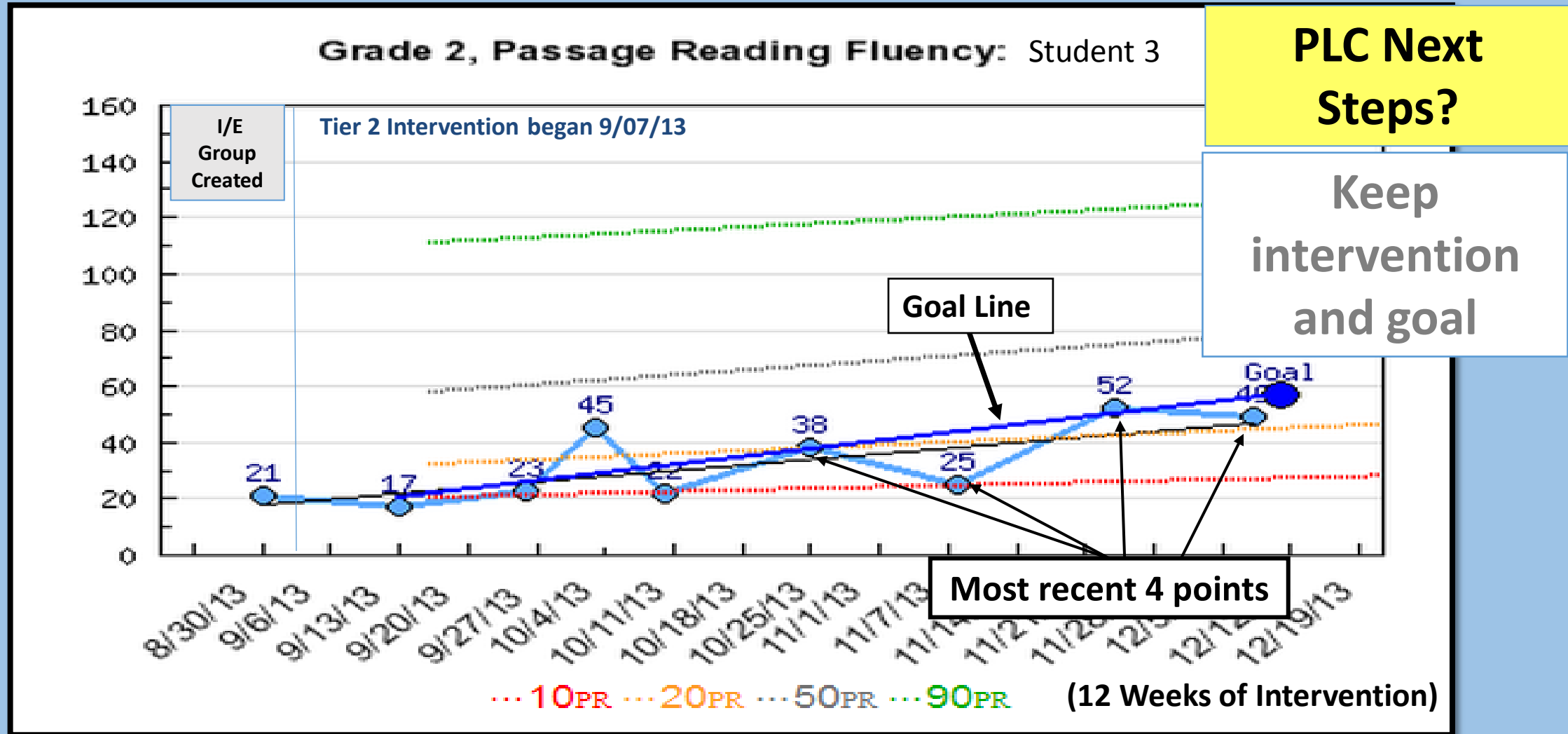

PLC Next Steps?

Modify intervention and keep goal

Grade 2, Passage Reading Fluency: Student 2

I/E Group Created

Tier 2 Intervention Began 9/07/13

Goal Line

Goal

21 18 25 27 18 24 21 29 35

Most recent 4 points

···10PR ···20PR ···50PR ···90PR

(12 Weeks of Intervention)

Good   Questionable   **Poor**

Response to Intervention:
Decision Making with the Four-Point Method

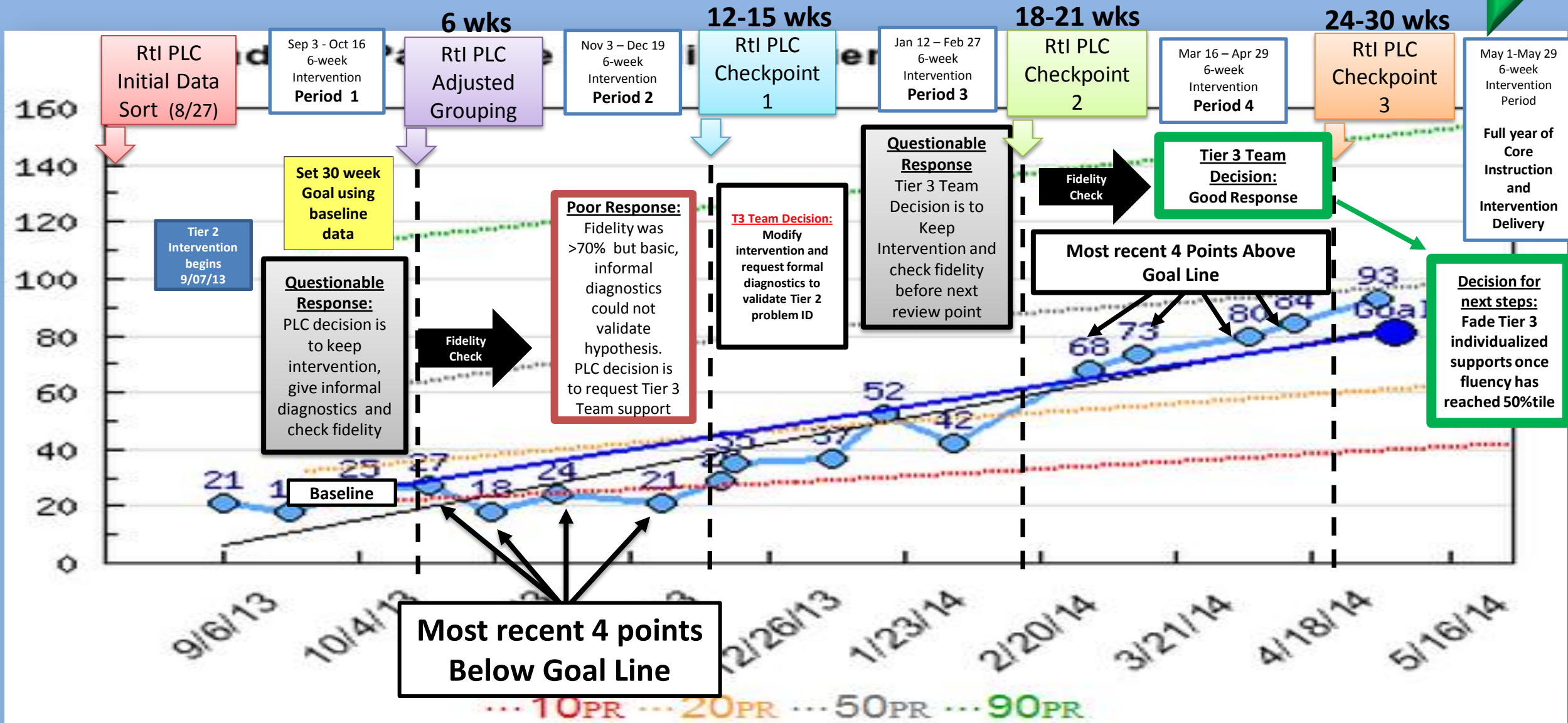Grade 2, Passage Reading Fluency: Student 3

I/E Group Created

Tier 2 Intervention began 9/07/13

PLC Next Steps?

Keep intervention and goal

Goal Line

Goal

52

45

21

17

23

38

25

40

Most recent 4 points

···10PR ···20PR ···50PR ···90PR (12 Weeks of Intervention)

8/30/13 9/6/13 9/13/13 9/20/13 9/27/13 10/4/13 10/11/13 10/18/13 10/25/13 11/1/13 11/7/13 11/14/13 11/21/13 11/28/13 12/5/13 12/12/13 12/19/13

Good   **Questionable**   **Poor**

30 week Continuum of Intervention Delivery and Data-Based Decision Making

6 wks **12-15 wks** **18-21 wks** **24-30 wks**

RtI PLC Initial Data Sort (8/27)

Sep 3 - Oct 16 6-week Intervention **Period 1**

RtI PLC Adjusted Grouping

Nov 3 – Dec 19 6-week Intervention **Period 2**

RtI PLC Checkpoint 1

Jan 12 – Feb 27 6-week Intervention **Period 3**

RtI PLC Checkpoint 2

Mar 16 – Apr 29 6-week Intervention **Period 4**

RtI PLC Checkpoint 3

May 1-May 29 6-week Intervention Period

Full year of Core Instruction and Intervention Delivery

Set 30 week Goal using baseline data

Tier 2 Intervention begins 9/07/13

Questionable Response: PLC decision is to keep intervention, give informal diagnostics and check fidelity

Fidelity Check

Poor Response: Fidelity was >70% but basic, informal diagnostics could not validate hypothesis. PLC decision is to request Tier 3 Team support

T3 Team Decision: Modify intervention and request formal diagnostics to validate Tier 2 problem ID

Questionable Response Tier 3 Team Decision is to Keep Intervention and check fidelity before next review point

Fidelity Check

Tier 3 Team Decision: Good Response

Most recent 4 Points Above Goal Line

Decision for next steps: Fade Tier 3 individualized supports once fluency has reached 50%tile

Most recent 4 points Below Goal Line

Baseline

21 1 25 27 18 24 21 52 42 68 73 80 84 93 Goal

9/6/13 10/4/13 12/26/13 1/23/14 2/20/14 3/21/14 4/18/14 5/16/14

10PR 20PR 50PR 90PR

Documenting Intervention Support Electronically

Thank you for your collaboration on this project.

Divisions/Departments

- Curriculum and Instruction
  - Elementary Education
  - School Improvement
- Assessment and Accountability
- Student Services
  - Exceptional Student Education
  - School Psychological Services
- Academic Support and Federal Programs
  - Title 1 Office
- Administration
  - Principal Coaches
- Information Technology

School Leadership Teams

- Sulphur Springs
- Claywell
- Springhead
- Bay Crest
- Graham
- Wilson
- Gibsonton

Interventions Should Always be in Addition to Quality Core Instruction