



ROYAL OAK SCHOOLS
A COMMUNITY OF EXCELLENCE

Multi-Tier Systems of Support (MTSS)

A Practical Manual

Overview of MTSS in Royal Oak Schools

In 2008, Royal Oak Schools Response to Intervention (RtI) Team gathered for the first time. They named their team the School Quality Team. This group was comprised of administrators from the Office of Instruction, Office of Special Education, including school psychologists, and principals and RtI Coordinators from all six elementary schools. They embarked on a journey to learn about RtI and to collectively develop a plan for student interventions. Since then, we have grown to include educators from our secondary schools.

According to Jim Wright “The greatest strength of any RtI Team is the diversity of experience, skills, and knowledge that its combined membership can draw upon to develop the best intervention plan for a student.” We feel that we have created a team that fulfills this description. The members of Royal Oak’s team bring a wealth of expertise in the following areas: Professional Learning Communities, Reading Assessment, Reading Recovery, Research and Evaluation, Cognitive and Behavior Assessment, Curriculum Development, Literacy, and Student Disabilities and Evaluation.

We have benefitted from a wide and diverse course of professional learning through Oakland Schools, the Michigan Association of Administrators of Special Education, and the Michigan Department of Education. In addition, we have listened closely to the teachers and educators inside Royal Oak Schools to develop a vision and plan for RtI that is based on our own construct of student and classroom needs.

A key component to Royal Oak’s success is the commitment to learning and adapting to new research. In 2018, the team committed to the addition of Multi-Tiers Systems of Support to provide a more comprehensive program to include both academic and non-academic support for our students.

MTSS is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decision about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005)

With the addition of MTSS, Positive Behavior Interventions and Supports (PBIS) was born in Royal Oak. All levels began engaging in promoting the social and emotional needs of our students. With this new framework our district can now support both academic and non-academic needs for ALL students.

Royal Oak Schools Shared Understandings for Learning

In collaboration with our community, Royal Oak Schools has developed a vision and a mission that guide our choices and decisions as we create the future we desire for all adult and student learning.

Vision

Royal Oak Schools – A Community of Excellence

The District's Vision is the guide to the Board of Education and the staff as they develop policy and regulations. In order for the vision to be meaningful, it must not stand alone, but must be the foundation upon which we build our specific goals and objectives.

Mission Policy #2105

The mission of Royal Oak Schools is to create a world class system for learning by building active partnerships among students, educators, families, and community to prepare all students to participate in an ever-changing world as responsible, life-long learners.

The District recognizes the differences among its students and strives to help each student achieve intellectual, social, physical, and emotional growth.

Royal Oak Schools

Multi-Tier Systems of Support (MTSS)

The main principles of a Multi-Tier Systems of Support relies on a framework that includes integrating academics and behavioral supports for students. Under the MTSS framework umbrella are two core principles; Response to Intervention (RTI) and Positive Behavior Systems of Supports (PBIS). MTSS for academics and behaviors can be highly effective when integrated and when there is a shared common goal and understanding,

Foundations of MTSS

Response to Intervention (RtI)

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess the rate of improvement made by individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is the practice of meeting the academic and behavioral needs of ALL students and contains the following key elements:

- *High-quality instruction and evidence-based tiered interventions* aligned with individual student need
- Frequent *monitoring* of student progress to make results-based academic and/or behavioral decisions
- Application of *student response data* to important *educational decisions* (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)
- *Parent involvement*. Schools implementing RtI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction and the academic or behavioral goals for their child.

Benefits of RtI

RtI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners are identified early and support is provided promptly in the area of specific need. Interventions are specifically chosen to meet individual needs and progress is closely monitored. The implementation of RtI in Royal Oak schools will result in:

- more effective instruction
- increased student achievement
- increased professional collaboration
- overall school improvement.

The Big Ideas of Response to Intervention (RtI)

The goal of RtI is to improve the learning outcomes for all students, and to reduce the risk of long-term negative learning outcomes for those identified as at-risk by providing early and appropriate intervention services. Data-based decision making is the essence of good RtI practice. Figure 1 depicts the relationship between the four essential components of RtI: screening, progress monitoring, data-based decision making, and multi-level prevention systems (National Center on Response to Intervention, April 2010). Notice that data-based decision making is at the hub of this relationship.

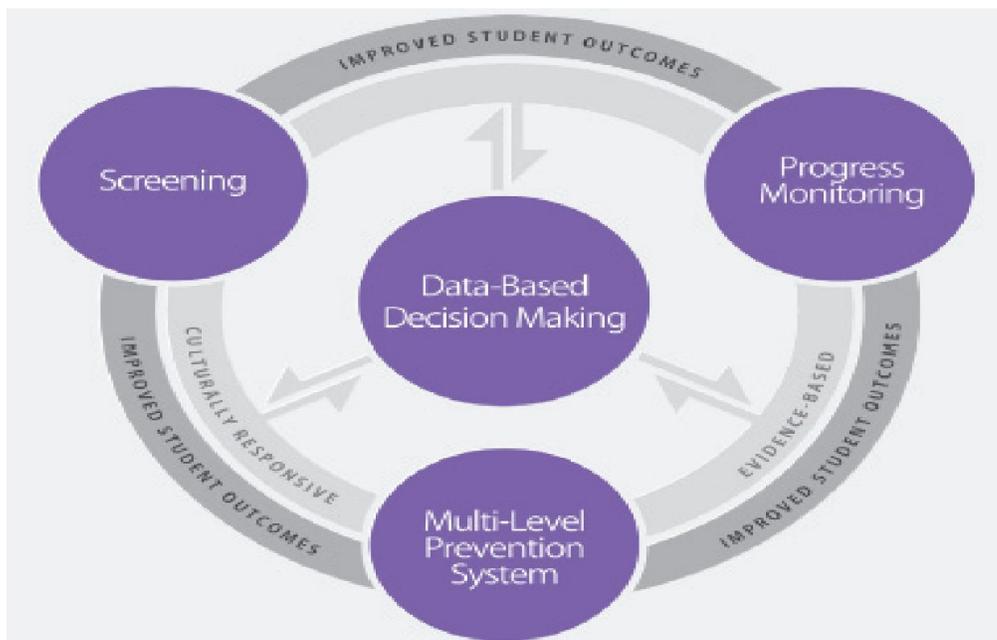
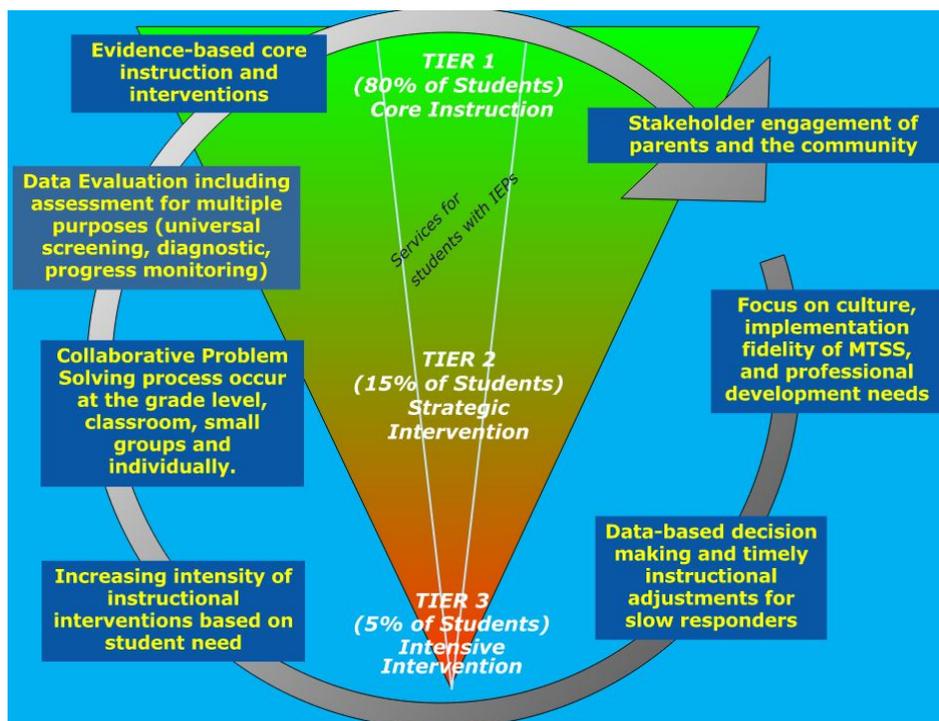


Figure 1: The relationship between four essential components of RtI: Screening, progress monitoring, data-based decision-making, and multi-level prevention systems from the National Center on Response to Intervention (Mar. 2010).

The Michigan Department of Education (MDE, October 2010) defines RtI as “an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral needs of all students.” The MDE essential components of the Michigan RtI Framework include:

1. Implementation of effective instruction for all children
2. Intervening early
3. Providing a multi-tiered model of instruction and intervention
4. Utilizing a collaborative problem-solving model
5. Assuring a research-based core curriculum
6. Implementing of research-based scientifically validated interventions/instruction
7. Monitoring student progress to inform instruction
8. Using data to make instructional decisions
9. Using assessments for three purposes (universal screening, diagnostic, and progress monitoring)
10. Implementing with fidelity
11. Engaging both parents and community

In Royal Oak, a school-wide, multi-level prevention system is implemented in order to meet the needs of all learners. Three levels (tiers) of instructional support, with increasing levels of intensity, are provided. Decisions regarding student movement between tiers and instructional adjustments within tiers are made based on the screening and progress monitoring data. The three levels of support are described as follows:



Positive Behavior Interventions and Supports (PBIS)

MTSS is defined as the “practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005). Just like RTI, PBIS is grounded in a problem solving model. With PBIS, our classrooms use preventative and responsive approaches with all students to promote desired outcomes. PBIS is the practice of meeting the social emotional needs of all of our students and contains the following elements:

- Use of on-going data to monitor effectiveness of the intervention and evaluating progress toward a goal
- Implementation of Tier I practices, including strategies for responding to inappropriate behavior, strategies for teaching expectations, and rewarding positive behaviors.
- Evidence-based curriculum and effective instructional strategies, directly matched to individual students’ needs and data to drive instruction.

Royal Oak MTSS

Who is responsible for MTSS?

MTSS is a whole-school framework intended to provide targeted support to struggling learners. All faculty and staff members inside the school, as well as the district, share responsibility for serving all students as a part of MTSS.

The Principal is the instructional leader of the school and is the leader in developing and implementing MTSS in the school.

Response-to-Intervention Coordinators play a key role in designing the interventions to be used, identifying student needs and monitoring progress. Rtl coordinators provide Tier II interventions via small group instruction and/or individual support. Meetings in each school are scheduled and facilitated by Rtl coordinators and conducted for the purpose of reviewing data and to making instructional decisions on the effectiveness of the intervention. Please see forms for this purpose in the appendix of this document.

Teachers are an important component of the school's MTSS team. They provide the bulk of the instruction and have observed and monitored the student's progress. Teachers are included in every stage of the development of interventions since they typically occur in the general education setting. General and special education staff coordinate and collaborate to develop a process for implementation.

The School Quality Team is comprised of District RtI coordinators, Executive Director of Teaching and Learning, Director of Special Education, Building Principals, Title I teachers and School Psychologists. This team meets on a monthly basis to refine the district implementation of MTSS and strive to continue to improve the fidelity and integrity of intervention delivery and use of data to make instructional adjustments.

Core Principles of MTSS

1. We can effectively teach all children

A strong belief and commitment to the principal "We can effectively teach all children" provides the driving force for MTSS in Royal Oak Schools. This stems from the belief that all children can learn and that MTSS is the process that will get us there.

2. Intervene Early through Universal Screening

A cornerstone of Multi-Tier Systems of Support is Universal Screening. Universal screening data provides information to support data-driven decision-making. Universal screening is conducted 3 times per year in the Royal Oak school district. At the elementary level, grades K-10, Royal Oak measures reading and math by using the NWEA MAP Growth assessments. Universal screening tools are used because they are considered the gold standard for determining student response to instruction because of their unique psychometric characteristics and their ability to predict general academic outcomes (Shinn, 2002). They have been research-validated as reliable predictors of general achievement in reading and mathematics for typically achieving students and students with severe deficits.

3. Use a Multi-Tier Model of Service Delivery to Support Student Learning

To ensure that appropriate instruction directly addresses students' academic and behavioral difficulties in the general education setting, a multi-tiered service delivery model is used in Royal Oak schools.

Tier 1: Teachers use high-quality core class instruction aligned with the Common Core Standards in which about 80% or more of the student are successful. This tier is the crucial foundation of the RtI instructional model.

Tier 2: Students are identified for individual or small group intervention in addition to core class instruction. This level includes scientific research-based programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier 1 activities. Tier 2 addresses the needs of approximately 10–15% of the students.

Tier 3: Students who have not responded adequately to Tiers 1 and 2 receive specific, custom-designed individual or small group instruction (designed using a problem-solving model) beyond the instruction in Tier 1. This level of intervention is aimed at those students who have identified difficulties academically or behaviorally. Tier 3 addresses the needs of approximately 5–10% of the students.

	TIER 1: CORE CLASS CURRICULUM	TIER 2: SMALL GROUP INTERVENTION	TIER 3: INTENSIVE INTERVENTION
Focus	All students	Identified students with marked difficulties who have not responded to Tier 1 efforts	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2 efforts
Program	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
Grouping	As needed	Homogeneous small group instruction (1:5–10)	Homogeneous small group instruction (1:3)
Time	*90 minutes per day or more	*20 – 30 minutes per day in small group in addition to 90 minutes of core instruction	*50 minutes per day in individual or small group instruction in addition to 90 minutes of core instruction
Assessment	Universal Screening at beginning, middle, and end of the academic year (or more often, if appropriate)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
Interventionist	General education teacher	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)
Setting	General education classroom	Appropriate setting in the classroom or outside the classroom designated by the school	Appropriate setting outside the classroom designated by the school

*Time amounts are examples for use in comparing relative times and not intended to be recommendations; instructional time will vary depending on circumstances unique to each school.

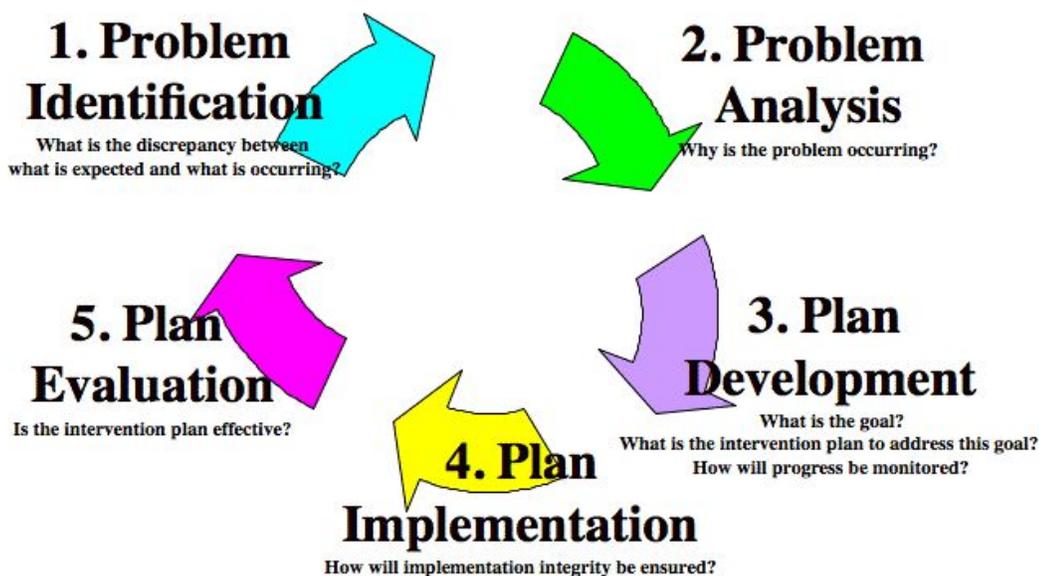
4. Use a Problem-Solving method to make decisions

Royal Oak uses a *Problem-Solving Process* to address needs of students who have not responded to intervention. The following are the five steps of the problem-solving process adopted by Royal Oak.

1. ***Problem Identification*** entails accurately identifying the problem and the desired behavior for the student(s) experiencing academic or behavioral difficulty.
2. ***Problem Analysis*** involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. & 4. ***Intervention Design & Implementation***, evidence-based interventions based upon data collected previously are selected or developed, then implemented.
5. Lastly, ***evaluating the effectiveness of interventions*** utilized is paramount in a problem-solving process. This fifth step is termed Response-to-Intervention. It is in this fifth step that a student's or group of students' response to our implemented intervention is measured so that we may evaluate the effectiveness of our instructional efforts.

The problem-solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Problem-Solving



In Royal Oak Schools, the School Quality Team uses Tier One and Tier Two problem-solving forms (see appendix). The form enables teams to document the strategies and solutions developed at the problem solving meeting.

5. Use Evidence-based Scientifically-validated Interventions

Evidence-based, scientifically validated interventions are strategies, teaching methodologies and supports that have been shown through one or more valid research studies to help a student improve academic, behavioral/emotional or functional skills. The interventions are designed to address the skill deficit of the individual student. To be considered evidence-based and scientifically validated, the interventions must:

6. Monitor Student Progress to Inform Instruction

Royal Oak Schools uses aimswebPLUS Progress Monitoring CBM's, to monitor student progress and to inform instruction. Progress monitoring CBM's are effective tools because they are efficient,

economical, and feasible for teachers to use. They are “doable” in real-world educational settings. Progress monitoring measures are not overly burdensome to interventionists, they can be administered frequently. CBM tasks are familiar to students because they are designed to resemble everyday classroom tasks. Finally, the data from CBM tools may be visually displayed to facilitate analysis, an integral step in the process of making needed and timely instructional adjustments, which, when done systematically, have been shown to increase student achievement (Fuchs & Fuchs,1986).

Progress monitoring is conducted monthly or bi-weekly in the area in which the student is receiving intervention. The data generated is used to make decisions regarding the student’s rate of improvement and response to the intervention.

7. Use Data to Make Decisions

Decisions regarding the effectiveness of the interventions are made during meetings conducted 3 times per year. The meetings are called “Data Days”. Student progress monitoring data is displayed and evaluated so the team can determine the effectiveness of the intervention and decide whether any changes need to be made. These changes could include discontinuing the intervention, changing the intervention, increasing or decreasing the time in the current intervention.

8. Use Assessment for Three Different Purposes

In Royal Oak Schools, in addition to ongoing formative and summative assessments through the curriculum, three different types of assessments are used for the following RTI purposes:

- Screening – of all children, to identify students who are not making progress at the expected rate.
- Diagnostic – determines what children can and cannot do in academic and behavioral domains.
- Progress Monitoring - determine if interventions are producing the desired effects.

Royal Oak Schools

Steps in Determining Intervention

1. Parent Notification

In Royal Oak, parents will receive a letter notifying them of a decision that their child will be receiving Tier I or Tier II interventions (see appendix). The letter specifies who is providing the intervention, intervention description, number of times per week, and amount of minutes per day. Parents are informed their child will be progressed monitored. If, at the conclusion of the intervention, the child has not made adequate progress, a team meeting will convene to discuss further options. Parents will be contacted about the results of any meeting.

2. Intervention Characteristics

In considering a student’s response, the interventions are required to be scientifically, evidence-based. When choosing interventions, Royal Oak teams utilize materials and strategies that are based in research, evidence and scientifically designed to be effective. The follow instructional variable checklist is used to aid Royal Oak RtI teams in choosing effective interventions.

Part I (outlines the variables that should be explored through multiple strategies)

Instructional Variables Checklist		Yes	No	Not St
(Adapted from Daly, Witt, Marsten, & Dool, 1997)				
Instructional Focus & Goal	Is the instructional focus clear? <ul style="list-style-type: none"> ● Does the intervention have a clear goal and purpose? ● Does the intervention align with and support progress in the general curriculum? 			
	How will I know if the intervention is making a difference? <ul style="list-style-type: none"> ● Is the present level of performance referenced to a standard or benchmark? ● Does the goal close the gap between the present and expected levels performance? ● Does the goal set an appropriate level of difficulty, measurable criterion performance, and a timeframe to achieve it? ● Has a progress monitoring schedule been set? 			
Instructional Match	Does the intervention match the student’s instructional need and level? <ul style="list-style-type: none"> ● Do the instructional focus, strategies and materials match the student’s need and level? ● Does the intervention have a purposeful scope and sequence? ● Is the intervention being implemented with integrity? 			

	<ul style="list-style-type: none"> Are the students grouped homogeneously based on matched instructional needs? 			
Time & Intensity	<p>Are adequate time, intensity and duration allocated to achieve the desired results?</p> <ul style="list-style-type: none"> Does the group size and intensity of the instruction match the student's need for direct modeling, guidance, and feedback? Is the instructional time allocated sufficient to accelerate learning? Is the instructional time delivered equal to the instructional time that was allocated? Is student's attendance sufficient to meet goals? 			
Teacher-Student Task Interaction	<p>Is the student motivated to respond to the instructional intervention?</p> <ul style="list-style-type: none"> Is the student actively engaged in and motivated by instructional tasks and materials? Does the student require tangible/external reinforcement to actively engage in planned learning activities? If so, is this reinforcement effective and consistently delivered? 			
	<p>Has the student had enough help (explicit, direct instruction) to perform the task?</p> <ul style="list-style-type: none"> Are expectations explicit and direct enough for the student to understand? Are modeling, prompting and feedback sufficient to elicit active / accurate responding? Are sufficient opportunities for student responding provided? Does the student display good accuracy in the target skills? Do the materials provided actually help the student practice the skill correctly? Are students responding correctly, but for the wrong reason (worksheet design)? Does the student have ample time for guided and independent practice of new skills? Does the student display good fluency in the target skills? 			
	<p>Does the student generalize the use of the skill to other settings / contexts?</p> <ul style="list-style-type: none"> Are expectations clear as to when, where and how the skill will be used in new settings? Is there a coordinated strategy to prompt / cue the student to transfer the skill? Do the tasks and materials used promote transfer of the skill to new settings? Have sufficient examples and non-examples of skill application been provided? 			
	<p>Is the level of challenge correctly matched to student skills? Is it too hard? Is it too easy?</p> <ul style="list-style-type: none"> Are materials matched to the student's instructional level? Are tasks matched to the student's instructional level? Is the instruction at the right pace for the student to master skills before moving on? 			

Part II (interventions aligned with these instructional areas for consideration in instructional adjustments.)

Instructional Variables	Strategies to Improve Student Response to Instruction
<p>Is the instructional focus clear? Is the goal measurable? Is monitoring sensitive to growth?</p>	<ul style="list-style-type: none"> Specify, prioritize needs, and collaborate with classroom teachers. Set a measurable goal and an appropriate progress monitoring plan. Graph progress and review with students. Schedule periodic reviews.
<p>Does the intervention match the student's instructional need?</p>	<ul style="list-style-type: none"> Analyze the intervention to be clear on the instructional targets. Use flexible groups-reformulate group membership with like instructional needs Review data collection strategies to assure sensitivity to student needs and progress.
<p>Are adequate time, intensity and duration allocated to achieve the desired results?</p>	<ul style="list-style-type: none"> Reduce group size Increase instructional time spent on task Observe intervention and provide feedback to instructor Track time spent in the intervention and track student attendance Provide supplemental time to either pre-teach or re-teach objectives Increase frequency of sessions per week or length of session Use similar language to the core instruction
<p>Is the student actively engaged and responsive during the instructional intervention?</p>	<ul style="list-style-type: none"> Set clear purpose and expectations for intervention. Review connections to core curriculum. Increase opportunities to respond; Increase guided practice Provide feedback on accuracy of responses "That was right, you really get this!" Provide reinforcement plans (i.e., stickers, charts, graphs). Provide some choice of activities or choice of order of activities. Student's motivation is influenced by your personal enthusiasm- positive comments and body language (nods, smiles) as well as communicating that the small group "activities will help them become stronger in _____ " (Link to classroom) Use partner responding, whisper to partner to control impulsive responding... Use time (how fast can you, rapid fire by pointing to students in random order) Use group responding (Everybody say it together, (give gesture and count).... Error correction strategies, everyone repeat the correct answer (increases correct practice). Teach with a "perky pace". Increase appeal of materials and link to student interest to make more relevant.
<p>Has the student had enough help (explicit, direct instruction) to perform the task both accurately and fluently?</p>	<ul style="list-style-type: none"> Set clear and explicit expectations. Activate prior knowledge and link new information to known information. Provide good ratio of known/unknown items (more known, less unknown or new) Increase demonstration and modeling of skills. Increase cueing and prompting Provide more feedback, guided practice and independent practice.
<p>Is the student having difficulty transferring the skill to new settings?</p>	<ul style="list-style-type: none"> Analyze the task, specify the objective and identify activities that promote use of the skill in the context that it is generally used. Coordinate with other teachers in target settings where the skill will be applied.
<p>Is the level of difficulty of tasks and materials the right fit for the student? Too hard? Too easy?</p>	<ul style="list-style-type: none"> Use better matched instructional materials Complete further assessment to identify appropriate instructional level and use materials that promote a high rate of accurate responding. Review materials; be sure that there is a ratio of more known to unknown items.

3. Student has a Measurable Goal

The goal is written explicitly, with the intent of accelerating progress to reduce the gap between the student's actual performance and the expected performance. Goals should have a benchmark or a standard for comparison, a measurable criterion for future performance and a time frame when the goal is to be met.

ent	Example
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enchmark or curriculum standard comparison	The student will be accurate and fluent in reading 4 th grade level text.
A measurable criterion for the future performance of the skill	115 correct words per minute (CWPM)
A time-frame when the goal is to met	In 18 weeks

Goals can be set from the student's baseline performance using one of the following strategies (Hosp, Hosp, & Howell, 2007):

- a) **Performance Standards:** setting goals based on the end-of-year benchmark goals or proficiency standards. Performance standards are usually ideal for students receiving Tier Two interventions. Performance standards are also ideal for evaluating a student's response compared to other students within the intervention group (for examples see: AIMSweb, 2010; DIBELS, Good and Kaminski, 2002; Hasbrouck and Tindal, 2006).
- b) **Normal Growth Rates:** calculating the student's goal based on normal growth rates established through research (i.e., number of words gained per minute per week). This type of goal setting strategy may be preferable when a student is in a Tier Three intervention, when the student is being monitored with out-of-level materials, or when the student starts the intervention later in the year, as it allows for progress to be adjusted based on the number of weeks available for intervention. Growth rates vary by several factors, including types of measures, the grade level of the student, and the amount of time used in the sample (i.e., one minute, three minutes, and five minutes). Normal growth rates are being updated pending additional research. See the following sources in the bibliography for more information: Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993; Malecki, 2008; National Center on Progress Monitoring, 2008.
- c) **Individual Framework:** using the student's current level of performance and rate of progress (baseline) to set end-of-the-year goals for performance. This method should be used with caution, as it may underestimate a student's rate of learning and not lead

to acceleration. This method is useful when the student's past performance shows a rate of improvement that is significantly below average, and the use of normal growth rates and benchmarks leads to unrealistically high goals that are unachievable for the student within normal time frames. This would most often be the case for a student who is already in a special education setting.

4. Valid and Reliable Progress Monitoring

Royal Oak Schools use procedures for progress monitoring that are carried out with integrity. This means that individuals who are administering, scoring and interpreting the progress monitoring data are trained, the progress monitoring tools that are selected are valid and reliable and designed for the purposes of the assessment, and the recommended frequency of progress monitoring is met. For example, for students in supplemental (Tier Two) interventions, progress monitoring occurs at least twice per month. For students who are in Tier Three interventions, weekly progress monitoring is considered a minimum. In addition, there is evidence that the progress monitoring measure aligns with the area of student deficit. Royal Oak Schools uses AIMSweb progress monitoring tools.

Royal Oak Schools has defined the length of time that is appropriate for students to receive early intervention in Tiers Two and Three before a special education referral is made. Multiple intervention rounds are utilized. Two sets of data are collected every other week for a period of at least eight weeks (sixteen weeks, 2 different sets of data). Student data is reviewed at bi-monthly RtI meetings for effectiveness. From there, the next steps are determined. After collecting an initial six to eight data points, any time four consecutive data points are below the goal line, a change in instruction needs to occur. When the student achieves four or more consecutive data points above the goal, the goal is raised or students return to Tier 1.

5. Decision rules are established by the district and published for consistency across schools

Decision rules for movement within the multi-level tiers have been determined by the District School Quality team. Decision rules are used for making decisions about when the student's response to instruction is sufficient or insufficient, and making decisions about when an adjustment needs to be made. Guidelines for flexible exit/re-entry for Tier One, Tier Two and Tier Three interventions have been made and agreed upon by all district coordinators. Royal Oak uses data point analysis and requires that a minimum of 4-12 consecutive data points are collected before any changes to the intervention is made. 4-12 data points above or below the '*aimline*' indicate a need for an instructional change. The change could include continuing the intervention, adjusting the intervention (duration, size of group, intensity) or changing the intervention to a different one.

6. Progress Monitoring data is graphed and visually displayed

A student's progress monitoring data is graphed and visually displayed for several reasons. Graphing data provides a method to:

- a) evaluate a student's progress,
- b) monitor the appropriateness of student goals,
- c) judge the adequacy of student progress, and
- d) compare and contrast successful and unsuccessful instructional aspects of a student's program (Fuchs, et al., 2005).

Royal Oak Schools uses aimswebPLUS to provide a computerized system for data entry, graphing and decision-making. aimswebPLUS is used in grades K-12 to progress monitor interventions weekly, bi-weekly or monthly. Data is presented in graph and table forms. When an intervention changes, it is documented on the graph with a vertical intervention change line.

7. Multiple Intervention Rounds

Royal Oak Schools guidelines for multiple intervention rounds include providing interventions for an additional 30 minutes, three to five days a week and collecting progress monitoring data every other week. The round of intervention occurs for *a period of at least eight weeks*, at which time the effectiveness of the intervention is evaluated by the team and it is either continued, changed or discontinued. If interventions are continued, another round of intervention occurs for an additional *period of at least ten weeks*, at which time the effectiveness of the intervention is again evaluated to determine the student's response and rate of improvement.

The addition of supplemental instruction means just that; it is not intended to replace or subtract from time in core instruction. It is additional time provided to reteach the skill to the student or group of students, so that it does not become a deficit. When the student demonstrates a lack of response to research-based interventions that are targeted to the individual student's specific needs and are delivered with integrity for a **minimum** of two 8-week intervention rounds, there is sufficient evidence to conclude that the student is not responding to the intervention(s).

Extreme discrepancies in achievement and rate of progress may necessitate more rapid movement through the tiers and might require implementation of intensive interventions over a shorter period of time with more frequent progress monitoring and targeted diagnostic assessments. The length of time in Tiers Two or Three depends on several factors, including the student's initial (baseline) performance level, any history of exposure to effective

interventions, the stability of the student in the current instructional environment, and the intensity of the intervention being delivered.

8. Interventions are delivered with integrity and at a sufficient level of intensity

Treatment integrity is multi-dimensional, involving several components including: adherence to procedures, quality of delivery, program differentiation, exposure (or dosage), and participant responsiveness. In the Royal Oak MTSS framework, procedural fidelity and treatment integrity, along with documentation of these efforts are part of the student intervention plan. In Royal Oak, an intervention plan is designed and specifies the date the plan was reviewed, who is responsible for implementation, the intervention steps, where and how often will the intervention occur, who will monitor progress with what tool and how frequently, and who will be responsible for intervention integrity assurance.

9. Evaluate the student's Rate of Improvement (ROI) or Slope

To evaluate if the student is making sufficient response, student's Rate of Improvement (ROI) or slope during various tiers of instruction is reviewed. If the ROI is significantly less than the average growth rate (when compared to national norms) this may indicate that the student is demonstrating insufficient response to the intervention. Three types of responses to intervention are used to determine a student's rate of improvement (ROI) results.

- **Positive response:** The gap between the expected performance and actual performance is closing in response to the intervention or instruction. It is reasonable to expect that given the same resources and intervention, the student will achieve at or near benchmark levels similar to their grade level peers. The intervention may need to be gradually faded, and transfer of skills to the general education setting may need to be evaluated to determine if the student has achieved true functional independence.
- **Questionable response:** The student is responding to the intervention and the gap between expected and actual performance is no longer widening, but progress is not at an accelerated rate sufficient to close the achievement gap. During scheduled reviews, the RtI team engages in problem-solving to determine what instructional variables need to be adjusted to increase student response.
- **Insufficient response:** The gap between expected performance and actual performance continues to widen with little change in rate of response to the intervention. During scheduled reviews, the RtI team engages in problem-solving to determine what instructional variables need to be adjusted to increase student response. Adjustments to the intervention are made, documented, the goal is

reviewed, and more intensive interventions are considered and implemented if needed.

Royal Oak Schools continuously strives to improve practices to achieve better outcomes for students. Moving forward, we will evaluate progress, adjust practices based on the evaluation and monitor changes to ensure sustainability of MTSS. As innovative practices are introduced, the district will ensure those practices enhance the match between the MTSS framework and the evolving needs of our student population, while sustaining the integrity of the MTSS framework over time.

Appendix

- A. Tier I: Responsive Classroom Instruction in a Five-Step Problem Solving Format
- B. Tier II & III: Five-Step Problem Solving & Intervention Documentation Form
- C. District Guidelines for Student Study Teams
- D. Royal Oak Sample Parent Notification Letters
 - Tier One (optional)
 - Tier Two
 - Tier Three
- E. Royal Oak Schools assessment calendar

Royal Oak Problem Solving Model

MTSS Tier 1

Responsive Classroom Instruction

Team Members:

Grade Level:

Date:

Time/Minutes Allotted

STEP 1: Problem Identification

What is the discrepancy between what is expected and what is occurring?

STEP 2: Data Analysis

Why is the problem occurring? Analyze various sources of data.

STEP 3: Identify Possible Solutions

Brainstorm solutions/strategies/interventions that address the needs of the whole group.

STEP 4: Instructional Response

What is the teacher's instructional response to this problem. Describe what the teacher will do, for how long, and how many times per week.

Date Teacher	Student Name	Reason for Concern	Researched Based Intervention Plan	Frequency of Interventions	SM or PM	Student Monitored	Student Identified for IRIP
Reading				() xs per week () mins per day			
				() xs per week () mins per day			
MATH				() xs per week () mins per day			
				() xs per week () mins per day			

STEP 5: Intervention Follow Up

How many times per week and how many weeks has the intervention been implemented.

RTI Tier 2 & 3 Student Intervention Documentation Form

Student	NWEA score (Screener)	DRA Level (Diagnostic)	Intervention Program	Frequency of Intervention Minutes/Times per Week	Identify Progress Monitoring AND type:	Person Responsible



Sarah Olson, Executive Director of Instruction

District Procedure for Student Study Teams

The following procedure was discussed and approved through both the District School Quality Team* (December 2010) and the District Administrative Council (January 2011)

Student Study Teams are called only by Principals or their designee.

Needed for Student Study Team:

1. 2 sets of student progress monitoring data on area of deficit, collected every other week for a period of at least 8 weeks (with a change of intervention after the first data set if there is no growth).
 - a. provided by RTI Coordinator K-5
 - b. ROMS: Interventionists
 - c. ROHS: Counselors Psychologists,...
2. Formal invitation to members and guests (parents, psychologist, teacher, RTI Coordinators, principal, counselor, possibly Title I teacher)
3. Result of Student Study Team
 - a. More of the same intervention or try a new intervention OR
 - b. Call a REED; may adjourn Student Study Team and have the psychologist commence a formal REED

* RTI Coordinators, ROHS RTI, ROHS School Improvement Chairs, administrators, one Psychologist, Director of Instruction, and Director of Special Education



Multi-Tier Systems of Support– Tier 1

[Date]

Dear Parents,

Our mission is to provide an effective education for all children. Providing an effective education for all children sometimes requires additional instruction in the classroom. We know when children are having difficulty achieving at grade level, and we can make adjustments to our teaching to better meet their needs. In our district, we have a process for monitoring progress and making adjustments. This process is called Multi-Tier Systems of Support (MTSS). For more information on the MTSS process, please refer to your school's webpage.

During our conversation on [date], we discussed [student's name] performance on the NWEA screening and that I will begin using different strategies and materials in [content area] as part of our Tier 1 efforts. This is a follow-up letter to that discussion.

As part of our Tier 1 intervention efforts, we will continue to monitor your child's progress toward grade level expectations. If your child needs additional or more intensive strategies, we will invite you to an intervention team meeting or let you know what supplemental interventions will be provided.

If you have any questions, please do not hesitate to call me.

Sincerely,

[classroom teacher]

cc Principal

RTI Coordinator

Please sign and return to indicate you are aware of this intervention for your child.

_____ Date _____



Multi-Tier Systems of Supports– Tier 2

[Date]

Dear Parents,

Our mission is to provide an effective education for all children. Providing an effective education for all children requires ongoing progress monitoring. This way we can spot when children are having difficulty achieving at grade level and make adjustments to our teaching to better meet their needs. In our district, we have a process for monitoring progress and making adjustments and it is call Multi-Tier Systems of Support..

This is a follow-up letter to our conversation on [date] about your child’s academic progress in his/her classroom. As was discussed, your child will begin a Tier 2 supplemental intervention on [date]. As part of the Tier 2 intervention, your child will receive supplemental instruction, in addition to the grade level [reading, writing, math] curriculum. This will include focused instruction for a minimum of 8 to 12 weeks. Your child’s supplemental intervention will include:

[intervention description; # per week; # minutes/day]

During the Tier 2 intervention, we will continue to monitor your child’s progress towards grade level expectations. If at the conclusion of the 8-12 week intervention, your child has not responded adequately, we will convene a team meeting to discuss further options. You will be contacted about the results of any meeting. If you have any questions, please do not hesitate to call me or [the classroom teacher].

Sincerely,

[Intervention teacher]

cc Principal
RTI Coordinator

Please sign and return to indicate you are aware of this supplemental intervention for your child.

_____ Date _____



Multi-Tier Systems of Support– Tier 3

[Date]

Dear Parents,

As you recall, in our efforts to provide an effective education for all students, the district uses a multi-tier intervention model to assist students to meet state approved grade-level expectations. Despite Tier 1 differentiated instruction and supplemental intervention [minutes, times, weeks] at Tier 2, your child has not been able to progress at a pace or level necessary to achieve or sustain learning at grade level.

We would like to invite you to a Student Study Team meeting to be held on [date, time, place]. The purpose of this meeting is to discuss other intervention options at Tier 3 of our intervention process. Please call the school office at [phone #] by [date] to confirm your attendance at this meeting.

Please find attached your student’s progress monitoring results.

If you have any questions, please do not hesitate to call me or [the classroom teacher].

Sincerely,

[Intervention teacher]

cc Principal
 RTI Coordinator

