Niles Elementary School District 71

MTSS Handbook

Multi-Tiered System of Support

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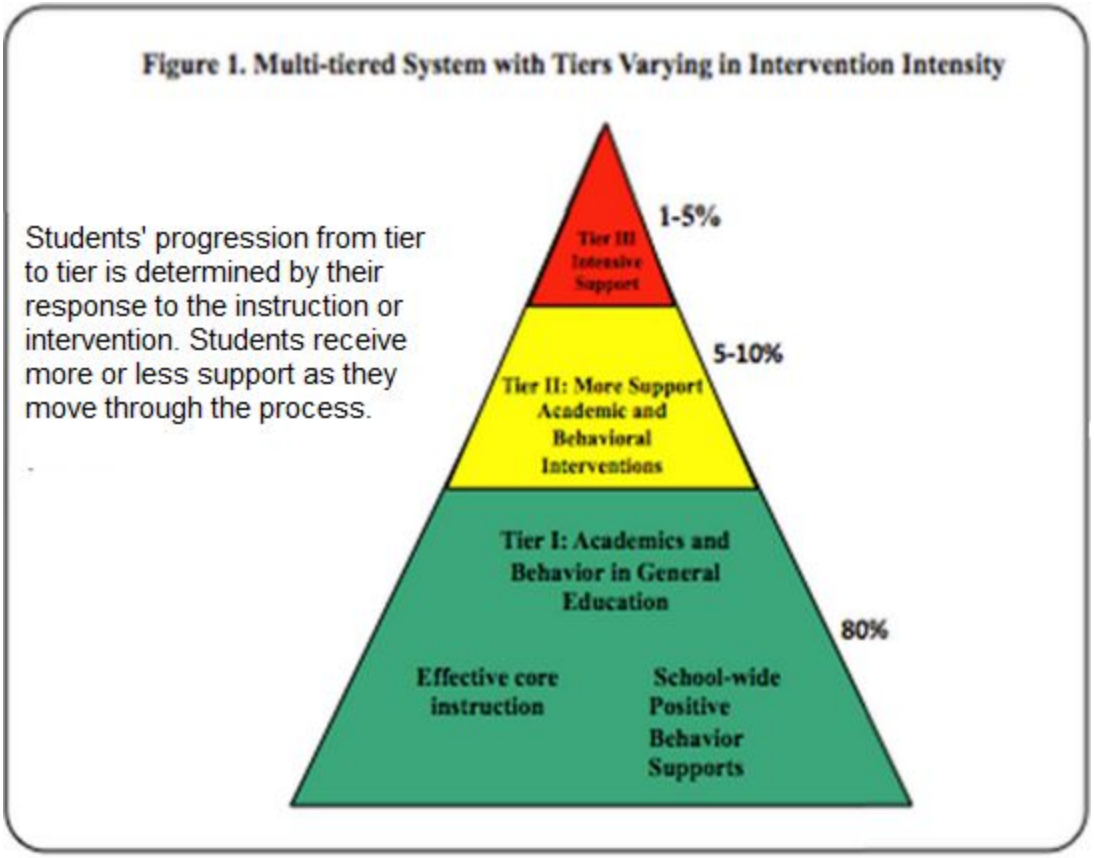
What is a Multi-Tiered System of Support, or MTSS?

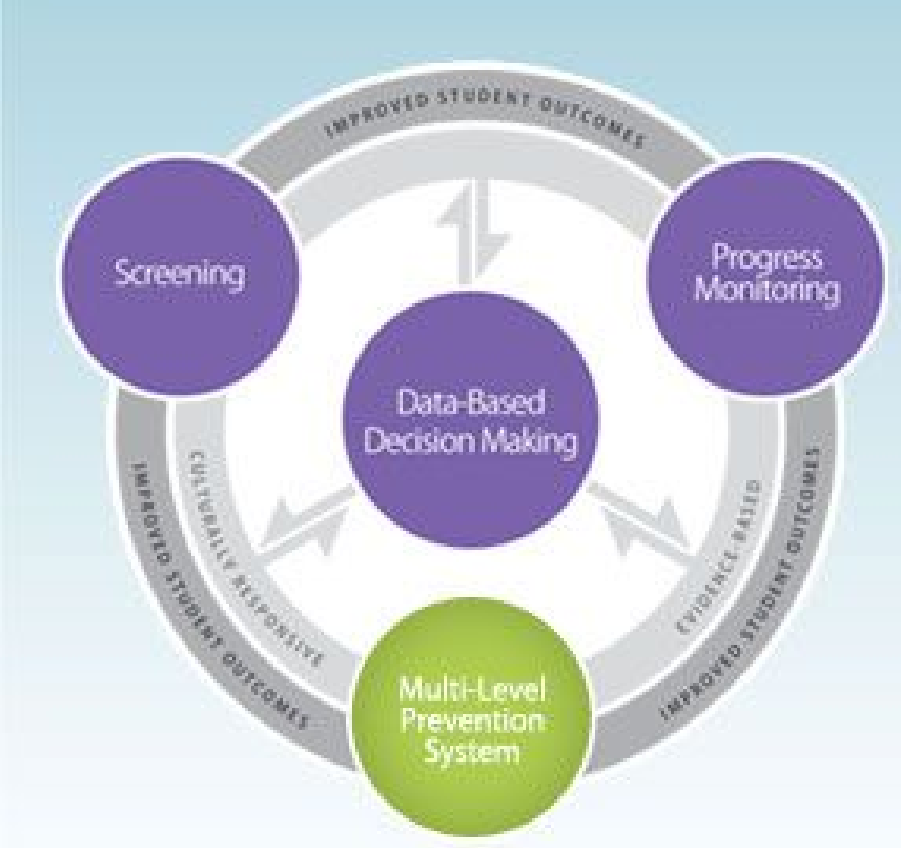
According to the *National Center on Response to Intervention*, MTSS is defined as follows:

> A Multi-Tiered System of Support (MTSS) is a prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. It also may be called a *multi-level prevention system*. The increasingly intense tiers (e.g., *Tier 1*, *Tier 2*, *Tier 3*), sometimes referred to as *levels of prevention (i.e., primary*, *secondary*, *intensive* prevention levels), represent a continuum of supports. *Response to intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) are examples of MTSS.*

Multi-Tiered Systems of Support was formerly referred to as Response to Intervention.



Essential Components of MTSS



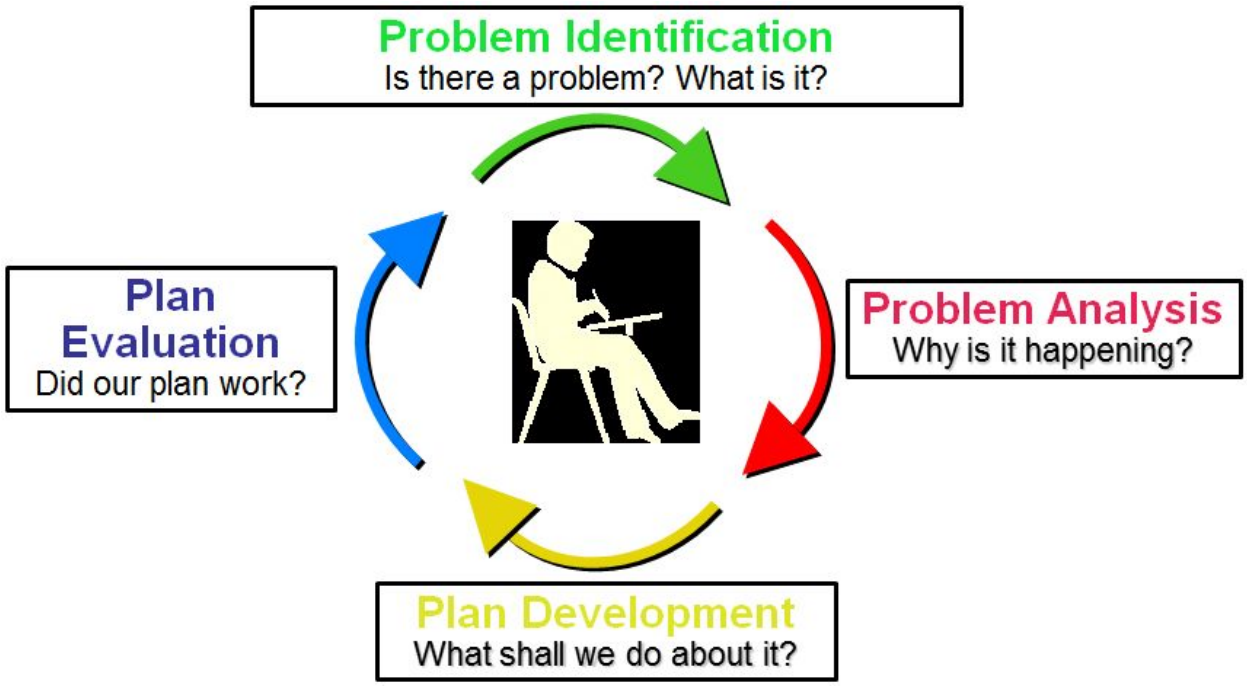
Graphic from the National Center on Response to Intervention

This model represents the relationship among essential components of MTSS. Using data to make decisions is the cornerstone of best practice. We screen all students (universal prevention) and use data to select students for intervention. We progress monitor those students in intervention using data to assess the intervention's effectiveness. Then using a multi-level prevention system of support, we may increase the intensity of an intervention or fade the intervention based on individual student need.

Rationale for MTSS Implementation

- Research indicates that MTSS leads to an improvement in student outcomes.
- Early intervention is essential in producing foundational skills needed for success.
- MTSS replaces the “wait to fail” model; interventions are provided when students are identified through a universal screening process.
- Early intervention helps students to reduce the achievement gap between peers and themselves.
- MTSS implements effective interventions that are based on research and evidence.

Problem Solving Method



<u>Question</u>: Is there a problem? What is it?

- Define area(s) of concern and prioritize.
- Review/Collect baseline data on primary area of concern.
- State discrepancy between what is expected and what is occurring.

<u>Question</u>: Why is it happening?

- Review data to generate plausible hypotheses.
- Collect additional data as needed to validate or refute hypotheses.
- Select most validated and alterable hypotheses.

<u>Question</u>: What shall we do about it?

- Identify ***intervention strategies/procedures.***
- Identify ***implementation*** logistics to ensure plan is implemented with integrity.
- Identify ***progress monitoring*** logistics (e.g., who, what, when, where, how often).
- Write the ***goal***, a measurable statement of expected outcomes.
- Decide on ***decision-making rules*** for plan evaluation.

<u>Question</u>: Did our plan work?

- Is progress being made toward the goal?
- Is the discrepancy decreasing between what is expected and what is occurring?
- Can the plan be maintained?

Key Players in the MTSS Process and Roles & Responsibilities

MTSS Leadership Team

- Provides professional development, resources and materials
- Communicates common message to participants and public
- Researches evidence-based instruction/curriculum/intervention
- Evaluates progress and fidelity of the MTSS model
- Develops, implements, and addresses goals aligned with the District Strategic Plan
- Communicates placement of students in and out of intervention to teachers, staff, and families

Administrators

- Delegate responsibilities
- Communicate procedures to staff, families, and students
- Determine when school-wide testing will take place
- Communicate the universal screener (benchmarking) dates and data entry deadlines to the district
- Select research-based or evidence-based interventions for school-wide use
- Provide professional development in researched-based or evidence-based interventions
- Monitor to ensure fidelity of instruction and intervention

Psychologist and Social Worker

- Analyze universal screening (benchmark) data and school-wide data
- Support staff in interpreting and using data to make decisions
- Communicate and collaborate with staff and administrators to disaggregate student data
- Train interventionists and teachers on monitoring progress and collecting data
- Problem solve with administrators, interventionists, and teachers in Impact Meetings
- Print school-wide AIMSweb and MAP data for disbursement to parents

Interventionists and Teachers

- Administer universal screening assessments
- Review and analyze student data to determine student needs within Core Booster and Benchmark Review meetings
- Possess knowledge regarding the program being used and how to use it with fidelity
- Provide research-based or evidence-based instruction and/or intervention
- Self-monitor fidelity of instruction, assessment, and intervention
- Progress monitor on a weekly (tier 3) or bi-weekly basis (tier 2)
- Relay strengths and needs of the process to the MTSS Leadership Team
- When appropriate, problem solve with team members in an Impact Meeting

Instructional Coaches

- Help support teachers in implementing instructional strategies determined in Core Booster Meetings
- Assist with professional development as on-site “Expert” in specific interventions
- Support psychologist and social worker in setting instructional goals based on data within a Core Booster Meeting

Parents

- Participate in reviewing periodic assessment data with their child(ren)
- Participate in Impact Meetings when appropriate
- Support child(ren) at home with school-based interventions when appropriate
- Ask questions, express concerns, and offer suggestions

An Overview of the Multi-Tiered System of Support at Culver

Tier 1

- Examine the core curriculum through data review
- Provide high-quality instruction for all students
- Administer universal screening measures to all students

Tier 2

- Identify students as “at risk” through universal screening data
- Provide small group research-based or evidence-based interventions
- Monitor progress every other week
- Problem solve for students as needed

Tier 3

- Identify students needing intense levels of support through universal screening data
- Provide small group or individualized research-based or evidence-based instruction
- Monitor progress weekly
- Problem solve for students as needed

A Parent's Guide to MTSS at Culver

What is a Multi-Tiered System of Support (MTSS)?

- A preventative approach to providing high-quality scientifically-based instruction and intervention
- A system that uses data to assess students' response to instruction or intervention
- A way to proactively provide extra layers of support to students who are not responding to classroom instruction

What are the benefits of MTSS?

- Research indicates that MTSS leads to an improvement in student outcomes.
- Early intervention is essential in producing foundational skills needed for success.
- MTSS replaces the "wait to fail" model; interventions are provided when students are identified through a universal screening process.
- Early intervention helps students to reduce the achievement gap between peers and themselves.
- MTSS implements effective interventions that are based on research and evidence.

How can parents be involved in the MTSS process?

- Become familiar with children's assessment scores and progress
- Reinforce strategies being taught through interventions
- Provide specific praise to children on any improvements
- Become familiar with the interventions in which their children are participating
- Collaborate with teachers to identify children's strengths and areas of need
- Attend Parent Teacher Conferences and other requested meetings at school

MTSS Meeting Structures at Culver

Core Booster

Three times per year, grade level teachers meet with instructional coaches, administrators, psychologist, and/or social worker to review trends in data and set goals for improving instruction for all students. Based on these goals, instructional strategies are then developed and refined to improve areas of need. Formative assessments are used to monitor progress and guide instruction. The ultimate goal is to bolster the core curriculum and positive behavior supports for all students based on identified needs.

Core Curriculum

Every five weeks the grade level teachers, special education teachers, English learning teachers and administrators collaborate to identify what instructional components should be added or changed in the curriculum. During these meetings, teams use their curriculum maps, units, and common core standards to plan for instruction. New strategies may also be added to curriculum maps.

Strategy

Every five weeks the instructional coaches and the grade level teachers collaborate to continuously develop the strategy developed at the Core Booster meeting. Instructional coaches work with teachers to outline and refine the effective implementation process. Teams use formative assessment to guide the instructional practices and then bring this data back to analyze at Core Booster meetings.

Request for Assistance Review

The request for assistance review meeting is an organizational time to determine next steps regarding the reported. A form can be completed and submitted online for areas related to behavior management (individual or classwide), instruction, academics, social or emotional concerns, and intervention review, among other things. The school psychologist will respond regarding when the request will be reviewed by administration, school psychologist, select related services personnel, and instructional coaches.

Benchmark Review

After benchmarking, the school psychologist compiles available universal screening data (e.g., curriculum-based measurements, PARCC results, MAP data). A set of decision-making rules are then used to identify students who meet the criteria for reading or math interventions. This data is then reviewed by instructional coaches, English learning teachers, and administrators. Progress monitoring data is reviewed, as necessary, for students transitioning between tiers or exiting intervention. Following this process, the intervention review team meets with classroom teachers and interventionists to share student data. If teachers would like to make an alternate recommendation, the teacher shall produce data to support their recommendation for the team to review and discuss.

Impact

This meeting only occurs when a student is not responding to evidence-based interventions (academic or social emotional) delivered with fidelity. The team convenes to discuss a student's rate of progress, barriers to success, and an action plan. The team assesses variables that can be changed to help improve student outcomes, such as time, student ratio, motivation, or the specific program used.

Universal Screening and Assessment Schedule

What is Universal Screening?

All students at Culver participate in a universal screening process, also known as benchmarking. During this process, students are assessed using curriculum-based measurements (CBMs), which are short standardized probes that serve as general outcome measures, or indicators of basic skill acquisition. The assessment data gathered through benchmarking is used for the following purposes.

- To determine where an individual student's basic skills are in comparison with other same-aged peers nationally
- To identify which students need intervention
- To monitor students' growth over time
- To assess the effectiveness of programs and interventions

Other Assessment Sources

In addition to curriculum-based measurements, students are also assessed using the Measures of Academic Progress (MAP) and the Partnership for Assessment of Readiness for College and Careers (PARCC). The MAP assessments are standardized, reading, mathematics, and language usage computer-based tests that are given to students in 2nd through 8th grade in the fall and spring. In the winter, select MAP tests are administered to students based on the intervention(s) they are receiving. The PARCC assessment is a state-mandated test given to students in 3rd through 8th grade in the spring of each year.

Procedures for Assessment schedule

Prior to the start of each year, administration posts the dates of each assessment on the school calendar. The school psychologist is responsible for entering student names into AIMSweb (a website used to store curriculum-based measurement data), disseminating the benchmarking schedule, and communicating data entry deadlines with staff. He or she is also responsible for enrolling and/or transferring students in and out of the AIMSweb School Management System. Administration designates a point person to be responsible for creating the MAP schedule and overseeing the MAP data.

Assessment Schedule

Preschool- Early Literacy and Reading

Fall	Winter	Spring
Picture Naming Fluency (PNF)	Picture Naming Fluency (PNF)	Picture Naming Fluency (PNF)
Rhyming	Rhyming	Rhyming

Kindergarten- Early Literacy and Reading

Fall	Winter	Spring
Letter Naming Fluency (LNF)	Letter Naming Fluency (LNF)	Letter Naming Fluency (LNF)
Letter Sound Fluency (LSF)	Letter Sound Fluency (LSF)	Letter Sound Fluency (LSF)
	Phonemic Segmentation Fluency (PSF)	Phonemic Segmentation Fluency (PSF)

Kindergarten- Early Numeracy and Mathematics

Fall	Winter	Spring
Oral Counting Measure (OCM)	Oral Counting Measure (OCM)	Oral Counting Measure (OCM)
Number Identification Measure (NIM)	Number Identification Measure (NIM)	Number Identification Measure (NIM)
Quantity Discrimination Measure (QDM)	Quantity Discrimination Measure (QDM)	Quantity Discrimination Measure (QDM)
Missing Number Identification (MNM)	Missing Number Identification (MNM)	Missing Number Identification (MNM)

First Grade- Early Literacy and Reading

Fall	Winter	Spring
Letter Sound Fluency (LSF)		
Phoneme Segmentation Fluency (PSF)	Phoneme Segmentation Fluency (PSF)	Phoneme Segmentation Fluency (PSF)
Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)

First Grade- Early Numeracy and Mathematics

Fall	Winter	Spring
Number Identification Measure (NIM)	Number Identification Measure (NIM)	Number Identification Measure (NIM)
Quantity Discrimination Measure (QDM)	Quantity Discrimination Measure (QDM)	Quantity Discrimination Measure (QDM)
Missing Number Identification (MNM) Math Computation (MCOMP)	Missing Number Identification (MNM) Math Computation (MCOMP)	Missing Number Identification (MNM) Math Computation (MCOMP)

Second Grade- Reading

Fall	Winter	Spring
Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)
Measures of Academic Progress (MAP)	*Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)

*Select students only

Second Grade- Mathematics

Fall	Winter	Spring
Math Computation (M-COMP)	Math Computation (M-COMP)	Math Computation (M-COMP)
Math Concepts and Applications (M-CAP)	Math Concepts and Applications (M-CAP)	Math Concepts and Applications (M-CAP)
Measures of Academic Progress (MAP)	*Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)

*Select students only

Third through Eighth Grades- Reading

Fall	Winter	Spring
Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)
Measures of Academic Progress (MAP)	*Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)
		Partnership for Assessment of Readiness for College and Careers (PARCC)

*****Select students only

Third through Eighth Grades- Mathematics

Fall	Winter	Spring
Math Computation (M-COMP)	Math Computation (M-COMP)	Math Computation (M-COMP)
Math Concepts and Applications (M-CAP)	Math Concepts and Applications (M-CAP)	Math Concepts and Applications (M-CAP)
Measures of Academic Progress (MAP)	*Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)
		Partnership for Assessment of Readiness for College and Careers (PARCC)

*****Select students only

Description of Assessment Measures used at Culver

Curriculum Based Measurements (CBMs) are short standardized probes that serve as general outcome measures, or indicators of basic skill acquisition as well as student progress monitoring.

***Aimsweb* Letter Naming Fluency (LNF):** The *AIMSweb* Letter Sound Fluency assessment measures a student's ability to identify letter names. The 1-minute measure is given to all kindergarten students in the fall and is an indicator of early literacy skills. During this assessment, students are asked to say the names of as many letters as they know. The number of letter names read correctly serves as one indicator in identifying students who may be at risk for developing reading problems.

***Aimsweb* Letter Sound Fluency (LSF):** The *AIMSweb* Letter Sound Fluency assessment measures a student's ability to identify letter sounds. The 1-minute measure is given to all kindergarten students and also to first-grade students in the fall. It is an indicator of early literacy skills. During this assessment, students are asked to say the sounds of as many letters as they know. The number of sounds read correctly also serves as one indicator in identifying students who may be at risk for developing reading problems.

***Aimsweb* Phonemic Segmentation Fluency (PSF)**: The *Aimsweb* Phonemic Segmentation Fluency assessment measures a student's ability to orally break down spoken words into individual sounds. This 1-minute measure is given to all kindergarten students beginning in the winter and to all first-grade students at each benchmarking period. It is an indicator of early literacy skills. During this assessment, students are asked to say each sound they hear in a word presented orally. The number of phonemes said correctly serves as one indicator in identifying students who may be at risk for developing reading problems.

***Aimsweb* Reading Curriculum Based Measurement (R-CBM):** The *AIMSweb* R-CBM assessment is a general outcome measure used to assess overall reading ability. This assessment is given to all Culver students in second through eighth grades three times a year and in first grade twice a year (winter and spring). During this assessment, the student reads aloud for one minute from three grade-level probes and the median number of words read per minute is recorded. The number of words read correct per minute serves as one indicator in identifying students who may be at risk for experiencing reading problems.

***Aimsweb* Oral Counting Measure (OCM):** The *AIMSweb* Oral Counting Measure assesses a student's ability to count in sequence from memory. This 1- minute assessment is given to all kindergarten students and also to first-grade students in the fall. It is as an indicator of early numeracy skills. During this assessment students are asked to count aloud starting at 1. Numbers that students count in sequence are scored as correct and serve as predictor in identifying students who may have difficulty in math.

***Aimsweb* Number Identification Measure (NIM):** The *AIMSweb* Number Identification Measure assesses a student's ability to identify written numbers by name. This 1-minute assessment is given to all kindergarten and first-grade students as an indicator of early numeracy skills. During this assessment, students are asked to look at a sheet of paper and identify the given numbers by name. The amount of number names identified correctly serves as a predictor of identifying students who may have difficulty in math.

***Aimsweb* Quantity Discrimination Measure (QDM):** The *AIMSweb* Quantity Discrimination Measure assesses a student's ability to differentiate between quantities. This 1-minute assessment is given to all kindergarten and first-grade students as an indicator of early numeracy skills. During this assessment, students are asked to look at a sheet of paper with two numbers and identify which number is larger. The number of problems correct serves as a predictor of identifying students who may have difficulty in math.

***Aimsweb* Missing Number Measure (MNM):** The *AIMSweb* Missing Number Measure assesses a student's ability to identify a missing number in a sequence of three. This 1-minute assessment is given to all kindergarten and first-grade students as an indicator of early numeracy skills. During this assessment, students are asked to look at a sheet of paper with a series of two numbers and a blank space. Students are asked to identify which number is missing and goes in the blank space. The number of problems correct serves as a predictor of identifying students who may have difficulty in math.

***Aimsweb* Math Computation (M-COMP):** The *AIMSweb* Mathematics Computation (M–COMP) is a general outcome measure that assesses math computation performance. It is a timed, 8-minute paper-based test that can be group administered or individually administered. This assessment is given to all students at Culver three times a year in first through eighth grades. The number of problems scored correct serves as an indicator of students who may be experiencing difficulty in math.

***Aimsweb* Math Concepts and Applications (M-CAP):** The *AIMSweb* Mathematics Concepts and Applications (M–CAP) is a general outcome measure that assesses problem-solving skills. It is a timed 8-minute or 10-minute paper-based test (varies depending upon grade level) that can be group or individually administered. The number of problems scored correct serves as an indicator of students who may be experiencing difficulty in math.

Other Assessments:

NWEA Measures of Academic Progress (MAP): The MAP assessments are standardized reading, mathematics and language usage computer-based assessments that measure growth over time. They are given in the fall and spring to 2nd through 8th grade students at Culver and also administered to students receiving intervention in the winter. The MAP test requires students to read questions and corresponding passages, graphs, or tables and answer questions. As the student responds to questions, the MAP test adjusts the level of difficulty so that students are asked questions that are appropriate for their level.

Partnership of Assessment for Readiness of College and Careers (PARCC): This computer-based assessment in mathematics and English language arts/literacy is aligned with the Common Core State Standards. It is designed to provide feedback regarding whether students in 3rd-8th grade are performing at grade level expectations and are on track for success after high school.

Fountas and Pinnell Assessment System for Children 2nd Edition: This individually-administered standardized reading assessment is given to all students in grades K-5 in the fall to determine the level of connected text that students are able to successfully read. In grades 6-8, it is administered to students reading below grade level based on the Fountas and Pinnell Progression Chart. Oral reading fluency, accuracy, and comprehension are all assessed when deriving the student's reading levels. The results of this assessment derive an instructional level, an independent level, and a frustration level. Students are grouped for guided reading according to their instructional levels.

Other assessments are reviewed as identified by the team.

Criteria and Decision Making Rules for Interventions

How are students selected for academic interventions?

Students participate in a universal screening process three times a year in fall, winter and spring. After this occurs, the data are compiled by the school psychologist, and a set of decision-making rules are used to identify students who may need reading or math interventions. Then Intervention Placement Review meetings are held with the school psychologist, instructional coaches, English learning teachers, and an administrator to review these data and prepare a final template of students who qualify for intervention. After this, a meeting is scheduled, in which the school psychologist, the interventionist(s), and the classroom teachers convene to discuss student progress within interventions and placement criteria. The information below outlines the criteria used to select students for intervention.

Benchmarking Decision Rules

Kindergarten:

Early Literacy and Reading

Qualifications for Tier 2

- Below the 25th percentile on **two** measures.

Qualifications for Tier 3

- Below the 10th percentile on at least **one** measure **AND** below the 25th percentile on a **second** measure.

Early Numeracy and Mathematics

Qualifications for Tier 2

- Below the 25th percentile on at least **two** measures.

Qualifications for Tier 3

- Below the 10th percentile on at least **one** measure **AND** below the 25th percentile on a **second** measure.

Grade 1:

Early Literacy and Reading
Qualifications for Tier 2

- Below 25th percentile on **two** or more measures
- Or Below 25%ile on the Oral Reading CBM

Qualifications for Tier 3

- Below the 10th percentile on at least **one** measure **AND** below the 25th percentile on a **second** measure.
- Or Below the 10th percentile on the Oral Reading CBM

Early Numeracy and Mathematics
Qualifications for Tier 2

- Below the 25th percentile on at least **two** measures.

Qualifications for Tier 3

- Below the 10th percentile on at least **one** measure **AND** below the 25th percentile on a **second** measure.

Grades 2nd through 8th

Reading and Mathematics
Qualifications for Tier 2

- Below the 25 percentile on **two** measures.

Qualifications for Tier 3

- Below the 10th percentile on at least **one** measure **AND** below the 25th percentile on a **second** measure.

Progress Monitoring Decision Making Rules

- If student's progress is consistently higher than the year-end goal on a grade-level measure, as defined by a minimum of 3 consecutive data points above the goal, the student will be transitioned from tier 3 to tier 2 or exited from a tier 2 intervention.
- If student's progress is consistently below the aimline, as defined by 3 consecutive data points below the aimline:
    - Interventionists shall complete a Request for Assistance form
        - In response to this request, the follow-up may include the addition of instructional coaching to support the interventionist, the review of fidelity checklists, and the review of data to determine the appropriateness of the intervention.

Transition and Exit Criteria

Transition from Tier 3 to Tier 2

- Benchmarking data no longer meets the Tier 3 entrance criteria
- Progress monitoring graphs indicate grade level performance with at least 3 consecutive data points at or above the year end goal

Exit from Tier 2 Interventions

- Benchmarking data no longer meets the Tier 2 entrance criteria
- Progress monitoring graphs indicate grade level performance with at least 3 consecutive data points at or above the year end goal

Interventions

Research-Based 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 (Public Schools of North Carolina, n.d.).

Some examples of programing at Culver include...

Reading Mastery
This is a direct instruction program designed to provide explicit, systematic instruction in reading. The program begins by teaching phonemic awareness and sound-letter correspondence and moves into word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons continue to emphasize accurate and fluent decoding while teaching students the skills necessary to read and comprehend expository text. Lessons are designed to be fast-paced and interactive. Students are grouped by similar reading level, based on program placement tests. The program includes placement assessments and a continuous monitoring system.

Corrective Reading:
This program is published by SRA and consists of two major strands, Decoding and Comprehension, which can be used separately as a supplemental intervention program or combined as a comprehensive intervention program for students in grades 3-12 who are reading below grade level. It may be used for students who are deficient in fluency, comprehension, and vocabulary skills. It is an explicit and systematic instructional sequenced program. The Corrective Reading program was found to have potentially positive effects for word attack, letter-word identification, sight word efficiency, oral reading fluency and comprehension. (Florida Center for Reading Research).

Fountas and Pinnell Leveled Literacy Intervention System:
This is a small-group supplementary intervention program designed to provide powerful, daily, small-group instruction for children. This system employs a combination of reading, writing, and phonics/word study techniques and emphasizes teaching reading comprehension with a focus on students monitoring their reading through metacognitive strategies. Explicit attention is given to genre and to the features of nonfiction and fiction texts, disciplinary reading, literature inquiry, and writing about reading. It also includes a focus on systematic, intentional vocabulary development.

Rewards:
This is a direct instruction program by Anita Archer designed for struggling readers. The program explicitly teaches students to apply a reading strategy in decoding multisyllabic words. This strategy helps students to break words into manageable chunks, read long words in content area textbooks, read accurately and quickly with confidence, increase oral and silent reading fluency, and improve comprehension as fluency and decoding increase.

Touch Math:
This program is a multisensory math program for kindergarten through third grade students that is used for supplemental mathematics instruction. The program uses TouchPoints that are orally counted and physically touched. These TouchPoints correspond to the digit's value. This is designed to engage students of all abilities and learning styles by associating numerals with real life visual values. This multisensory approach incorporates auditory, visual and tactile/kinesthetic techniques to engage the learner and develop a deep understanding of mathematics and it's connection to real life.

Soar to Success Math:
This program by Houghton Mifflin Harcourt School Publishers is organized around sub-skill areas, or threads. Each thread contains a skill continuum that spans early level skills to prerequisite skills for upper-grade level content. The program teaches evidence-based strategies and uses graphic organizers to accelerate math growth. There is also a diagnostic component that assess what level in a skill thread that students should be placed.

Soar to Success Reading:
This program by Houghton Mifflin Harcourt School Publishers is an intensive reading program that uses quality literature, reciprocal teaching, and graphic organizers to accelerate reading growth. The program is compromised of fast paced lessons, consistent routines, and a focus on foundational reading skills and strategies. Both fiction and nonfiction trade books are used.

Accelerated Math:
This is a computer-based math program designed to help students gain repeated practice in specific math concepts in which they need extra support. Accelerated math encompasses a diagnostic test that helps teachers to identify areas in which students need individualized instruction to fill in learning gaps. Instruction is tailored to match skill level.

Using Fidelity Checklists

Fidelity is defined as the degree to which the program is implemented as intended by the program developer, including the quality of implementation.

Purpose of Fidelity Checks

- To ensure that instruction has been implemented as intended
- To offer an opportunity for the facilitator to document his/her reflection on the instruction and make any necessary changes
- To provide data of implementation validity as a link of student outcomes to instruction.
- To assist in the determination of intervention effectiveness and in instructional decision making.

Timeline for Delivering Fidelity of Programs

1. Staff receives training in the intervention programs.
2. Staff introduces the fidelity checklist as a self-evaluation tool.
3. Staff uses fidelity checklist daily as a self-monitoring tool to help improve instruction.
4. Administrators observe with fidelity checklists.
5. Follow-up meeting is held to discuss the observation, providing feedback and making changes as needed.

Types of Fidelity Checklists

1. **Direct Observation**- This is typically done by a person not involved in the intervention. The individual uses the checklist to determine whether specific procedures are being used as specified.
2. **Behavior Rating Scale-** This is typically a self-report in which the person reports on a rating scale how often and how accurate the intervention is done.
3. **Self Reporting Strategies**- These strategies are typically employed as checklists, or templates that are used during an intervention, whereby the person checks off each component as it is completed.

Monitoring Student Progress in Interventions

Progress monitoring is a way to document and assess student progress over time. Students participating in reading or math intervention are progress monitored using *Aimsweb* curriculum-based based measurements (CBMs). CBMs are short frequent measurements that are easy to use and serve as indicators of a student's academic performance. An example of a CBM would be the number of words read correctly in one minute.

Big Ideas for using Curriculum-Based Measurements to Progress Monitor:

- Purpose is to determine whether intervention is effective for an individual student
- Progress monitoring is like taking a temperature or measuring "vital signs" frequently
- Intervention is effective when it reduces the achievement gap
- Progress monitoring provides a general outcome measure
- Testing "small to make statements about something big" (Shinn 2002)

Rationale for Setting Goals in Tiered Intervention:

The goal of interventions is to ***reduce the achievement gap between students and their peers.*** Therefore, for most students, it is logical to set a goal for students to perform in the Average Range (25th percentile – 75 percentile) compared to peers by the end of the school year. A standards-based approach for goal setting defines reading proficiency with a set cut score in which a student is said to have reached a basic level of reading proficiency in order to be a successful reader (Shinn 2013). This level of proficiency is set at 160 words read per minute for students in 6th-8th grades.

For some students, it may be unreasonable for a student to close the achievement gap within a one-year time frame. If a student is performing below the 10th percentile nationally, a survey-level assessment may be conducted to determine a more appropriate goal that is feasible, but still reduces the achievement gap between the student and his or her peers.

Resources

Center on Response to Intervention
http://www.rti4success.org/

RTI Action Network
http://www.rtinetwork.org/learn/what/whatisrti

Illinois Response to Intervention
http://www.isbe.net/RtI_plan/default.htm

Kansas Multi-tier System of Supports
http://www.kansasmtss.org/resources.htm

National Center for Learning Disabilities
http://www.ncld.org/disability-advocacy/where-we-stand-policies/multi-tier-system-supports-response-intervention

Florida Center of Reading Research
http://www.fcrr.org/

Intervention Central
http://www.interventioncentral.org/

What Works Clearinghouse
http://www.interventioncentral.org/

Best Evidence Encyclopedia
http://www.bestevidence.org/