**Multi-Tiered System of Supports: Condensed Practice Profile**

Northwest Education Services (North Ed) has adopted the Michigan Department of Education's 11 Essential Elements for RtI-MTSS as the Guiding Principles of MTSS in our region. These Guiding Principles reflect MDE's definition of Response to Intervention: A Multi-Tiered System of Supports (RTI-MTSS). RTI-MTSS is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the academic and behavioral needs of all learners. To simplify the eleven elements, they have been combined together to form 5 cluster areas. Each cluster area and the elements it comprises are below:

1. *Instruction and Intervention*
   - **Implement Effective Instruction for All Learners:**
     A unified system of comprehensive service delivery requiring alignment between general and special education to meet the needs of all learners. This system entails curriculum, instruction and assessment.

     **Curriculum:**
     Curriculum is aligned to grade level state standards. Documented progression of skill acquisition (including a scope and sequence, instructional materials and strategies) is clearly defined within academic areas and behavior for each grade level.

     **Instruction:**
     Research based materials in academic areas and behavior have documented effectiveness by *Institute of Educational Sciences* (IES) and/or *What Works Clearing House*. Daily lessons progress through a research validated sequence of content knowledge acquisition. Master schedule is used that allocates appropriate amount of time for academic and behavior instruction.

     Daily lesson plans include explicit and sufficient modeling and guided practice over time, and observations show multiple opportunities for corrective feedback in a class period. The use of instructional routines and student application of knowledge through relevant tasks, group content-related discourse are evident. Opportunities are provided for scaffolding and small group instruction, so all students may access instructional materials.

     **Assessment:**
     There is a clearly articulated, intentional assessment plan and formal structure for staff to review data. Data from Universal Screening (e.g.- AIMS Web), Diagnostic Assessments (e.g.- Qualitative Reading Inventory), and Progress Monitoring (e.g.- AIMS Web) is used to inform instruction.

- **Intervene Early:**
  All learners are screened through assessment a minimum of 3 times per year, identifying learners who are not making expected progress.  These learners are provided with targeted interventions and monitored for progress on an on-going basis.

- **Provide a multi-tiered model of instruction and intervention**
  Levels of intervention are used to meet the learning needs of all learners.  Tier 1 is the research-based core curriculum and classroom interventions that are available to all learners and effectively meet the needs of 80-85% of students.  Tier 2 targeted interventions serve approximately 15% of learners.   Tier 2 is provided in addition to Tier 1.  There is a process that exists to guide staff in how students receive instruction and/or intervention in a fluid manner, based on data, allowing students to move between Tiers 1 and 2.     The data used is objective, measurable and sensitive enough to accurately guide decision making about tiered instruction and intervention. Tier 3 interventions serve approximately 5% of learners.  Learners at this level receive intense individual intervention while continuing to receive Tier 1 instruction.   Based on their performance, learners move fluidly between this Tier and Tiers 1 and 2.  A process exists to guide staff in determining when a student should be moved to Tier 3 supports.

## 2.  *Data and Assessment*

- **Monitor Student Progress to Inform Instruction:**
  Teachers use relevant data, on an on-going basis, to measure student progress.  This data directs educational decision making and impacts what is being done to improve student achievement. The assessments used provide valid and reliable information that is sensitive to growth overtime.  The progress monitoring assessment data will be entered into a data management system for efficient and effective data analysis.

- **Use Data to Make Instructional Decisions:**
  The district, school and staff use data to guide instructional decisions.  Decision rules for determining student response to instruction and intervention are established based on best practice according to *Institute of Educational Sciences* and *What Works Clearinghouse*.  These include a combination of program quality/fidelity data and student outcome data. Decision rules are established, taught and applied consistently across multiple levels (e.g., individual student, classroom, grade level). Data must be:

  - Accurate, reliable and valid
  - User friendly
  - Displayed visually (graphic format)
  - Representative of multiple levels of the system (e.g. student, classroom, grade level, building, district)

  Data reflect both program quality/fidelity and student outcomes and are consistently used as a part of the problem-solving process.

- **Use Assessments for Three Purposes:**
  <u>Universal Screening:</u>
  Universal screeners are designed to assess *all* students using the assessments designed for that particular grade level three times per year (at a minimum). Universal screeners that are considered effective are quick and efficient to administer and score while providing valid and reliable information. The Universal Screening measure used must have a high predictive validity. These measures can accurately predict which students are likely to fail without intervention, e.g., AIMS Web, DIBELS.

  <u>Diagnostic:</u>
  As learners are identified for more intensive instruction or interventions, the staff uses diagnostic assessments to identify the specific learning needs. Diagnostic assessments identify specific deficit skills for targeted intervention. They are more rigorous and comprehensive in nature than universal screeners. Assessment matches student need. E.g.- Qualitative Reading Inventory, Quick Phonics Screener, Primary & Intermediate Spelling Inventory, & CORE Vocabulary Assessment

  <u>Progress Monitoring:</u>
  Progress monitoring involves frequent assessment of a student's knowledge, skills and the impact of instruction/intervention on student performance. The assessments used provide valid and reliable information that is sensitive to growth overtime, e.g., AIMS Web, DIBELS progress monitoring probes.

3. *Stakeholder/Family Engagement*
   - **Engage Parents and Community:**
     A systematic way of actively engaging parents and community has been identified, and input is sought and gathered on parent and community needs related to student performance. There is a transparent process in place to inform parents and community of instructional practices and interventions.

4. *Implementation of Evidence Based Practices*
   - **Assure a Research-Based Core Curriculum (aligned with Common Core State Standards):**
     All students have access to evidence-based core curriculum in order to receive instruction in the areas of academics and behavior. The curriculum is aligned with the Common Core State Standards (CCSS) and School-Wide Positive Behavioral Interventions and Supports (SWPBIS) to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80% of the student population. Core curriculum is defined as the learning standards, materials, resources, and instructional strategies necessary to effectively teach the CCSS and SWPBIS. The materials are selected using the categories included in the tool entitled, "Assessing Evidence-Based Programs and Practices" from the National Implementation Research Network (2009).

   - **Implement Research/Evidence-Based, Scientifically Validated,  Instruction/Interventions:**

The district, school and teacher use instruction/interventions that have been validated through research as having a substantial impact on student achievement.  Training is provided regularly to support skill development in:

- Examining research or scientific evidence
- Analyzing and using data to make decisions
- Understanding effect size, efficacy and effectiveness information

- **Implement with Fidelity:**
  Staff implement instructional and/or intervention practices according to the intent of the research base to ensure maximum effectiveness.  There is alignment between program quality data (e.g.-fidelity data) and outcome data (e.g.-student achievement data). Where there is not alignment between program quality data and outcome data, teams engage in the problem solving process to identify and address when one or more of the following exist:

  - Poor implementation fidelity of evidence-based core programs, practices, and/or interventions
  - Core programs, practices and/or interventions are not evidence-based
  - Outcomes data are not collected with fidelity
  - Core programs, practices and/or interventions are not congruent/match with identified student's need

  Critical concepts from the implementation research (Stages of Implementation, Implementation Drivers, Data-based Decision Making) are consistently applied across practices, programs, team based functions and/or roles.

## 5. *Problem Solving*

- **Utilize a Collaborative Problem-Solving Model:**
  A systematic problem-solving model, based in general education, is utilized to identify and analyze student learning and behavioral needs in order to guide instructional decisions.  The team consistently applies the steps of the problem-solving process at multiple levels of the system (e.g. district, building, grade level, classroom and individual student).

  - **Gather** data and identify the gap between present performance and expected performance
  - **Study** the data to determine why there is a gap in performance
  - **Plan** to address closing the gap
  - **Do** the plan with fidelity and progress monitor the impact of the plan put in place.  Adjust as data suggests and then go through the steps of the problem-solving process again