MPSB Response to Intervention

Framework

Morehouse Parish School Board

Aim for Excellence

2011-2012

**Morehouse Parish School Board**

**Response to Intervention (RtI) Framework**



The MPSB RtI Framework has evolved as we learn from implementation. There are no lines separating the tiers because movement between tiers should be fluid. The decisive process and procedures of the multi-tiered model are the responsibility of the School Building Level Committee (SBLC). Data driven processes are how decisions are made regarding intensity and type of interventions that ALL students need.

Our RtI framework is surrounded by "Family and Community" to illustrate the understanding that the education of the child goes beyond the walls of our schools into the homes and communities of our students and to emphasize the importance of partnerships with family and community to support student success.

***The overarching purpose of RtI implementation is to improve educational outcomes***

***for all students.***

**Response to Intervention (RtI) is…**

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. RTI meets the goals of the No Child Left Behind (NCLB) and Individuals with Disabilities Education Improvement Act (IDEIA) legislation by helping districts with early identification of struggling learners and by providing immediate intervention using scientifically research-based instruction and teaching methods in order to improve educational outcomes. RTI is not the route to evaluation and Special Education services, but rather it is the process to ensure that a student has been provided with all supports necessary to succeed in the regular education setting.

Struggling learners are provided with interventions at increasing levels of intensity to improve their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, paraprofessionals and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students and targeted groups. Educational decisions about the intensity and duration of interventions are based on individual student response to the intervention. RTI is designed for use when making decisions in both general education and special education, and creates a well-integrated system of instruction and intervention guided by outcome data on the child.

**Essential Components or Tiers of RTI are…**

For the RTI process to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

**Core Instruction and Universal Screening (Tier I)**

Universal supports and instruction are the core programs and strategies provided to all students within the school setting to promote successful student outcomes and prevent school failure. Effective universal supports alone should be sufficient to meet the needs of most students, 80% to 90% of a school’s population, to be successful in academics and social behavior (Sugai, Horner, & Gresham, 2002).

The universal core system creates the foundation of a multi-tier school-wide model. By meeting the needs of most, through effective instruction and behavior supports, fewer students will require more intensified supports. This results in improved outcomes for all students, as well as more valid, manageable, and cost-effective systems of supports at the secondary and tertiary levels.

Universal academic and behavioral screenings are utilized school-wide to assist in determining students who may be at risk for achieving positive academic and social outcomes. Universal screenings for reading, math and behavior are administered three times per academic year. Based on the results of these screenings, recommendations for providing both academic and behavioral support can be made to teachers, or students may be referred for Tier II (Secondary) interventions.

**Tier I Components**

* Core Curriculum
	+ Common Core Standards
	+ Louisiana Comprehensive Curriculum
	+ School-wide Positive Behavior Intervention Support (PBIS)
* Appropriate instruction
	+ Differentiated Instruction of academic content
	+ Teaching Expectations and Rules in identified settings
	+ Effective classroom management practices
* Progress Monitoring
	+ Determine whether students are performing behaviors (e.g., decoding, requesting attention) correctly
	+ Responses meet an acceptable standard
	+ Frequent monitoring allows school personnel to:
		- intervene early to correct errors and/or reteach academic concepts and/or expected behavior
		- encourage students to continue responding correctly
* Feedback and encouragement
	+ Timely and understandable feedback on academic and behavior performance
		- 4:1 ratio of positive to negative comments
		- Use of identified reinforcement system

**Secondary Interventions (Tier II, 8-12 weeks duration)**

Tier II interventions must be provided in addition to core classroom and behavioral instruction provided in Tier I. The interventions are to be matched to the student’s deficit area(s). Academic interventions need to take place in small groups of no more than five to seven students for a minimum of thirty minutes three to five times a week. Progress is monitored frequently, by the classroom teacher, DIBELS interventionist, and computer lab teacher, using the appropriate progress monitoring tool. Progress should be reviewed regularly to determine student’s response to the intervention and fidelity of the implementation of the intervention. Universal screening and progress monitoring data should provide graphed evidence that the student’s rate of progress relative to peers is not adequate. Student attendance in the intervention should be at a minimum of 90%.

When reviewing data and making decisions, the following criteria should be adhered to on the graph:

* Data points fluctuating above and below the aim line, maintain the current intervention and continue progress monitoring
* Four data points above the aim line- maintain the current intervention and continue progress monitoring to see if the trend continues before determining removal from Tier II
* Four data points below the aim line- consider modifying the intervention
* **Behavior Only** – If a student in a Tier II intervention displays harm to self or others, an immediate decision to move to Tier III can be made.

Before moving a student into Tier III, modifications in the Tier II intervention should have occurred. A modification could consist of increase in frequency, duration, or intensity. In some cases, a different intervention could be necessary. Progress continues to be monitored and graphed every 2-3 weeks.

**Tier II Components**

* 5%-10% of student population
* An SBLC meeting must document a student moving into Tier II.
* Academic only
	+ Research-based interventions matched to student’s targeted deficit area(s)
	+ Intervention groups of seven or less, meeting for thirty minutes, three to five times a week
	+ Documentation of attendance and graphing of progress monitoring data
	+ SBLC team identifies students who need to be referred for Tier III intervention (academic)
* Behavior only
	+ Appropriate Tier II Interventions for behavior determined by Positive Behavior Intervention Support (PBIS) team
	+ Documentation of attendance and graphing of progress monitoring data
* PBIS team identifies and notifies SBLC of students who need to be referred for

Tier III intervention

* SBLC/PBIS sends progress monitoring reports home to parents at least once every six weeks. Behavioral Interventions may require more frequent communication.
* Progress reviewed regularly by school and district personnel
* Interventions monitored for fidelity
* Intervention is adjusted based on student’s response to intervention and reviewed within 4-6 weeks.

**Intensive Interventions (Tier III, 6 – 8 weeks duration)**

**Academics:** Students who do not respond to a combination of Tier I core and differentiated instruction, Tier II interventions, and adjusted Tier II interventions move into Tier III. These students should receive intensive interventions that target the student’s skill deficit area(s). These intensive interventions need to take place in groups of three or less, five times a week for 45 - 60 minutes in addition to the core curriculum. Tier III student progress is monitored and graphed frequently using the appropriate progress monitoring tool.

Progress should be reviewed weekly to determine a student’s response to the Tier III interventions. Proper implementation of the interventions needs to be reviewed at this time for fidelity.

The SBLC could consider a referral to Psychological and Intervention Services (PAIS) for students who do not show adequate progress after receiving intensive intervention(s). PAIS provides a School Based Screening Information packet with attached checklists to be completed by the referring teacher.

**Tier III Components for Academics**

* 1-5% of student population
* SBLC must document a student moving into Tier III and notify the parent of this decision.
* Research-based interventions are matched to student’s targeted deficit
* Intervention groups of three or less, meeting for 45 - 60 minutes, five times a week
* Documentation of attendance and progress monitoring data is graphed weekly
* Interventions monitored for fidelity. Start dates documented on SBLC packet.
* SBLC team determines if student needs a referral to PAIS for a possible individual evaluation

**Behavior:** Research has demonstrated the effectiveness of Tier III (Tertiary) intervention in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. This level of intervention should apply to 1% - 5% of a school’s population.

Tertiary Prevention is most effective when there are positive Tier I (Universal) and Tier II (Secondary) systems in place. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process should include the individual with behavioral challenges and people who know him/her best all working together, as a behavioral support team, to promote positive change. Support should be tailored to the student’s specific needs and circumstances. The goal of Tertiary Prevention is to diminish problem behavior and, also, to increase the student's adaptive skills and positive interaction with peers and others.

Tertiary Prevention involves a process of functional behavioral assessment (FBA) and a support plan comprised of individualized, assessment-based intervention strategies, including a wide range of options such as:

* Guidance or opportunities for the student to use new skills as a replacement for problem behaviors
* Some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged
* Procedures for monitoring, evaluating, and reassessing of the plan as necessary.
* In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes, such as changes in school placement (this is required when the target behavior is dangerous to the student or others).

**Tier III Components of Behavior**

* 1% - 5% of student population
* PBIS and SBLC must document student moving into Tier III and notify the parent of this decision.
* Functional Behavior Assessment conducted to determine intervention plan
* Tier III Intervention team formed
	+ May differ with each student but core team must include:
		- PAIS Central Office Contact (Social-worker, School Psychologist, etc.)
		- Administrator
		- General Education Teacher

**Documentation of RTI**

In addition to documentation of parent contact during the RTI process, a copy of the current progress monitoring chart and appropriate intervention logs must be completed by the referring teacher or team when decisions are made in reference to moving a student from one Tier to another.

**Reporting to Parents**

Louisiana Bulletin 1508 states the following: “Parents must be provided a report or summary by the SBLC on the status of the student’s response to scientifically research-based interventions which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This report or summary must be provided to parents at least once each grading period until a decision is reached. If the parents disagree with the SBLC actions or decisions, the parents must be provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the SBLC that the student be referred for an initial evaluation, a pupil appraisal team member shall be present to review supporting documentation.”

**In Summary**

Students who are not progressing in the general education curriculum and/or who may be suspected of having a disability require RTI. This will be determined by sufficient data derived from universal screenings (DIBELS, SuccessMaker, PBIS) and other information such as report cards, curriculum based assessment (EdPerformance), standardized tests (LEAP and iLEAP), etc. These students begin the RTI process and their progress is monitored. The SBLC shall coordinate and document results of the interventions as well as notify parents of progress and referrals. After data has been collected, SBLC coordinates and documents the rate of improvement of those interventions.

Any student suspected of low incidence conditions should be referred directly to SBLC for possible evaluation. These may include:

* hearing impairment
* visual impairment
* deaf-blindness
* traumatic brain injury
* mental disability (moderate or severe);
* multiple disabilities;
* severe autism;
* orthopedic impairments;
* significant health issues;
* documented behavior issues that endanger themselves or others

Response to Intervention (RtI): A Guide for Families

How Can I Be Involved In RtI?

* Parents play a critical role in supporting what their children are learning in school. The more parents are involved in student learning, the higher the student achievement. Ask questions to learn more about this process:
* Is my child successful? If not, what additional instruction/interventions will my child receive?
* What types of programs are used in my child’s classroom (e.g., instructional programs, intervention supports)?
* How will additional assistance be provided? By whom? How often? For how long?
* How will I be notified of my child’s participation and progress of Level II or Level III interventions?
* What will the school do if my child is not improving?
* What can I do to help my child?

***Ask your child’s teacher for more information about how you can be involved in the RtI process.***

What do I do if I believe my child is struggling?

* Talk with your child’s teacher.
* Review daily class work and assist with homework assignments. You can also check your child’s grades by going to [www.mpsb.us](http://www.mpsb.us) and setting up an account on the parent command center.
* Ask for regular progress monitoring reports.
* Celebrate your child’s successes.
* Learn more about the curriculum, assessments, and interventions being used in your child’s school.
* Participate in conferences and other meetings about your child. The best way to schedule a conference with your child’s teacher is to call the school and ask the secretary to have him/her call you at their earliest convenience.
* Make a list of specific questions to ask during conferences (e.g., What is working? or What additional supports may be needed?).

**Essential RtI Vocabulary**

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**Accommodation:** Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child’s disability, but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

**Alternative Programs:** Pathways for special education students in grades K- 12 who need a higher level of support to achieve positive academic and/or behavioral outcomes.

**Benchmark:** A benchmark is a point in time (e.g., beginning, middle and end of the school year) that may be used to measure student progress. Benchmark assessments are designed to help educators organize and make sense of a complex process of interaction between the student, the teacher, and the learning process. Benchmark also refers to Tier One instructional level.

**Behavior Intervention Plan:** A plan that includes positive strategies, program modifications, and supplementary aids designed to target a student's disruptive behaviors so that they do not reoccur. It specifically lays out how teachers, faculty, and administration will improve difficult behavior that is inhibiting a child's academic success.

**Check- In/ Check- Out:** Students attend daily meetings with an adult before and after school to monitor their progress in meeting identified behavior goals. In addition, students communicate with teachers after each class to receive immediate feedback about their behavior during that class period. Progress is monitored through daily behavior performance reports. Data is summarized and the results are communicated to the students, teachers, and parents.

**Core Curriculum:** The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by local school boards, Departments of Education, or other administrative agencies charged with overseeing education.

**Curriculum-Based Assessment (CBA):** CBA is a broader term than Curriculum-Based Measurement (CBM), as defined by Tucker (1987). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school’s curriculum; (2) measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions. Tucker, J. (1987).

**Data-Driven Decision Making:** The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

**DIBELS:** Dynamic Indicators of Basic Early Literacy Skills. A set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through third grade. The assessment is designed to be short fluency measures (one to three minutes each section), used to regularly monitor the development of early literacy and early reading skills.

**Differentiated Instruction:** Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student’s needs. To differentiate instruction is to recognize students’ varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

**Evidence-Based Practice:** Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

**Family-School Partnerships**: Families and staff partnering in the RtI process, including designing interventions for school and home.

**Fidelity:** Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers’ specifications.  Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

**Frequency:** How often an intervention is implemented, e.g.: five times per week.

**GLE:** Grade Level Expectation/Common Core Standards are statements that define what all students should know and be able to do at the end of a given grade level.

**Intensity:** How long each intervention session lasts, e.g.: 50 minutes at a time.

**Intensive:** Tier Three instructional level.

**Intensive Intervention:** Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction.  Intensity can be increased through many dimensions including length, frequency, and duration of implementation. Within RTI, intensive is sometimes referred to as tertiary intervention.

**Modifications:** Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

**Multi-Tiered Intervention Model:** Providing different levels of instruction(benchmark, strategic, intensive) basedupon student response to intervention.

**PBIS:** Positive Behavior Intervention Support. A decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

**Primary Level of Intervention:** Primary intervention is the universal core program that all students receive. See Tier One.

**Progress Monitoring**: Progress monitoring is used to assess students’ academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

**Secondary Level of Intervention:** Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment.  Secondary level interventions are often short-term, implemented in small group settings, and may be individualized. See Tier Two.

**Social Skills:** Any skill facilitating interaction and communication with others.

**Strategic:** Tier Two instructional level.

**School Building Level Committee (SBLC):** A collaborative team based on the multi-tiered model (which includes parents, students, general and special educators, administrators, and specialists) that meets to evaluate student data, and plan and monitor prescribed interventions. This team also evaluates student response to intervention based on data and may make recommendations to move a student to a different tier of intervention.

**SuccessMaker:** Educational software program intended to address a wide range of students in grades K-8. The program is designed to complement a school’s core reading and math program. The overriding goal of the program is to increase student achievement through technology by: the use of instructional skills and strategies with a research base; customized instruction that is driven by assessment and instruction that continually adapts to the needs of each learner.

**Tertiary Level of Intervention:** Tertiary intervention supplements primary and secondary interventions to intensify instruction (see intensive intervention). Individualized student programs are developed formatively using systematic progress monitoring; and student progress data are also used to determine when a student may return to secondary or primary prevention. Tertiary level of intervention is usually implemented individually or in very small groups. See Tier Three.

**Tier One:** High quality core instruction that meets the needs of most learners. See Primary Level of Intervention.

**Tier Two:** Evidence- base intervention(s) of moderate intensity that meet the needs of most students who need a higher level of support. See Secondary level of Intervention.

**Tier Three:** Individualized intervention(s) of increased intensity that meet the needs of students needing a higher level of support than that at Tier Two. See Tertiary Level of Intervention.

**Universal Screening:** Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students’ level of need for academic and/or behavioral support. Universal screening tests are typically brief; conducted with all students at a grade level; and followed by additional testing or short-term progress monitoring to corroborate students’ level of need for support.

**Resources**

**National Center on Response to Intervention** <http://rti4success.org>

* Excellent RTI resource website with links to additional resources.
* Math progress monitoring (go to site above and type math progress monitoring in the live search window and several resources will be listed)

**Center on Instruction** <http://www.centeroninstruction.org/index.cfm>

* Collection of scientifically based research and information about K-12 instruction in reading, math, science, special education and ELL.

**Florida Center for Reading Research** <http://www.fcrr.org>

* Disseminates information about research based practices related to literacy instruction and assessment for children in pre-school through 12th grade.

**Institute for the Development of Educational Achievement** <http://reading.uoregon.edu>

* Provides information and technology to teachers, administrators, and parents on validated research designed with the goal of all children reading by the end of third grade.

**Institute for Reading Research** <http://www.smu.edu/teachereducation/irr/index.asp>

* Promotes reading skills through research in the areas of developing reading interventions for children at-risk for failing to learn to read and children who are either bilingual or who speak Spanish exclusively in the early primary grades.

**Intervention Central** [www.interventioncentral.org](http://www.interventioncentral.org)

* Offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

**Joe Witt** [www.joewitt.org](http://www.joewitt.org)

* Site offers evidenced-based practices for response to intervention

**Louisiana RTI Webpage** <http://www.louisianaschools.net/lde/lan/2999.html>

* Provides information and resources about RTI processes in Louisiana.

**Louisiana Department of Education** [www.louisianaschools.net](http://www.louisianaschools.net)

* Site has extensive information about education in Louisiana. Literacy and Numeracy includes a clearinghouse of information about interventions and the state RTI website. The Office of School and Community Support is Positive Behavior Supports, and the Learning Support System. The Office of Student and School Performance includes links to EAGLE (an assessment and data collection program) and Leap Query. The Office of Educator Support includes links to Special Education information and the ACCESS Guide.

**National High School Center** [www.betterhighschools.org](http://www.betterhighschools.org)

* Provides information and research about high quality high school practices

**Oregon Reading Center** <http://reading.uoregon.edu>

* Provides information, technology, and resources to teachers, administrators and parent on the five big ideas of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension.

**Positive Behavior Interventions and Supports** <http://www.pbis.org/main.htm>

* Provides school with capacity-building information and technical assistance for identifying, and sustaining effective school-wide disciplinary practices.

**RTI Action Network** [www.RTINetwork.org](http://www.RTINetwork.org)

* Site explains various aspects of RTI process, and offers strategies for process implementation.
	+ Math supports <http://www.rtinetwork.org/Learn/Why/ar/RTIandMath/1>

**RtI Intervention Bank**

* A comprehensive list with descriptions of intervention resources to address behavior concerns. <http://www2.bartow.k12.ga.us/psych/rti/downloads/RTI-InterventionBank.pdf>

**TIERS Team** [www.accountabilitydata.org](http://www.accountabilitydata.org)

* Developed by Dr. Alan Coulter and colleagues at the Louisiana State University Health Sciences Center, the site provides instruction in the RTI process through PowerPoint and data research information.

**What Works Clearinghouse** [www.whatworks.ed.gov](http://www.whatworks.ed.gov)

* Collects, screens, and identifies studies of effectiveness of education interventions (programs, products, practices, and policies).
	+ Math progress monitoring information (go to site above and enter “math progress-monitoring information” and several resources will be listed).

|  | **Awareness** | **Exploration** | **Implementation** |
| --- | --- | --- | --- |
| **Data Driven Decision-Making** | Student data from various sources is prioritized and shared with students, parents and educators to identify students who are and are not progressing as expected. | School community is collaboratively using student data from several sources to develop common understanding about the connection between student progress and research-based instructional and/or behavioral interventions. | Meaningful and prioritized student data is systematically shared with parents, educators and students to collaboratively plan interventions based on student strengths/challenges. Progress monitoring occurs consistently to document effectiveness of interventions. |
| **Collaboration** | Educators share information about students with minimal planning or structure **RtI Configuration Map and Planning Rubric: District Level**Educators tend to communicate about students when a need arises. Individual teachers determine structures and consistency of meetings. RTI language is not used consistently in collaboration meetings.  | School-wide structures for collaboration are available to support shared responsibility for student achievement. Collaboration meetings occur consistently and include analysis of student data. Roles and responsibilities are clarified using RTI language and structures. | Consistent, ongoing and structured collaboration throughout the school results in improved educational practices supported by several commonly understood data sources Teachers share responsibility for the effectiveness of interventions using the RTI structures in the school.  |
|  | **Awareness** | **Exploration** | **Implementation** |
| **Parent Partnerships** | Educators acknowledge that parents have valuable information to contribute to educational planning and decision-making. Individual teachers and/or administrators support and involve parents. | Consistent school-wide structures are developed to increase parent involvement in educational planning for individual students. Mechanism is developed to provide parents with the information needed to participate in decision making. Parent input is valued and utilized. | A variety of school-wide structures are implemented and consistently used to engage parents in collaborative dialogue about student performance and educational options. Parent partnerships are commonly valued, initiated and sustained. Parents report positive experiences with collaboration with educators. |
| **SBLC Teams** | All educators know how to access the SBLC team in their building and are developing an awareness of the difference between problem solving and referring for special education. Teachers are learning how to gather and report student data to guide decision making. | SBLC teams establish common protocols for gathering, reporting and documenting student data. Interventions are recommended using a three tiered model with some progress monitoring being established. Follow through identifies impact of interventions.  | SBLC teams consistently use progress monitoring to determine student responsiveness to interventions. School-wide data on academics and behavior is reviewed periodically by the team to ensure that students are progressing. Interventions are aligned with student needs. |
|  | **Awareness** | **Exploration** | **Implementation** |
| **IEP Teams** | Special educators know how and when to hold an IEP meeting and who should attend. Special educators are learning how to gather and report data using the Intervention review to guide decision making. | Special educators follow common protocols for gathering, reporting, and documenting student data. Interventions are recommended using a three- tiered model with some progress monitoring (through the Intervention Review process) being established. Follow through identifies impact of interventions. | IEP teams consistently use progress monitoring to determine student responsiveness to interventions. Student data on academics and behavior is reviewed periodically by the team to ensure that students are progressing. Interventions are aligned with student needs. |
| **Three-tiered interventions** | Most educators in a school have initial information on universal, targeted and intensive interventions. Questions about practical application are evident amongst the staff. There is a common agreement that this model will support student growth and more effective use of resources. | Current school based interventions are organized using the three tiered framework. This allows dialogue that involves staff in identifying strengths and gaps in programming. There is school-wide communication about how the three-tiered RTI model will be integrated into practice with a plan for staff involvement and professional development. | All staff members are informed about how the three-tiered RTI model is integrated into problem solving structures in the school. Assessment and instructional/behavioral practices are implemented systematically at each tier with consistent progress monitoring to inform effectiveness. Impact on student learning is shared with the staff, parents and students. |
|  | **Awareness** | **Exploration** | **Implementation** |
| **Research-based best practice** | Individual educators are familiar with the criteria for considering a practice to be research-based. Implementation of research- based practices is occurring inconsistently and with little common understanding across the building. | Specific research-based practices that are known to improve student outcomes are being investigated, agreed upon, and tried at least on a limited basis across the school community. Systems for collecting and analyzing data on their effectiveness are under way. | The entire school community is aware of the research-based practices that are being implemented with fidelity school-wide at all three tiers. Impact on student learning is systematically analyzed and shared to continue improving student performance. |

*Adapted from the National Center for RTI.*

**RtI Configuration Map and Planning Rubric: School Level**

**RtI Configuration Map and Planning Rubric: School Level**

| **Area of Implementation** | **Not Yet Implemented** | **Stage 1 Implementation** | **Stage 2 Implementation** | **Stage 3 Implementation** |
| --- | --- | --- | --- | --- |
| **Training not completed****No evidence of implementation or documentation** | **Training not completed however, some evidence of implementation – documentation is limited or incomplete** | **Training completed, some evidence of implementation – documentation is limited or incomplete** | **Training completed, strong evidence of implementation including documented cases with all components of RtI model** |
| **Building Level Understanding and Leadership** | * Principal or designee does not participate in the SBLC/PBIS process
* Building has not participated in RtI training
 | * Principal or designee participates minimally (knows when the meetings are but does not attend)
* SBLC/PBIS team participates in district level training and meetings
* Building has had RtI staff training
* Components; SBLC/PBIS process, progress monitoring tools, variety of intervention tools, data dialogues) have been discussed with faculty
 | * SBLC/PBIS team roles are defined and team participates in district level training and meetings
* Principal or designee participates on the SBLC/PBIS Team periodically
* Principal has identified individuals in the building to support the RtI Model including interventionists, coaches, teachers, and others
 | * Principal or designee participates on the PBIS/SBLC Team on a regular basis
* Principal or designee supports the SBLC/PBIS process with personnel, time, and resources
* Principal or designee knows which children are receiving Tier II and Tier III interventions
* Principal or designee knows which staff are providing Tier II and Tier III interventions
 |
| **Problem Solving Process (SBLC/ IEP Team Meetings)\*****\*For Special Education Students, the same process is followed utilizing the Intervention Review and Progress Monitoring/ Tracking Reports.** | * Building has not participated in SBLC overview training
* Building does not utilize the SBLC process to identify and support individual student needs
* Building has not designated regular, attending members of the SBLC team
 | * Building has participated in the basic SBLC overview training
* Building does not have regular data dialogue meetings
* Building has an SBLC team; however the team does not meet on a regular basis and does not follow a protocol for meetings
* Building does not utilize designated team members to follow through with teachers throughout the problem solving process
 | * Building has scheduled and frequent data dialogues at all levels
* Building has an SBLC team that meets on a regular basis, at least 2 times a month
 | * SBLC team meets on a regular basis (every week or every other week)
* Building utilizes the SBLC process to meet individual student needs including data dialogues at all grade levels
 |
| **Progress Monitoring:** **Academic and** **Behavior** | * Building has no progress monitoring tools for academics or behavior
* Building has not participated in Progress Monitoring training
* Building does not progress monitor interventions at any level (Tier I, Tier II, or Tier III)
 | * Building utilizes regular progress monitoring during some aspects of the learning environment
* Building has tools available for screening students to identify students in need of an academic or behavior intervention
* Building personnel have participated in progress monitoring and intervention training
 | * Building utilizes approved progress monitoring tools to monitor interventions in Tier II and Tier III
* Building has identified resources for progress monitoring that are available to the SBLC team
* Building personnel have participated in staff development on administration and scoring of progress monitoring tools as well as graphing student data
 | * Building utilizes progress monitoring at all levels of instruction
* Building staff, including general education and special education teachers monitor student progress
* Building makes instructional and intervention changes based on data collected from progress monitoring tools
 |
| **Intervention Development** | * Building staff does not understand the difference between accommodations, modifications, and interventions
* Building does not differentiate for students
* Rigor and Relevance is not apparent in classrooms
 | * Building has participated in staff development on accommodations, modifications, and interventions
* Rigor and Relevance is apparent in classrooms throughout the building
* Building staff understands and demonstrates differentiation
* Building has some interventions available for students in need of academic and behavioral interventions
 | * Building has multiple interventions available with variation in time, intensity and instruction
* Building utilizes a variety of service providers to meet the needs of individual children
* Building has strong rigor and relevance throughout the building
* Differentiation for all students is present
 | * Building develops interventions based on student need and data collected
* Rigor and relevance is present in every classroom
* Differentiation is present in every classroom
* Building has been creative in utilizing personnel to develop multiple interventions that vary in time, intensity and instruction
 |
| **Parent and Community Training:** | * Building has not communicated the purpose of RtI to parents
 | * Building has provided information to parents on RtI when asked or when an academic or behavior concern arises
* Building informs parents when their student is referred to the SBLC team
 | * Building has informed all parents about the RtI model and what the model means for their student
* Building invites parents of students referred to the SBLC team meetings
* Building has opportunities for parents to gain a stronger understanding of the RtI model and how they can support the process
 | * Building has a documented method of informing parents about the RtI model
* Building involves parents in every phase of the SBLC process
* Building provides data to parents throughout Tier II and Tier II interventions
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**Adapted from the Colorado Department of Education’s RtI website:** <http://state.rti4success.org>