



Istation

Supporting Educators. Empowering Kids.
Changing Lives.

From RTI to MTSS

Building Your Intervention Team

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Table of Contents

From RTI to MTSS *Building Your Intervention Team*

The Evolution of Intervention	4
RTI versus MTSS	5
The MTSS Umbrella	6
Defining Progress Monitoring	7
Understanding Student Tiers	8
Istation for Intervention	9
Istation Progress-Monitoring Testimonial	10
True or False? Istation's Progress-Monitoring Quiz	12
References	13

Click on subtitle or page number to be directed to that page.

Greetings from Istation!

In the past, intervention was reserved for struggling students. Teachers would use assessment results to determine the areas in which students needed help. Then they would respond with instructional strategies for improvement. The support system was essentially a one-to-one relationship. Since intervention makes an impact, it is very important to provide a comprehensive approach. Educational leaders need to build their team.



Student intervention has since made the shift to a big-picture approach. A strong, multi-tier support system consisting of school, community, parents, technology tools, and specialized curriculum works to steer students toward success. In addition, all students receive specialized intervention, no matter their level of proficiency. This gives everyone the opportunity to improve in the areas where they need help the most.

From RTI to MTSS: Building Your Intervention Team will provide numerous resources to help you understand what has changed in the intervention process. This e-book will also cover progress-monitoring techniques and how to approach intervention for each tier. You can even monitor your own progress with our quiz at the end of this book.

We hope you are inspired to begin implementing MTSS in your classroom!

Sincerely,

Lori K. Lynch, M.Ed., Vice President, Professional Development
Sabrina Jones, Project Supervisor, Professional Development
Julie Kalinowski, Strategic Professional Development Specialist

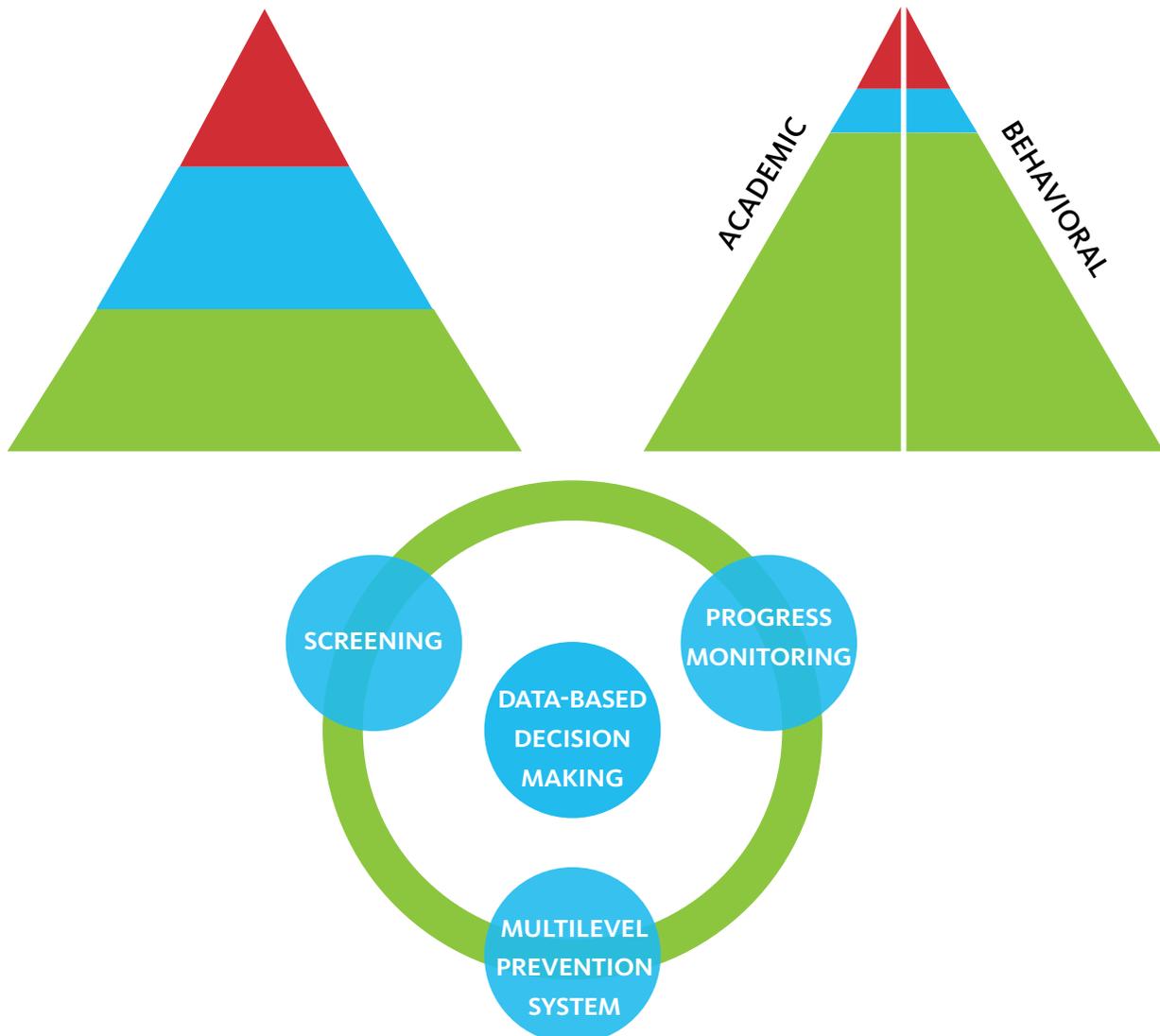
The Evolution of Intervention

Evolving from an RTI diet to an MTSS lifestyle

Long-term weight loss is never accomplished through a crash diet; similarly, academic improvement is never accomplished through a temporary fix. Real change happens when action toward improvement is ongoing. Benchmarking and progress monitoring should be a consistent part of teachers' and students' lives.

Over the years, Response to Intervention (RTI) has developed into a comprehensive "lifestyle" approach to student progress monitoring. In the beginning, RTI looked like the well-known Response to Intervention pyramid. This pyramid was divided into student tiers, and each tier received its own specialized intervention "diet." Later, this structure began to incorporate not only academic intervention practices, but also behavioral intervention practices that influence student academics.

As RTI grew even more in scope and depth, intervention and support started to further incorporate the diverse needs of students. The RTI pyramid morphed into a circle to represent ongoing student intervention, also known as Multi-Tier System of Supports (MTSS). In addition, the behavioral aspects of intervention came to include cultural awareness, evidence-based practices, and a multilevel prevention system that incorporated things such as a school's community and MTSS technologies.



RTI versus MTSS

What is the difference between RTI and MTSS?

The terms *RTI* and *MTSS* are not interchangeable. It is important to understand that RTI fits within the MTSS framework. RTI helps prevent the over identification of students who receive Special Education Services, while ensuring those who do qualify receive specialized instruction to meet their needs.

RTI (Response to Intervention)

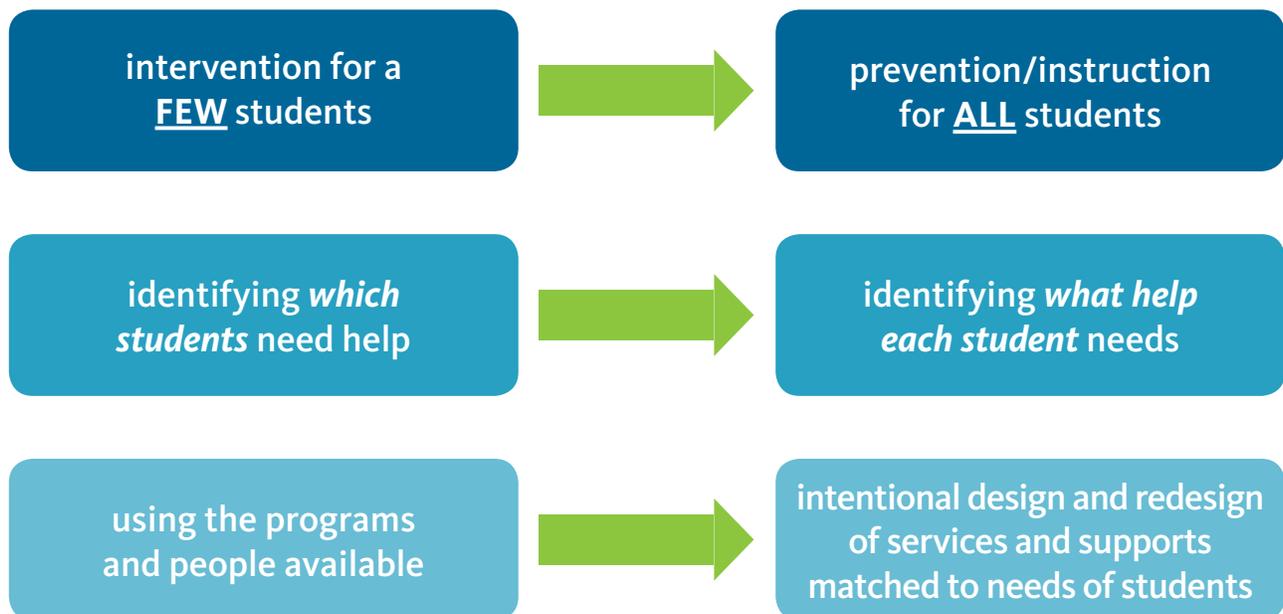
RTI focuses on providing high-quality instruction and intervention to struggling students, typically students in Tier 3. Assessment, progress monitoring, and data-driven decision making are all part of successful RTI implementation. RTI helps with the overidentification of students, challenging them within their specific instruction.

MTSS (Multi-Tier System of Supports)

RTI falls within the greater MTSS structure, which involves the entire school system in the intervention process. MTSS is *multi-tier*; this means that it provides support to all students, from those who are struggling to advanced learners. MTSS makes sure resources such as technology tools, effective curriculum, and professional development are provided to empower teachers, to support staff, and ultimately, to help students.

MTSS addresses not only students' academic performance, but also their social, emotional, and behavioral development. It fosters increased collaboration between special and general education, as well as between the school district, teachers, and administrators. Finally, MTSS puts a greater emphasis on prevention than it does intervention.

MTSS Paradigm Shift



The MTSS Umbrella

Other interpretations of MTSS

Various intervention models exist under MTSS, including RTI, RTI², and many more. Each district has its own MTSS/RTI model based on what works best for its community.

RTI² (Response to Intervention and Instruction)

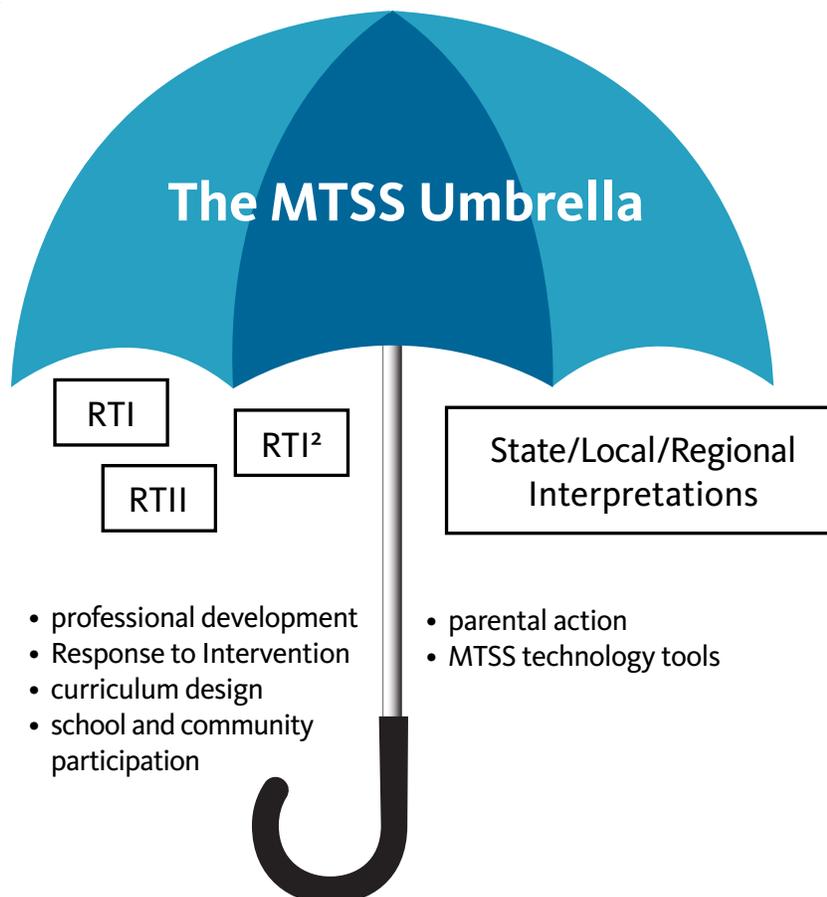
The RTI² framework is a component of core instruction that is three-pronged, with student achievement at the center:

1. assessment alignment and transparency
2. instructional materials and curriculum
3. quality training and meaningful support

RTII (Response to Intervention and Instruction)

In general, RTII is a comprehensive three-tier standards-aligned strategy to enable early identification of and intervention for students who may be at risk of academic or behavioral problems. The overarching goal of RTII is to improve student achievement using research-based interventions matched to the instructional need and level of each student.

RTII is the intersection of two federal laws, NCLB and IDEA 2004, and helps ensure that all students are proficient readers by the end of 3rd grade. It uses the prevention model to prevent academic and behavioral problems in schools.

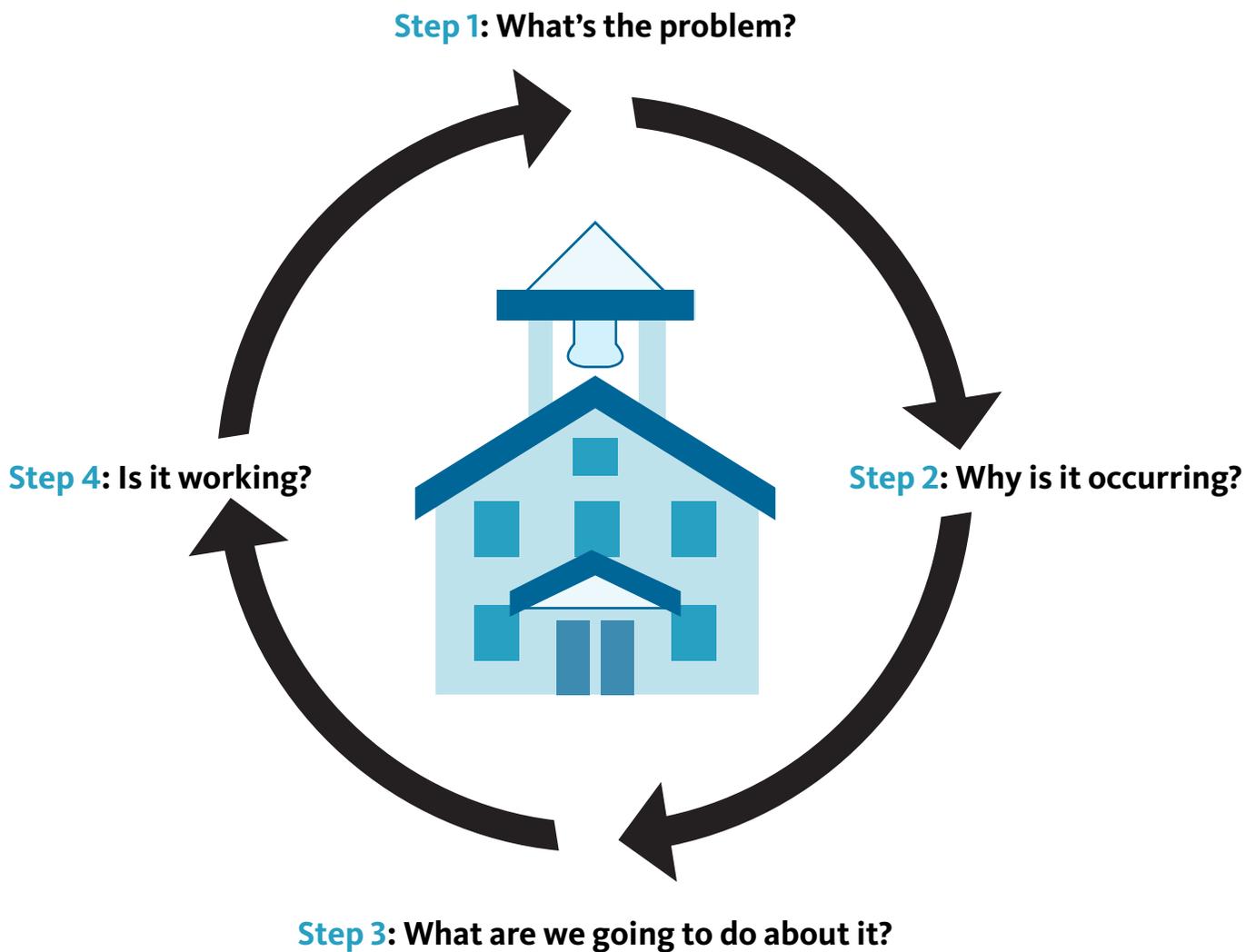


Defining Progress Monitoring

The goal of progress monitoring

Progress monitoring is used to assess a student's academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. One can monitor the progress of individual students or an entire class.

When progress monitoring, it is important to ensure fidelity of implementation and to select evidence-based tools with regard to cultural and linguistic responsiveness and student strengths.



Understanding Student Tiers

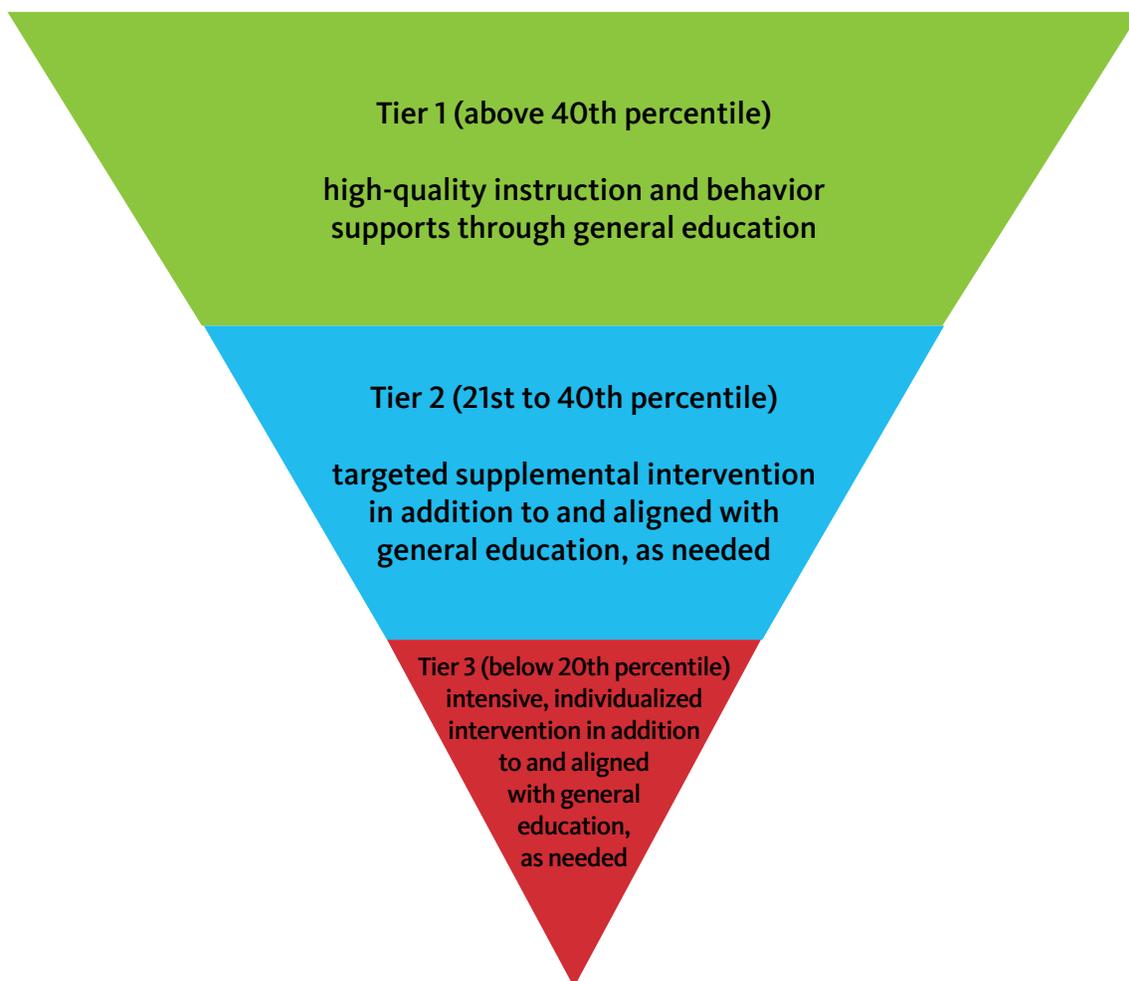
The framework for student tier organization

Student tiers help to deliver differentiated instruction to students based on their level of difficulty with particular subject matter. There are three tiers of instructional processes, although some models discuss a fourth tier and other models divide the tiers into smaller units.

The **Tier 1** instructional program is identified with the core curriculum, which is typically aligned with state standards. This curriculum delivers instruction that has established known outcomes for general education. All students receive Tier 1 instruction, but students who are struggling with the core curriculum receive additional instruction at Tier 2 or Tier 3.

Tier 2 students fall below the expected levels of accomplishment (called *benchmarks*) and are at some risk of academic failure, but they are still above levels that indicate a high risk of failure. The needs of these students are identified through the assessment process, and instructional programs are delivered that focus on their specific needs. Instruction is provided in small groups instead of the larger classroom setting.

Tier 3 students are at high risk of failure. Students in Tier 3 are usually put into even smaller groups (three to five students). Some models use one-to-one instruction. Tier 3 includes students whose needs are at the intensive level.



Istation for Intervention

Istation focuses on differentiation for all students, not just intervention for struggling students. Our digital platform, acting as a supplemental tool for instructors, is well suited for blended learning. Istation also offers thousands of hours of easily accessible Teacher Resources for whole-group, small-group, and/or one-on-one intervention.

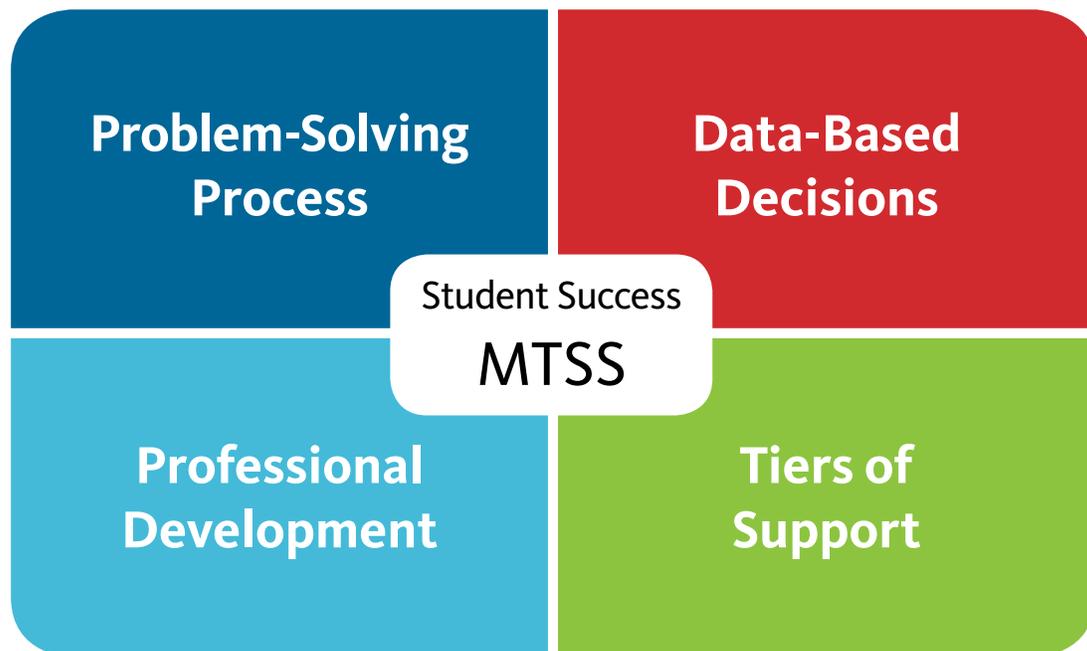
If you want to get the most out of your classroom intervention practices, optimize your efforts with effective blended learning support from Istation.

Istation's computer-adaptive curriculum and assessments have the essentials schools need to personalize learning.

Istation's all-inclusive essentials are currently helping over four million students grow!

- adaptive curriculum
- formative assessments
- teacher resources
- school and home connection
- personalized data profiles
- professional development
- proven results

How Istation Maps to MTSS



Istation Progress-Monitoring Testimonial



Mona Savage
ELAR Coordinator
McKinney ISD

Mona Savage has over 21 years of experience in education coaching and leading with a growth mindset at the elementary and district levels. During her instructional leadership journey, she has served as an ESL and Title I classroom teacher, an instructional reading specialist, a Reading Recovery teacher, a Social Studies Elementary Coordinator, and an English Language Arts Elementary Coordinator.

She has designed engaging professional learning for pre-K through 5th grade in the public and private sectors, helping students become literate through research-based strategies using multiple data points. Savage's knowledge of the balanced literacy model, coupled with reflective data and coaching protocols, has increased student success!

It's unfortunate that the word *data* often has a negative connotation on school campuses, said Mona Savage, English Language Arts Elementary Coordinator for the McKinney Independent School District in McKinney, Texas.

“The biggest misconception about data is that it is the hammer. It's not the hammer,” said Savage. “It's not supposed to point out inefficiencies, weaknesses, and a lack of knowledge. It does just the opposite. It finds areas to grow, areas to improve.”

Instead of looking at data as a hammer that crushes things, why not see it as a tool that helps build things?

That's how Savage sees it — as part of a blueprint.

“Data tells us where we're going to go,” she said. “It puts what you're going to do and how you're going to do it in focus. It guides instruction.”

Teachers on campuses where data isn't seen as a benefit tend to think of data as something that shines a light on bad instruction.

“Campus leaders have to create a culture where data is seen as helpful, not hurtful,” said Savage. “What they feel and believe will trickle down.”

She had these suggestions for campus leaders:

- Model how simple it is to interpret data.
- Don't overanalyze data. Look at it and move on.
- Look at data as a strategic way to provide targeted intervention.

Savage said that Istation Reading has provided her district with critically important data. Using Istation reports, McKinney ISD quickly pinpoints specific areas where students have room to grow. Then teachers intervene with targeted instruction.

“We have seen drastic improvement in our reading success across the district,” she said.

Curriculum, Assessment, Usage, and Intervention Reports

Priority Report
for 4th Grade - 10
at Thomas Jefferson Elementary - 2012/2014 School Year

Overview of current groups for this class:
Student count does not include acknowledged absents where intervention has been determined.

- Excessive Logouts/Idle Time (1 student)
- ISIP Advanced Reading: Comprehension (3 students)
- ISIP Advanced Reading: Word Analysis (7 students)
- ISIP Advanced Reading: Vocabulary (10 students)
- ISIP Advanced Reading: Text Fluency (3 students)
- Cycle 14: Comprehension: Compare & Contrast (2 students)
- Cycle 14: Comprehension: Supporting Responses (1 student)

Critical Intervention
2 students have been identified at or below the 10th percentile and in need of critical intervention.

Excessive Logouts/Idle Time

Students in this Group	Priority Status	Overall Tier	Date Listed	Usage Since Risk Alert (minutes)	Current Cycle
Emily [C]	Priority	3	Fri May 16 2014	00:52	9

ISIP Advanced Reading: Comprehension

Students in this Group	Tier	Priority Status	Overall Tier	Date Listed	Usage Since Risk Alert (minutes)	Current Cycle
Emily [C]	3	Priority	3	Fri May 16 2014	00:52	9

Priority Report

This instructional report identifies which students will benefit from further intervention and provides links to teacher-led lessons and supplemental materials.

Executive Summary Report
in May for Thomas Jefferson Elementary
at Thomas Jefferson Elementary - 2012/2014 School Year

ISIP Early Reading Summary (May 2014)

ISIP Advanced Reading Summary (May 2014)

Executive Summary

This assessment report for school and district administrators summarizes current campus results by combining the ISIP™ Summary report with the ISIP Skill Growth by Tier report.

Summary Report
ISIP™ Early Reading results for 1st Grade - 19
at James Madison Elementary School - 2013/2014 School Year

1st Grade - September 2013

Students	Score	Tier								
Overall Reading (Overall [C])	188	3	184	3	187	3	171	3	182	3
Letter Knowledge (LA [C])	182	3	181	3	182	3	187	3	188	3
Alphabets Decoding (FA [C])	186	3	183	3	176	3	185	3	204	2
Comprehension (ISIP [C])	183	3	208	1	196	3	175	3	187	3
Word Analysis (9th [C])	187	2	204	1	200	1	189	2	211	2
Text Fluency (9th [C])	201	2	211	1	202	1	189	3	223	1
Overall [C]	204	1	219	1	208	1	200	2	203	2
Overall [C]	219	1	234	1	212	1	208	1	240	1
Overall [C]	208	1	208	1	213	1	201	1	210	2
Overall [C]	187	1	202	1	208	1	188	2	208	2
Overall [C]	211	1	221	1	213	1	183	2	213	1

Summary Report

This report helps teachers determine which skills need to be retaught by providing a classroom overview of how many students are performing within each instructional tier according to skill.

Classroom Summary
Istation Reading results for 1st Grade - 19
at James Madison Elementary School - 2013/2014 School Year

Critical Intervention
1 student has been identified at or below the 10th percentile and in need of critical intervention.

Students in Tier 3

Name	ISIP Overall (Overall [C])	Percentile Rank	Lexile Level	Grade Equivalent	Usage (hours)	Current Cycle	Phonics Assessment	Phonics	Vocabulary	Comprehension	Classroom Behavior
[C] Jason	215	17%	88	1.4	30.3	8	✓	✓	✓	✓	✓
[C] Jalen	196	1%	88	8.5	34.1	8	✓	✓	✓	✓	✓

Students in Tier 2

Name	ISIP Overall (Overall [C])	Percentile Rank	Lexile Level	Grade Equivalent	Usage (hours)	Current Cycle	Phonics Assessment	Phonics	Vocabulary	Comprehension	Classroom Behavior
[C] Mikayla	223	27%	88	1.8	34.2	8	✓	✓	✓	✓	✓

Students in Tier 1

Name	ISIP Overall (Overall [C])	Percentile Rank	Lexile Level	Grade Equivalent	Usage (hours)	Current Cycle	Phonics Assessment	Phonics	Vocabulary	Comprehension	Classroom Behavior
[C] Arden	216	40%	208	1.8	32.3	8	✓	✓	✓	✓	✓
[C] Abba	248	92%	828	3.7	27.9	9	✓	✓	✓	✓	✓
[C] Anthony	227	60%	348	2.3	25.6	9	✓	✓	✓	✓	✓
[C] Breana	227	60%	410	1.11	27.8	9	✓	✓	✓	✓	✓
[C] Cruz	227	60%	336	2.3	26.4	8	✓	✓	✓	✓	✓
[C] Dakota	223	47%	35	2.4	26.5	9	✓	✓	✓	✓	✓

Classroom Summary

This report supports administration of small-group instruction by grouping students by ISIP instructional tiers, tracking skill performance, and identifying appropriate instructional materials.

Student Summary Handout
for 1st Grade - 1
at Thomas Jefferson Elementary - 2012/2014 School Year

Fabiola

Program Overview: Current Reading Program Cycle: 10
Last Date Used: Wed Jun 24 2014 12:41:13 PM (09:00)
Program Usage (minutes): 24.4

Student's Instructional Progress (summary):
Results as of the June assessment: The Student Summary Handout Report shows how your child is performing at the different skill areas on Istation's ISIP assessment. ISIP measures your child's ability in an critical reading. Ability scores are used to show reading growth throughout the school year.

Overall Reading: Tier 1: Performing at an average 1st Grade student's level in July.

Phonics and Morphological Assessment (Overall Reading): Ability Index for June 2014

Writing Conventions (Overall Reading): Ability Index for June 2014

Phonics and Morphological Assessment (Overall Reading): Ability Index for June 2014

Writing Conventions (Overall Reading): Ability Index for June 2014

Student Summary Handouts

This customizable report summarizes each student's performance. It includes usage details, Lexile Student Measure, ISIP percentile rank, ISIP grade equivalency, and the latest Priority report alerts.

Skill Growth Report
ISIP™ Early Reading results for 3rd Grade - 23
at Thomas Jefferson Elementary - 2013/2014 School Year

3rd Grade - Overall Reading

August - November

Students	August [C]	September [C]	October [C]	November [C]					
[C] Austin	239	2	30th	248	1	60th	264	1	60th
[C] Benjamin	232	3	10th	226	3	10th	226	3	14th
[C] Anthony	232	3	10th	243	1	40th	250	1	40th
[C] Angel	219	3	3rd	220	3	4th	220	3	5th
[C] Ashley	226	3	9th	226	3	9th	227	3	11th
[C] Aylie	226	2	20th	231	3	10th	226	2	20th

Skill Growth

This report is designed to help evaluate the effectiveness of instructional support, to determine needs for whole-group instruction, and to help teachers monitor skill acquisition.

True or False? Istation's Progress-Monitoring Quiz

Test your progress-monitoring knowledge!

1. In many cases, when progress monitoring is incorporated, there is a decrease in special education referrals.

True

False

2. One form of progress monitoring is enough for effective instruction.

True

False

3. Progress monitoring can only be used for students at risk of learning difficulties.

True

False

4. STEEP stands for “start to enlighten every participant.”

True

False

5. Progress should be monitored frequently — at least monthly, but ideally weekly or biweekly.

True

False

5. True

4. False: STEEP stands for “system to enhance educational performance.”

3. False: Although progress monitoring is typically used to follow the performance of individual students who are at risk of learning difficulties, it can also follow an entire classroom of students.

2. False: To be effective, progress-monitoring measures must be available in alternate forms that are comparable in difficulty and conceptualization and representative of the performance desired at the end of the year. By using several forms of progress monitoring, a teacher can use slope, or academic performance across time, to quantify rate of learning. Slope can also be used to measure a student's response to a specific instructional program and to show a need for program adjustment when the response is inadequate.

1. True

Answer Key

References

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Fuchs, Lynn S., and Douglas Fuchs. "The Role of Assessment within the RTI Framework." In *Response to Intervention: A Framework for Reading Educators*, edited by Douglas Fuchs, Lynn S. Fuchs, and Sharon Vaughn, 27–49. Newark, DE: International Reading Association, 2008.

¹Douglas Fuchs et al., "Making 'Secondary Intervention' Work in a Three-Tier Responsiveness-to-Intervention Model: Findings from the First-Grade Longitudinal Reading Study of the National Research Center on Learning Disabilities," *Reading and Writing: An Interdisciplinary Journal* 21 (2008).

²Ibid.

³Douglas Fuchs and Lynn S. Fuchs, "Introduction to Response to Intervention: What, Why, and How Valid Is It?" *Reading Research Quarterly* 41, no. 1 (2006).



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