

Kohler School District

Multi-Level Systems of Support: Addressing the Needs of All Students Within a Response to Intervention Framework



Revised September 2014

Kohler School District

RtI-Academics

Our Mission

Every day at Kohler Schools we **inspire** inquiry, **engage** hearts, minds and bodies; and provide supports to ensure all students can **achieve** success.

Wisconsin Department of Public Instruction Vision

Wisconsin is advancing education reforms to ensure every child graduates ready for further education and the workplace. In doing so, Wisconsin's vision of excellence, achievement, and readiness will be accessible to every student through a Multi-Level System of Support for all students.

Response to Intervention (RtI) Introduction

Core Principles of RtI

RtI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions is essential for addressing the full range of students' academic and behavioral needs. Collaboration among educators, families, and communities is the foundation of RTI. In addition, effective problem solving, and on-going academic and behavioral performance data should inform instructional decisions. Effective leadership at all levels is crucial for RTI implementation.

Response to Intervention Definition

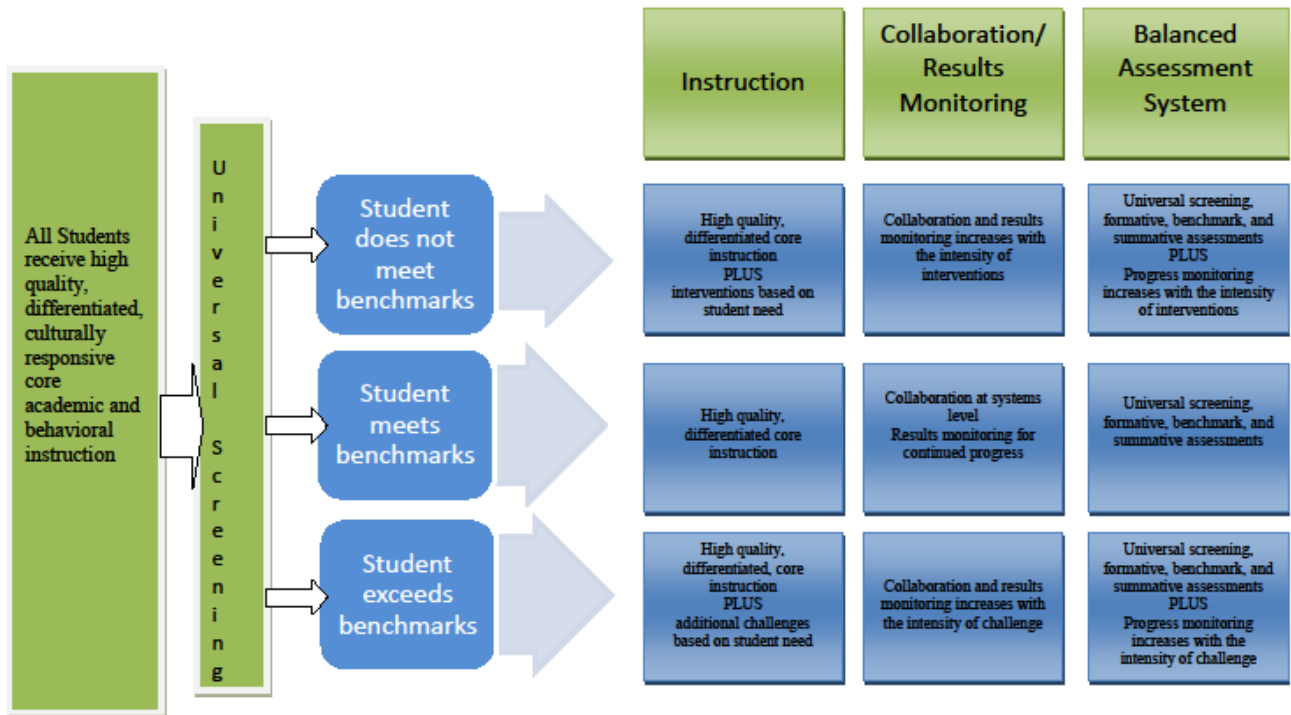
RtI is an integrated approach that includes general, remedial, gifted, and special education in providing high-quality instruction that is matched to individual student needs. It is based on a three-tiered model that monitors student progress with different levels of intervention intensity. By providing scientifically-based intervention to students, monitoring progress on interventions, and using this information to determine who is in need of more intensive services, RTI further builds on the requirements of the No Child Left Behind (NCLB) Act and provides a process for achieving higher levels of academic and behavioral success.

More information on Wisconsin's vision for Response to Intervention can be found at:
<http://rti.dpi.wi.gov/>

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Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices

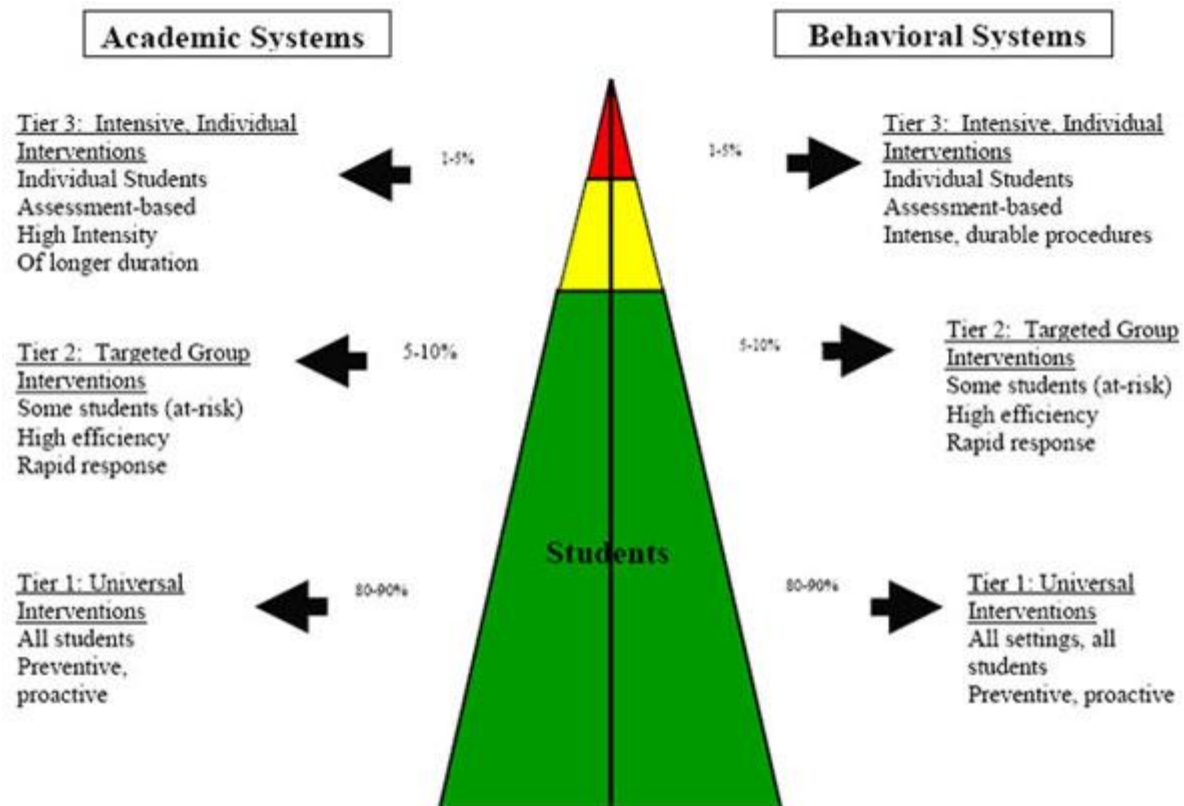


Revised March 4, 2010

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Multi-Level System of Support in Kohler

The Kohler School Districts RTI system is based on the Wisconsin RtI model and provides three tiers of support:



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005).
Note: Percentages are approximations and may vary by district.

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Tier 1-How we support All Students

High Quality Instruction

Evidenced based curriculum aligned to State Standards

Differentiation for on target, approaching target, and above target students

On-going formative assessments used to inform/change classroom instruction

Literacy skills taught through all content areas

High level of student engagement

On-Going Assessment

Universal Screening

Reading:

Phonological Awareness Literacy Screening (PALS) - 4K, 5K, 1st & 2nd Grade

NWEA Measures of Academic Progress (MAP) - Third-8th Grade

Grades/8th grade MAP score/Credits/ACT Aspire Testing-High School

Math:

Oral Counting- 4K (Winter & Spring)

Curriculum Based Measure of Number Identification- 5K (Fall)

Curriculum Based Measure of Numeracy- 5K & 1st Grade

Curriculum Based Measure of Computation- First Grade & 2nd grade

NWEA Measures of Academic Progress (MAP) – Third-8th Grade

Grades/8th grade MAP score/Credits/ACT Aspire Testing-High School

Formative Assessments

Teachers use on-going classroom assessments during instruction to evaluate student performance and identify strengths and weaknesses to guide future instruction

Summative Assessments

Student learning is assessed at the local and State level. Summative assessments typically occur after instruction to assess what students have learned-WKCE and Classroom Assessments

Collaboration

Teachers have common planning time to develop Professional Learning Communities (PLC).

Teachers collaborate to make sure all students are learning and to meet instructional needs.

Tier 2-How we Support Students not at Benchmark or who Exceed Benchmark

Intervention

Students who have been identified to be below benchmark receive “in addition to” instruction in area of need. Tier 2 includes the delivery of skill specific, evidenced-based academic intervention options in a small group setting in addition to core instruction. Skill instruction is explicit and discrete (a few skills at a time) and are matched to student skill deficits. Tier 2 for

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students exceeding benchmark include additional challenges provided in addition to the core instruction but can also include curriculum compacting.

More Frequent Progress Monitoring (PM)

Students who are identified below benchmark and are receiving additional skill instruction will be more closely monitored for academic improvement. These students will receive brief (1-8 minute) assessment measures used to determine whether adequate progress is being made. Progress monitoring measures provide information on the effectiveness of instruction/intervention and are used in determining the level of support a student needs. Intensity and duration of interventions are based on PM data and student responsiveness. Progress monitoring is often done frequently, at least monthly and as frequently as once per week. Parents will receive information on their child's progress at least quarterly.

Students who exceed benchmarks will have their rate of growth measured using normative growth goals on the NWEA MAP at least yearly.

More Frequent Collaboration

Students who are receiving Tier 2 intervention and are below benchmark will be monitored at least monthly by the school's Tier 2 Data Team. Based on systematic decision rules, the Data Team may reduce or increase the level of academic support a student receives. When the team determines a student is not making adequate growth, parents will be informed of the decision and the student will be referred to the school's Problem Solving Team (PST) to determine an individual intervention plan (Tier 3 Intervention). Parents are vital members of their child's education and will be invited to participate in their child's PST meeting.

Students who exceed benchmark and whose needs are not sufficiently being met with differentiation, additional challenge, and course compacting will be referred to a PST meeting to determine additional programming options.

Tier 3-How we Support Students who are not Making Adequate Growth Despite Tier 2 Intervention.

More Intensive Intervention, Increased Progress Monitoring, Increased Collaboration, & Fidelity Measures

Tier 3 intervention/instruction includes the delivery of an intensive evidenced based academic intervention in addition to core instruction. Students in Tier 3 intervention who are below benchmark will receive substantially more minutes of instruction in the identified area of need. Tier 3 intervention plans are individually based and can be delivered in very small groups (1:3) or one on one.

Progress monitoring for students below benchmark and who are receiving Tier 3 intervention will take place at least weekly using a reliable and valid tool that measure a student's rate of improvement and is sensitive to change.

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Data Team meetings will be held at least every other week to monitor progress and fidelity checks will be employed to ensure the intervention was delivered as designed, the educational plan was implemented as discussed, and that the student received the recommended minutes of intervention/instruction. Students, despite having received two Tier 3 interventions implemented with fidelity, who continue to display poor rates of improvement and have had at least two years of educational instruction may be referred for a Special Education Evaluation.

RTI and Specific Learning Disabilities Identification

Wisconsin's emphasis on using RTI as a systemic framework for educators to more effectively address the diverse needs of all students has occurred concurrently with changes in federal and state rules for identifying students with Specific Learning Disabilities (SLD).

Under Wisconsin's new SLD rule, a student, upon initial identification, may only be found to have the impairment of SLD if the Individualized Education Program (IEP) team finds, upon analysis of data, that the student demonstrates inadequate classroom achievement and insufficient progress in one or more of eight academic achievement areas. Determining "insufficient progress" based on significant discrepancy between intellectual ability and academic achievement will be phased out during the sunset period between December 1, 2010 and December 1, 2013, when IEP teams will no longer be allowed to use this criterion for making initial SLD eligibility decisions. **As of December 1, 2013**, IEP teams must consider data from progress monitoring following general education interventions to determine "insufficient progress". The rule provides specific guidelines for the collection and quality of such data and specifies that the progress monitoring data be derived from a student's documented response to "intensive general education intervention". Once fully implemented, two of the required types of achievement data are achievement scores from individually administered, norm-referenced assessments and progress monitoring data from at least two scientific, research-based or evidence-based intensive interventions. ** The federal Office of Special Education Programs has made it clear that a district's failure to provide interventions as part of an RtI system cannot be used to deny or delay a special education referral.*