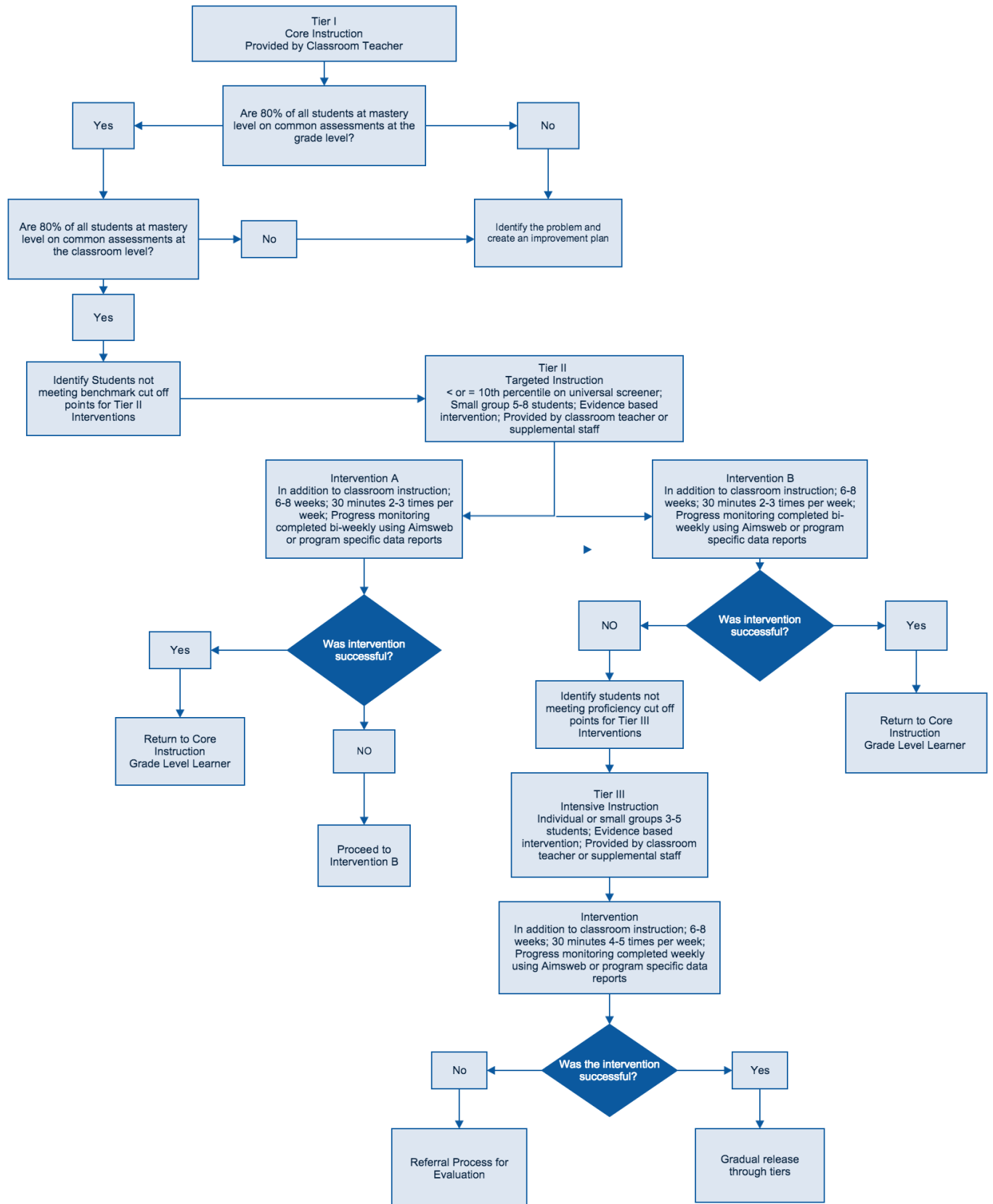


Marion County Public Schools

Decision Making Model

Tiered Intervention System



Data-Based Decision-Making for RtI

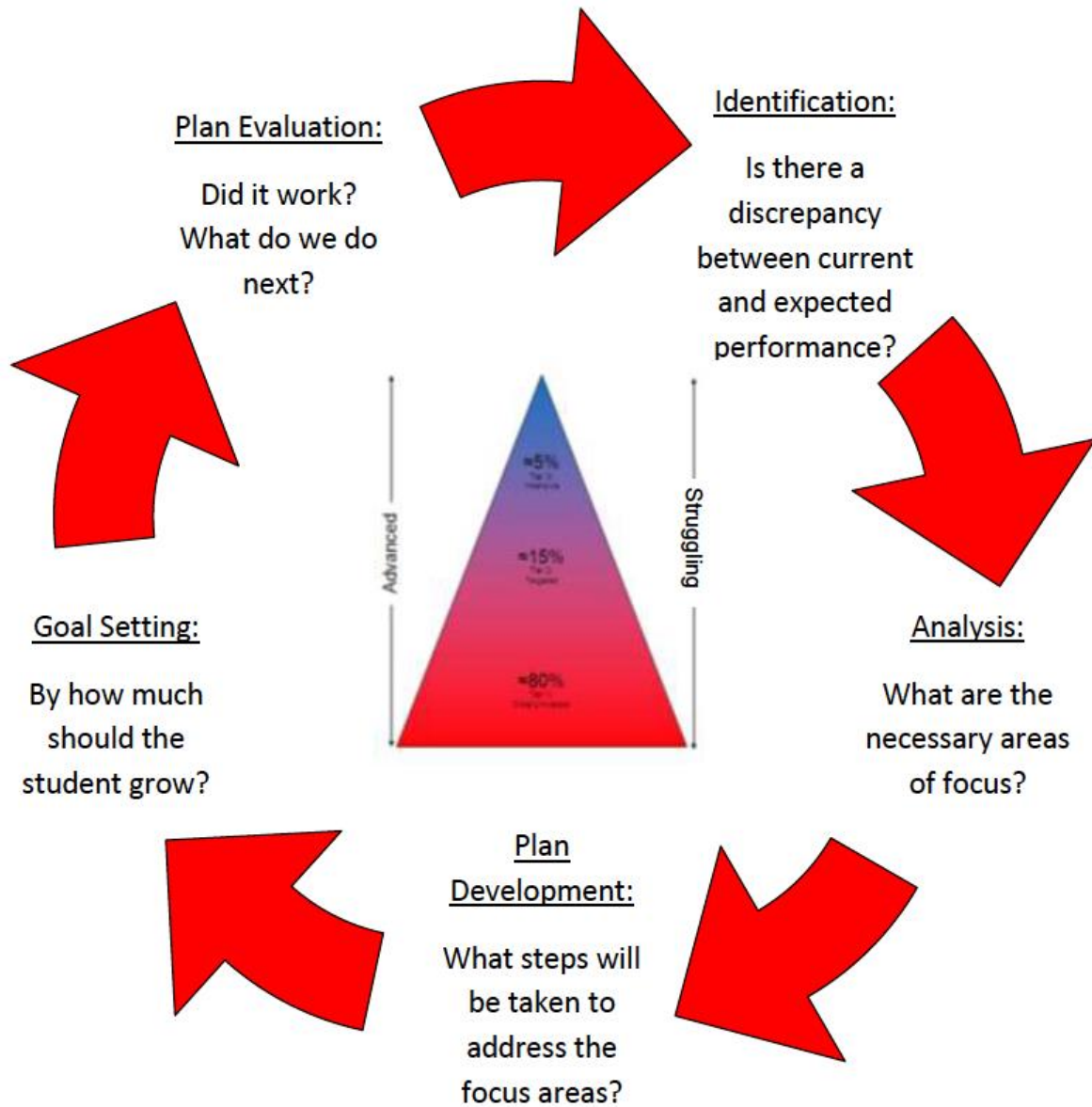
What is Progress? Interventions must graphed before evaluating student progress, determining if the intervention is effective, and whether the intervention should be continued, revised, or replaced. A minimum of 6 – 10 data points are recommended.

When to Continue?	When to Fade?	When to Replace?
<ul style="list-style-type: none"> Trend line (----) is approaching the goal (★) at a rate that the student will meet the goal by the end of the intervention and Data is close together 	<ul style="list-style-type: none"> Student has met or exceeded the goal (★) 	<ul style="list-style-type: none"> Trend line (----) is not approaching or is moving away from the goal (★)
When to Revise?		
<ul style="list-style-type: none"> Trend line (----) is approaching the goal (★), but not at a rate that the student will meet the goal by the end of the intervention or 	<ul style="list-style-type: none"> Data is scattered or 	<ul style="list-style-type: none"> Error rate suggests limited mastery

What is Revise or Replace? Changing an intervention does not always mean changing the program. It could involve time, delivery, etc. depending on student and/or intervention factors. Consider the following.

- Targeted Skill: Are we hitting all areas intentionally?
- Delivery Format: Whole, Small, Centers, etc.
- Groups: Size and/or Differentiated Level
- Resources
 - Materials
 - Personnel
- Time: Scheduled vs. Academic Engagement
- Fidelity: Are we implementing plan as designed?
- Professional Development: What are staff needs?
- Other

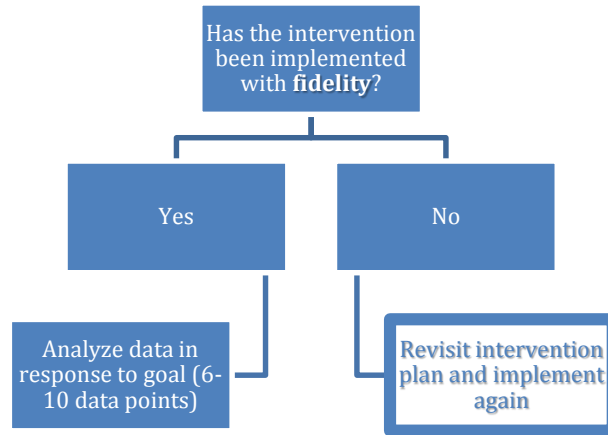
For those students that require additional intervention outside core instruction, consider what skills should be targeted based on a systematic problem-solving approach.



Fidelity

Intervention and Implementation

The first consideration when evaluating the effectiveness of Tier II and/or Tier III is documentation that the intervention has been implemented with fidelity, or the way the intervention was designed. This involves examining student attendance, academic engagement, the adherence to the integrity of the research-based intervention, as well as other student, setting, and instructional factors.



Steps for Evaluating Fidelity (NRCLD) for Academics

1. Methods

- Components of the Intervention are:
 - Clearly Defined
 - Matched to the Identified Area of Concern
 - Appropriate Student-Teacher Ratio for the Tier/Intervention
- Intervention Implemented as Designed based on Direct Observation

2. Frequency

- Time, Setting, Progress Monitor Appropriate for the Tier/Intervention
- Student's Attendance

Steps for Evaluating Fidelity (NRCLD) for Support Systems

- Training/Professional Development related to the Intervention
- Resources Allocated Necessary for the Intervention
- Opportunities for Feedback

Fidelity of intervention and implementation is an ongoing process throughout Tier II and III instruction.

How does RtI *Inform* Eligibility for Special Education?

RtI informs eligibility by providing ongoing progress monitoring data that supports a lack of response to research-based instruction plus intervention that matches student need and has been delivered with fidelity. A problem-solving process is necessary to answer the following questions:

- 1) Why the student has not responded?
- 2) What are the next steps for instruction?

What RtI Tells Us	What We Still Need to Know
<ul style="list-style-type: none">• Rules out ‘instructional disability’• Provides early intervening support for students previously not eligible for other services• Tells us the student does not respond to generally effective instruction and intervention	<ul style="list-style-type: none">• <i>Why</i> doesn’t this student respond?• <i>What</i> instruction should we try now?

