

THE BROWARD COUNTY LEAGUE OF CITIES'  
SCHOOL AND COMMUNITY PUBLIC SAFETY  
TASK FORCE

INITIAL REPORT AND RECOMMENDATIONS

June 4, 2018

Exhibit #10



## Broward County Public Schools

Student Support Initiatives  
Diversity, Prevention & Intervention



## Multi-Tiered System of Supports/Response to Intervention Overview

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# BCPS Strategic Plan Alignment

## Areas of Focus

Literacy and Early Learning

Middle Grades Learning

College and Career Readiness

Alignment and integration of multiple initiatives

RtI

PBIS

SEL

UDL

## Tactics

Provide early support for students' academic, behavior, and social emotional needs

Connect MTSS/RtI with graduation readiness metrics

Use the MTSS/RtI process to support graduation and post-secondary transitions



# Multi-Tiered System Of Supports

A Multi-Tiered System of Supports (MTSS) is a term used to describe an **evidence-based model of schooling** that uses data-based problem-solving to **integrate academic and behavioral instruction and intervention.**

The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) **based on student need.**

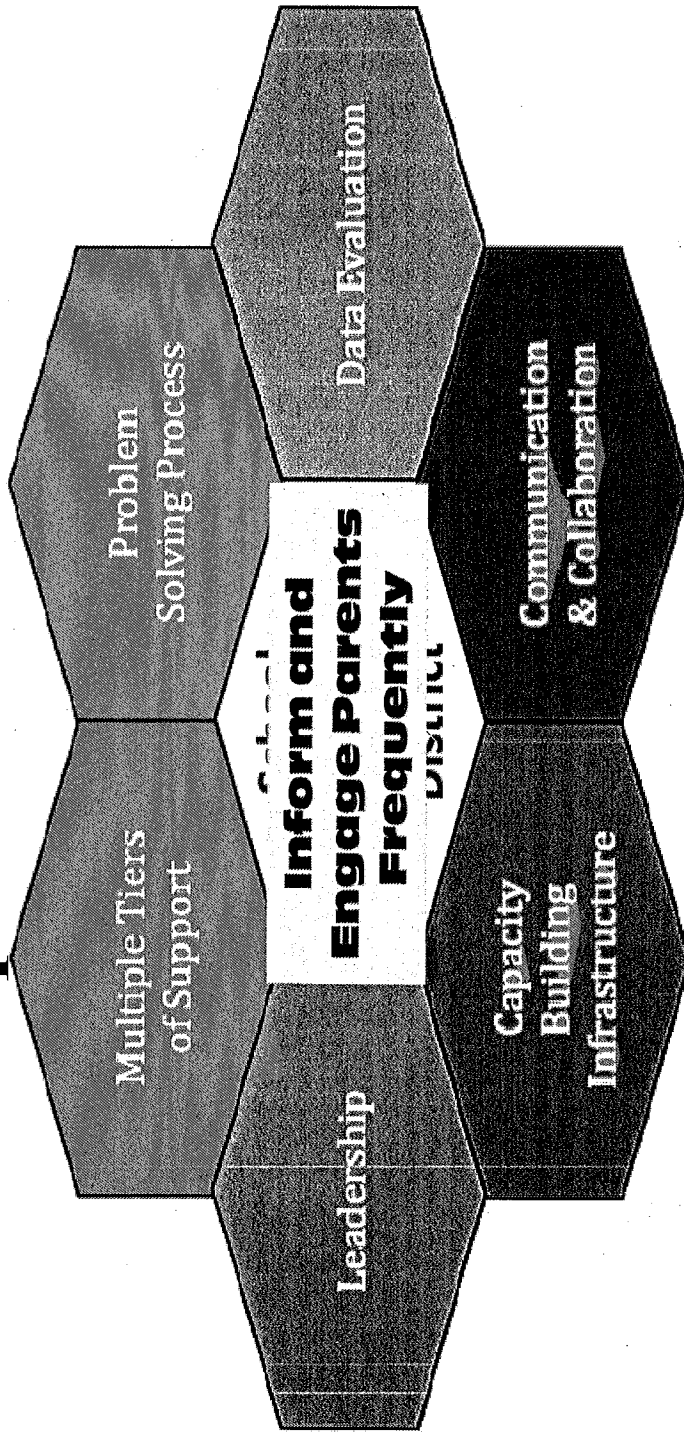
“Need-driven” decision-making seeks to ensure **that resources reach the appropriate students at the appropriate levels to accelerate the performance** of ALL students to achieve and/or exceed proficiency for college and career readiness.

Florida Problem-Solving/ Response to Intervention Project (FL PS/RtI)



# Multi-Tiered System of Supports

## Response to Intervention





# Response to Intervention

**Response to Intervention (RtI)** is the practice of (1) providing **high quality instruction and intervention** matched to student needs and (2) using **learning rate over time** and **level of performance** to (3) make important educational decisions.

(Batsche, et al., 2005)

**Problem-solving** is the process that is used to develop effective instruction/interventions.



## RtI Key Principles

- Intervene early
- Use a multi-tiered model of service delivery
- Match instruction to the learner's needs
- Use progress-monitoring data to change instruction within each tier
- Monitor student progress frequently
- Encourage parental involvement in all steps of the process

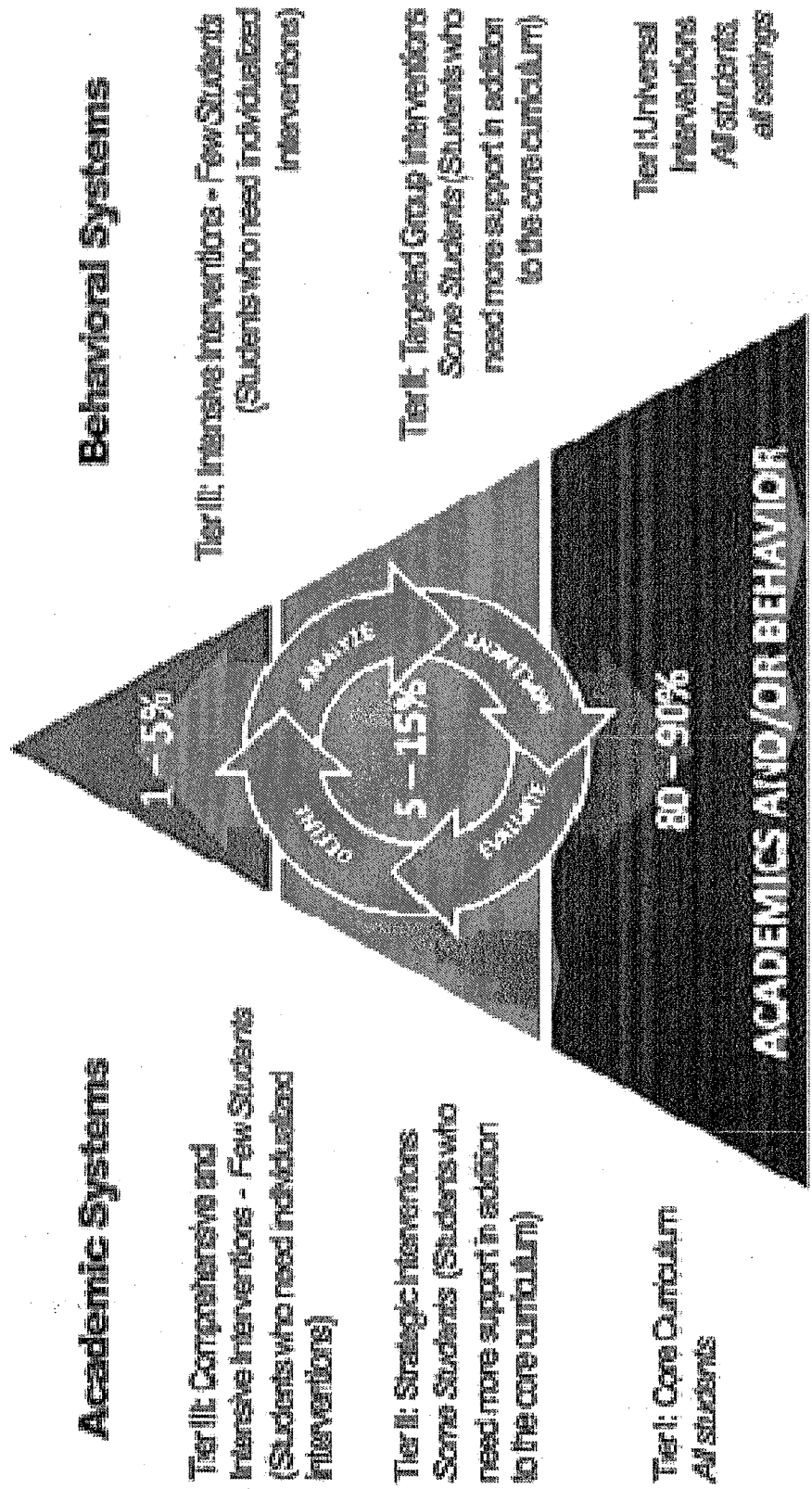
# Key Principles



# RtI Three Tiered Instruction/Intervention Model

## RtI: Instruction and Targeted Support for All Levels of Need

### Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory

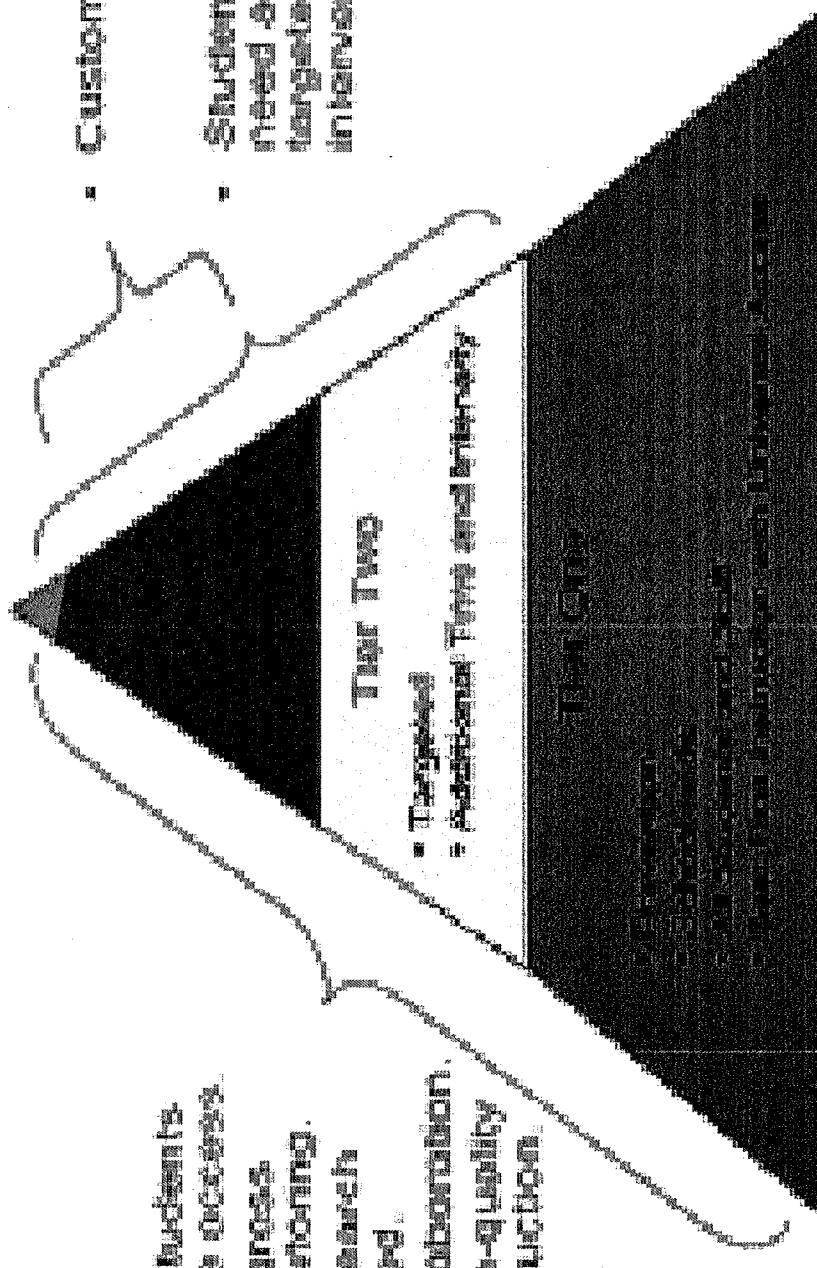




# Response to Intervention (RTI)

## Response to Instruction and Intervention Academic and Behavioral

- All students have access.
- Progress monitoring.
- Research based.
- Collaboration.
- High-quality instruction.



- Customized.
- Students that need additional targeted interventions.



# The Problem Solving Process

## Step 1: Goal Identification

### **Define the Problem**

- Identify context, background and indicators
- Determine the gap or difference between the expectation and what is actually
- What do we want student(s) to know and be able to do?
- What's the goal?

## Step 4: Evaluation

### **Response to Intervention**

- Monitor and collect data
  - Modify or adjust plan based on response
  - Evaluate effectiveness and determine next steps based on fidelity and student response
- How is it working?**

## Step 2: Cause Analysis

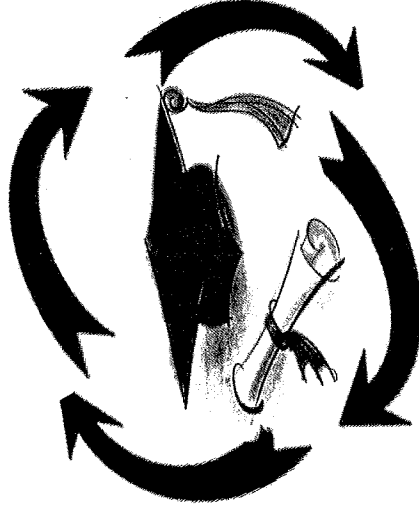
### **Problem Analysis**

- Hypothesize root causes
  - Analyze multiple data sources
  - Identify variables that contribute to causes
    - Identify barriers
    - Examine ICEL/RIOT
- Why is it occurring?**

## Step 3: Intervention Design

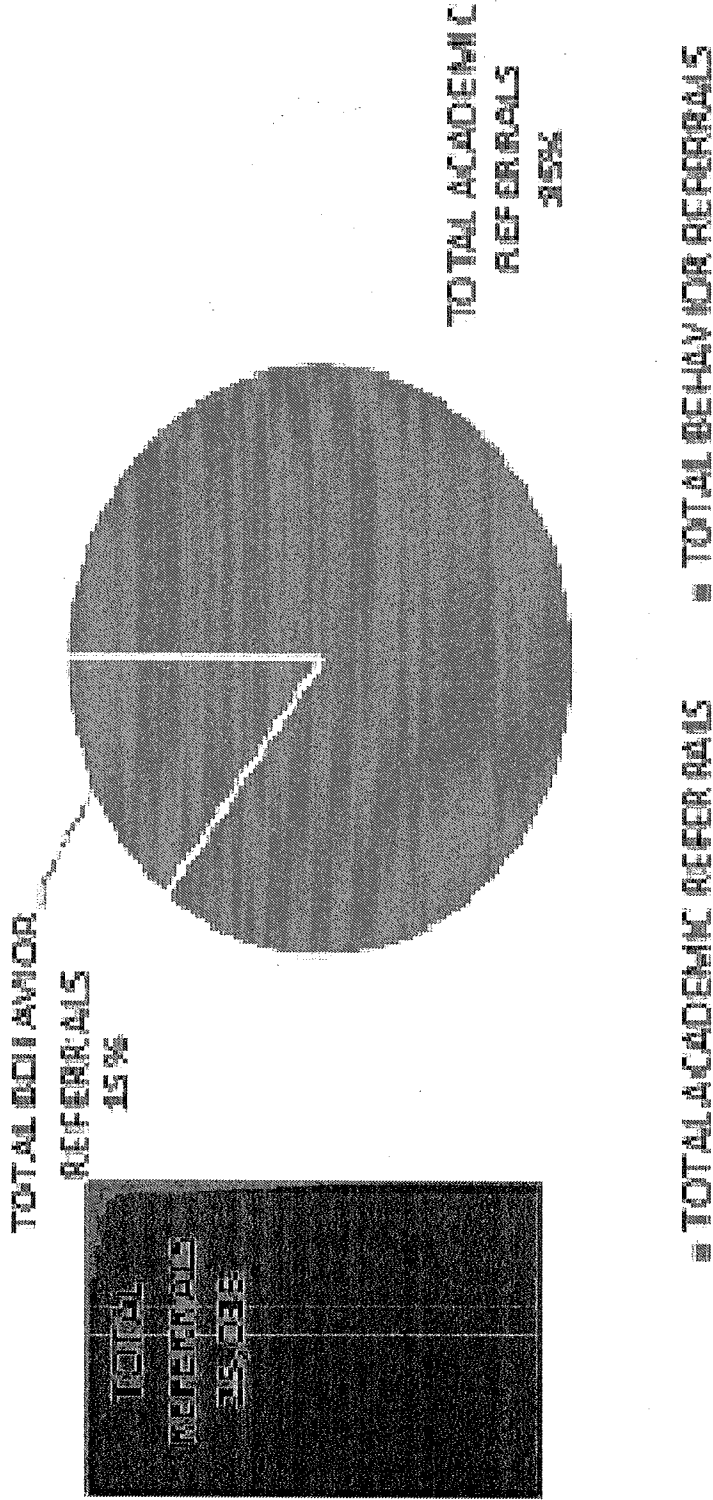
### **Plan, develop and implement**

- Develop supports/interventions related to root cause/problem
    - Select supports/interventions, develop plan
  - Implement plan of support with fidelity & monitor progress
- What are we going to do about it?**



# MTSS/RTI in BCPS

## Response to Intervention Referrals 2016-2017

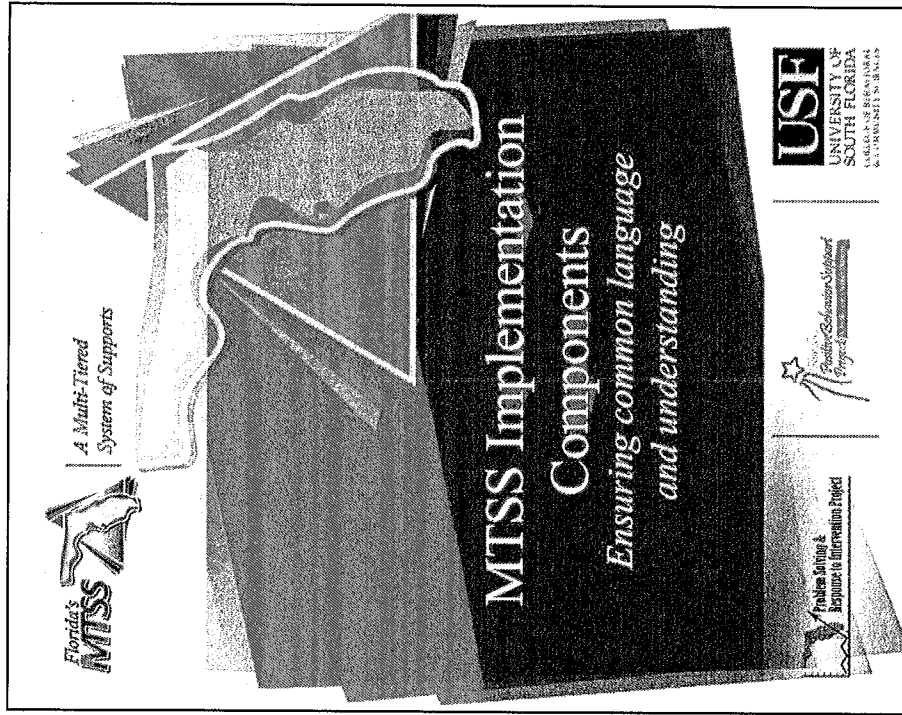


# RtI Potential Benefits

- Improves education for ALL students
- Students continue to receive core instruction in general education classroom
- Eliminates the “wait to fail” situation, students get help promptly
- Shared responsibility and increased accountability for student learning
- Collaboration among administration, teachers, and parents regarding student’s learning
- Potential reduction of the over identification of minority students in special education



# Further Reading



[http://www.floridartti.usf.edu/resources/format/pdf/mtss\\_q\\_and\\_a.pdf](http://www.floridartti.usf.edu/resources/format/pdf/mtss_q_and_a.pdf)





# Questions & Answers

