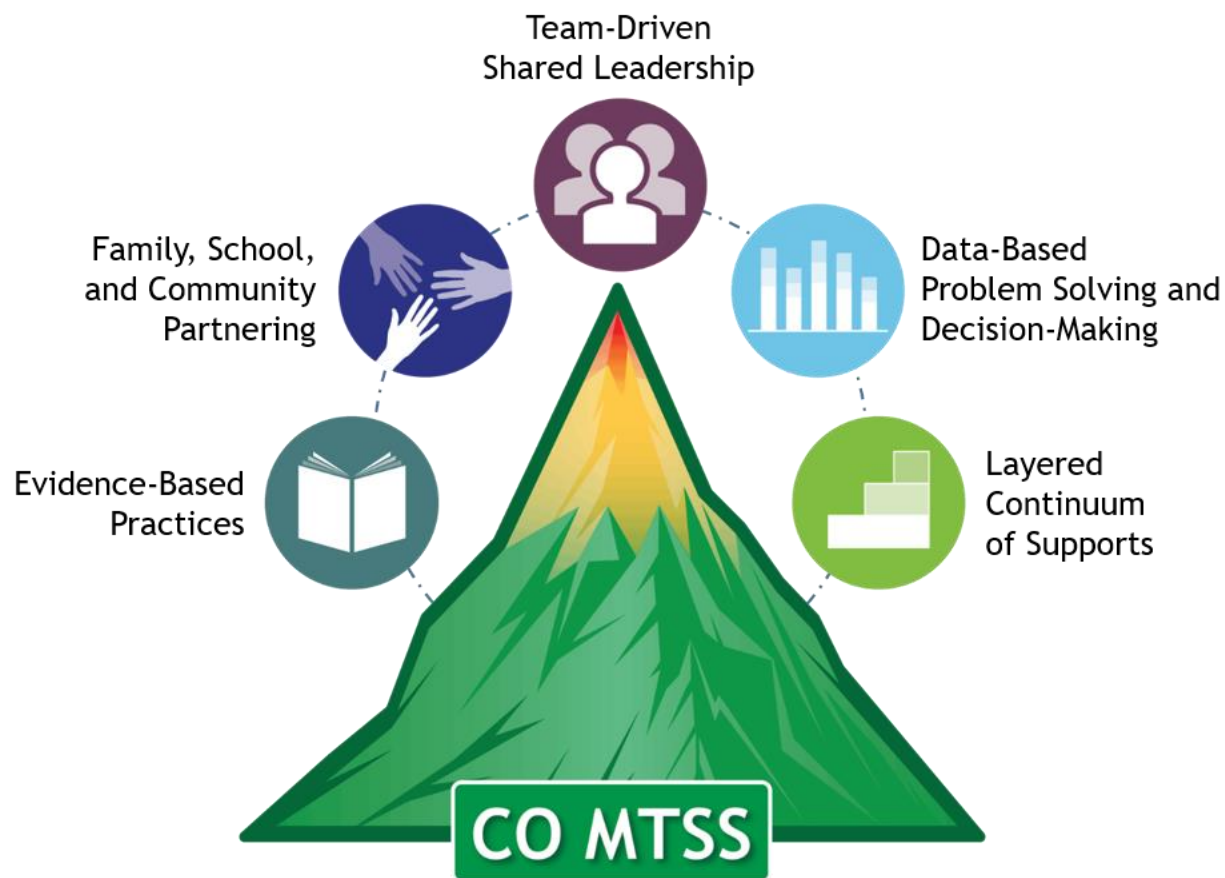


# From MTSS to Special Education Determination

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# Colorado MTSS Framework





## **ESSENTIAL COMPONENT**

# **Team-Driven Shared Leadership**

Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.



# Team-Driven Shared Leadership

What systems have been designed to

- provide layers of intervention, academically and behaviorally?
- Ensure that universal and progress monitoring tools and systems are available?
- Develop and implement and adjust student interventions and to monitor outcomes?



## **ESSENTIAL COMPONENT**

# **Data Based Problem Solving and Decision Making**

The use of data to assist the team with making effective decisions to lead to positive student outcomes.



# Problem Solving Team



- Administrator
- Grade level/department representation
- Student Support Personnel (counselors, social workers, school psychologists, etc.)
- Specialists (Title 1, Gifted and Talented, English Language Teacher, Special Education, etc.)
- Others (family, student, support staff, bus driver, coach, community partners, etc.)





## Universal Screening and Progress Monitoring

- Systematic manner of gathering academic and behavioral data using a variety of data collection methods.
- Performance is examined frequently, over time to evaluate response to instruction and intervention.



# Progress Monitoring



- Students are monitored regularly (weekly, biweekly, monthly)
- Evaluates the effectiveness of teaching practices and assists with informed decision making.
- Use same tool each time.
- The increments must be consistent
- Becomes more frequent with the intensity of the intervention.





# Progress Monitoring

- Academic, social and/or behavioral progress monitoring depending on the nature of the concerns
- Social/behavior progress monitoring other tallying incidents and suspensions for students considered for SED, OHI: ADHD and ASD.
- Social/behavioral interventions should be progress monitored, reviewed, and adjusted



# Exclusionary Criteria data obtained during the Problem-Solving Process

## Required for Specific Learning Disability

The student is determined to have a Specific Learning Disability that prevents the child from receiving reasonable educational benefit from general education if a body of evidence demonstrates the following criteria are met: **IDEA 34 C.F.R. § 300.309; ECEA 2.08(8)(b)**

1. The child does not achieve adequately for the child's age or to meet state-approved grade-level standards and exhibits significant academic skill deficit(s) in one or more of the areas identified below when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards, **and**
2. The child does not make **sufficient progress** to meet age or state-approved grade-level standards in the area(s) identified when using a process based on the child's response to scientific, research-based intervention.

**Check all areas that meet both conditions:**

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Basic Reading Skills   | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematical Calculation     | <input type="checkbox"/> Oral Expression         |
| <input type="checkbox"/> Reading Fluency Skills | <input type="checkbox"/> Written Expression    | <input type="checkbox"/> Mathematical Problem Solving | <input type="checkbox"/> Listening Comprehension |

The attached evaluation report must contain documentation of the following: **IDEA 34 C.F.R. § 300.311**

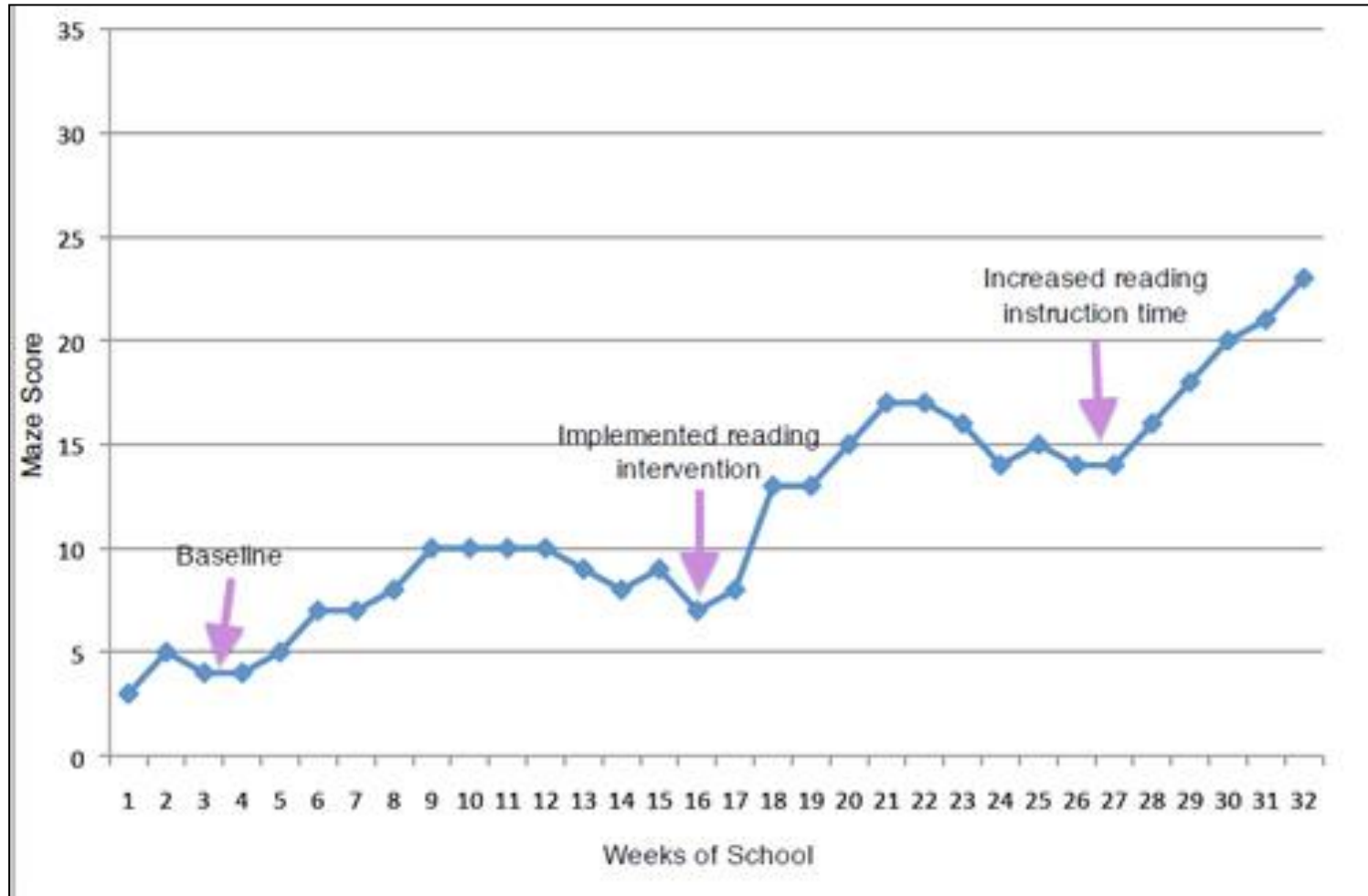
- A body of evidence that demonstrates
  1. Academic Skill deficits, **and**
  2. **Insufficient progress** in response to scientific, research-based intervention in the area(s) identified above
- An observation of the student's academic performance in the area(s) of difficulty in the learning environment, including the relevant behavior and relationship of that behavior to the student's academic functioning.
- The instructional strategies used
- The student-centered data collected including documentation of **repeated assessments** or achievement at reasonable intervals



## ESSENTIAL COMPONENT FOR SLD

## REPEATED MEASURES

with increased intervention

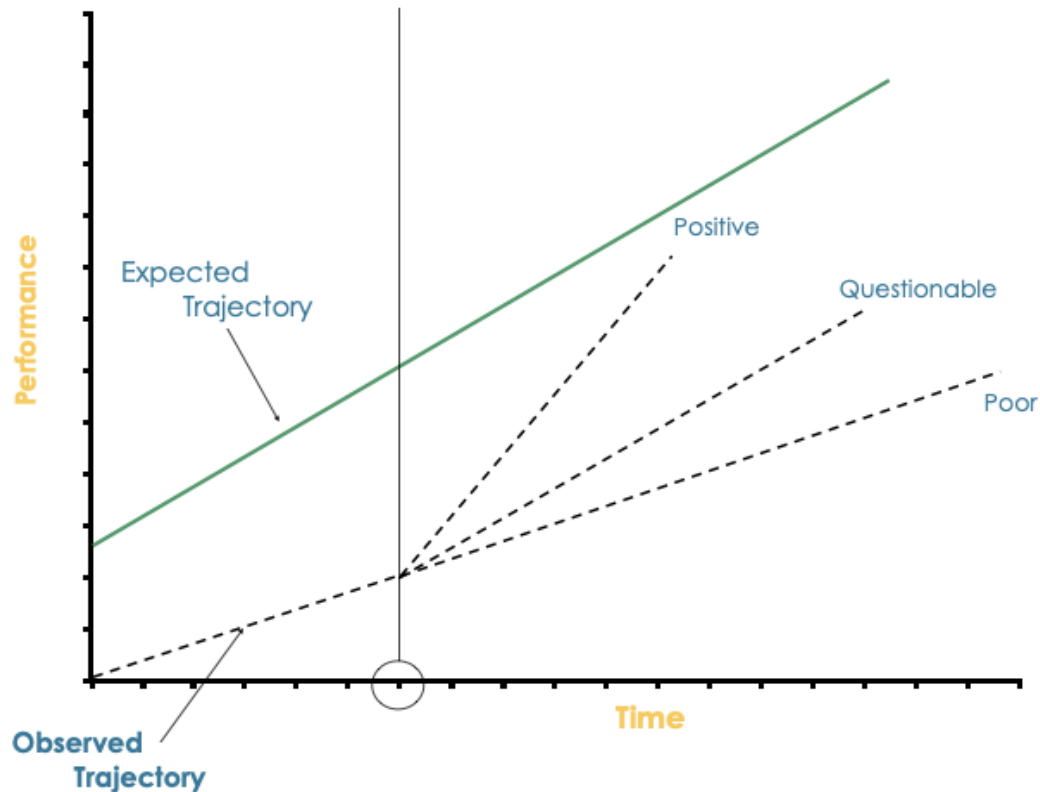


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cehd.umn.edu



# Progress Trend Line

## Response to Intervention





## Evaluate the Implementation of the Interventions and the Response to the Interventions

- Done without fidelity and no growth:** restart/enter with implementation as it was planned; consider barriers to implementing [*How do you reduce, eliminate, navigate barriers?*]
- Done without fidelity and growth:** change the plan/document to reflect “what is done and working” = assess variables; “what *variations* are occurring that are resulting in gains”
- Done with fidelity and no/low growth:** re-enter Problem Solving and/or change intervention (consider changes in intensity level)
- Done with fidelity and growth:** continue support and/or plan to “fade” or “graduate” (celebrate progress/exit)



## Evaluate Response to the Interventions

- Was the support or intervention successful?
- Does the plan require more time and monitoring or any modifications?
- Was the outcome met according to the set criteria?
- Can we sustain the supports?

# Layered Continuum of Supports



## **ESSENTIAL COMPONENT**

Ensuring that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students).

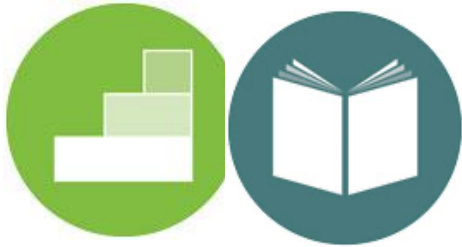
# Evidence Based Practices



## **ESSENTIAL COMPONENT**

Teaching and learning approaches proven to be effective through scientifically-based research studies used to guide educational decisions to ensure improved outcomes for student

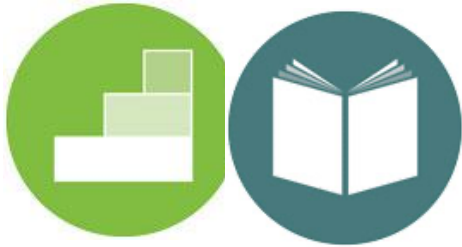




# Layered Continuum of Supports and Evidence Based Practices

## Exclusionary Criteria obtained during the Problem-Solving Process for all Disabilities

Yes	No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the child's special education and related services needs, whether or not commonly linked to the disability category. (Answer must be "yes" in order for the child to be eligible for services.)
Yes	No	2. The child can receive reasonable educational benefit from general education alone. (Answer must be "no" in order for the child to be eligible for services.)
		3. The child's performance: (All answers below must be "is not" in order for the child to be eligible for services.) -is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction -is not due to a lack of appropriate instruction in math; and -is not due to limited English proficiency.



# Layered Continuum of Supports and Evidence Based Practices

## Exclusionary Criteria obtained during the Problem-Solving Process for SLD

The student is determined to have a Specific Learning Disability that prevents the child from receiving reasonable educational benefit from general education if a body of evidence demonstrates the following criteria are met: **IDEA 34 C.F.R. § 300.309; ECEA 2.08(8)(b)**

1. The child does not achieve adequately for the child's age or to meet state-approved grade-level standards and exhibits significant academic skill deficit(s) in one or more of the areas identified below when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards, **and**
2. The child does not make sufficient progress to meet age or state-approved grade-level standards in the area(s) identified when using a process based on the child's response to scientific, research-based intervention.

**Check all areas that meet both conditions:**

- |   |  |   |  |
|---|--|---|--|
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The attached evaluation report must contain documentation of the following: **IDEA 34 C.F.R. § 300.311**

- A body of evidence that demonstrates
  1. Academic Skill deficits, **and**
  2. Insufficient progress in response to scientific, research-based intervention in the area(s) identified above
- An observation of the student's academic performance in the area(s) of difficulty in the learning environment, including the relevant behavior and relationship of that behavior to the student's academic functioning.
- The instructional strategies used
- The student-centered data collected including documentation of repeated assessments or achievement at reasonable intervals

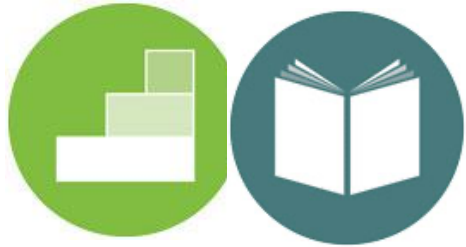


# Layered Continuum of Supports and Evidence Based Practices

## Required for Serious Emotional Disability

All four of the following qualifiers shall be documented for either of the above criteria demonstrated: **ECEA 2.08 (3)(c)**

Yes	No	A variety of instructional and/or behavioral interventions were implemented within general education, and the child remains unable to receive reasonable educational benefit from general education; and
Yes	No	Indicators of social/emotional dysfunction exist to a marked degree; that is, at a rate and intensity above the child's peers, and outside of his or her cultural norms, and outside the range of normal development expectations, and
Yes	No	Indicators of social/emotional dysfunction are pervasive, and are observable in at least two different settings within the child's environment. For children who are attending school, one of the environments shall be school; and
Yes	No	Indicators of social/emotional dysfunction have existed over a period of time and are not isolated incidents, or transient, situational responses to stressors in the child's environment.



## Layered Continuum of Supports and Evidence Based Practices

Exclusionary Criteria obtained during the Problem-Solving Process for all Disabilities

an inability to receive **reasonable educational benefit** **from general education** which is not primarily the result of intellectual, sensory or other health factors

Educational Benefit in this context should translate as ability to show adequate growth academically, behaviorally and socially.

# Family, School, and Community Partnership



## **ESSENTIAL COMPONENT**

The collaboration of families, schools, and communities as active partners in improving learner, classroom, school, district, and state outcomes.



# Family, School, and Community Partnership

A few recommended practices for ‘partnering’ with family and community in the MTSS process.

- Ongoing two-way communication: *Frequent, systematic, and encouraging*
- Supporting learning at home and school
- Jointly developed educational plans
- Flexible hours and meeting times
- Family representation at problem-solving meetings
- A welcoming atmosphere at meetings
- Connecting family members to community agencies



# Moving from the Problem-Solving Process to Referral for Evaluation



- Initiated at any time for a student *suspected* of having a disability
- Evidence of significant skill deficit AND
- Evidence of insufficient progress when provided research-based intervention
- Apparent need for ongoing specialized instruction and support
- **Consideration of answers to guiding questions (see *SLD Topic Brief: RtI & Referral for Evaluation*)**



# Moving from the Problem-Solving Process to Referral for Evaluation

**Caution should be taken not to delay a referral for special education evaluation beyond the point when the team should be suspecting a disability. RtI problem-solving and the provision of interventions do not replace the right of a child with a disability to be identified as such and to receive special education and related services.**

**<see the OSEP memo dated Jan 21, 2011>**





# Moving from the Problem-Solving Process to Referral for Evaluation

## Referral of student by parent:

- Parent has right to request an evaluation at any time
- Administrative Unit (Administrative Unit: District or BOCES) may...
  - Agree with parent that the child may be a child with a disability
    - Develop an evaluation plan with input from parent
    - Issue a Prior Written Notice (PWN) & Consent to Evaluate
    - Complete the evaluation within 60 days\* of receiving consent

**\* The 60-day timeline for completion of the evaluation must be adhered to unless extended by mutual written agreement.**



# Moving from the Problem-Solving Process to Referral for Evaluation

## Referral of student not receiving intervention (via RtI process) and AU proposes and/or agrees to proceed with the evaluation

- Criteria for eligibility in category of SLD do not change
- Research-based intervention in area(s) of concern initiated and progress monitored
- Evaluation process and RtI process are initiated simultaneously
- Parents are members of both the RtI problem-solving team and the multi-disciplinary eligibility team (membership may overlap)
- 60-day timeline\* for completing evaluation is in effect

**\* The 60-day timeline for completion of the evaluation must be adhered to unless extended by mutual written agreement.**



# Consent for Evaluation Form

- **must properly identify all of the areas that you will evaluate. Consult with the team before completing.**
- **If you request consent to evaluate in an area, you must evaluate in that area.**
- **If you do not receive consent in a specific area, you will need to obtain consent again if you change your mind or forget to cover in the form**



# Building the Body of Evidence (BOE) in the Evaluation Report

## \*Body of evidence that demonstrates...

(1) The child does not achieve adequately for the child's age or to meet state approved grade-level standards and exhibits significant academic skill deficit(s) in one or more of the <8 areas> when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standard

AND

(2) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified ... when using a process based on the child's response to scientific, research-based intervention

\*Multiple sources of student-centered data

Colorado Department of Education



# The Evaluation Report Includes

- A comprehensive outline (see your coordinator for examples)
- intervention-specific progress monitoring data, diagnostic data, record reviews interviews, direct classroom observations and formal assessment
- the Body of Evidence necessary for eligibility determination (see more detailed presentations on BOE for Autism, SLD, SED and ID located on the Coordinators' Corner page on the CSI website)

<https://resources.csi.state.co.us/coordinators-corner>



## Summary of Documentation Requirements – Evaluation Report, cont.

- Observation of child’s performance in area(s) of difficulty
- Educationally relevant medical findings, if any
- Documentation of...
  - Instructional strategies used
  - Student-centered data collected – repeated assessments of achievement at reasonable intervals



# The Evaluation Report

- Is a separate report from the IEP present levels section
- Is not simply the KTEA, DIBELS, MAP and grades
- For ‘speech only’ evaluations, it is not simply speech testing results
- Includes comprehensive information
- Does not provide evaluators opinions on eligibility or services, accommodations or modifications



# From Report to NOM and IEP-Requires Consistency

If the evaluation data identifies areas of deficit or concern, those areas must also be addressed in:

- Present Levels
- Accommodations/Modifications
- Goals
- Services

*The NOM and meeting attendees must also be consistent and match those that did the evaluations and those that will provide services*