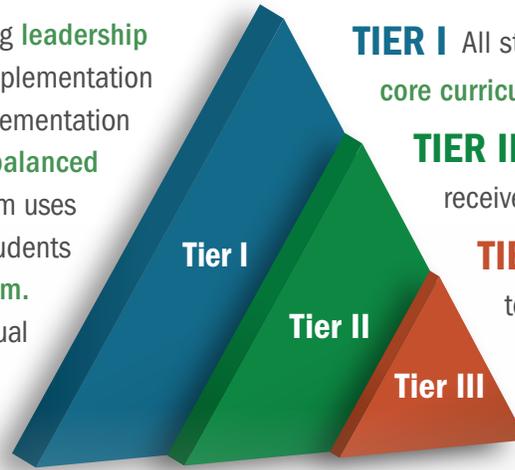


Monitoring Response to Intervention implementation helps target school improvement efforts

OVERVIEW | Response to Intervention (RTI) is a framework for improving student achievement through targeted, evidence-based supports for students struggling to meet academic standards. RTI works best when implemented with fidelity, but school district administrators often lack valid and reliable information about schools' progress at implementing RTI. Regional Educational Laboratory (REL) Midwest and Milwaukee Public Schools (MPS) developed a system that allows school district administrators to monitor how well schools are implementing specific components of RTI.

The implementation of RTI requires strong **leadership** from the principal and the school's RTI implementation team and **collaboration** between the implementation team and teachers. Students complete **balanced assessments**, and the implementation team uses **data-based decision making** to assign students to tiers in a **multi-tiered instruction system**. The implementation teams conduct continual **evaluations** of the RTI processes and students' mastery of subject matter. Students are reassigned to tiers as needed.

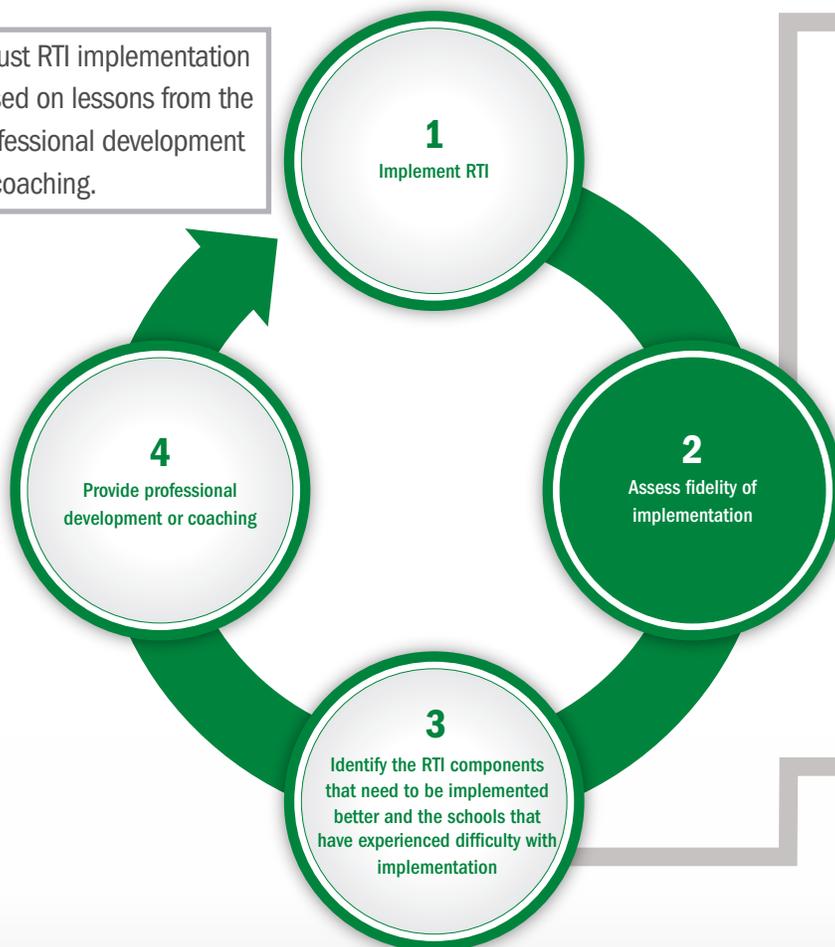


TIER I All students receive instruction on the **core curriculum**.

TIER II Students who are below grade level receive additional instruction in **small groups**.

TIER III Students who are unresponsive to Tiers I and II also receive **individualized instruction**.

Adjust RTI implementation based on lessons from the professional development or coaching.



The monitoring system allows school leaders and school improvement staff to evaluate the quality of RTI implementation at school, regional, and district levels.¹ The system also enables its users to examine specific components of RTI implementation to determine in which areas schools are struggling with implementation and in which areas they are succeeding.

RTI Components: The monitoring system divides RTI into six components.

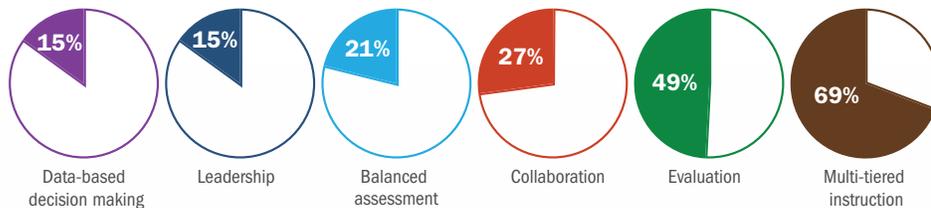
- Data-based decision making
- Leadership
- Balanced assessment
- Collaboration
- Evaluation
- Multi-tiered instruction

¹ Users' level of access in the monitoring system corresponds to their level of responsibility. For example, a principal can see data for his or her school but not for other schools. A school improvement coach can see results for the schools that he or she serves but not the results for other schools or for the district as a whole.

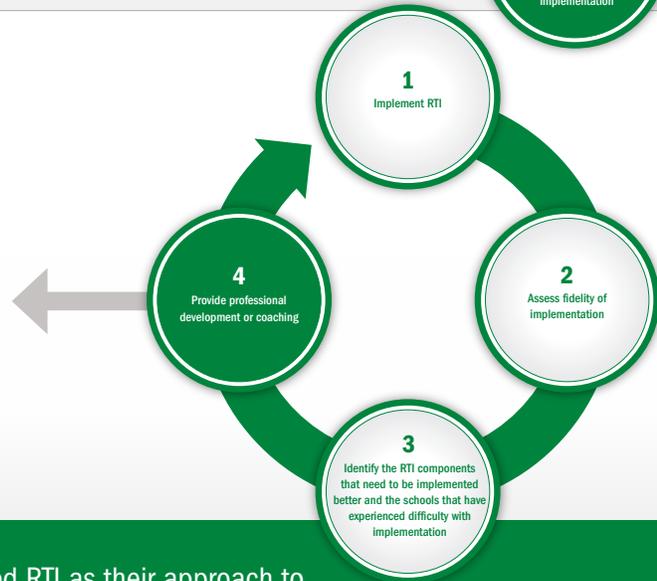
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School improvement staff visited 68 schools in the district and made implementation ratings. Using this system, MPS identified the percentage of visited schools that struggled to implement each RTI component. Nearly **70 percent** of the schools struggled with implementing **multi-tiered instruction**. A deeper investigation of the subcomponents of multi-tiered instruction revealed that **77 percent** of schools struggled with implementing **Tier III**.

Percentage of visited schools that struggled to implement the RTI component



Based on these findings, MPS plans to offer more professional development and coaching on multi-tiered instruction and Tier III support. MPS should anticipate for these measures to lead to greater fidelity of RTI implementation.



TAKEAWAY | Many districts across the nation have adopted RTI as their approach to school improvement. MPS's experience suggests that districts should consider closely monitoring RTI implementation.

Data source | Ruffini, S., Lindsay, J., McInerney, M., Waite, W., & Miskell, R. (2016). *Response to Intervention in Milwaukee Public Schools: Measuring fidelity of implementation* (REL 2016-192). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.

Additional Information | For more information, contact REL Midwest by e-mail (relmidwest@air.org) or by phone (866-730-6735).