

D59 MTSS: Multi-Tiered System of Support



STUDENT SERVICES AND ASSESSMENT

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graph TD; A[STUDENT SERVICES AND ASSESSMENT] --> B[EDUCATIONAL SERVICES]; A --> C[SOCIAL EMOTIONAL LEARNING]; A --> D[MULTI-TIERED SYSTEM OF SUPPORT];
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EDUCATIONAL SERVICES

Educational Services staff offer a continuum of special education and related services to children ages 3-21, who meet specific eligibility requirements.

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning builds safe and supportive learning environments and fosters students' social and emotional skills. These practices include social and emotional instruction, community building practices, behavior intervention, discipline, and cultural responsiveness.

MULTI-TIERED SYSTEM OF SUPPORT

MTSS and Assessment staff build the capacity of educators to utilize data to effectively plan, implement, evaluate, and adjust instruction and intervention to meet the needs of all learners at all levels.

A Multi-Tiered System of Supports is a framework for continuous improvement that is systemic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to meet the needs of ALL learners.

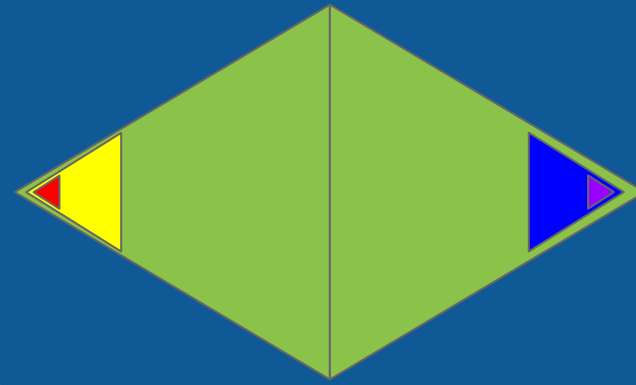
-MTSS IL Network



Tier 3
Individualized Intervention or Special Education
Few Students

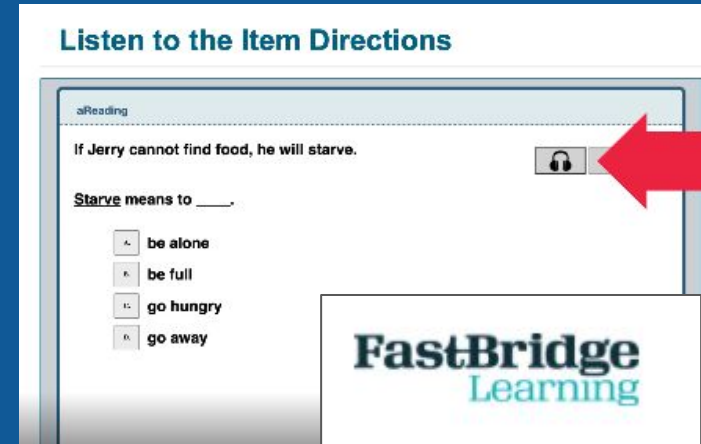
Tier 2
Group Intervention
Some Students

Tier 1
Universal Instruction
All Students



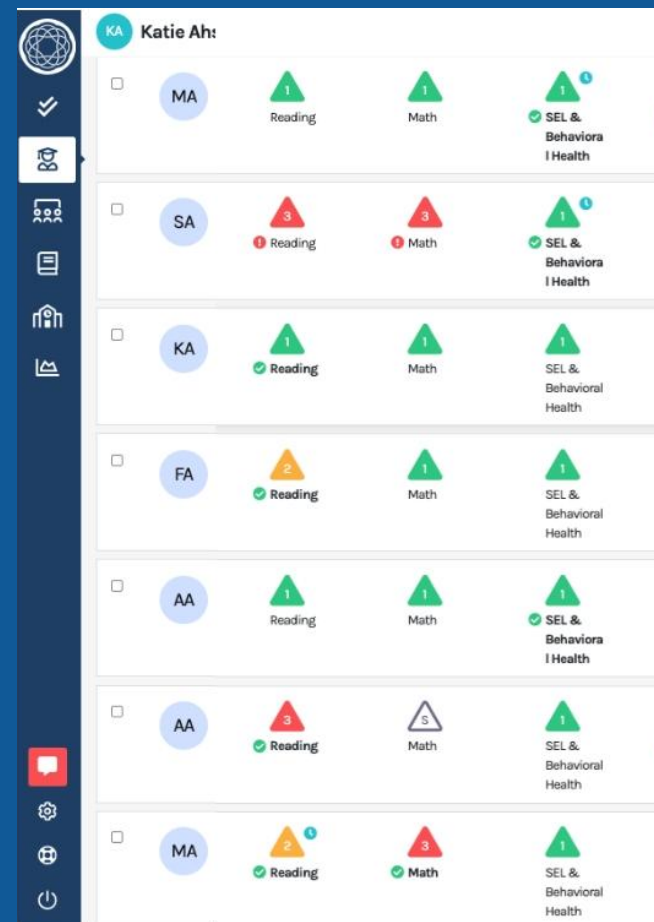
Universal Assessments

- Represents the overall health of the system
- iReady Diagnostics
- Panorama surveys
- FASTbridge is universally available to administer when additional information is necessary
- Identifies students in need of more or different
- Identifies student strengths and areas for improvement



Recommended Tier Levels

- Academic and behavioral data is uploaded and analyzed in Branching Minds then turned into recommendations of appropriate intensity of instruction



The screenshot displays the Branching Minds interface for a user named Katie Ah. The interface shows a list of students with their recommended tier levels for Reading, Math, and SEL & Behavioral Health. The tier levels are indicated by colored triangles: green for Tier 1, yellow for Tier 2, and red for Tier 3. A checkmark next to the tier level indicates that the data is up-to-date.

Student	Reading	Math	SEL & Behavioral Health
MA	Tier 1	Tier 1	Tier 1
SA	Tier 3	Tier 3	Tier 1
KA	Tier 1	Tier 1	Tier 1
FA	Tier 2	Tier 1	Tier 1
AA	Tier 1	Tier 1	Tier 1
AA	Tier 3	Tier 3	Tier 1
MA	Tier 2	Tier 3	Tier 1



MTSS Grade / Content Level Team Meetings

- Collaboration between teachers, coaches, administrators and specialists
- Confirm or adjust tier level recommendations
- Design instructional plans based on tier level



Tier 1: Core Instruction

- CORE curricular resources address the Common Core State Standards and are chosen through the curriculum review process.
- CORE lesson structures offer opportunities for differentiation and support



Tier 1: Universal Curriculum

When

- Building schedules allow for appropriate time allocated by subject

What

- Illustrative Math
- STEMscopes
- Inquiry Journeys
- Lucy Calkins Units of Study and learning experiences (under review)

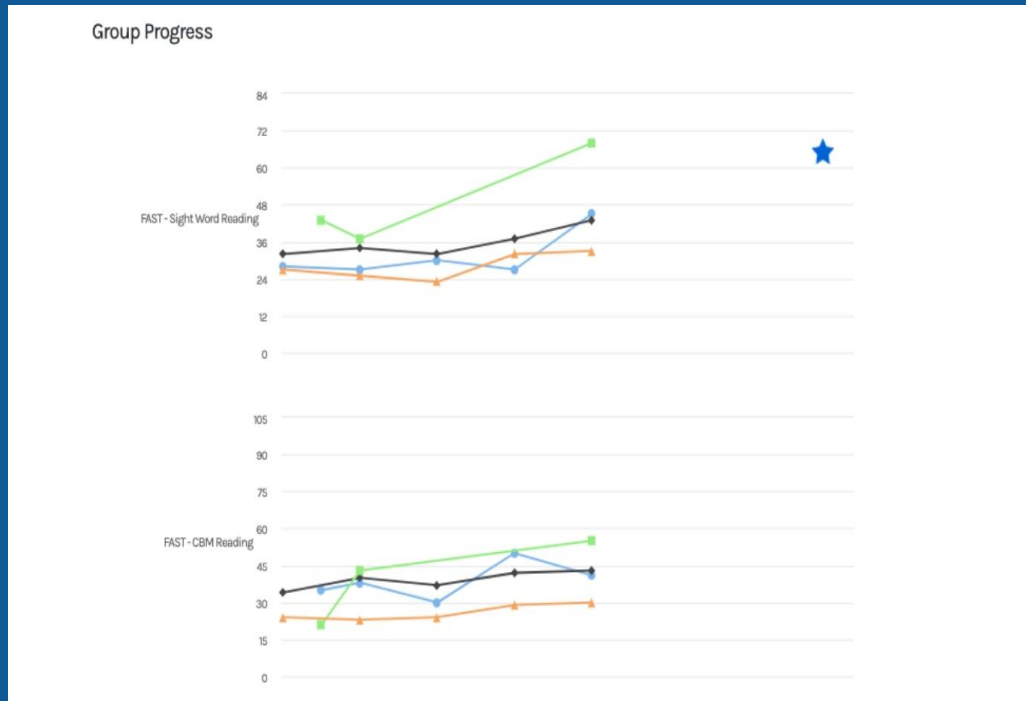
By Whom

- Delivered by teachers



Tier 2: Group Intervention

- Team use assessment and anecdotal data to organize students in small groups with common needs
- Intent is to provide supplemental instruction to increase success within CORE instruction
- Group progress is monitored and evaluated every 6-8 weeks



Tier 2: Common Interventions

When

- Small group instruction within core
- Pull out intervention
- 3-5 Math WIN time

What

- Common resources for reading, math and behavior / SEL
- Looking to expand menu based on identified gaps

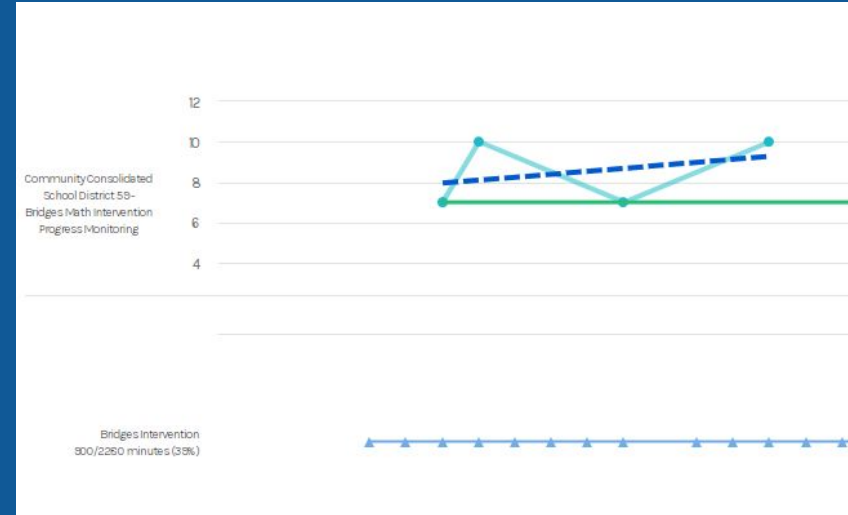
By Whom

- Delivered by a teacher or interventionist
- Parent is a partner supporting at home



Tier 3: Individualized Intervention

- Students are referred to Tier 3 problem solving when demonstrating inadequate progress despite efforts at Tier 2
- Intent is to provide individualized explicit instruction in order to close the achievement gap on target skill
- Student's progress is monitored and evaluated every 6-8 weeks



Tier 3:

Common Interventions

When

- Determined by individualized needs and schedule

What

- Determined by team
- Common resources and programs being expanded

By Whom

- Delivered by an interventionist
- Parent is a partner, engaged in problem-solving process

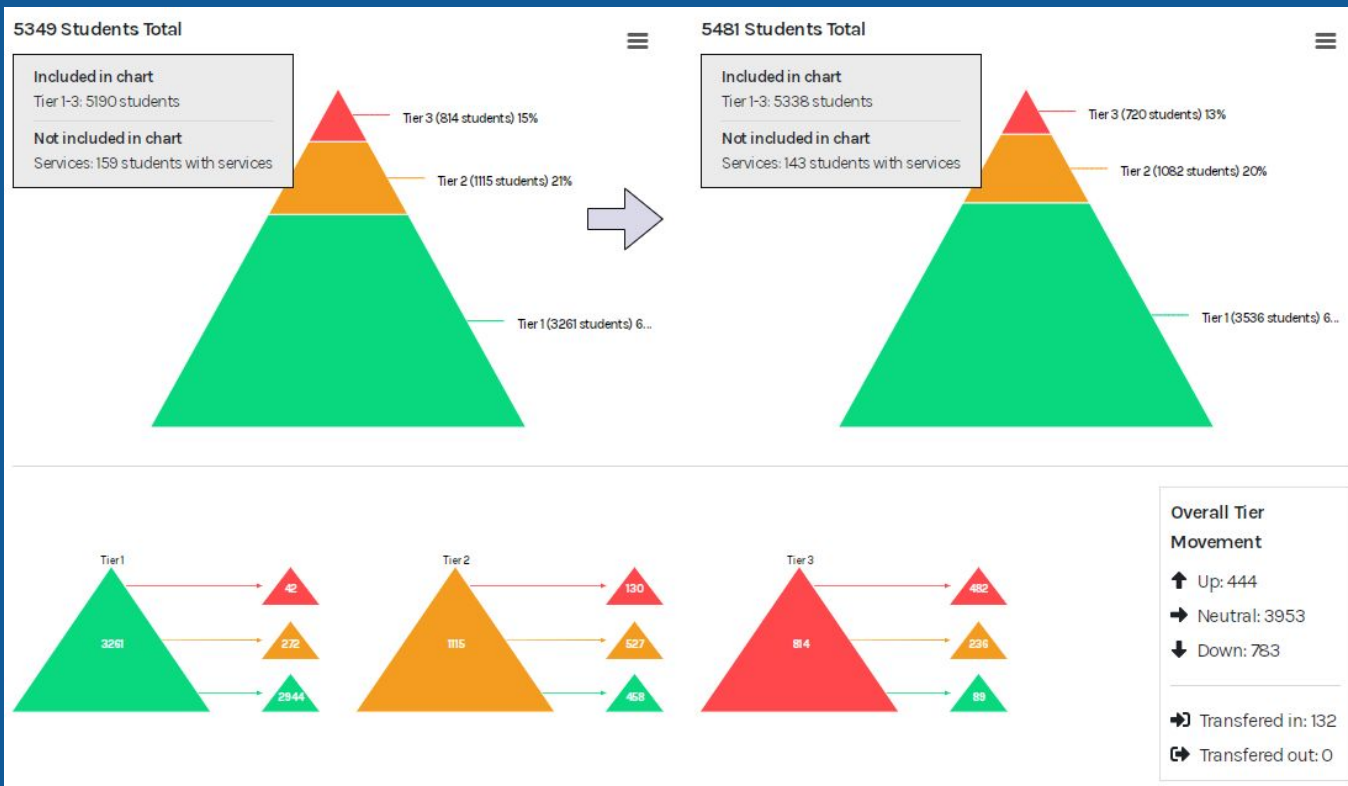




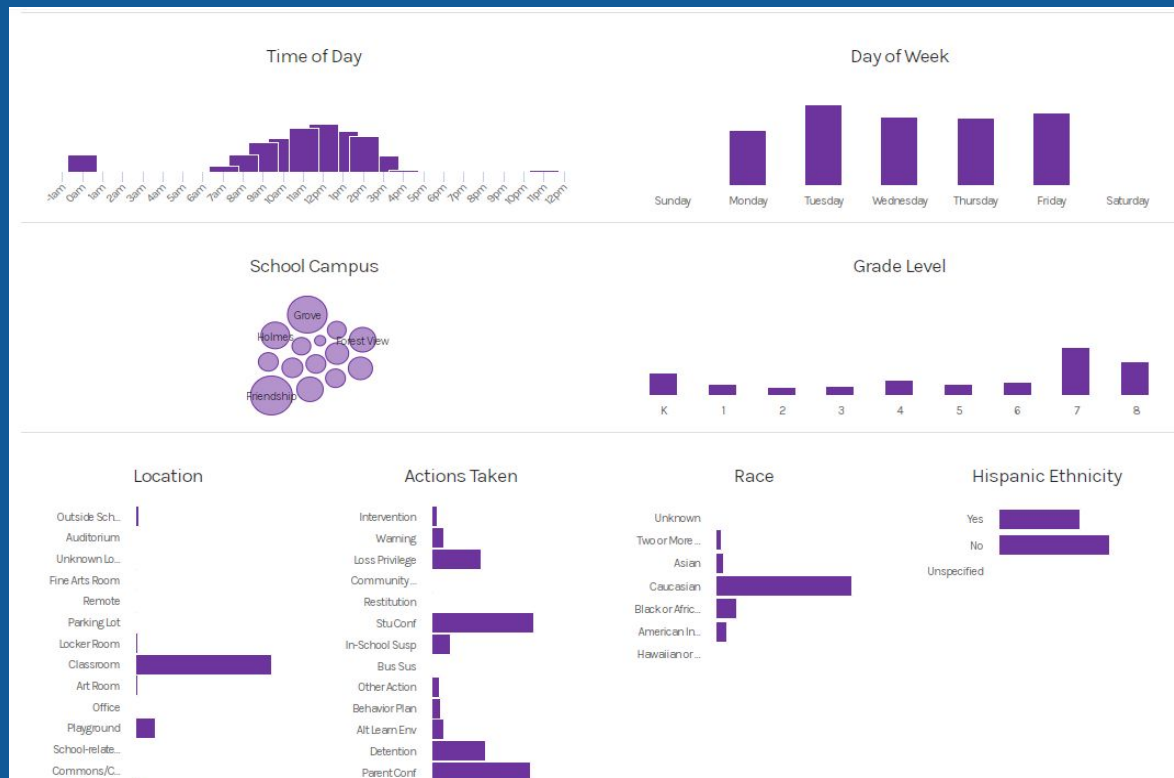
System-level work



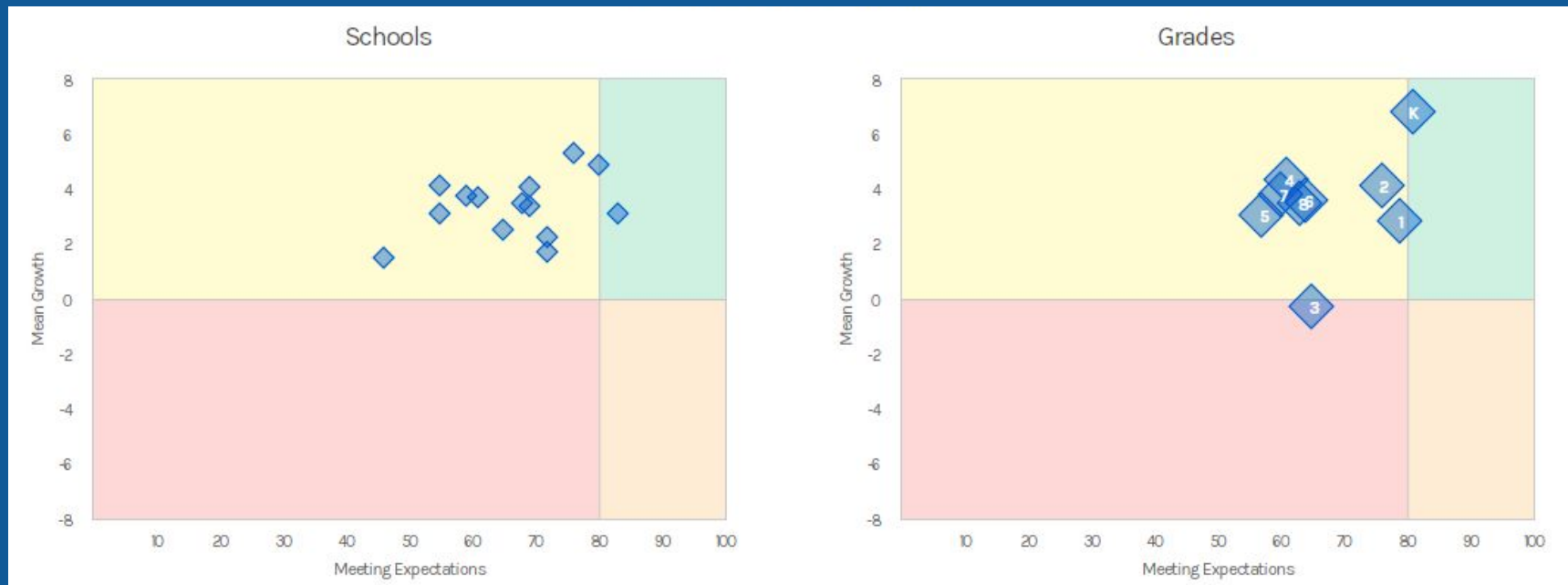
System-Level Reports: Branching Minds



System-Level Reports: Branching Minds

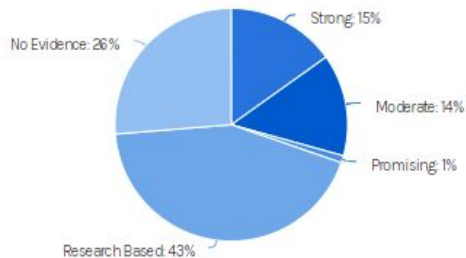


System-Level Reports: Branching Minds

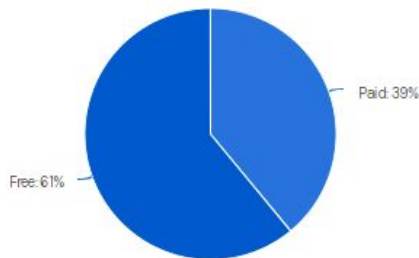


System-Level Reports: Branching Minds

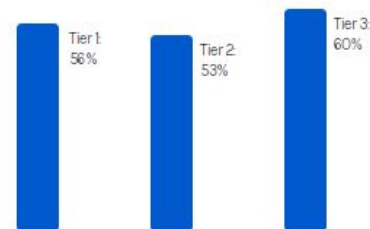
Supports Used by ESSA Evidence Level



Paid vs Free Support Usage



Support Delivery Fidelity



Support Name	ESSA Evidence Level	Topic	Type	Paid	Student Supporte...	% of Student Populatio...	Mins Planned	Plan Fidelity	Tier 1 Students	Tier 2 Students	Tier 3 Students
Fountas & Pinnell Leveled Literacy Intervention (LLI)	Strong	Reading	Program	Yes	566	24%	1983991	64%	152	350	159
Bridges Math Intervention Program	Research Based	Math	Program	No	417	18%	776870	48%	86	166	217





Support Structures



Synergy Teams

Administrators

Facilitate and lead

Instructional Coaches

Support and Teach

Psychologists

Provide expertise in
data and RtI

Service Providers

Intervene and
Support



Synergy Workshops

District MTSS Team leads professional development, system-level data analysis and coaching to Synergy Teams in preparation of upcoming MTSS Grade/Content Level meetings.



Job - Alike Meetings

District leaders provide professional development, system-level data analysis, and coaching to interventionists to build capacity in the intervention processes.



Strategic Plan Goal 2

Key Performance Indicator:

All students whose needs fall outside the universal core curriculum will achieve expected growth based on individual measures or continue with problem-solving as documented in the MTSS process.



Next Steps:

- Continue review and studies after benchmarks to make district-level improvements
- Continue to improve core/universal curriculum, which will result in less need for intervention
- Expand tier 3 resource options
- Formalize enrichment, acceleration, and TDP within the MTSS
- Continue to research and improve intervention process for DL
- Review equitable distribution of interventionists based on needs

