



# D59 Multi-Tiered System of Support Overview

March 12, 2025

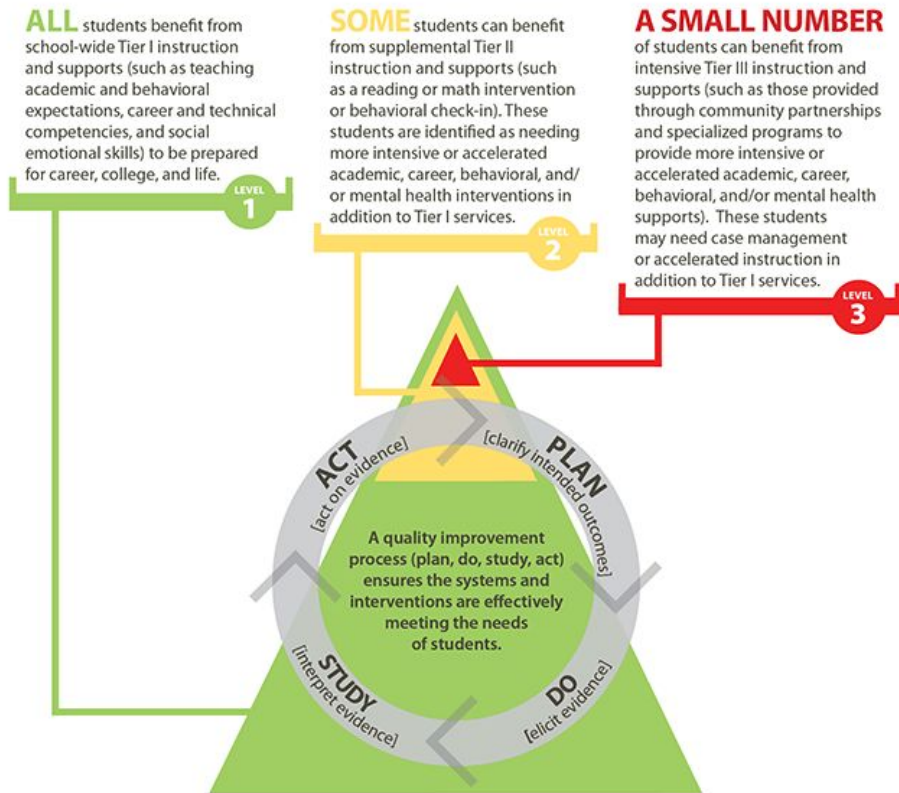


# Introduction

Public Act 101-0515 requires Illinois schools to “use a **tiered process** of school support that utilizes **differentiated** instructional strategies for students, provides students with scientific, **research-based interventions**, continuously monitors student performance using scientifically, research-based **progress monitoring** instruments, and makes educational decisions based on a student’s **response to intervention**.”



# MTSS is a framework for academic and behavioral decision-making.







Peninsula School District, WA







# MTSS Maps

- Math, Literacy, SEL/Behavior, Attendance, & Mental Health
- Outline the continuum of education for every child within one coherent plan
- Demonstrate universal, targeted, and individualized approaches as well as assessment systems for decision making



Student Math Coherence Map-Elementary	Instructional Resources	Assessment System	<a href="#">Data-Based Decision Making</a>
<p>Tier 1 Universal</p> 	<ul style="list-style-type: none"> <li>• Illustrative Mathematics</li> <li>• Number Corner (K)</li> </ul>	<ul style="list-style-type: none"> <li>• Long-cycle Formative: i-Ready Math Diagnostic Assessment Fall, Winter, Spring</li> <li>• Classroom Summative: IM end of unit assessments</li> <li>• Formative: IM Cool Downs, IM Checkpoints</li> <li>• Diagnostic: Numeracy Framework Assessment</li> </ul>	<p>PLCs: Discussion Protocols</p>
<p>Tier 1 Supplemental</p> 	<ul style="list-style-type: none"> <li>• iReady Instructional Pathway</li> <li>• IM Adaptation Packs</li> </ul> <p>Grades 1-5 WIN Support Resources:</p> <ul style="list-style-type: none"> <li>• Numeracy Readiness</li> <li>• Primary Numeracy Intervention Program</li> <li>• Multiplicative Thinking Program</li> <li>• iReady Fluency Flight</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready Instructional Pathway Targets</li> <li>• Diagnostic: Numeracy Framework Assessment</li> <li>• Numeracy Framework Formative Assessments</li> <li>• Classroom Formative &amp; Summative Assessments</li> </ul>	<p>Tier 2 Intervention Processes</p>
<p>Tier 2 Targeted</p> 	<ul style="list-style-type: none"> <li>• Numeracy Readiness</li> <li>• Primary Numeracy Intervention Program</li> <li>• Multiplicative Thinking Program</li> <li>• Fractional Reasoning Program</li> <li>• Bridges Intervention Program</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention embedded assessments</li> <li>• FASTbridge progress monitoring assessments</li> </ul>	
<p>Tier 3 Intensive</p> 	<ul style="list-style-type: none"> <li>• Number Worlds</li> <li>• Individually designed instruction layering of Tier 2 resources with environmental considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention embedded assessments</li> <li>• FASTbridge progress monitoring assessments</li> </ul>	<p>Individualized Problem Solving</p>

Student Literacy Coherence Map-Elementary	Instructional Resources	Assessment System	<a href="#">Data-Based Decisions</a>
<p>Tier 1 Universal</p> 	<ul style="list-style-type: none"> <li>• HMH Into Reading (Monolingual Programming &amp; Dual Language Polish)</li> <li>• Benchmark Advance &amp; Adelante (Dual Language Spanish Programming)</li> </ul>	<ul style="list-style-type: none"> <li>• Long-cycle Formative: i-Ready Reading Diagnostic Assessment Fall, Winter, Spring</li> <li>• Classroom Summative: Unit assessments, Genre writing, trimester inventories</li> <li>• Formative: Weekly and Selection assessments, Spelling assessments</li> <li>• Diagnostic: Qualitative/Comprehensive Spelling Inventory</li> </ul>	<p>PLCs: Discussion Protocols</p>
<p>Tier 1 Supplemental</p> 	<ul style="list-style-type: none"> <li>• i-Ready Instructional Pathway</li> <li>• Amira</li> <li>• HMH &amp; Benchmark Supplemental Materials</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready Instructional Pathway Targets</li> <li>• Amira Reports</li> <li>• Classroom Formative &amp; Summative Assessments</li> </ul>	
<p>Tier 2 Targeted</p> 	<ul style="list-style-type: none"> <li>• Wilson's Foundations</li> <li>• Read 180: Comprehension</li> <li>• Read Live</li> <li>• Estrellita</li> <li>• ENIL Toolkit</li> <li>• HMH Supplemental Materials (Word Study Studio, Read &amp; Respond Journals, etc.)</li> <li>• The Write Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention embedded assessments</li> <li>• FASTbridge progress monitoring assessments</li> </ul>	<p>Tier 2 Intervention Processes</p>
<p>Tier 3 Intensive</p> 	<ul style="list-style-type: none"> <li>• Read 180: The Code</li> <li>• Curriculum Associates' Phonics for Reading</li> <li>• SIPPS</li> <li>• Fugaces</li> <li>• Individually designed instruction layering of Tier 2 resources with environmental considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention embedded assessments</li> <li>• FASTbridge progress monitoring assessments</li> </ul>	<p>Individualized Problem Solving</p>

# Introduction to Student Profiles

## Screening Data

Tools used:

- iReady reading and math diagnostic percentiles are used to provide an initial tier level recommendation
- Panorama student survey
- Discipline referral data



## Decision Making

Team level discussion

- Following screening, tier level recommendations reviewed by teams
- Following intervention, progress reviewed every 6-8 weeks
- Grade level teams meet weekly rotating areas of focus (Tier 1, 2, 3, math, reading, behavior, etc.)



## Receiving

- Teams design and plan for appropriate instruction at any level based final team decisions
- Data used: i-Ready overall and domain grade level placements, classroom formative and summative assessment data, additional diagnostic and progress monitoring data as appropriate



# Student Profile: 1st Grade



## Screening Data

Math iReady: 30th percentile



## Decision Making

Team level discussion

- Following a Tier 1 recommendation from iReady screening data, additional data review of Numeracy Framework Assessment given in the classroom showed gaps in fact fluency.
- Teacher meets with PLC weekly.



## Receiving

- Tier 1 Math Support: Small group instruction during WIN block for 30 minutes, 4 days per week using Numeracy Framework activities
- Goals: demonstrate fluency in adding and subtracting numbers to and within 5, 10, and 20 using efficient mental strategies.
- Progress Monitoring: Ongoing teacher observation and review of available formative and summative assessments.





# Student Profile: 2nd Grade, EL



## Screening Data

- Reading iReady: 16th Percentile
- Assessment of Spanish Reading: Not Met with low percentages in phonics domain
- ACCESS: 3.1



## Decision Making

### Team level discussion

- Following a recommendation of Tier 2 for reading from iReady screening data, the team reviewed work samples and teacher observations to confirm the recommendation was accurate.
- Interventionists meet with his grade level team to review progress and determine next steps



## Receiving

- ESL services
- Tier 2 Literacy Intervention using Fugaces for 30 minutes 4 days per week
- Goals: Apply newly acquired strategies to decode unfamiliar words in Spanish.
- Progress Monitoring: Weekly collection of Fastbridge Spanish Decodable Words, Syllable Reading



# Student Profile: 3rd Grade, ELL



## Screening Data

- Math iReady: 4th Percentile
- CBMmath Automaticity: 10th percentile
- ACCESS: 3.2



## Decision Making

### Team Level Discussion

- Despite previous intervention efforts, Tiana's screening and progress monitoring data demonstrates she is in need of more intensive intervention.
- Problem solving team meets every 6 weeks to individually evaluate her progress and develop an action plan.



## Receiving

- ESL services
- Tier 3 Math Intervention using Number Worlds for 45 minutes, 4 days per week
- Goal: Improve fluency and accuracy in addition and subtraction
- Progress Monitoring: Weekly collection of Fastbridge CBMmath Automaticity and program embedded assessments evaluated every 6-8 weeks



# Student Profile: 6th Grade



## Screening Data

- 6th grade
- Reading iReady: 86th Percentile
- Math iReady: 82nd Percentile
- Panorama: Reported all strengths



## Decision Making

Team level discussion

- Through 5th to 6th articulation, the team data review, and teacher recommendations, Junior High teams recommended class level and then confirmed with 5th grade teachers.



## Receiving

- Accelerated 6th grade math
- Advanced 6th grade ELA



# Student Profile: 7th Grade



## Screening Data

- Reading iReady: 11th Percentile
- CBM Reading English: 13th percentile
- Math iReady: 23rd percentile



## Decision Making

### Team level discussion

- Following a recommendation of Tier 2 for reading and math from iReady screening data, the team reviewed work samples and teacher observations to confirm the recommendation was accurate for math and adjusted to Tier 3 for reading..
- Grade level teams meet weekly to regularly review student progress. Intervention changes are made minimally at the quarter.



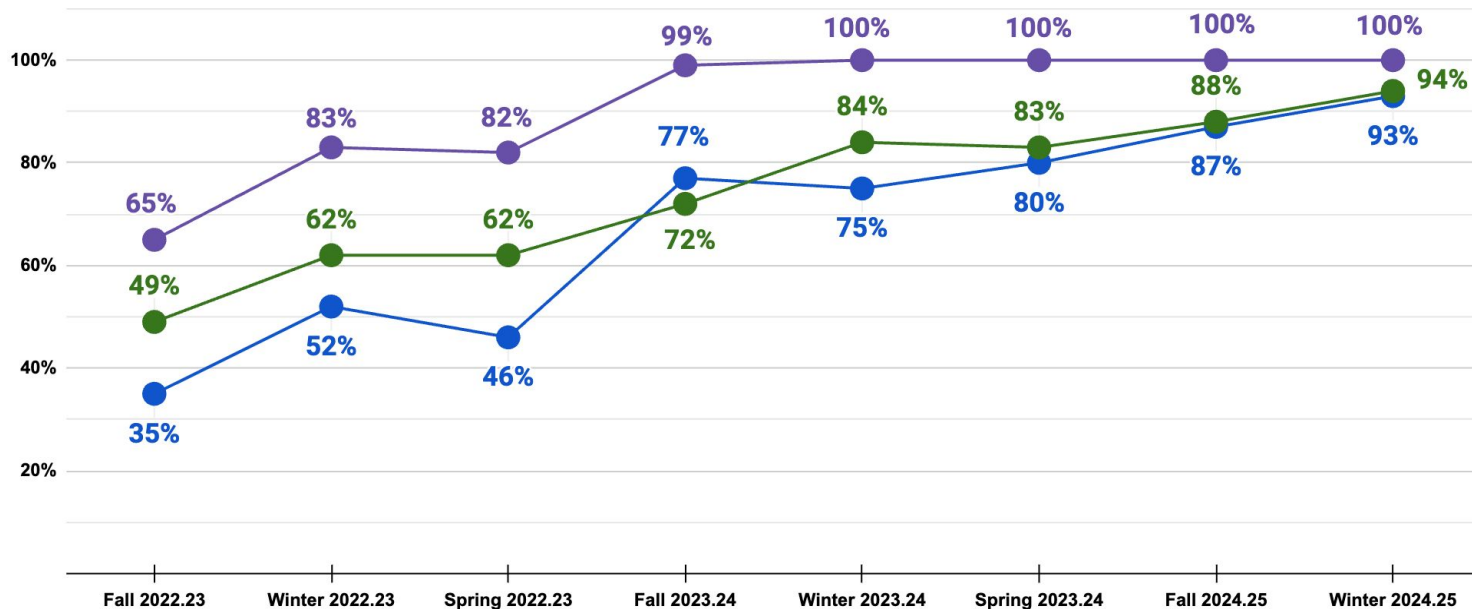
## Receiving

- Tier 2 Math Intervention using IM Adaptation Packs and monitoring success within the iReady Personalized Pathway during the WIN block, 4 days per week
- Tier 3 Literacy Intervention using Read 180 The Code in lieu of an elective, 5 days per week



# Evidence of Progress

## Intervention Provision Rates Fall 2022.23 thru Winter 2024.25

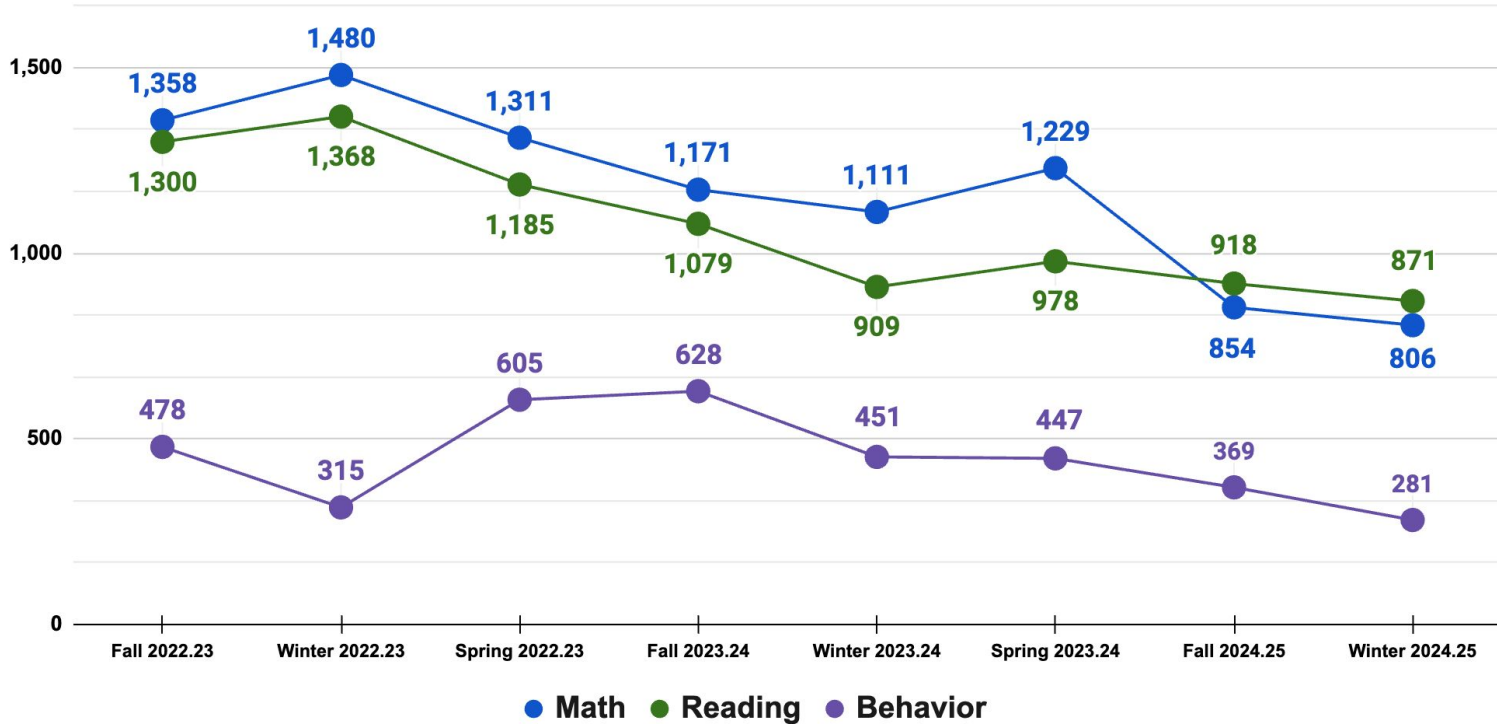


Provision Rate = The Percent of Students who Qualify for an Intervention Plan, who are Receiving Intervention

● Math ● Reading ● Behavior

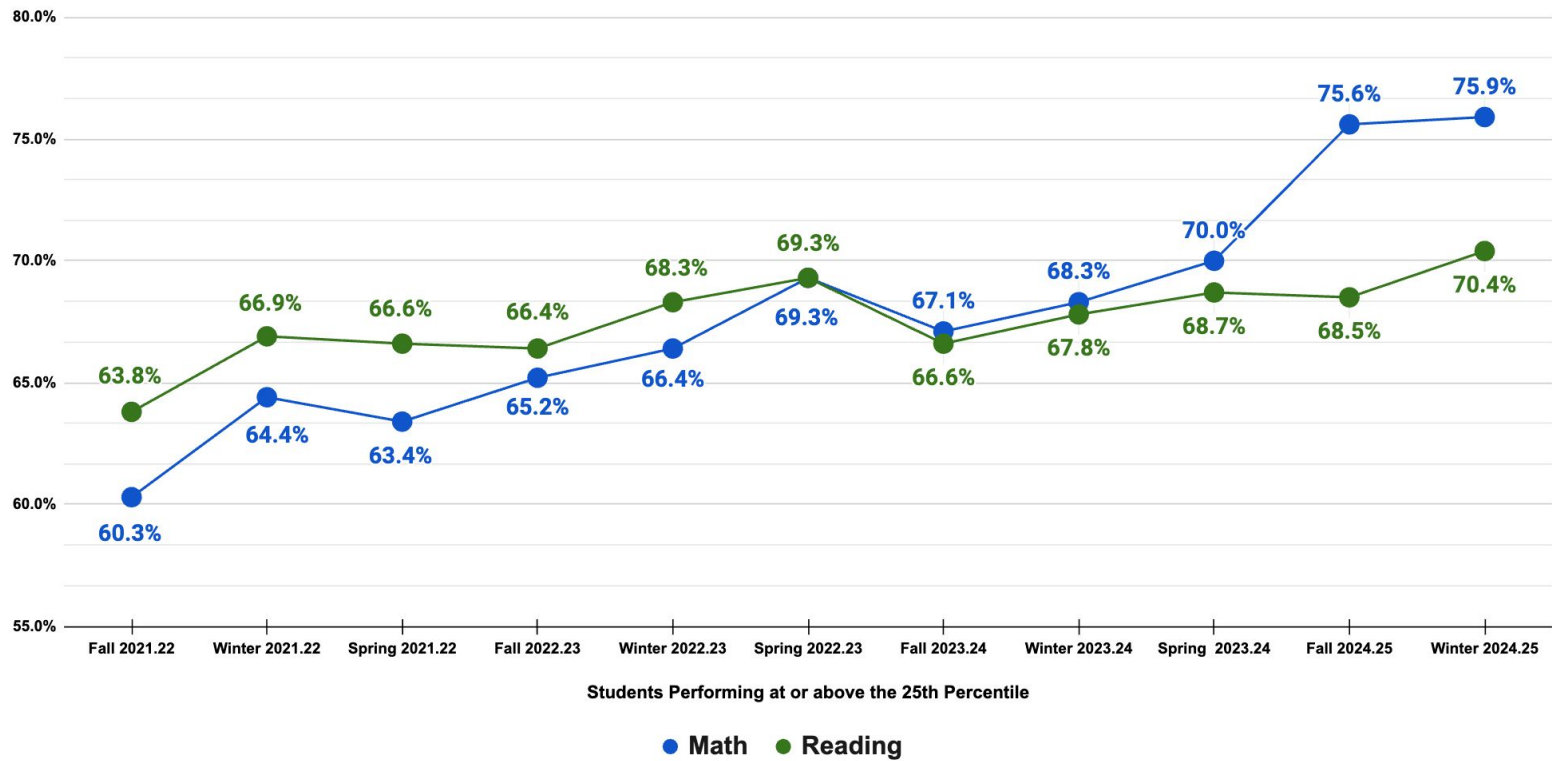
# Evidence of Progress

## Student Recommended for Intervention Counts Fall 2022.23 thru Winter 2024.25



# Evidence of Progress

Key Performance Indicator (KPI) Reading & Math Results  
Fall 2021.22 thru Winter 2024.25



# Current State of MTSS in D59

## **Tiered Process:**

Successfully and fluidly uses a tiered process of school support that utilizes differentiated instructional strategies for students

Provides students falling in average ranges but below grade level with supplemental instruction

Provides students falling outside average ranges with scientific, research-based interventions





# Current State of MTSS in D59

## Screening and Monitoring:

Screen three times per year for academics and two times per year for SEL to ensure all students are reviewed and considered for intervention

Continuously monitors student growth and performance; using appropriate progress monitoring instruments for students receiving intervention



# Current State of MTSS in D59

## Team Functioning:

Professional Learning Community teams continuously review student data to inform instructional methods.

Teachers and teams make educational decisions based on a student's response to support and/or intervention.

District and building leadership review system data to inform decisions on resources and allocation at the district level.



# Upcoming Improvements in MTSS

Expanding WIN (Seminar) block offerings at Jr. High to allow for more Tier 1 supports across content areas

Exploration potential of an additional Tier 3 math intervention curriculum at elementary

Exploration potential of an additional reading intervention curriculum specifically for kindergarten



# Upcoming Improvements in MTSS

We continue to explore and research options for improvement of assessing reading in Spanish.

Once an instrument is selected, a biliteracy trajectory will be developed to outline expected growth within dual language.



# Questions



# Student Profile: Nicholas, 1st grade



## Screening Data

- Panorama: Student indicated no domains of social or emotional skill strength through screening survey
- Discipline referrals: 11 minor referrals



## Decision Making

### Team Level Discussion

- Review by climate team (admin, social worker, teachers)
- Teacher input on needs
- Parent input on needs



## Receiving

- Social Academic Instructional Group (SAIG) by SEL Interventionist once a week focused on self-management; using self-control
- Goal: Enhance his knowledge and understanding of self-control strategies as evident by earning a 75% or above on post-test.
- Progress Monitoring: Post-test review after 3 and 6 weeks, discipline referral review

