Multi-Tiered Systems of Support (MTSS)

District Guidance

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1 All Students Proficient and Showing Growth in All Assessed Areas

2 Every Student Graduates from High School and is Ready for College and Career

3 Every Child Has Access to a High-Quality Early Childhood Program

4 Every School Has Effective Teachers and Leaders

5 Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 Every School and District is Rated "C" or Higher

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Welcome

- MTSS Guidance Document Introduction 06/22/2020 1:00pm - 2:00pm

- Deepen Parent/Family Support 06/29/2020 1:00pm - 2:00pm

- How to Support Students at the Tier I Level 07/06/2020 1:00pm - 2:00pm

- Identify Students with the Most Need 07/13/2020 1:00pm - 2:00pm

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Session Norms

- Mute yourself during the presentation

- Be sure to sign-in using the google doc found in the chat box

- Ask questions in the chat box

Introductions

- Laurie Weathersby – Bureau Director

- Melissa Banks – Instructional Technology Specialist

- Jayda Brantley – Intervention Specialist

- Jen Cornett – Gifted Specialist

- Sandy Elliott – English Learner Specialist

- Ginger Koestler – Behavior Specialist

- Mat Sheriff – Intervention Specialist

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Today's Purpose

Purpose

- MTSS Overview and Components

- Section Breakdown

- Gifted

- English learner

- Section 17 Distance Learning

- Question and Answer

INTRODUCTION

This Multi-Tiered System of Supports (MTSS) guidance document is designed to:

1. Assist stakeholders in understanding a Multi-Tiered System of Supports
2. Provide an in-depth look at the essential components of an effective MTSS Model
3. Clarify the usefulness and value of MTSS in regard to student outcomes

4. Explain best practices for the implementation of MTSS for ALL students.

The information in this guidance document is not intended to be a substitute for training; it is intended to increase understanding of the MTSS framework and the Three-Tiered Model. *For additional supports or training on MTSS and the Three-Tiered Model, please contact Intervention Services in The Office of Elementary Education and Reading or visit our Menu of Services.*

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Purpose

PURPOSE

The purpose of the MTSS Guidance Document is to aid in the effective implementation of a three-tiered instructional model in order to support and increase academic, behavioral, and social emotional outcomes for ALL students. This guide addresses the complexity of multi-tiered decision making and identifies critical decision points within Tier I (universal or core instruction for all students), Tier II (supplemental instruction), and Tier III (intensive supports).

In addition, this guidance document will provide best practice recommendations and requirements within a MTSS framework that includes the effective selection and implementation of decision making teams, gathering accurate and reliable data that can be used to make meaningful instructional changes for students, establishing and managing intensive tiers of support, and evaluations of the tiers to ensure the supports provided are effective.

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What is MTSS?

Multi-Tiered System of Supports

MTSS

- A multi-tiered system of supports is a framework for effective team-based problem solving that is data-informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students.
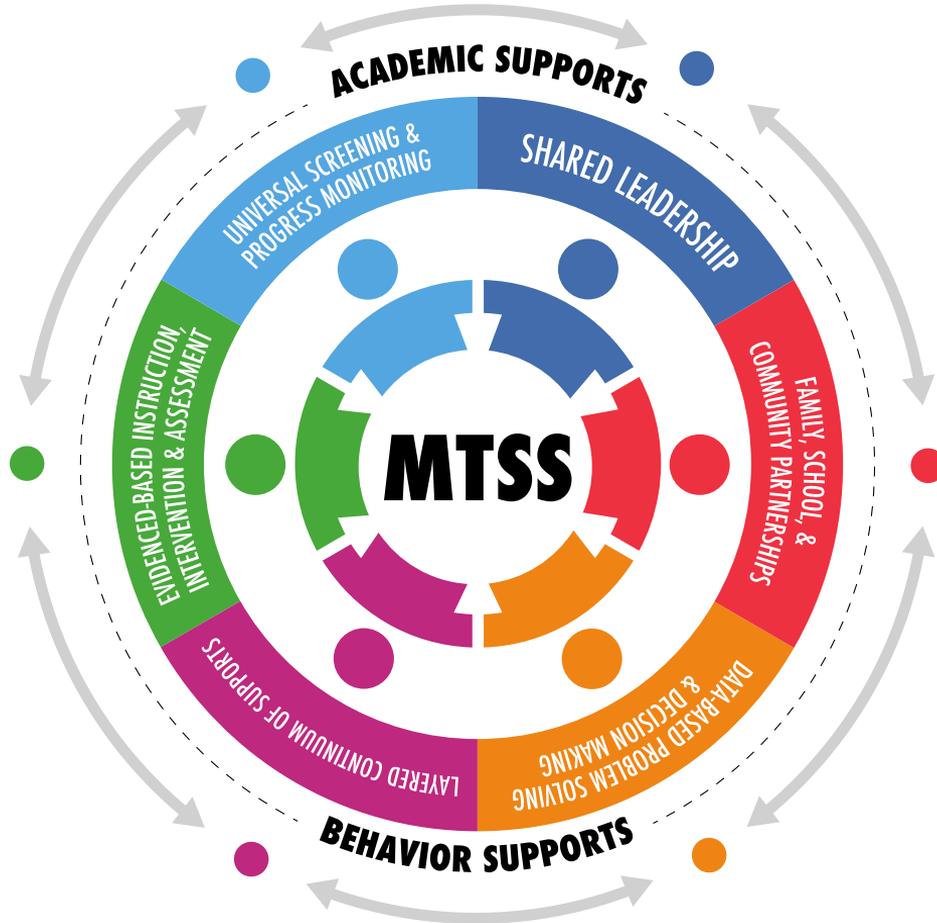
MTSS Essential Components

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Table of Contents

Sections 1-7

Part 3 Chapter 41, Rule 41.1 Intervention

➢ Districts and schools are required to follow a three-tiered instructional model

- Systematic approach for advanced learners and struggling learners

- Early identification

- Evidence based instruction and intervention to support academic and behavioral needs

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- Continuum of supports
- Academic and behavioral outcomes
- Design, and redesign of services
- Appropriate services through promotion of equitable practices.
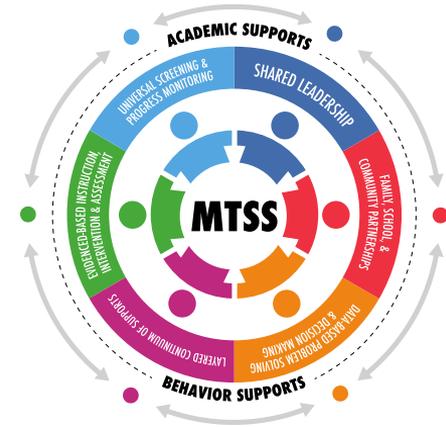
Section 3: Essential Component Defined

- Provides detailed description of each component
- Contains examples of leadership team members
- Defines team member roles

District Shared Leadership Team	School Shared Leadership Team
SAMPLE	SAMPLE
• Team Chairperson • English Learner (EL) Coordinator • Curriculum Specialist • Intervention Specialist • Community Member	• Administrator • Interventionist • Counselor • Teacher(s) • Special Education Representative • Parent (and student when appropriate)

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- Contains key questions to ask regarding decision making
- Tips for effective communication with parents
- Guidance for identifying evidence-based programs

- Accreditation standards
- Fidelity checks
- Implementation schedules

QUESTIONS TO ASK WHEN EVALUATING THE EFFECTIVENESS OF TIER I INSTRUCTION

- What percentage of students are meeting academic and behavioral expectations?
- What percentage of students in subgroups are achieving academic and behavioral expectations?

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QUESTIONS TO ASK WHEN EVALUATING THE EFFECTIVENESS OF TIER I INSTRUCTION

- Are the classroom and school environments conducive to learning?
- Are systems in place to ensure quality classroom instruction?
- Is implementation of culturally responsive practices in place?

Key instructional features of Tier II

- Differentiated instruction
- Additional modeling
- Modeling by someone other than teacher
- Multiple student responses
- Immediate feedback

Documented reviews

The MDE recommends two (2) Tier III documented reviews, with the first documented review conducted no later than eight (8) weeks after implementation and the cumulative documented review no later than sixteen (16) weeks after implementation

Next Steps and Child Find

The MTSS process cannot be used to deny, delay, or negate in any way the appropriate evaluation of a child suspected of having a disability.

Sections 8-10

Section 8: Behavior

- Behavior instruction and interventions are best provided through PBIS at each of the tiers.
- Tier I includes broad positive expectations that should be school, program, or facility wide.
- Tier II includes interventions for those students who are not making progress with Tier I supports. (Make sure you look out for internalizing behaviors!)
- Tier III is for students who are not making progress with Tier II supports and should be individualized to each student. (What is the function?)

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Sections 9: Counselors

- School counselors play a significant role in supporting positive student behavior and academic success by participating as members of the shared leadership team, coordinating and implementing the school's behavior intervention systems, facilitating Tier I behavior screeners, and providing group and individual counseling, to promote equity for all students.

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Section 10: Absenteeism

- A student who misses 10% or more of school days for any reason (including excused, unexcused, suspensions) is considered chronically absent and at risk for falling behind academically!

STATUS	THRESHOLD: Number of Days Absent	
	Each Quarter	Full Year
On track to graduate (Tier I)	2 days or less	9 days
Sliding (Tier II)	3-5 days	10-18 days
Off track (Tier III)	5 days	18 days
Source: www.kidscount.ssrc.msstate.edu		

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Sections 11-13

Section 11: Developing an IRP

- The Literacy Based Promotion Act requires that intensive reading instruction and intervention begin for students immediately following the identification of a reading deficiency.

- Individual Reading Plans should be created for kindergarten and 1st – 3rd grade students with a substantial reading deficiency.

Section 12: Utilizing the Documentation Packet

- The MTSS Documentation Packet was created to assist districts, schools, and educators with the documentation and implementation of interventions as well as the Literacy-Based Promotion Act (LBPA). The packet provides the means to reflect on policies and practices at the classroom, school, and district level in order to continually improve student outcomes.

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Section 13: Universal Screeners and Diagnostic Assessments

- Universal screeners are an integral component of the MTSS process as they provide a piece of the data required for the decision-making process.

- Diagnostic assessments are used to either confirm or challenge the results of the universal screener and determine next steps.

- Students identified as "at-risk" based on multiple pieces of data should be administered diagnostic or survey level assessments to determine specific intervention needs.

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Section 14

Section 14: Additional Considerations

- Early Childhood

- Dyslexia

- Differentiation with Accommodations and Modifications

- MTSS at the Secondary Level

- Special Education

- Section 504

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MTSS +
Gifted Services

Subhead

MTSS + Gifted Services

- Mississippi identifies and serves Intellectually Gifted Students

- Most gifted students are academically successful, but many need additional supports

- Gifted identification does not exempt districts from providing additional supports to when warranted

MTSS + Gifted Services

- Because of their asynchronous development, it is not uncommon for gifted students to require behavior interventions

- Eligibility for gifted services does not exempt students from the need for interventions
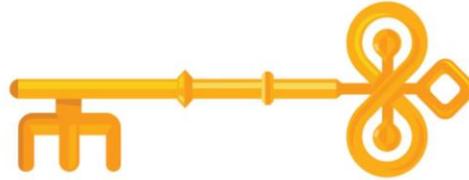
Keys to Success

Classroom teachers who:

- Understand the characteristics of gifted children

- Set expectations based on student performance rather than assumptions of ability based on gifted ruling

Keys to Success

Student Success Teams that:

- Include the gifted teacher or coordinator in all meetings and conversations

- Include the gifted student

Keys to Success

Interventions that:

- Focus on student strengths instead of needs to better support academic and behavioral growth

Have questions or concerns?

Need guidance?

Jen Cornett

jcornett@mdek12.org

MTSS +

English learners

Subhead

Section 14 English Learners

The Four Domains of English Language Development

- EL support should be provided at each of the Tiers

- Tier I EL supports should include teacher implementation of best practices for supporting academic knowledge and language acquisition

- The MTSS Guidance Document provides links to EL guidance documents for supports ELs in both traditional school setting and in a distance learning setting.

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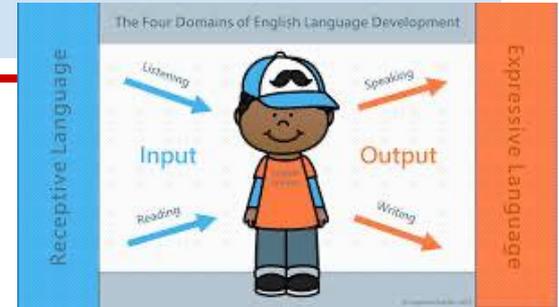
Considerations for EL Intervention Referrals

• Amount of time the student has been in this country	In addition to learning a new language, newly arrived EL students need time to adjust to the new culture and expectations in our school systems
• Similarity or dissimilarity of ethnicity or national origin to that of the U.S.	This should include consideration given to the type and amount of schooling the student attended in their native country
• Degree of English language acquisition	Students with lower levels of English proficiency will require more supports and scaffolds to support content area learning
• Utilize all important and relevant data that is available for the student	MAAP scores, universal screener scores, benchmark scores, classroom grades, ELPT scores

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Sections 15 - 16

Section 15: Scheduling Intervention Time

- For optimal student outcomes within a MTSS, there must be adequate time for instruction based on students' needs. Developing an effective schedule is a process in which many stakeholders need to be included.

- Schedules should be reviewed and revised as needed.

Remember to be flexible.

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A properly developed and implemented MTSS meets the diverse needs of All learners

Sections 17

Section 17: Interventions through Distance Learning

- This will require collaboration among family and school staff as intervention plans are created and modified.

- It is necessary to focus on essential skills needed for student success while understanding that lessons will be different from those provided face to face in the school setting.

- With some fine tuning of daily routines and creativity, intervention lessons may occur while other family duties are carried out.

- If the family schedules make it too stressful for parents and educators to connect during the day, this might take place after hours during a more focused time.

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Section 17: Interventions through Distance Learning

- Keep in mind that the goal is to continue skill building which requires student motivation and dedication of the student, family, and school staff.

- Intervention lessons should be stress-free learning periods in which students are engaged and focused.

Section 17: Interventions through Distance Learning

- This is an unprecedented time where flexibility and creativity are required to provide the best interventions for the students in Mississippi.

- The key is to ensure that the students are continuing to receive the supports they need to be successful. This can be done through planning and communication.

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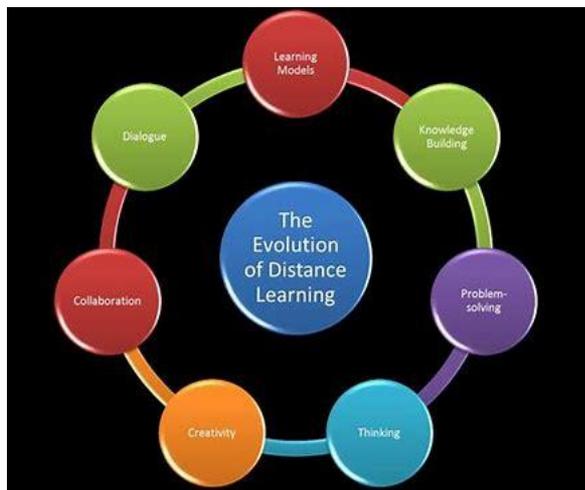Ensuring a bright future for every child

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Section 17: Interventions through Distance Learning

Identify students that have the most need and ensure that they have access to the available interventions.

- This can be done through a diagnostic assessment.

- A diagnostic can be utilized to discover what types of intensive support is needed for each individual student.

- This information should identify the specific gaps the student is exhibiting and provide information on the deficit area that should be addressed through distance learning.

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What can interventions look like with distance learning?

In-person Learning: small group interventions with explicit instruction in the deficit area may continue as designed to ensure a tiered level of support is delivered to all students.

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Section 17: Interventions through Distance Learning

At-home Learning: communicate with families the importance of students completing the assessments/assignments on their own. Help parents understand that teachers are using this information to design the intervention that will best meet the students' needs.

Hybrid Learning: complete assessments, including diagnostics, together in a one-on-one or small group setting. Students can be provided instruction during the face-to-face setting and then practice from home virtually. Progress monitoring may be conducted digitally with a virtual proctor that can sit with the student as they are completing the assignment or assessment.

Section 17: Interventions through Distance Learning

- Whatever the learning situation, interventions and supports will continue for the students. Find what works for you as the interventionist and the students you are serving.

- Keeping in mind that while you are addressing grade level content you are also addressing the gaps that have been identified.

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How can students benefit from distance learning?

- This is a time where we can make the foundation stronger for our students, using a blended strategy of grade appropriate work and fill in the gaps along the way.

- Teachers can provide positive intervention experiences through technology and using various means to connect with students.

Section 17: Interventions through Distance Learning

- Remain focused on the child and provide support that will benefit their overall success for the future.

- The interventionist should reach out to each parent so they understand what will be conducted during the intervention time.

- Choose an appropriate intervention to be conducted. This should be an intervention that the parents can easily access at home.

Section 17: Interventions through Distance Learning

- The interventionist should conduct a parent training, so the parents understand the components of the intervention program.

- This is an opportunity to demonstrate the importance of students completing their work on their own.

- The quality of the assignments should provide meaningful work with scaffolding provided as needed for the student.

- Utilize a systematic approach with instruction. Identify the areas of need and develop a plan for instruction.

Section 17: Interventions through Distance Learning

- Incorporate other subject areas to expose students to rich content areas, build vocabulary, fluency, and knowledge. Writing should be part of daily/weekly assignments.

- Vocabulary building activities may be incorporated during certain times of the daily schedule or siblings may be tapped to assist with sorting and counting activities when appropriate.

Section 18

Section 18

Glossary of Terms

Section 19

Appendices

Appendices

- **APPENDIX A** Mississippi State Board Policy: Part 3, Chapter 41, Rule 41.1 Intervention

- **APPENDIX B** MTSS Flowchart for Prek-12

- **APPENDIX C** Month-by-Month Guide to Implementing MTSS

Any Questions?

Assignment

- Use the link in the chat box to access the assignment for next week.

- You will watch a short video and write a brief reflection.

- The information is in the link.

Before We Leave…

- Remember to be flexible

- Be open and honest with parents

- Establish good communication

- This is new ground for everyone

Thank you for everything you do!!

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