

Multi-Tiered System of Supports

A Parent's Guide to the Implementation Process

September 2019



Office of Elementary Education and Reading

Student Intervention Services/Supports
Laurie Weathersby

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



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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3

Today's Purpose



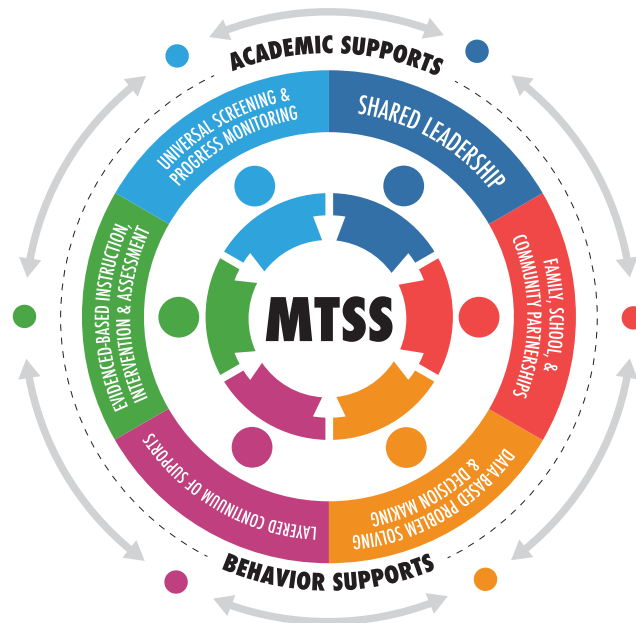
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4

Purpose

- What are the components of MTSS?
- State Board Policy
- What is Available at Tier I, II, III?
- Ways to discover what your school uses for their process
- How to support your student at home

MTSS Essential Components



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.



7

What is MTSS?

- Cohesive framework used to align resources and initiatives, it is a method of improving outcomes for ALL students
- Implemented to ensure successful academic and behavioral outcomes for ALL students.
- Includes Response to Intervention (RtI), positive behavioral supports, and opportunities for enrichment
- Aligns the entire system of supports to ensure effective team-based problem solving
- Is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of ALL students



8

What is MTSS

IS	IS Not
A framework for effective problem solving to improve academics and behavioral outcomes for ALL students.	A single curriculum or program
For ALL students including those who need enrichment	Just for struggling students
Flexible to meet the unique needs of districts and schools	A one size fits all prescription
Data informed and evidence based	Based on assumptions or anecdotal info
Collaborative team based decision making	The responsibility of one person
A framework to make decisions about the need for further services.	A pre-referral process

State Board Policy



State Board Policy Update

Part 3 Chapter 41: Rule 41.1 Intervention

- Three Tier Instructional Model
- School districts must complete, at a minimum, documentation as required for all students in Tier II and Tier III
- Students in Grades K-3 will be referred for a TST meeting within the first 20 days of school if a student has failed one (1) grade
- All Tier III documentation must accompany the student's cumulative folder upon promotion or transfer to a new school



11

Shared Leadership



12

Purpose of a Leadership Team

- Help staff develop, strengthen, or modify effective interventions and instructional strategies
- Promote the use of data-based decision making
- Evaluate impact of instruction and interventions of the tiers
- Locate and provide resources for the staff



13

Possible Members and Responsibilities

Building Principal	Counselor
<ul style="list-style-type: none"> • Supports the protocol for the problem-solving process 	<ul style="list-style-type: none"> • Coordinates and facilitates the school's behavior intervention program
<ul style="list-style-type: none"> • Provides allocations of resources 	<ul style="list-style-type: none"> • Uses Tier I Behavior Screeners to identify behaviors of students and designs behavior interventions
<ul style="list-style-type: none"> • Monitors staff support/climate 	<ul style="list-style-type: none"> • Provides group and individual counseling to students
<ul style="list-style-type: none"> • Sets schedules driven by student needs 	<ul style="list-style-type: none"> • Promotes equity for ALL students
Leadership Team Facilitator (Interventionist)	
<ul style="list-style-type: none"> • Coordinates and facilitates the school's academic intervention program 	
<ul style="list-style-type: none"> • Collaborates with teachers to identify needs of students 	
<ul style="list-style-type: none"> • Assist teachers with the collection of data and analysis of data results 	
<ul style="list-style-type: none"> • Schedules "data days" 	



14

Possible Members and Responsibilities

Lead Teacher (Instructional Specialist)	General Education Classroom Teacher
<ul style="list-style-type: none"> Develops, leads, and collaborates with teachers in schoolwide implementation of MTSS Trains and provides ongoing coaching to school leadership teams and teachers on the MTSS framework Supports teachers in identifying student needs and providing appropriate interventions 	<ul style="list-style-type: none"> Provides high quality classroom instruction to ALL students Screen and progress monitor to determine instructional needs and measure student progress Leads Tier I instruction and support Combines classroom instruction with additional intervention supports
Special Education Teacher	
<ul style="list-style-type: none"> Serves as an advocate, connector, and collaborator Develops IEPs Provides instruction to students (co-teaching) Coordinates program implementation across many students 	



15

Possible Members and Responsibilities

Parent	Student (adjust for age)
<ul style="list-style-type: none"> Provides student's information and participates in individual problem solving Prioritizes concerns Maintains attitude of consensus building Participates in intervention development, implementation, and evaluation 	<ul style="list-style-type: none"> Participates in problem solving and development of interventions Participates in goal setting and monitoring of progress toward the goals
Other (Related Services, Medical, EL, Gifted, District Office Personnel, etc.)	
<ul style="list-style-type: none"> Collaborate to identify and implement therapeutic and special education interventions Support and address student needs and total school accountability Offer expertise and understanding of the use of data when making instructional decisions Identify and analyze existing literature on assessment and intervention approaches 	



16

Family, School, and Community Partnerships



17

Family Involvement

- Engage with students and families
- Obtain feedback from family members and school staff
- Provide family members multiple opportunities to engage with the school
- Facilitate communication between home and school
- Provide families information needed to support their children's educational progress



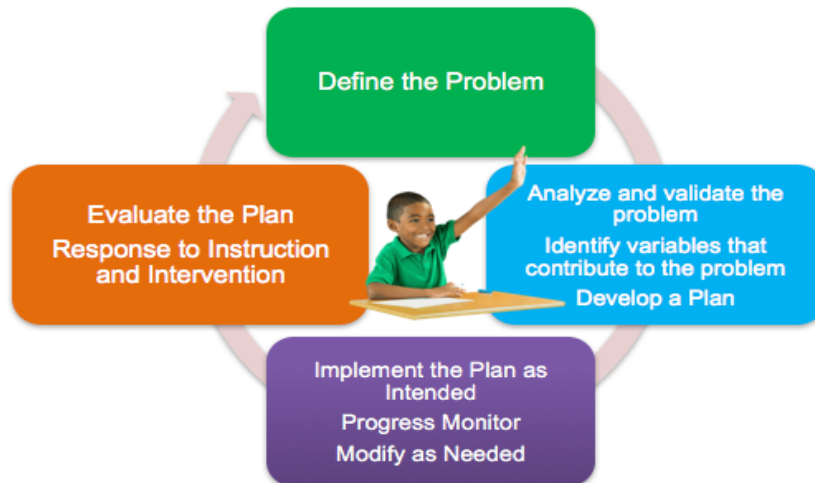
18

Community Involvement

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity in the partnership
- Maintain an "open door policy" with community members
- Invite community members to serve in various roles within the school

Data-Based Problem Solving and Decision Making

Data Problem Solving Process



Data

- Review available data including observations, checklists, and portfolios
- Look for trends in the data and discuss concerns
- Keep on file and review any diagnosis from a pediatrician or diagnostician

What to Save in an MTSS Portfolio

- A collection of work samples and observations
- Items that represent the child's typical work (not just their best work)
- Information to support your observations such as photos of the child performing the goal
- Any progress monitoring data
- Universal screening data

Layered Continuum of Supports

Early Intervention

- Sets the path for Kindergarten readiness
- Enhances subsequent school success
- Prevents initial delays from becoming disabilities in later years



25

Layered Continuum of Supports Shared Features

Required Components:

- Tiered I High Quality Classroom Instruction and Differentiation
- Tier II Supplemental Instruction and Intervention
- Tier III Supplemental Instruction and Intervention
- Ongoing Assessment and Progress monitoring
- Family Involvement
- Includes Academic and Behavioral Supports



26

Universal Screening

- Provides repeatable data collection of academic and behavioral skills
- Identifies students making adequate progress with the curriculum
- Provides data to evaluate the quality, equity, and efficiency of a school's core instruction and supports



27

Progress Monitoring

- Facilitates decision making practices that are based on monitoring tools
- Provides a basis for evaluating instructional programming as the instruction is occurring
- Guides the process of matching and adjusting goals, materials, levels, and grouping to the student needs
- Aids communication with students, families, and other professionals
- Continues once a student is eligible for special education services



28

What is Tier I?

Tier I

“Tier I is the first line of defense.”



Tier I - High Quality Instruction

- Instructional strategies that address patterns of weaknesses among students
- ALL students receive instruction within an evidence-based, scientifically researched core program
- Differentiation occurs to meet the needs of ALL students
- High-quality instruction can make a substantial difference for struggling students



31

Tier I

“The classroom teacher is the ‘first responder’ for students with academic delays.”

-Jim Wright



32

Tier 1 Observation Form

1. Aligned with the Teacher Growth Rubric

2. Check the box indicating traits observed.

3. Provide suggestions/recommendations, if needed.

4. Re-evaluate teacher if needed



Classroom Instruction	Differentiated Instruction	Classroom Management
<input type="checkbox"/> Students actively engaged in learning. Domain 3, Standard 5 <input type="checkbox"/> Content is at instructional level. Domain 2, Standard 4 <input type="checkbox"/> Students answering questions correctly. Domain 2, Standard 3 <input type="checkbox"/> Students ask questions. Domain 3, Standard 5 <input type="checkbox"/> Teacher communicates expectations of lesson. Domain 2, Standard 3 <input type="checkbox"/> Teacher questioning measures students' understanding of the prerequisite concepts. Domain 2, Standard 4 <input type="checkbox"/> Teacher questioning measures students' understanding of new concepts. Domain 2, Standard 3 <input type="checkbox"/> Teacher encourages students to think critically concerning previous concepts and new concepts. Domain 2, Standard 3 <input type="checkbox"/> Teacher reviews prerequisite knowledge needed for the lesson in order to effectively build student understanding. Domain 1, Standard 2	<input type="checkbox"/> Teacher uses activities to support instruction (i.e., advanced organizer, intro to lesson, or closure). Domain 3, Standard 10 <input type="checkbox"/> Teacher aligns tasks to learning goals. Domain 1, Standard 1 <input type="checkbox"/> Teacher engagement with students varies as the needs of the students differ. Domain 1, Standard 2 <input type="checkbox"/> Teacher provides guided practice and modeling in learning new concepts. Domain 2, Standard 4 <input type="checkbox"/> Teacher uses a variety of techniques to support students in making meaning of content. Domain 2, Standard 4 <input type="checkbox"/> Teacher groups students to work on instructional component. Domain 3, Standard 5 <input type="checkbox"/> Teacher provides prompt feedback to students concerning performance. Domain 2, Standard 3 <input type="checkbox"/> Teacher assists students in preparation for assignments, long-range projects, and tests. Domain 2, Standard 3	<input type="checkbox"/> Use of smooth transitions: providing transition activities for students. Domain 3, Standard 6 <input type="checkbox"/> Procedures and rules are clearly communicated in the classroom. Domain 3, Standard 6 <input type="checkbox"/> Teacher actively supervises student behavior by scanning, moving around room, and interacting with students. Domain 3, Standard 5 and Domain 3, Standard 6 <input type="checkbox"/> Teacher encourages students to take ownership for actions and fosters respect among all students. Domain 3, Standard 5 and Domain 3 Standard 7

33

What is Tier II?



34

Tier II Supplemental Instruction

Tier II should be...

- Evidence-based
- Targeted
- Supplemental
- Skill-building intervention



35

Tier II Supplemental Instruction

Tier II should be...

- Systematic
- Explicit
- aligned with Tier I instruction



36

Tier II Supplemental Instruction

Students should be...

- placed in individual or small groups with targeted instruction/intervention and supplemental supports with similar skill building needs
- In interventions for 20 to 30 minutes for 3 to 5 days per week
- Progress monitored every other week



37

Tier II Supplemental Instruction

Some students will need more support in addition to the school-wide supports

- Students are receiving high-quality Tier I instruction, but if it is not meeting their needs additional supports should be considered
- Teachers should have resources available to provide these supports



38

Requirements for Public Schools – IRP

The LBPA was amended in 2016 to include:

- the development of an Individual Reading Plan (IRP) for Kindergarten and 1st through 3rd grade students with a substantial reading deficiency and
- 4th grade students promoted for good cause.

Student Name :	Teacher/School:	Date:
Individual Reading Plan Checklist		
Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:		
(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;		
(b) The goals and benchmarks for growth;		
(c) How progress will be monitored and evaluated;		
(d) The type of additional instructional services and interventions the student will receive;		
(e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;		
(f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,		
(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development		

*Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for *Tier III (Intensive Intervention). These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).*



How to Identify Deficit Areas



Identify Deficit Areas

- Utilize the universal screener given three times a year
- Review state test scores
- Give needed diagnostic assessments to determine deficit area
- Use multiple data points



41

Making the Decision to Move to Tier II

- Look at data to determine when to move to Tier II
 - Discrepancy on universal screener when compared to class peers
 - Improvement never meets or exceeds intervention group
 - Standard scores on mastery test are below a given percentile (25th percentile)
 - Scores on specific skills are below basic or proficient, Level 1 or Level 2
 - Failing grades (least reliable source)



42

Tier II Interventions

At Tier II interventions may be teacher created or you may utilize an intervention program



Differentiation

What is differentiation?

- Tailoring instruction to meet individual needs
- Reaching out to an individual or small group to vary your teaching in order to create the best learning experience possible



Differentiation

Elements of the curriculum that can be differentiated:

- Process – activities utilized to teach content
- Product – expressing what they know
- Environment – multiple arrangements and settings to foster engagement

What is Available At Tier II?

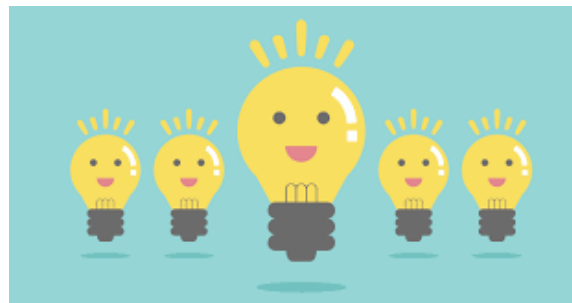
Intervention Websites

- Rtl Network (rtinetwork.org)
- Intervention Central (interventioncentral.org)
- PBIS World (pbisworld.com)
- What Works Clearinghouse (ies.ed.gov)
- Florida Center for Reading Research (fcrr.org)



Intervention Programs

- Evidence-based
- Structured lessons
- Progress monitoring
- Implemented with Fidelity



Intervention Programs

- Follow the structure of the program
- Be flexible
- If you see that a student needs a different approach try something different, you are not married to one approach
- Use good teacher judgement and document any changes in the program

What is Tier III?

Tier III Intensive Intervention

Tier III should be...

- Evidence-based
- Targeted
- Intensive
- Skill-building intervention



51

Tier III Intensive Intervention

Tier III should be...

- Systematic
- Explicit
- aligned with Tier I instruction



52

Tier III Intensive Intervention

Students should be...

- placed in individual or a smaller group setting with targeted intervention and intensive supports
- in interventions for 30-60 minutes for at least 4 days per week
- Progress monitored weekly



53

Tier III Intensive Interventions and Instructional Supports

- Intervention is provided by school personnel who are highly trained with the areas of the academic need indicated by the student performance data
- Not intended to replace Tier I
- Regular fidelity checks should be conducted to determine if the intervention was implemented the way it was intended



54

What is Your School's Process?



55

Step by Step Process

- Identify deficit area
- Implement appropriate interventions
- Document interventions/progress monitoring
- Watch for rate of progress/growth
- Prepare for tst meeting if needed



56

Tier 3: Notification to Parents



APPENDIX D | Sample Parent Notification of Intervention Services [Tier II]

Dear Parent/Guardian:

As part of district- and state-wide efforts to meet individual student needs and improve student achievement, [insert school district name] works to consistently track your student's progress toward grade level goals, both academically and behaviorally. Interventions (extra support) will be provided as needed to all students who do not meet expected levels of achievement in reading, writing, math, and/or behavior. This system is called Response to Intervention (RTI).

Based on academic testing results, classroom performance, and/or teacher recommendation, **(student name)** has been identified as a student who could benefit from intervention services. This letter is to notify you of your child's placement in:

Tier II, best described as supplemental or small group instruction that your child will receive in addition to core curriculum instruction provided by his/her classroom teacher. Your child may be in this tier for up to eight (8) weeks before final progress is determined and further support is provided, if needed.

The additional support that your child will be provided includes:

- ☐ [add Intervention #1 here]
- ☐ [add Intervention #2 here, if applicable]
- ☐ [add Intervention #3 here, if applicable]

If you have any questions or concerns, please contact us at:

Phone number: _____

E-mail address: _____

Please understand that ongoing assessment and progress monitoring of interventions throughout the year aid in determining the need to continue, change, or discontinue intervention services. Our goal for providing interventions to your child is to ensure that **(student name)** will be successful in meeting the Mississippi grade level expectations and requirements. If you have any questions, please contact your child's classroom teacher or counselor.

Sincerely,

[Insert school administrator/TST chair signature and title here]



57

Referral for Additional Supports

1. Determine if Intervention needs to be changed
2. Determine which students need a comprehensive assessment for dyslexia and/or additional reading disorder
3. Refer for Child Find or determine if 504 is needed



58

Child Find

• Follow Child Find Procedures

– **Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

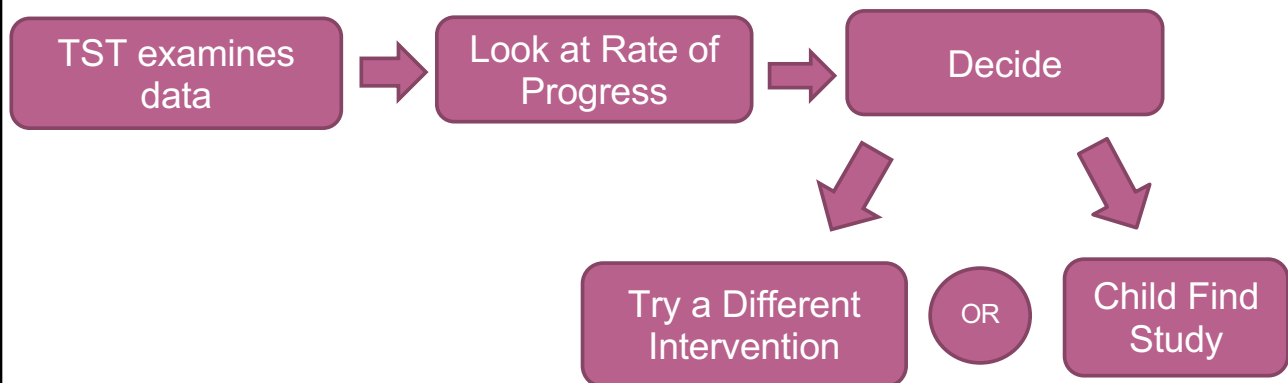
Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.



59

Next Steps

What to do after Tier III?



60

Additional Considerations



61

Accommodations and Modifications

Accommodation: alters the academic setting or environment and enables students to indicate more accurately what they actually know

Examples:

- Having un-timed or extended time for test or assignments
- Moving to a quiet area to work or take test
- Assistance from a note taker
- Providing a peer to assist with reading



62

Modifications

Modification: encourages and facilitates academic success, alters the work required in some way that makes it different from the work required of other students in the same class

Examples

- Allow choices for book reports (oral/written)
- Composing 10/20 sentences
- Taking a test in multiple choice format instead of essay

How to Support at Home

Things to Discover

- Does your school have an interventionist?
- Are they having tst meetings?
- Are you invited to tst meetings?
- Do you receive progress monitoring updates from the teacher?



65

Family Support

- Located on intervention website
- Contains questions to ask in tst meetings



Parent and
Family Guide
TO UNDERSTANDING
**Response to
Intervention**



66

Family Support

WHAT QUESTIONS SHOULD I ASK MY CHILD'S SCHOOL?

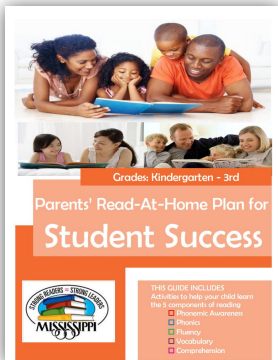
- ☐ Is the curriculum (core classroom instruction) meeting the needs of my child?
- ☐ Is my child currently in the tier process? If so, at which level?
- ☐ What are the extra support strategies that my child's school is using if he/she is struggling in the classroom?
- ☐ What have you identified as the area that my child is struggling in or needs additional support?
- ☐ What are you currently providing to meet those areas of deficiencies?
- ☐ How are you progress monitoring their growth?
- ☐ Is my child making progress?
- ☐ How will I be informed of the progress my child is making?
- ☐ If my child is not making progress, what are you going to do differently?
- ☐ What can I do at home to support my child in this process?

Questions

Wrap-up



Parent Resources



Parents' Read-At-Home Plan
(Literacy-Based Promotion Act Parent Document)



Family Guides for Student Success
(Reading & Math: Grades PK-8)



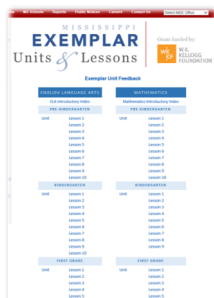
Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA
(Literacy-Based Promotion Act Parent Presentation K-3)

69

Teacher Resources



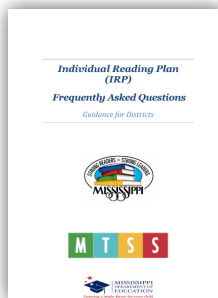
Literacy Focus of the Month
(Transdisciplinary: Grades PK - 12)



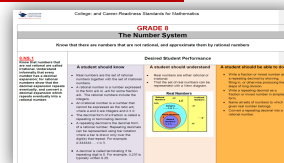
Kellogg Grant Exemplar Lesson & Unit Plans
(ELA and Math, Grades PK - HS)



Math Manipulative Training
(Lowest Performing Schools: Grades K-6)



Individual Reading Plan FAQs
(Literacy-Based Promotion Act Guidance Document K-4)



Instructional Scaffolding Document
(ELA & Math: Grades PK-8)



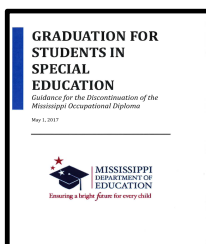
Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)

70

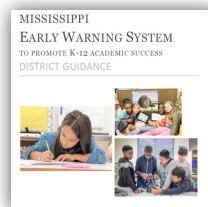
Administrator Resources



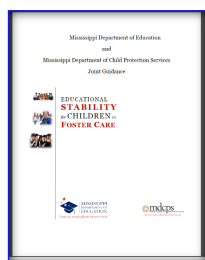
*On Demand Technical Assistance & PD
(ELA, Math, Literacy, & Special Education: Grades K-12)*



MOD Discontinuation Guidance

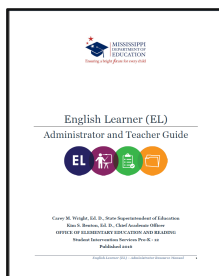


*Early Warning System
(College and Career Readiness Data Guidance Document)*

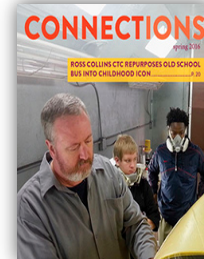


Educational Stability for Children in Foster Care

(Foster Care Guidance Document)



<http://mdek12.org/ESE/english-learners>



*A Glimpse into Mississippi K-12 and CTE Classrooms
(Transdisciplinary: Grades K-12)*

71

Student Intervention Supports

Elementary Specialist

Laurie Weathersby

lweathersby@mdek12.org

Secondary Specialist

Jayda Brantley

jbrantley@mdek12.org

Behavior Specialist

Ginger Koestler

gkoestler@mdek12.org

English Learner Specialist

Sandra Elliott (PreK – 12)

selliott@mdek12.org

Gifted Specialist

Jen Cornett

jcornett@mdek12.org

Technology Specialist

Melissa Banks

mbanks@mdek12.org



Laurie Weathersby

Student Intervention Specialists
lweathersby@mdek12.org