

Multi-Tiered Systems of Support (MTSS)

Parent/Family Guide to Understanding MTSS

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Jayda Brantley, Sandy Elliott

jbrantley@mdek12.org
selliott@mdek12.org

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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



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Today's Purpose

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Purpose

- MTSS Overview and Components
- Intervention versus Remediation
- Accommodations and Modifications
- Documentation Packet/Implementation Model
- Parent and Family Guide to Understanding MTSS
- Additional Resources on Intervention Website
- Reflection Questions (10 minutes)

Introductions

State Board Policy



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Part 3 Chapter 41: Rule 41.1 Intervention

Part 3 Chapter 41

Rule 41.1 Intervention

Adoption Date: January 21, 2005

Revisions: August 18, 2016; December 20, 2018

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students



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Part 3 Chapter 41: Rule 41.1 Intervention

- Designed to meet the needs of every student and consists of three tiers of instruction (Tier I, Tier II, and Tier III)
- Requires screening for dyslexia (K and 1)
- [https://www.mdek12.org/sites/default/files/documents/MBE/State Board Policy/Chapter 41/sbe41-1.pdf](https://www.mdek12.org/sites/default/files/documents/MBE/State%20Board%20Policy/Chapter%2041/sbe41-1.pdf)



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State Board Policy: A Few Highlights*

- 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

*Refer to slide 8 for link to policy in its entirety



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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.

What is MTSS

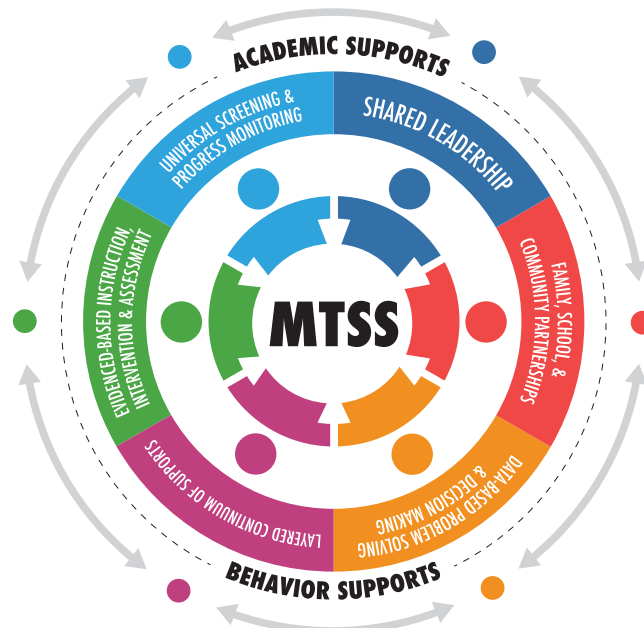
IS	IS Not
A framework for effective problem solving to improve academics and behavioral outcomes for ALL students.	A single curriculum or program
For ALL students including those who need enrichment	Just for struggling students
Flexible to meet the unique needs of districts and schools	A one size fits 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



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MTSS Essential Components



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MTSS Essential Components

- Leadership teams should consist of members knowledgeable of curriculum, content, management, and CLD learners
- Decision making should always be made using student outcome data (are data collection procedures appropriate for diverse groups?)
 - "It Depends"
- Effective instruction for special education students
 - IEP development (MTSS is a springboard)



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Intervention or Remediation



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Early Intervention

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



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Intervention

- Systematic and explicit instruction provided to accelerate growth in an area of identified need
- Provided by both special and general educators, based on training, not titles
- Designed to improve performance relative to a specific, measurable goal
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring



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Remedial Instruction

- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate
- Usually short term



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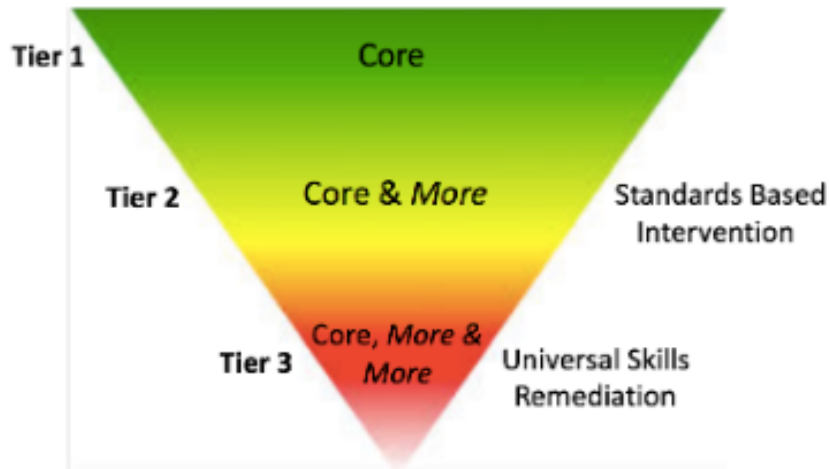
What is Tier I?



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Tier I- High Quality Instruction



Tier I- High Quality Instruction

- Effective leadership throughout instructional delivery within a school-wide MTSS framework is necessary to ensure proper development of an IEP for diverse learners with a disability.
- “Understanding a Culturally and Linguistically Diverse Multi-Tiered System of Supports”

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



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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



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Differentiation

WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



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What is Tier II?

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Tier II Supplemental Instruction

- Evidence-based, targeted, supplemental, skill-building intervention
 - Systematic, explicit, and aligned with Tier I instruction
 - Individual or small group targeted instruction/intervention and supplemental supports with similar skill building needs.
 - In addition to Tier I academic and behavior instruction and supports
- Conducted with Fidelity



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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)

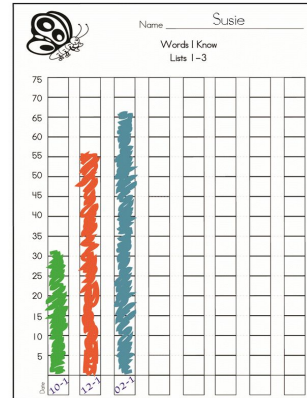


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Best Practice Recommendations for Tier II

- 2-3 days per week (may be more depending on student)
- 20-30 minutes per day (or as prescribed by intervention)
- Progress monitor Tier II every other week other week
- Scheduling



Tier II Behavior

- Students who need additional help
- To reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems

Critical Features of Tier II Interventions for Behavior

- Small Group
- Matched to Student Need(s)
- Explicit Instruction of Skills
- Structured Prompts for Appropriate Behavior
- Opportunities to Practice
- Frequent Feedback to Students
- Fading Supports



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Tier II Interventions

- At Tier II interventions may be teacher created or you may utilize an intervention program
- Read 180, Fast ForWord, Reading Plus, iReady, Read Naturally, Achieve 3000



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Tier II Interventions

- Use of Technology must also include teacher led instruction
- Must be systematic and explicit
- Daily student sign-in or teacher created logs
- Student receives something different than what is occurring for Tier I



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What is Tier III?



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Tier III Intensive Interventions and Instructional Supports

- Tier III is for students who demonstrated little to no progress in Tier II
- Typically reserved for 1-5% of students in a class
 - the most intensive instruction/intervention
 - smaller group setting (1-3 students)
 - 30-60 minutes at a minimum/ 4 days per week
 - progress is monitored more frequently to determine students response to intervention, typically 1 time per week



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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



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Tier III Intensive Interventions and Instructional Supports

- Documentation
 - does the information on the teacher narrative match the intervention?
- Implementation
 - are sign-in sheets available for my students to track their attendance?
 - does the intervention support the data from the assessments (STAR, MAAP,...)?



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Tier III Behavior

- Intensive programs and strategies for students who need individualized supports
- Complete a Functional Behavioral Assessment (FBA)
- Develop a comprehensive intervention support plan



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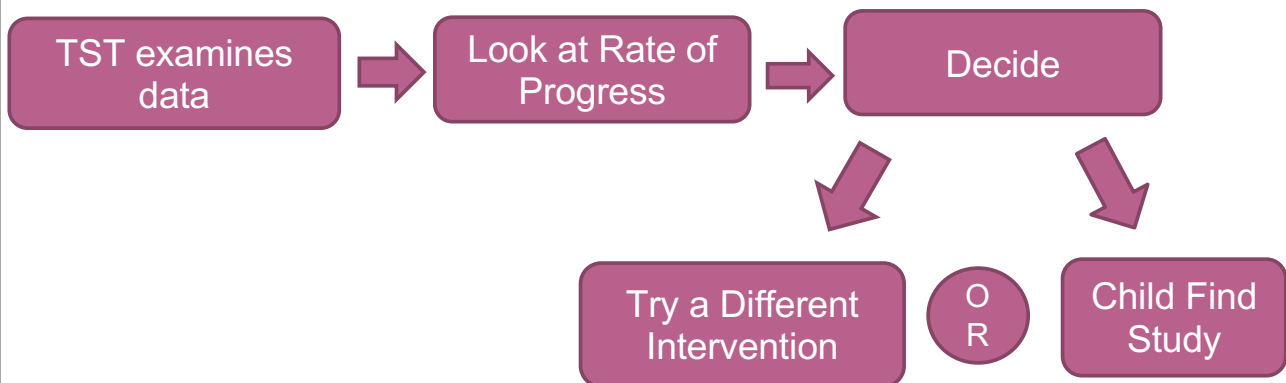
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Moving a Child to Tier III

- Not making progress at Tier II
- When a student is having severe problems at Tier I that needs immediate attention in Tier III
 - Multiple retentions
 - Several grade levels below in reading/math

Next Steps

What to do after Tier III?



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.



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Accommodations And Modifications



Office of Elementary Education and Reading

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Accommodations and Modifications

Success for ALL (English Learner, gifted, special education) students can be significantly impacted by implementing appropriate accommodations and modifications

- **Accommodations** don't change the actual content being delivered. They're add-ons, tools that ensure that students can demonstrate what they know without lessening their expectations.
- **Modifications** are changes made to the core content so that the learning objectives are different and more accessible for the student.



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Modifications

- are typically implemented when they are written in the LSP or an IEP
- change the content or learning objectives, so teachers should try as many accommodations as possible
 - maintain instruction for the standard/skill
 - modify the reading material level as needed
 - teachers should provide documentation of the accommodations and modifications used and their results



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Examples of Accommodations

- Alternate responses
- Advance notes
- Extended time
- Teacher modeling
- Simplified written and verbal directions
- Frequent breaks
- Use of dictionaries/glossaries



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Diverse Groups

What is culturally responsive teaching?

- Using cultural characteristics, experiences and perspectives of diverse students for conduits to teaching them successfully
- Understanding unique qualities students possess
- Aids in avoidance of pre-labeling a student with a learning disability (allowing adequate opportunities to learn)



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Middle School and High School Supports



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Critical Features of Tier II

- It is not sufficient to provide intervention for any student **merely for the purpose** of preparing for a standardized test.



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Online Resources



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Intervention Services



ABOUT NEWS REPORTS & DATA SERVICES DIRECTORY

COMMUNITY

FAMILY

EDUCATORS

ADMINISTRATORS

EDUCATORS

Apps

Academic Standards

Assessment

Educator Resources

Career and Technical Education

Counseling and Support Services

Dyslexia

Early Childhood Education

EdUpdate Newsletter

Elementary Education

English Learner Supports

Exemplar Units

Gifted Education

GoSignMeUp

Health and Wellness

Intervention Services

JROTC

Library Services

Licensure

Literacy

Mississippi Public School District Listing

MSIS (MS Student Information System)

Nutrition Programs

Professional Development

Professional Growth System

Reading

Secondary Education

SharePoint (Public Access)

Special Education

Subject Areas

Teacher Center



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Intervention Services

Intervention Services

The Office of Intervention Services (Pre-K – 12) supports educators and parents who are working with struggling learners, including students who are learning English as a second language. This office is focused on improving academic and behavioral outcomes for students. Staff coordinate the local implementation of policies and procedures and provide professional development on Multi-Tiered System of Supports (MTSS) for school-based teams, administrators, staff, and parents.

The office also offers guidance and professional development opportunities for educators and parents related to intervention selection, data-based decision making, evaluation, progress monitoring, dyslexia, gifted learners, and English learners to ensure all students graduate high school ready for college and career.

Three Tier Instructional Model

The Three Tier Instructional Model is a part of [State Board Policy 41.1](#)). This model is designed to meet the needs of every student and consists of three tiers of instruction:

Tools and Supports

- [Behavior and Beyond Symposium](#) (June 2019)
- [MTSS 4-12 Screening Chart](#) (Revised Dec. 2018)
- [MTSS Flowchart for Pre-K – 12](#) (Revised Dec. 2018)
- [MTSS Digital Resources](#) (Revised Dec. 2018)
- [English Learner Resources](#)
- [Evidence-Based Programs](#)
- [Family Guides for Student Success](#)
- [Family Guides for Student Success \(Spanish versions\)](#)
- [Family Guides for Student Success Training Materials](#)
- [Individual Reading Plan](#)
- [MTSS Quick Reference Guide](#)
- [MTSS Documentation Packet](#) (Revised Aug. 2018)
- [MTSS Professional Development Request](#)
- [Parent and Family Guide to Understanding RtI](#)
- [Response to Intervention Best Practices Handbook \(2010\)](#) - Currently Under Revision
- [Response to Intervention FAQs \(2010\)](#) - Currently Under Revision



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MTSS Documentation Packet



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Multi-Tiered System of Supports

- The MTSS Documentation Packet was developed to:
 - assist districts, schools, and educators with the process of implementing and documenting required supports for **ALL** students
 - provide the means to collect data to improve Pre-K-Grade 12 student outcomes



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Section 1B-1C: Student Profiles

- Student Profile: Data Collection and Review
 - Course Performance
 - Behavior
 - Attendance
 - Retention
 - Special Population
 - Universal Screener Results
 - Medical information
 - Hearing and Vision Screener



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Section 2A (Section 3B for TIII)

Use the Tier II or Tier III Supplemental Instruction Documentation forms to

- describe the deficit area,
- identify the intervention to be utilized, and
- determine the evaluation criteria to be used
- establish a goal (create aim line)



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Section 2A: Supplemental Instruction

- Target Deficit Area of Intervention Identified - What is the student having difficulty with specifically?
- Supplemental Instruction Utilized – What supplemental instruction or small group strategies will be used?
- Specific Evaluation Criteria in Measurable terms - What is the student expected to demonstrate to determine effectiveness of the intervention?

SECTION 2A TIER II (SUPPLEMENTAL INSTRUCTION) DOCUMENTATION

Instructions: **TEACHERS** should complete this form for each student that did not respond to high quality Tier I core instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form. Visit www.mde.k12.ms.us/intervention/RII_Resource_Links for additional resources.

DETAILS OF INTERVENTION		DATE
Student Name: _____	Describe supplemental and/or small group strategies utilized – should be evidence-based: _____	Provide specific evaluation criteria, in <i>measurable</i> terms, utilized to determine effectiveness and monitor progress: _____
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: _____		



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Section 2C: Progress Monitoring

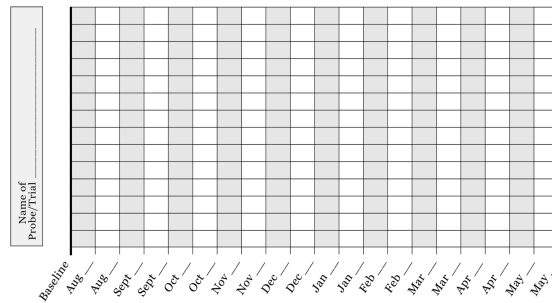
- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations based on data

SECTION 2C

PROGRESS MONITORING AND EVALUATION FOR TIER II INTERVENTIONS

Instructions: **INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS** should complete progress monitoring using the graph below or a report generated by your district intervention program. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

SUPPLEMENTAL INSTRUCTION



Section 3B: Intensive Intervention Documentation

Target Deficit Area of Intervention

Identified: What is the student having difficulty with specifically?

- Supplemental Instruction Utilized: What supplemental instruction or small group strategies will be used?
- Specific Evaluation Criteria in Measurable Terms: What is the student expected to demonstrate to determine effectiveness of the intervention?

SECTION 3B

TIER III (INTENSIVE INTERVENTION) DOCUMENTATION

TST Referral Date: _____

Initial Eligibility Date: _____

Instructions: **TST MEMBERS, CLASSROOM TEACHERS, AND INTERVENTIONISTS** should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Learners (ELs).

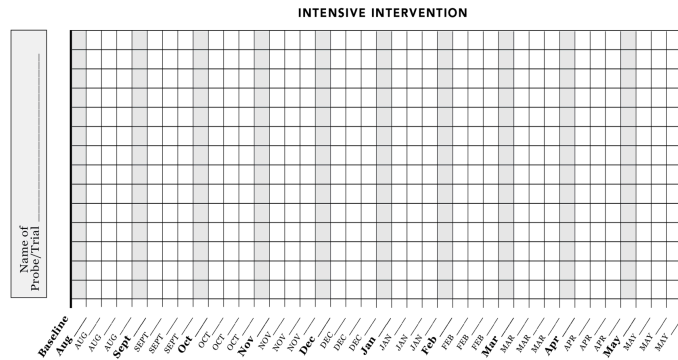
DETAILS OF INTERVENTION		Visit www.mde.k12.ms.us/intervention for additional resources.
Student Name: _____	Describe intensive intervention strategies utilized – should be evidence-based: _____	Provide specific evaluation criteria, in measurable terms, utilized to determine effectiveness and monitor progress: _____
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: _____	_____	_____

Section 3C: Progress Monitoring Documentation

- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations Based on Data

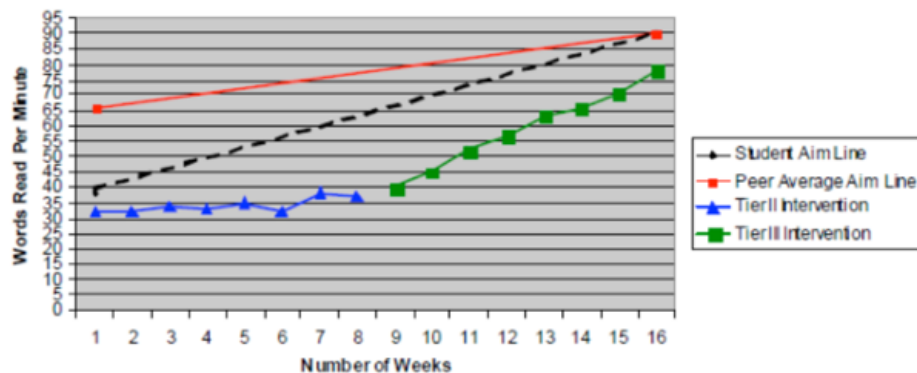
SECTION 3D PROGRESS MONITORING AND EVALUATION FOR TIER III INTERVENTIONS

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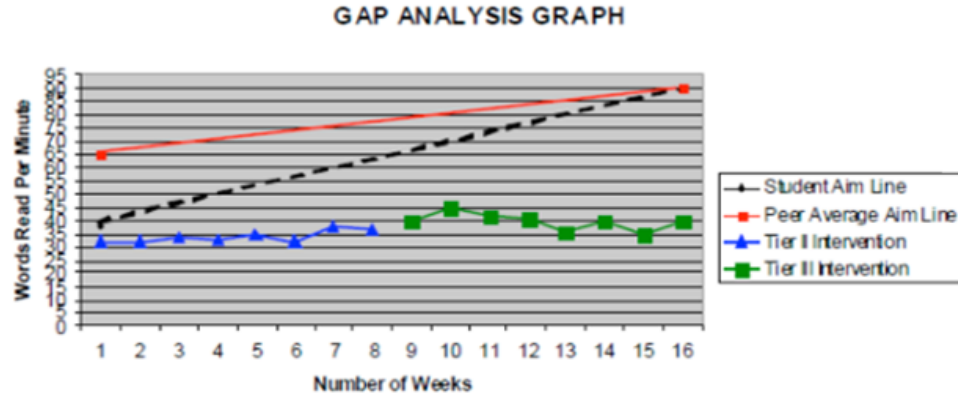


Progress Monitoring

GAP ANALYSIS GRAPH



Progress Monitoring



Parent and Family Guide to Understanding Response to Intervention

Parent and Family Guide to Understanding Response to Intervention

- Located on intervention website
- Defines the Three-Tier Model
- Contains questions to ask in TST meetings



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



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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?



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Reflection Questions

Approximately 10 Minutes to Complete



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Contacts



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Student Intervention Supports

Bureau Director

Laurie Weathersby

lweathersby@mdek12.org

Academic Intervention 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

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Jayda Brantley, Sandy Elliott

jbrantley@mdek12.org

selliott@mdek12.org

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