Brevard Public Schools

Guide to MTSS

A Multi-Tiered System of Supports

What is MTSS?

A Multi-Tiered System of Supports is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities, or tiers, based on student need. "Need driven" decision making seeks to ensure that school resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.
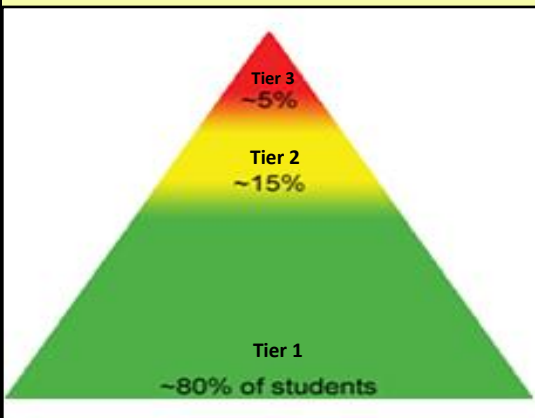
An Integrative Problem Solving Approach
Teams collaborate to help struggling students

Tier 1 = Core Instruction/Tier 1
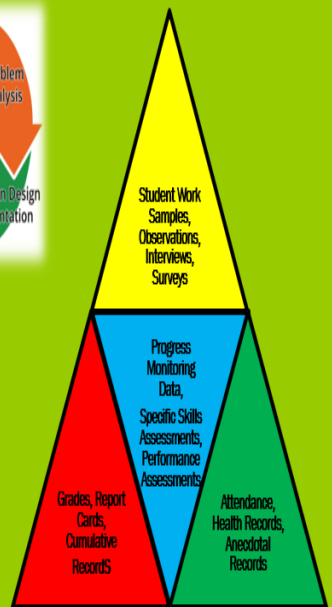Admin/grade level/class data
Tier 2 = Supplemental/Tier 2
Teacher/Intervention Group data
Tier 3 = Intensive/Tier 3
IPST/Individual Student Problem Solving Team
Individual Student data

Tier 3
~5%

Tier 2
~15%

Tier 1
~80% of students

Data Driven Decisions

Data analysis and decision making occur at all levels of instruction within the multi-tiered system. Data teams *triangulate data* to make decisions about instruction, movement within the tiers, and the need for adjustment of intervention plans.

Problem Identification
Problem Analysis
Response to Instruction/Intervention
Intervention Design & Implementation

Student Work Samples, Observations, Interviews, Surveys

Progress Monitoring Data, Specific Skills Assessments, Performance Assessments

Grades, Report Cards, Cumulative Records

Attendance, Health Records, Anecdotal Records

Students being provided Supplemental Instruction (Tier 2) will continue to receive high quality Core Instruction (Tier 1) AND Tier 2, in addition to and not in place of, the core instruction. Students being provided Intensive Instruction (Tier 3) typically demonstrated insufficient progress in Tier 2. Students will receive Intensive Instruction (Tier 3) AND continue to receive high quality Core Instruction (Tier 1).

Tier 1 Core Instruction Problem Solving
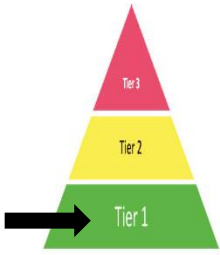
Core instruction (Tier I) is the general education program. This means ALL students are receiving core instruction with flexible grouping and differentiation. Screening and progress monitoring data are utilized to determine instructional needs and measure student progress. The general education teacher leads the problem-solving process in the core to determine if students are responding to instruction.

Problem Solving	Imperative Questions at Core Instruction (Tier 1)
Step 1: **Define the Problem** **Identify the Goal**	Are students provided with well-delivered, scientific, evidence-based core instruction? How is this verified?
	What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
	Is the core instruction effective? • What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80% or more)? • What percent of students in subgroups are achieving standards/ benchmarks/behavior expectations (approximately 80% or more)?
Step 2: **Problem Analysis**	If the core instruction is not effective – • Is the curriculum appropriately matched to the needs of at least 80% of the students? • Is support provided for implementation fidelity?
	To what extent is the school-based leadership team engaged in core level problem solving in order to increase the effectiveness of core instruction/behavioral supports?
	How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?
Step 3: **Intervention Design/** **Implementation**	What instructional strategies will be put into place to address any deficiencies or gaps in the instruction?
	What is the decision rule to determine if a student(s) will require supplemental and more intensive, individualized intervention/support?
Step 4: **Evaluate**	What does the student data show that indicates instructional practices met the needs of at least 80% of the students?

Best Practices for Implementation	Components of Core Instruction	Actions to Support Academic Core Instruction	Actions to Support Behavior
Group size – All students Duration – 90 min. ELA; 60 min. math Behavior throughout day Type of Delivery – Whole group, small group, individualized learning Types of Assessments – Summative, formative, and screeners for academics/SEL Assessment Examples – State Standardized Assessments, i-Ready, District Math Assessment, End of Course, District ELA Assessments, KLS, and Benchmark fluency measures.	• Standards Based Instruction • Differentiated Instruction • Variety of check for understanding at strategic points • Multiple resources, instructional strategies that engage and challenge all students and support instructional outcomes • High quality formative and summative assessments • High levels of rigor and relevance • Systemically analyzes data at the item level to find strengths and weakness	• Flexible scheduling • Collaborative planning • Unit Planning/ Common Assessments • Universal Design for Learning (UDL) • Focus calendars • Assessments inform instruction • Administrative/Peer observation/coaching • Parent involvement • Students exemplary work examples • Emphasis on reading/ writing across curriculum • Standard(s) awareness by student • Student self-monitoring	• Key Elements of Classroom Management Plan • Positive Behavior Intervention Support • Teach School-wide expectations, rules, and procedures • Conscious Discipline • CHAMPs Classroom Management • Teaching classroom routines, procedures, and rules • Teaching methods & materials (i.e. pacing, engagement, relevancy) • Tier 1/Key Elements Checklist • SEL-LifeSkills

# Tier 2 Supplemental Instruction Problem Solving
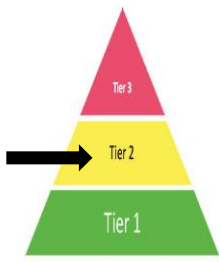
Supplemental instruction (Tier 2) is for some students who are not making adequate progress in the core instruction. Teachers provide supplemental instruction depending on the needs of the group of students. This level of instruction consists of targeted, supplemental instruction/intervention aligned with the core curriculum. Supplemental instruction can be provided by the classroom teacher or support personnel.

Problem Solving	Imperative Questions at Supplemental Instruction (Tier 2)
Step 1: **Define the Problem** **Identify the Goal**	Are students provided with evidence-based supplemental instruction? How is this verified?
	What assessment tools or processes are used to identify students' instructional needs and response to instruction?
Step 2: **Problem Analysis**	If supplemental instruction is not effective – Is the curriculum appropriately matched to the needs of the students? Is support provided for implementation fidelity?
	Have the Instruction, Curriculum, Environment, and Learner (ICEL) been considered to determine why a student may not be making progress?
Step 3: **Intervention Design/ Implementation**	What specific supplemental intervention/support is planned to improve the performance of students who need additional instruction and support? Consider the following factors: - Amount of additional time - Specific instructional strategies, behavior support, curriculum - Evidence of fidelity - Alignment with core instruction - Parent involvement - Method and frequency of progress monitoring tools - Delivery method - Size of group - Alignment with student needs - Personnel delivering intervention
	What is the decision rule to determine if student(s) will require supplemental and more intensive individualized intervention/support?
	Are the highest levels of instructional expertise and skill matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation?
Step 4: **Evaluate**	How effective is the supplemental instruction for groups of students who need additional instruction and support? - What assessments are used, and how frequently are they analyzed with the team? - How does the team determine whether the instruction/intervention is effective? - What are the students' level of performance and rate of progress?

Best Practices for Implementation	Components of Supplemental Instruction	Actions to Support Academic Supplemental Instruction	Actions to Support Behavior
<u>Group size</u> – Some students <u>Duration</u> – In addition to Core instruction time <u>Type of Delivery</u> – Small group <u>Types of Assessments</u> – On-going Progress Monitoring, Diagnostic, LifeSkills Survey <u>Assessment Examples</u> – DIBELS (DORF/DAZE), PASI/ PSI, BAS, ORF, DAR, ERDA, i-Ready Instructional Path, Easy CBM, READ 180, and Behavior ABC/Duration/ Frequency	- Focused on skills that pose a barrier to the learner - Evidence based instruction - Provides enhanced opportunities for extended learning - Uses flexible small groups - Integrated/aligned with core content and behavioral expectations - Incorporate Instructional language and materials of core content - Fidelity – same person, day, time, and skill for duration	- Teacher/Administrative data team meetings - Teacher/Administrative meetings with at risk students - Intensive Language Arts/Intensive Math Course (MS, HS) - Credit recovery (MS, HS. - Exit successful Tier 2 students	- Social skills training - Conflict resolution - Group and/or individual counseling - Peer mentoring - Behavior contracts - Weekly behavior charts - Check-In/Check-Out - Priority scheduling - Anger management

Tier 3 Intensive Instruction Problem Solving
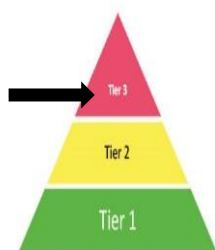
Intensive instruction (Tier 3) is for a small percentage of students who still may show learning difficulties with core and supplemental instruction/intervention. These students may need support that is more intensive. Intensive instruction/interventions are designed for students who do not respond to Core and Supplemental Instruction. This is the highest level of support and is more targeted and individualized.

Problem Solving	Imperative Questions at Intensive Instruction (Tier 3)
Step 1: **Define the Problem** **Identify the Goal**	Are students provided with well-delivered, scientific, evidence-based intensive instruction? How is this verified?
	What assessment tools/processes are used to identify students' instructional needs/intervention?
Step 2: **Problem Analysis**	If intensive instruction is not effective – Is the curriculum appropriately matched to the needs of the students? Is support provided for implementation fidelity?
	Have the Instruction, Curriculum, Environment, and Learner (ICEL) been considered to determine why a student may not be making progress?
Step 3: **Intervention Design/** **Implementation**	What specific intensive, individualized intervention is planned to improve the level of performance and the rate of progress of the individual student? Consider the following: - Amount of additional time - Specific instructional strategies, behavior support, curriculum - Evidence of fidelity - Group size - Method and frequency of progress monitoring tools - Sufficiency of instruction/support - Type of delivery - Intervention focused on deficit skill
	What is the decision rule to determine if the student(s) has achieved the goal set?
	How is the intensive, individualized intervention delivered? - Academic Engaged Time – How much more time is provided? - Curriculum – What does the student need? - Personnel – Who, when, where? Match the highest instructional experts to the students with the most significant needs. Provide support to ensure fidelity of implementation. - Parents – How are the parents involved or engaged in supporting the interventions?
Step 4: **Evaluate**	How effective is the intensive, individualized intervention for the student? - What assessments are used, and how frequently are they analyzed with the team? - How unique is the student's response and comparison to peers? - How does the team determine the effectiveness of the instruction and if it is ineffective, how does the team support its fidelity? - What is the decision rule used to determine necessary adjustments to the intervention?

Best Practices for Implementation	Components of Intensive Instruction	Actions to Support Academic Intensive Instruction	Actions to Support Behavior
<u>Group size</u> – Few students <u>Duration</u> – In addition to Core instruction time <u>Type of Delivery</u> – Very small group, individual <u>Types of Assessments</u> – On-going progress monitoring, diagnostic, and behavior/lifeskills assessments <u>Assessment Examples</u> – PASI/PSI, DIBELS (DORF/DAZE), ORF, ERDA, DAR, Lexia Progress Monitoring, Easy CBM, System 44, and Functional Behavior Assessment (FBA)	- Individual assessment - Tailored interventions to respond to their needs - Weekly progress monitoring - Consideration for specially designed instruction only when data indicate a lack of response to Core and Supplemental Instruction - Fidelity – same person, day, time, and skill for duration	- IPST (Individual Problem Solving Team) - Data team meetings - Teacher/Administrator meetings with at risk students - Intensive Language Arts/Intensive Math Course (MS, HS) - Credit recovery (MS, HS) - Ongoing testing by school psychologist	- Daily behavior charts - Individual Counseling - Individual behavior plans - Individual Problem Solving Team - Behavior checklists - Behavior Assessment (i.e. BASC, Connors) - Weekly progress monitoring - Change in antecedent

Classroom Teacher's Role

Classroom teachers are integral in the MTSS process as they are the primary providers of instruction and intervention. It is essential that teachers build background knowledge of the problem-solving process that occurs through MTSS in order to be a knowledgeable participant of the MTSS team. As a team member, teachers appropriately plan and design instruction/intervention for the student(s). Teachers also implement and support the instruction/intervention, collect appropriate data, and make instructional/behavioral decisions about the effectiveness of the instruction/intervention. Positive learning outcomes for all students within the MTSS framework are the responsibility of all school personnel as a team facilitates the problem-solving process.

Core Instruction Tier 1

- Provide all students with a standards-based guidance curriculum to address universal academic, career, and personal/social development
- Work with MTSS Facilitator to create schedule and content of meetings
- Collaborate with administrators and school-based teams regarding MTSS infrastructure and implementation
- Assist in the implementation of research-based strategies that support a healthy core curriculum and a school wide behavior management plan
- Assist individual classroom teachers and/or grade levels in promoting positive behavior management programs
- Assist in determining the appropriate utilization of school, district, and community personnel
- Act as a resource for all parents in the MTSS/IPST process

Supplemental Instruction Tier 2

- Assist school-based teams in collecting and analyzing data to identify struggling students due to academic, social, behavioral, and/or emotional problems
- Assist in identifying and implementing research-based interventions
- Assist the MTSS team in evaluating academic and behavioral progress following interventions
- Assist in revising interventions as appropriate
- Assist in the initiation and ongoing compilation of the MTSS/IPST portfolio documentation
- Assist the MTSS team in transitioning appropriate students to Tier 3

Intensive Instruction Tier 3

- Assist in developing intense individual student interventions as determined by tier 2 data analysis
- Assist in the ongoing MTSS/IPST portfolio documentation
- Assist the MTSS team, including the school psychologist and the staffing specialist, in evaluating and determining the fidelity of interventions
- Assist in determining if an individual's portfolio indicates a need for referral to the ESE process

Individual Problem Solving Team (IPST)

IPSTs are multidisciplinary, instruction-driven progress monitoring teams at each school, which assist students, families and teachers in seeking positive solutions for all students.	The primary goal of the IPST is to support teachers and parents by generating effective evidence-based academic and behavioral strategies for individual targeted students. A student should not be referred if the problem is a system instructional, curricular or environmental problem.
IPSTs use school-wide and class-wide data to monitor the success and difficulties of groups of students and can offer academic and behavioral interventions to be applied to class or school-wide issues.	Problem solving is an evidence-based strategy that seeks to ensure that individual, class-wide, and school-wide problems are addressed systematically and that important educational decisions are based on data that are collected frequently over time.

IPST Forms Quick Reference Sheet

Form	Title	Who/When	What
IPST Form 1	*History and Cumulative Review*	Classroom teacher completes this prior to any IPST meetings.	When a teacher has a concern about a student academically or behaviorally that warrants further investigation, this form serves to collect this information.
IPST Form 2	*Parent/Guardian Contacts and Staff Consultations*	Classroom teacher completes this prior to any IPST meetings.	This form documents parent/guardian contacts and professional consultations for academic and behavioral concerns.
IPST Form 3	*Classroom Observation*	Classroom teacher completes this form at the beginning of the individual problem solving process.	This classroom observation provides information about the student's performance in the general education classroom setting.
IPST Form 4	*Classroom Observation – Third Party Observation*	The IPST will designate a certified professional, other than the instructor or interventionist, for completing this form during routine classroom instruction.	This classroom observation provides information about instruction, curriculum, and environmental factors and documents the relationship between the student's classroom behavior and academic performance.
IPST Form 5	*Academic Data Collection*	The IPST is responsible for this form. Classroom teacher completes the individual student and classroom peer data. Grade level, school, and district data provided by guidance and/or school psychologist.	This form documents the student's level of performance compared to benchmarks and peers. Additionally, this information is used in problem analysis to determine if this is a learner or core issue.
IPST Form 6A	*Academic Problem Identification/ Analysis/Hypothesis*	The IPST is responsible for completing this form when considering the development of supplemental or intensive academic interventions.	This form documents the identified problem, hypotheses that were formulated as to why the problem is likely to be occurring, and the necessary growth needed for the student.
IPST Form 6B	*Problem Behavior identification/ Analysis/Hypothesis*	The IPST is responsible for completing this form when considering the development of supplemental or intensive academic interventions.	This form documents behavior concerns, intervention history, relevant data and hypotheses that were formulated as to why the problem is likely to be occurring.
IPST Form 7	*Intervention Design and Ongoing Progress Monitoring (OPM)*	The IPST is responsible for the intervention design. The intervention provider is responsible for the ongoing progress monitoring including attendance.	This form documents the intervention design, goal statement, and ongoing progress monitoring data.
IPST Form 8	*Analysis of Interventions and Recommendations*	The IPST is responsible for completing this form as the final stage of the IPST process.	This form documents the determination of response to interventions during the entire process; analysis of fidelity of interventions, and recommendations based on the analysis.

> ➤ Additional information regarding MTSS can be found in the MTSS Guidebook which is located on the MTSS/RtI SharePoint.