

# APPENDIX V – 103

# TUSD MTSS PROCESS

2016-2016 Newly Hired School Psychologists  
Information Session

# MULTI-TIER SYSTEM OF SUPPORTS

- Response to Intervention (RtI) and Positive Behavior Intervention System (PBIS)
- System wide changes to instruction and school climate/procedures and routines
- Catch kids before they fail and support the learning of all students

# TUSD MTSS CORE PRINCIPLES

- Multi-Tier System of Supports is:
  - A system for efficient instruction
  - A method for evaluating the needs of all student outcomes through carefully selected and implemented interventions
  - May be used to assist the school in identifying students who may require more intensive instructional services and/or be eligible for an exceptional education program, 504 plan or other educational option.

# WHEN DONE CORRECTLY, MTSS IS MORE THAN A PROGRAM, IT IS REALLY A SCHOOL REFORM MODEL

- TUSD has invested in training for classroom teachers
- Danielson's Framework for Effective Teaching and PBIS
- Consistent Districtwide curriculum written by grade level
- Reading and Math common assessment probes
- District Benchmark assessments (School City)
  - (ELD students CBM assessments from AVENUES)
- Professional Learning Community
- Learning Support Coordinators (now MTSS coordinators)

# TUSD MTSS CORE PRINCIPLES

- We can effectively teach all children
- Early intervention
- Use a multi-tiered model of service delivery
- Use a problem-solving method to make decisions within a multi-tiered model
- Use research-based, scientifically validated interventions and instruction
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment in screening, diagnosis, and progress monitoring
- Instruction is differentiated to meet the needs of the individual student

# School-Wide Systems for Student Success

## Academic Systems

## Behavioral Systems

Intensive, Individual

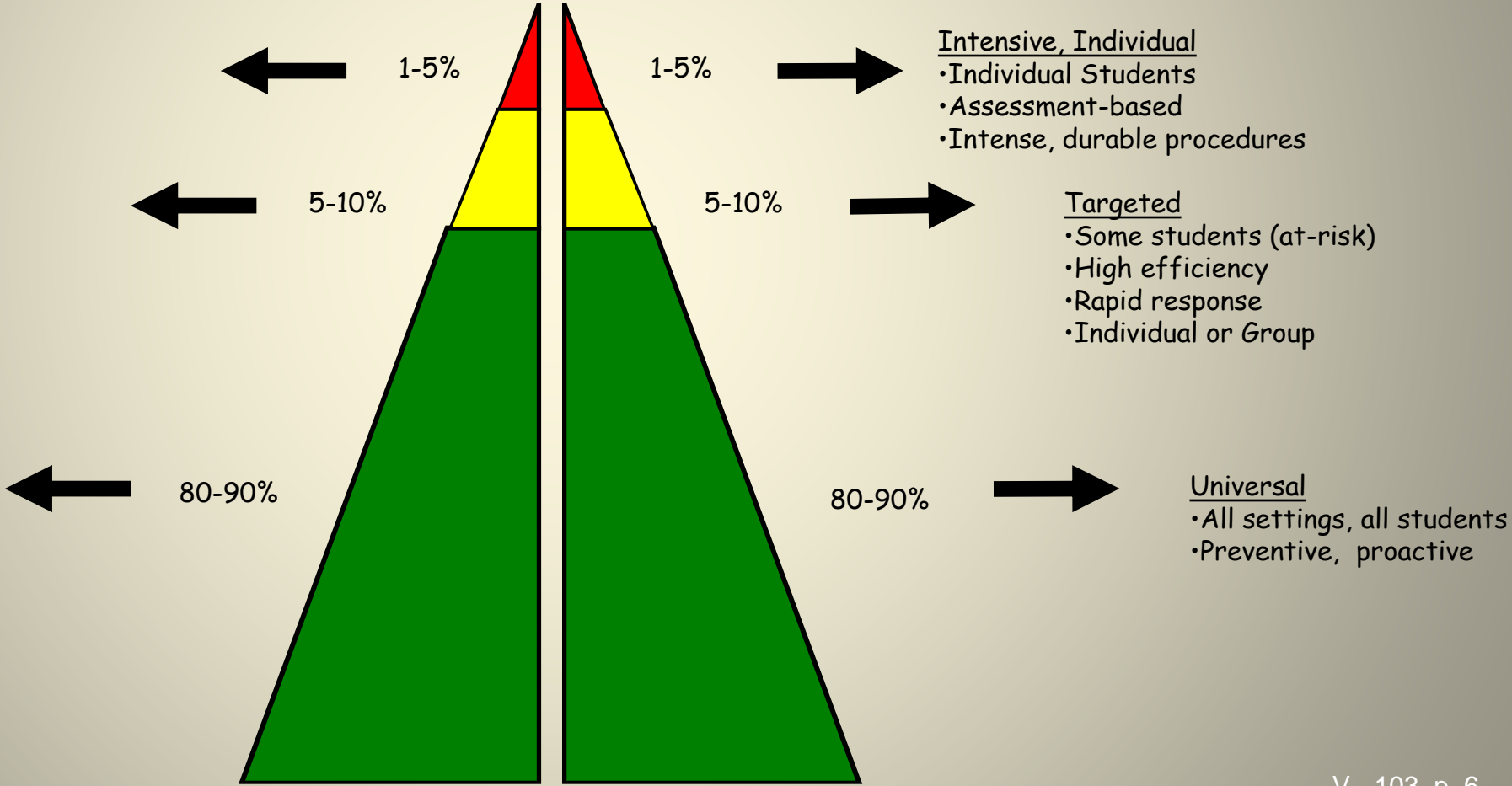
- Individual Students
- Assessment-based
- High Intensity

Targeted Group

- Some students (at-risk)
- High efficiency
- Rapid response

Universal

- All students
- Preventive, proactive



Intensive, Individual

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted

- Some students (at-risk)
- High efficiency
- Rapid response
- Individual or Group

Universal

- All settings, all students
- Preventive, proactive

# ASSESSMENTS TO GUIDE INSTRUCTION

- OUTCOME ASSESSMENT: After major unit of instruction
  - AZ Merit, School City Benchmarks, Measures Standards proficiency
- UNIVERSAL SCREENING: 3 to 4 times per year
  - DIBELS Next (curriculum based) Identify Students At risk
- DIAGNOSTIC ASSESSMENT: When needed
  - CORE Assessing Reading- Multiple Measures Answers why students are struggling
  - Identifies skill gaps and guides intervention targets
- PROGRESS MONITORING: Ongoing
  - DIBELS Next progress monitoring
  - Identifies effectiveness and/or need for adjustment of intervention
  - Measures growth over time
  - As intensity of intervention increases, monitoring needs to be more often



# TIER 1 INTERVENTIONS (AVAILABLE TO ALL STUDENTS)

- High quality Core instruction
- Classroom based, data driven differentiated instruction
- English Language Development instruction for students not proficient in English
  
- School-wide Positive Behavior system (PBIS)
- Consistent routines & procedures
  
- If effectively used and implemented, 80% -85% of the students should be successful

## TIER 2 SUPPLEMENTAL INTERVENTIONS (NEEDED BY ABOUT 15% OF STUDENTS)

- Classroom based, small group/individual instruction (in addition to core instruction using a Reteach/Enrich model)
- Before or afterschool tutoring (consistent, targeted)
- Additional Direct instruction (reading/math interventionist, drop out prevention, magnet support teacher, etc.)
  
- Success Maker program (20 minutes 4 x per week minimum)
- ACHIEVE 2000
- Edgenuity (credit recovery)
  
- Class-wide counseling lessons
- Restorative Practices

## TIER 3 INTENSIVE INTERVENTION (NEEDED BY ABOUT 5 % OF STUDENTS)

- Not so much.....
- Targeted skill identified by data
- Systematic and explicit instruction
- Teach to mastery
- Progress monitoring often to gauge response to intervention
- FBA and behavior intervention plan

# PROBLEM SOLVING APPROACH STEPS

- Define
- Analyze
- Implement
- Evaluate
  
- (not standard protocol method)

# DEFINE

- Define the problem by determining the discrepancy between what is expected and what is occurring

Ask,

- What is the problem?
- What specifically do we want students to know and be able to do, compared to what they now know and are able to do.
- If over 20% of the students are not meeting expectations, examine instruction, curriculum, and environment for needed adaptations and develop group intervention

# ANALYZE

- Analyze the problem using data to determine why the discrepancy is occurring

## Ask

- Why is it taking place?
- Why is the desired goal not occurring?
- What are the barriers to the student doing and knowing what is expected?

# IMPLEMENT

- Implement with integrity a planned intervention that will address a student's performance goal
- Delineate how the student's progress will be monitored.

## Ask

- What are we going to do?

# EVALUATE

- Evaluate the effectiveness of the intervention plan
- Use progress monitoring data to identify the student's response to the intervention plan
  
- Ask,
- Is it working?
- How does the student's progress compare to typical peers?

If needed, how will the instruction/intervention plan be adjusted to better support the student's progress?



# EXPECTATIONS

- Some schools have a designated MTSS Coordinator
- Other schools will “make-do”
  
- Principals/administrators are expected to at least participate and possibly lead the MTSS team
- Data is to be reviewed at least monthly and reported to district leadership
- Problems/trends are identified and solutions planned
  - Behavior Referrals
  - Academic concerns

# THE NITTY GRITTY

Forms and procedures

Student: <b>Jose Smith</b>	SAIS #: <b>123412345678</b>	Date of Birth: <b>7/5/2007</b>
School: <b>Manzo</b>	Grade Level: <b>3<sup>rd</sup></b>	Date: <b>12/2/2015</b>

Date(s) of Parent /Guardian Contact: 12/1/2015 Method of contact: phone call  
 Summary of discussion : Told mom my concerns, explained what interventions were happening in addition to the regular class instruction

**Section B: Universal Screener Data (Circle)**

DIBELS	Reading	ATI Benchmark	AZ Merit	Attendance	/Tardy	Other	Office Referrals
Date	Measure (e.g. Oral Reading Fluency)	Student result	Peer Average	Expected /goal			
9/1/2015	DIBELS ORF	44 wpm, 88% accuracy	68 wpm, 91% accuracy	70 wpm, 95% accuracy			
9/1/2015	DIBELS DAZE	Adjusted score 0	Adjusted score 4.4	Adjusted score 8			

**Section C: Tier 1 Core Instruction/Classroom Environment**

Date	Observer	Comments (attach form if needed)

**Section D : Tier 1 Targeted Academic/ Behavior Intervention**

Date started	Targeted Skill	Intervention /Method	Frequency (minutes /# days per week)
10/15/2015	Reading fluency	Partner oral reading	10 minutes/ 3 days per week

**Goal statement** (Specific, Measurable, Attainable, Realistic and Time bound)  
 By 12/5/2015 Jose will be able to read 68 words per minute correctly, at 95% accuracy

# BACK SIDE OF MTSS TIER 1 FORM

## Section D: Tier 1 Intervention Data (minimum 6 data points)

Progress Monitoring Measure: DIBELS

If possible attach graph with Aim line and goal

Date	8/2	8/9	8/16	8/23	8/31	9/5			
Score/result	46 wpm 80% acc	49 wpm 82% acc	52wpm 80% acc	55wpm 81% acc	55wpm 82% acc	58wm 81% acc			
Peer comparison	55wpm 85% acc	54wpm 86% acc	56wpm 88% acc	53wpm 88% acc	55 wpm 86% acc	58wpm 90% acc			

Comments:

# CLASSROOM TEACHER RESPONSIBILITIES

- Monitor effectiveness of core instruction
  - Assignments
  - End of chapter assessments
  - DIBELS monitoring
  - School City assessments
- PLC team review data
  - Plan for differentiation of instruction
- Monitor and collect data on Tier 1 Interventions
- If it is an ongoing concern, follow the school process for MTSS

# SYNERGY DOCUMENTATION??

- Unknown what it looks like, but teachers will add intervention data/info
- New program purchased to identify students school wide more equitably
  - October roll out?
- DIBELS Benchmark testing in August
- School City 4<sup>th</sup> quarter data for some
- AZ Merit data not yet available

10/05/2015	12:30PM	Academic	Other ( 20 min) <i>In small group student received phonics, fluency, and comprehension focused intervention five times a week.</i>	Darden, Alicia R <a href="#">00333-09</a> "Third Grade"
09/30/2015	11:00AM	Academic	Other ( 15 min) <i>9/30 - 10/1 Small group phonics support in reading, sorting, and spelling one syllable words with short and long vowels. 10/1 Student read 17 of 26 words correctly in one minute.</i>	Darden, Alicia R <a href="#">00333-09</a> "Third Grade"
09/28/2015	11:00AM	Academic	Other ( 15 min) <i>9/28-9/29 Small group phonics support in reading, sorting, and spelling one syllable words with short and long vowels. 9/29 Student read 10 of 15 words correctly in one minute.</i>	Darden, Alicia R <a href="#">00333-09</a> "Third Grade"
09/23/2015	11:00PM	Academic	Other ( 15 min) <i>9/23-9/25 Small group phonics support in reading, sorting, and spelling one syllable words with short and long vowels. 9/25 Student read 9 of 20 words correctly in one minute.</i>	Darden, Alicia R <a href="#">00333-09</a> "Third Grade"
10/05/2015	12:30PM	Academic	Other ( 20 min) <i>In small group student received phonics, fluency, and comprehension focused intervention five times a week.</i>	Darden, Alicia R <a href="#">00333-09</a> "Third Grade"
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# FORMS TO COMPLETE BEFORE MTSS MEETING

- Nurse vision and hearing
- Meeting Preparation form
  
- Classroom Environmental Checklist and Instructional Procedure Checklist should be completed by MTSS team member
  - Teachers need a copy to know what is expected
  
- MTSS Tier 1 Intervention/data collection should be completely filled out by classroom teacher

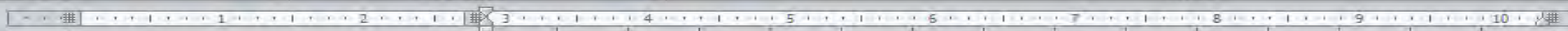


Page Layout References Mailings Review View Design Layout

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### MTSS Meeting Preparation Form

Student:	SAIS #:	Date of Birth:
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**Section A. Student Background** (Classroom teacher to complete prior to meeting) **CUM file review, Student Information System review, Discussion with Parent/Guardian/Student. Attach Student Information System or other printout if needed for explanations**

<b>Concerns:</b>	<b>If yes add specific details:</b>
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Absence/tardy rate issue? (Which grades and totals, Absences/ days Tardy this year)	<input type="checkbox"/> No <input type="checkbox"/> Yes
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Multiple school enrollments? (list Classroom or school change midyear?)	<input type="checkbox"/> No <input type="checkbox"/> Yes
---	--

Prior academic concerns? (Grades, FFB on District/State tests, recent drop in grades)	<input type="checkbox"/> No <input type="checkbox"/> Yes
---	--

Prior Student Support Plan? (ARID, AZ Reads, etc.)	<input type="checkbox"/> No <input type="checkbox"/> Yes
--	--

Prior grade retention? If yes, which grade(s)	<input type="checkbox"/> No <input type="checkbox"/> Yes
---	--

English Language Learner? (List AZELLA Level, scores and test dates)	<input type="checkbox"/> No <input type="checkbox"/> Yes
--	--

Concerns with English development? (Avenues e-assessment info)	<input type="checkbox"/> No <input type="checkbox"/> Yes
--	--

Special Education or 504 Plans? (Eligibility/Initial placement)	<input type="checkbox"/> No <input type="checkbox"/> Yes
---	--

Prior behavior concerns? (Indicate reoccurring issue/patterns)	<input type="checkbox"/> No <input type="checkbox"/> Yes
--	--

Repeated detention, in-school, out of school suspension? (Indicate # days)	<input type="checkbox"/> No <input type="checkbox"/> Yes
--	--

Current Health screening	Vision: ( <b>N</b> ear and Far) Left: _____ Right: _____ Both: _____ Near: _____ Hearing: Left _____ Right: _____ Follow-up Referral made? <input type="checkbox"/> No <input type="checkbox"/> Yes
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Medical or Mental Health concerns?	If yes provide details: <input type="checkbox"/> No <input type="checkbox"/> Yes
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Does not ask for help when needed	<input type="checkbox"/> No <input type="checkbox"/> Yes
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Disorganized with school materials	<input type="checkbox"/> No <input type="checkbox"/> Yes
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Poor homework completion	<input type="checkbox"/> No <input type="checkbox"/> Yes
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Difficulty staying focused/easily distracted	<input type="checkbox"/> No <input type="checkbox"/> Yes
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Poor in class assignment completion	<input type="checkbox"/> No <input type="checkbox"/> Yes
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Poor peer and adult relationships	<input type="checkbox"/> No <input type="checkbox"/> Yes
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Gives up easily when frustrated	<input type="checkbox"/> No <input type="checkbox"/> Yes
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### MTSS Nurse Form

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Please complete this form and return it to classroom teacher by \_\_\_\_\_ .

Does student have any vision problems?  Yes  No

If yes, does student wear glasses?  Yes  No

Date of last exam:

	Near	Far
Right eyes		
Left eye		
Both eye		

Was a medical referral made?  Yes  No

Does student have any hearing problems?  Yes  No

Date of last exam:

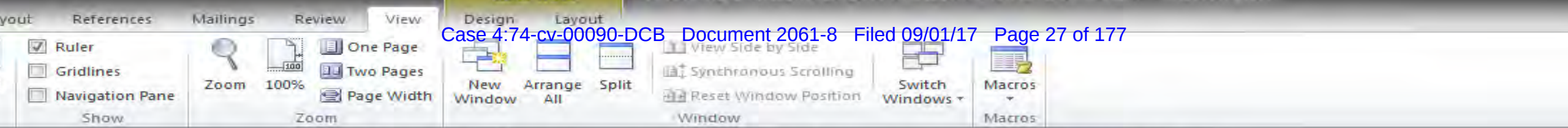
Right	
Left	

Was a medical referral made?  Yes  No

Is the student taking any medication?  Yes  No

Are there any known medical problems?

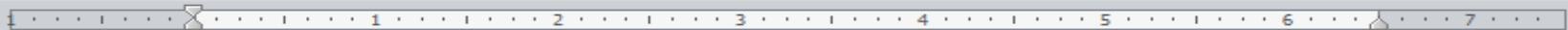
From your perspective as school nurse, do you have any concerns?



### School and Classroom Instructional Procedure Checklist

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

<b>SCHOOL-WIDE PROCEDURES</b>			
Yes	Partial	No	In Place
			Going to the office, nurses office, library, computer lab, cafeteria, etc
			Playground procedures (getting and returning materials)
			Walking the hallways individually and as a group
			Responding to emergencies (e.g. fire drill, lock down)
			Arrival and dismissal procedures (including buses)
			Between class transition procedures / passing period
<b>PARTICIPATING IN CLASSROOM DISCUSSION &amp; ASKING QUESTIONS</b>			
Yes	Partial	No	In Place
			Listening to and responding to questions
			Participating in class and small group discussions
			Working cooperatively with others
			Needing help or conferencing with another student
			Asking questions
			What to do if you are suddenly ill
			Classroom etiquette, saying "please" and "thank you"
<b>STUDY AND ORGANIZATION SKILLS</b>			
Yes	Partial	No	In Place
			Organizing and keeping a notebook, binder, folder
			Keeping a clear and organized desk
			Checking and using classroom materials
			Placing headings on papers
			Student data binder
<b>CLASSROOM PROCEDURES</b>			
Yes	Partial	No	In Place
			Getting materials/supplies (e.g. paper, pencil, scissors, glue, etc)
			Sharpening pencils
			Passing in papers/turning in work
			Working in small groups
			Visitor in the classroom
			Entering class tardy
			Making up work when absent
			What to do when teacher is working with small groups



### Classroom Environment Checklist

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

<b>CLASSROOM STRUCTURE</b>			
Yes	Partial	No	In Place
			Independent work in quiet area with individual seating
			Small group area allows students to interact
			Large group faces teacher
			No hidden areas; teacher can see all students
			Free time set up so students do not disturb others
			Classroom noise level is appropriate
			Pre-assigned location for materials needed for instruction
			Pre-assigned location for students to submit completed work
			Materials are in low traffic areas so as not to disturb others
			Tools such as pencil sharpener are in low traffic areas
			Teacher workstation does not interfere with student movement
			Teacher's attention is on students and not on workstations
<b>OPERATING PROCEDURES AND ROUTINES</b>			
Yes	Partial	No	In Place
			Routines are developed for getting, using, and returning materials
			Students understand the routines and use them
			There is an entry activity
			Instruction begins immediately
			Instructions and explanations are clear and concise
			Reminders of routines are provided before each activity
			Transitions are smooth, students know what they are to do
			Transition activities are provided and effective
			Students are provided a routine to follow if they finish an activity before the rest of the class
			There is a routine for the end of the class
			The schedule is posted
			Students have been taught the routines
			Student seating increases academic achievement rather than social interaction
<b>CLASSROOM STRUCTURE</b>			
Yes	Partial	No	In Place
			Classroom rules or expectations are posted
			Classroom rules or expectations are stated positively
			Students have been taught the rule
			Expected behavior is modeled
			Students are reminded about expected behavior
			Expected behavior is adequately acknowledged
			There is a system for addressing infractions

# WHERE DO WE FIT?

- After intervention plan is created and data collection method is identified, data collection is similar to Tier 1 data collection
- Team should meet again on student in 4 to 6 weeks. (need 6 data points)
- Only after several Tier 2/3 attempts with minimal progress should a Special Education referral be made
- SCHOOL PSYCHOLOGIST SHOULD BE INVOLVED IN THE FINAL MEETING WHEN A REFERRAL DECISION IS TO BE MADE AND PARENT SHOULD ALWAYS BE INVITED TO THAT MEETING
- (You could hold a Review of Data meeting at the same time if you are so inclined)

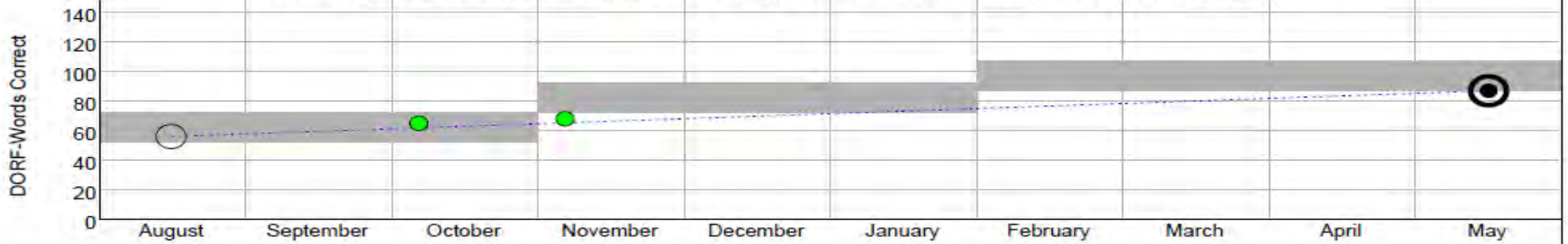
# SOME DATA EXAMPLES

- Teachers used Sound Partners and sight word practice
- Monitoring was at 2<sup>nd</sup> grade level Oral Reading Fluency
- Three different decisions
- Examples of interventions for reading

Grade: Second Grade  
 Year: 2015-2016  
 School: Manzo  
 District: Tucson USD  
 Need for Support: Former Goals

Target Bar	Benchmark Assessment	Score Above Graph Bounds
Benchmark Goal	Progress Monitoring Assessment	Score At or Above Aimline
Student Goal	Aimline	Score Below Aimline
	Phase Line	Consider Adjusting Intervention

**DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)**

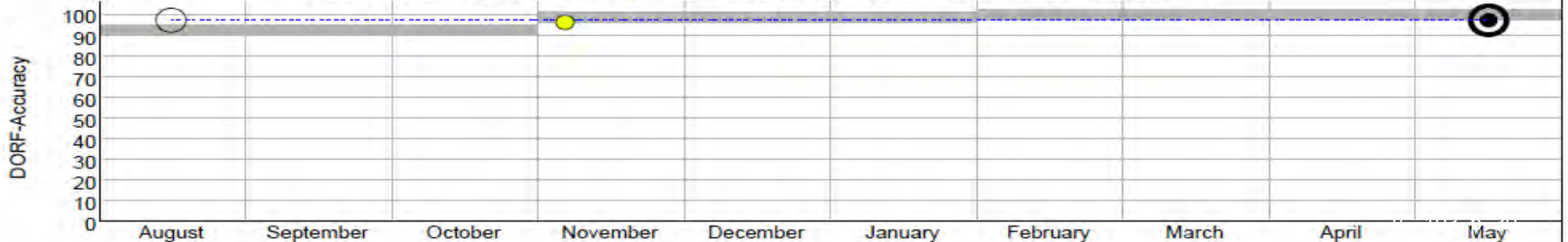


Benchmark Scores: 56

Progress Monitoring Scores

Week 1	65	68
Week 2		
Week 3		
Week 4		

**DIBELS Oral Reading Fluency - Accuracy (Grade-Level Passage: Second Grade)**

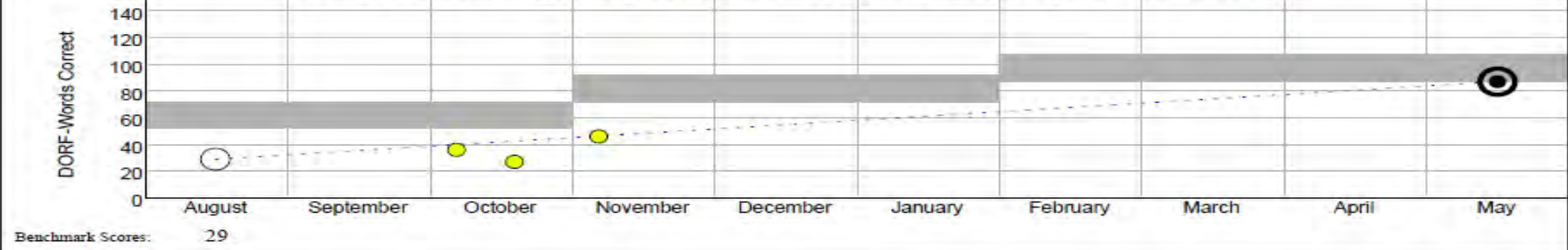


Benchmark Scores: 97

Grade: Second Grade  
 Year: 2015-2016  
 School: Manzo  
 District: Tucson USD  
 Need for Support: Former Goals

Target Bar  
 Benchmark Assessment  
 Benchmark Goal  
 Progress Monitoring Assessment  
 Student Goal  
 Aimline  
 Phase Line  
a Note  
▲ Score Above Graph Bounds  
● Score At or Above Aimline  
● Score Below Aimline  
● Consider Adjusting Intervention

DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)



Benchmark Scores: 29

Progress Monitoring Scores

Week 1	36	46
Week 2		
Week 3	27	
Week 4		

DIBELS Oral Reading Fluency - Accuracy (Grade-Level Passage: Second Grade)



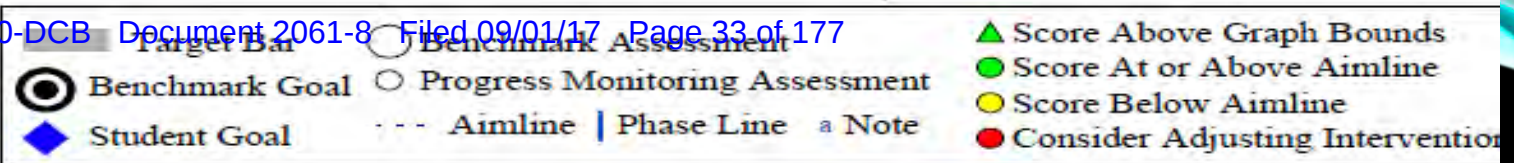
Benchmark Scores: 71

Progress Monitoring Scores

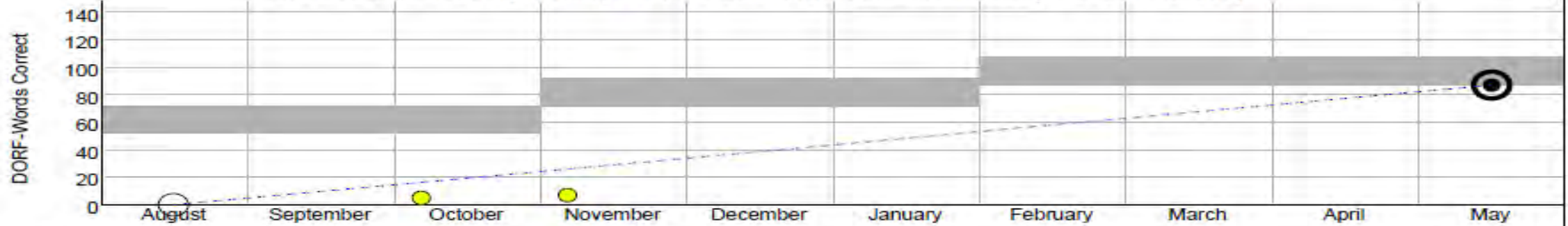
Week 1	90	87
Week 2		
Week 3	73	
Week 4		



Grade: Second Grade  
 Year: 2015-2016  
 School: Manzo  
 District: Tucson USD  
 Need for Support: Former Goals



DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)

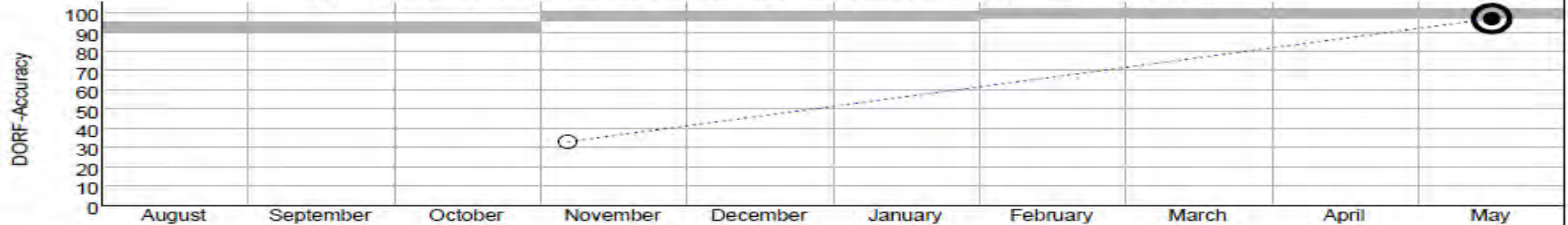


Benchmark Scores: 0

Progress Monitoring Scores

Week 1	5	7
Week 2		
Week 3		
Week 4		

DIBELS Oral Reading Fluency - Accuracy (Grade-Level Passage: Second Grade)



Benchmark Scores:

Progress Monitoring Scores

Week 1	33
Week 2	
Week 3	
Week 4	

## QUESTIONS?

- How long will it take before a student can be referred for Special Ed testing?
- What if they are not eligible for an IEP?
- What interventions should I use?
- What next?