

APPENDIX VI - 7

Multi-Tiered System of Supports (MTSS) in the

TUCSON UNIFIED
SCHOOL DISTRICT

TUSD District Goal:

Increased student achievement for all students.



Components of MTSS:

- * A whole school framework that uses data-based problem solving to meet the academic, behavioral, and social emotional needs of all students.
- * Instruction and interventions are provided at varying levels of intensity based on student's needs.
- * The goal is to prevent problems and intervene early to ensure we are successfully meeting the needs of the whole child.

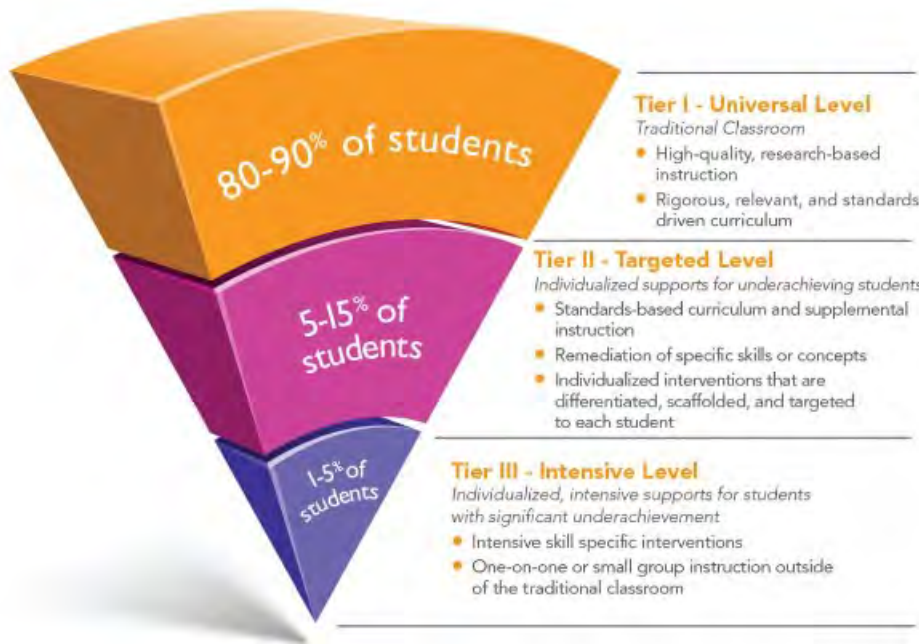
Academic, Behavioral, and Social Emotional Support for ALL students:

Tiered Support: Each Tier is not a place that a student is destined to be, rather a level of support provided so that each student reaches success.

- ◇ Tier I—Universal, Core Instruction & Inclusive and Safe Learning Environment
 - ◇ High Quality, research based core curriculum and differentiated instruction available to all learners
 - ◇ All students receive Tier 1/Core Instruction; Results: 80-85% of students will meet or exceed grade level expectations
- ◇ Tier II—Targeted Instruction
 - ◇ Support provided in addition to Tier I Instruction to some students not meeting Tier I expectations; Results: 15-20% of students may need supplemental interventions
- ◇ Tier III—Intensive Instruction
 - ◇ Intensive support provided in addition to Tier I and Tier II Instruction/interventions to a few students to help overcome significant gaps required for school success; Results: 5-10% of students may need intensive interventions

Multi-Tiered Instructional/Intervention Framework

Within MTSS, instruction/intervention is delivered across multiple tiers depending on individual student needs as identified by student outcome data. Three tiers describe the level and intensity of instruction/interventions provided across the continuum. The intensity of supports provided to students matches student need.



- Tier 1: Core Instruction:**
- * Aligned with district curriculum and AZ State Academic Standards
 - * Effective if at least 80% of students are successful
 - * High quality, rigorous, culturally responsive, differentiated instruction
 - * Behavioral—positive, preventative strategies that support an inclusive and safe learning environment for all

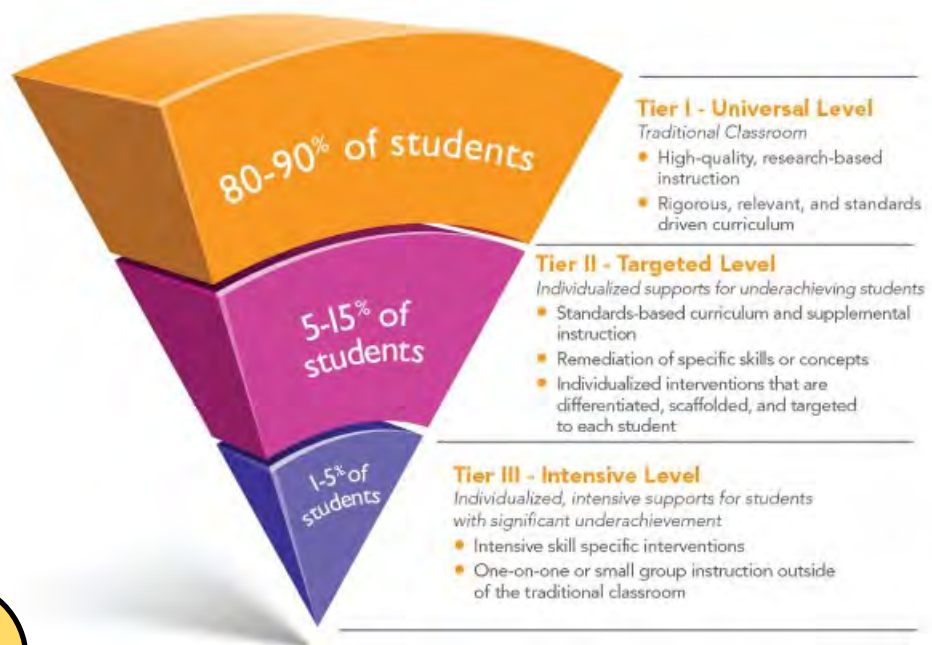
Tier 1 Practical Example

Academics: Using your formative or summative assessment for the academic standards being assessed, calculate the percent of students achieving mastery. If at least 80% of all students achieve at or above this criterion, Tier 1 instruction has proven effective. If only 50% of students are achieving mastery, the core curriculum and strategies used were not effective in supporting the learning of the students. In this case, re-evaluate and implement new Tier 1 instructional strategies to support student learning.

- Tier 1 Instructional Strategies:**
- * Guided Reading Instruction using leveled readers
 - * Differentiated instruction
 - * Flexible groupings
 - * Culturally Responsive Teaching Strategies
 - * Positive classroom environment

Tier 2: Supplemental/Strategic/Targeted

- * Strategic Interventions based on student need from data collection
- * Individual or small group instruction on specific concepts
- * Delivered in addition to Core Tier 1 Instruction
- * Progress Monitoring regularly



Tier 2 Interventions/Strategies:

- * Targeted intervention with leveled readers
- * Small group instruction
- * Individual or small group Tutoring
- * Online/computer based resources
- * Reading/Math Interventionist
- * Academic or behavioral contract
- * Academic or behavioral Check In/Check Out
- * Restorative conferences/circles

Tier 3 Intensive Instruction:

Intensive Instruction is for a small percentage of students who still may show learning difficulties with core and supplemental instruction/intervention. Intensive Instruction is characterized by the greatest number of minutes of instruction available and the narrowest focus of instruction.

Tier 3 is:

- More instructional time
- Smaller instructional groups (or individualized)
- More precisely targeted at the appropriate level
- More systematic instructional sequences are used
- More opportunities for practice are provided

Tier 3: Intensive/Individualized

- * Strategic Academic and/or Behavioral Interventions custom designed for individualized support
- * Needed for approximately 5% of students
- * Based on students' response to evidence based instruction and interventions
- * Based on evaluating existing data from Tier 1 and Progress Monitoring data from Tier 2 interventions
- * Frequent Progress Monitoring

Tier 3 Interventions/Strategies:

- * Increased intensity and frequency of Tier 2 Interventions
- * Online/computer based resources
- * Reading/Math Interventionist
- * Academic/Behavioral Contract
- * Academic or Behavioral Check In/Check Out
- * Individualized Behavior Intervention Plan

TUSD Elementary Level Multi-Tiered System of Support Process



** All interventions should be implemented with fidelity and documented in Synergy for a minimum of 3 weeks before trying a new intervention or moving through the tiered process.

TUSD **Elementary Level** Multi-Tiered System of Support Process

** The MTSS process is a team based process, the team has professional discretion for moving through the Tiers to support the immediate needs of a student.

What's the difference between interventions at different tiers?

Many interventions can be delivered in multiple tiers - what determines the tier is the intensity and frequency of the intervention and progress monitoring.

Tier 1 Interventions:

Tier 1 Interventions are delivered as classwide interventions when a deficit is identified in more than 20-25% of the class, and/or for individual students within the typical classroom setting.

Tier 2 Interventions:

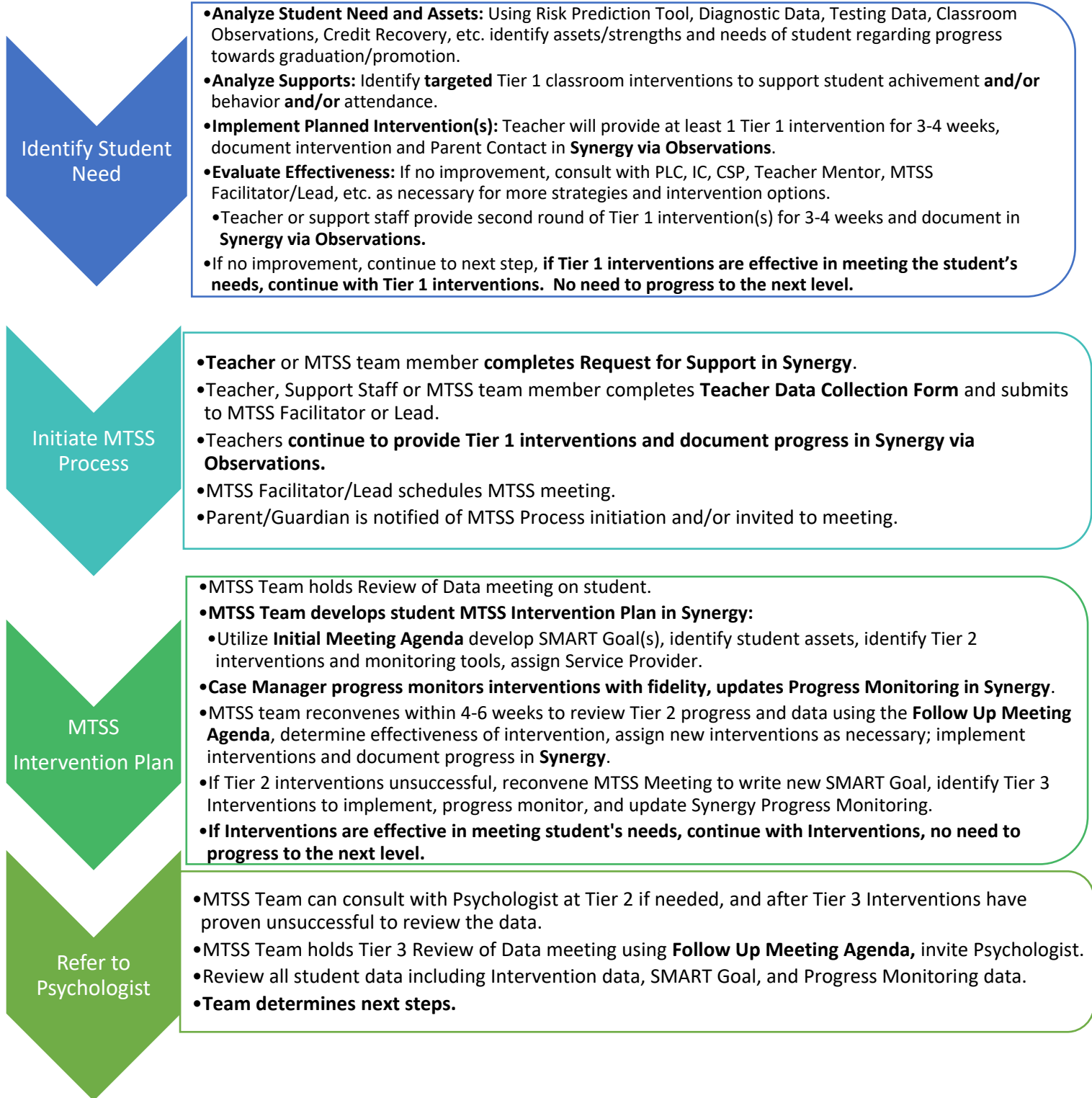
Tier 2 interventions are small group interventions (typically 3-5 students) that target an identified deficit. Progress monitoring is done at least bi-weekly to determine effectiveness.

Tier 3 Interventions:

Tier 3 interventions are individualized intensive interventions targeting an identified deficit, and progress monitoring is done weekly. Interventions are typically delivered in a one on one or very small group setting.

Tier	Days of Additional Instruction (per intervention)	Time per day
1	Tier 1 Academic and Behavioral Strategies ongoing as needed within the classroom setting; or with some out of the classroom support as needed and available.	
2	3	30-45 minutes
3	5	30-45 minutes

TUSD **Secondary Level** Multi-Tiered System of Support Process



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TUSD **Secondary Level** Multi-Tiered System of Support Process

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