

### **Description of MASSD Intervention Process and Multi-Tier System of Supports**

During the 2012 – 2013 school year, academic intervention teams had not been fully developed for structured implementation. The District used the Response to Intervention framework commonly used around the country. In instances where schools had concerns about a student's academic behavior, or attendance, respective departments of student services (African American, Asian Pacific American / Refugee, Mexican American, and Native American) were contacted to provide individual and/or small group support. Staff members from the aforementioned departments worked with students before school, during lunch, after school, evenings, and weekends.

Additionally, staff members from Student Services departments were assigned to specific schools. See staff schedule for MASS specialist' assigned schools. Specialists reviewed student data in respective ethnic groups and provided tutoring and mentoring. They collaborated with teachers to support students' gaps in learning and followed up with students on attendance and behavioral issues.

Criteria used to implement academic interventions were based on the following:

- State assigned school letter grades/labels.
- School discipline history for students traditionally and historically marginalized.

As of June 30, 2013, the District was transitioning from this former process for providing academic intervention for struggling African-American and Latino students via a model known as the Multi-Tiered System of Supports ("MTSS"). Appendix 63 includes a description of the former process, used in SY 2012-13, and an outline of the process being developed for future years. Appendix 63 also includes monitoring information for all Student Equity staff for SY 2012-13. The data in the table is broken down by specialist and by activity/intervention provided.

For example, the first line of the data table attached indicates MASS specialists served 1736 students for the 2012-13 school year. This information from grant tracker has been requested for TUSD Accountability & Research for the 2013-14 school year as well. The new data for AIMS and grant tracker will be reported and posted as soon as A&R receives AIMS data from ADE. The appendix shows that Mexican American Student Services staff provided a wide variety of activities/interventions/supports to 1, 736 students during SY 2012-13.

Appendix 63 documents many of the interventions that took place in SY 2012-13, including most of those done by African American and Mexican American Student Services.

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**2013 – 2014 YEAR**

**Description:** TUSD will develop and implement a Multi-Tier System of Support (MTSS) (academic and behavior) process to be implemented in all schools. The first step in the MTSS will be to provide district-wide training in implementing the MTSS system. District and site level administrators will be trained in the MTSS model and training for all Learning Support Coordinators (LSC) will follow. All Mexican American Student Serviced Department (MASSD) staff will be trained in implementing the MTSS process at sites AASSD provide direct services. As part of the MTSS training will be training focused on student advocacy and support.

**Process:** TUSD developed and implemented the Multi-Tier System of Support to address the academic and behavior needs of Mexican American students and all students. The Mexican American Student Services Department participated in the following MTSS model opportunities (director and/or department staff).

- August, 2013 – Department staff trained in current district data systems (Mojave, Grant Tracker, Pilot Flag System for certain schools)
- September, 2013 – Participate in MTSS 2 hour training
- October, 2013 – Presentation/Review of MTSS model with site principals
- January, 2014 – Meeting to align the MTSS model to the Promotion Retention Policy for 4 ½ week progress checks
- March, 2014 – Superintendent led review of Promotion Retention Policy and MTSS model for site and district administrators

In additional to the above listed MTSS model opportunities, all department staff participated in the Student Equity and Intervention professional development addressing MTSS. Also, the MASSD Behavior Intervention specialist, Ms. Monique Landrum partnered with other departments to develop the MTSS behavior support form (see appendix – form may have been updated) to be used during the 2014-2015 school year.

Mexican American Student Services staff provided direct support at the following schools: Cholla, Pueblo, Catalina, Palo Verde, Pueblo, Rincon and Tucson High, Maxwell K-6, McCorkle k-8, Secrist, Valencia and Pistor Middle Schools, Dietz, Doolen Middle School, Hollinger K-8 and Lynn Urquidez Elementary. *See staff schedules attached.* The MTSS model was implemented in a number of the schools where MASSD provided direct support. However, the MTSS model implementation was different based on site need and expectation. For example, some sites, led by the Learning Support Coordinator or an administrator, met bi-weekly while other sites met weekly.

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Furthermore, MASSD team members served as a contributing member of all MTSS model implementations at the site served on a daily basis (i.e., Teacher Assistance Team, Child Study Team).

**Selection of Students and Sites to Support:** Specialists were assigned to work directly with students at school sites. The following criteria was used to determine staff assignments by the Director of MASSD in collaboration with district-level leadership: a) Arizona Department of Education (ADE) school labels, b) student's academic achievement on state exams per school, and c) disparities among Mexican American and non-African American students (i.e. Anglo students) academic achievement and ALE opportunities. Other factors considered were the percentage of a school's Mexican American student enrollment and if disparities exist in out-of-school and in-school suspensions when compared to non-Mexican American students (i.e. Anglo students). Students were also identified through the use of an online request for services form. The form was particularly helpful for those that did not receive direct daily support. Mexican American Student Services and other departments piloted the online form during the 2013 – 2014 school year.

Prior to working with students, all specialists hired by the Mexican American Student Services Department (MASSD) are assigned to a school (or schools) to work with the site (school) Multi-Tier System of Support Team. Some schools used the phrase, "Student Intervention Team." Specialists were trained in the MTSS model, Data Review, Grant Tracker Documentation, Mental Health Issues, Supportive and Inclusive Learning Environments & Common Core (list is not all inclusive). Additional specialized training for some staff included Achieve 3000 Reading and Youth Mental Health First Aid.

#### **Area for Improvement:**

- Consistent implementation of the MTSS model across the district to support African American Students
- greater use of the online request for services form piloted during the 2013 – 2014 school year
- Weekly meetings with team to discuss sites and students needing the most help based on data
- Implementation and use of a data-dashboard for timely data and information about students
- Additional professional development addressing academic and advocacy supports

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**Goal/Recommendations for the 2014-2015 School Year:**

In addition to increasing the use of the online request for services form, it will be critical to address the aforementioned areas for improvement. For the coming school year, additional training addressing the MTSS model will be needed so that department staff and sites fully implement the model, use the academic and/or behavior forms associated with the MTSS model, and apply the provided strategies to address support (i.e., tutoring, 1:1 or group mentoring, academic intervention, behavior plan).



*Tucson Unified School District*

## **AFRICAN AMERICAN STUDENT INTERVENTION PROCESS**

**Intervention Process for At-Risk African American Students and  
Intervention Teams to Support African American Students**

### **I. USP LANGUAGE**

### **V. QUALITY OF EDUCATION**

#### ***E. Student Engagement and Support***

##### ***7. Services to Support African American Student Achievement***

- b. The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (e.g., students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).*
- c. The District shall establish academic intervention teams to provide targeted support to African American students. The academic intervention teams shall consist of academic specialists (e.g., pullout reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Achievement.*
- d. The District shall hold quarterly events at each school or for clusters of schools serving African American students, as appropriate, to provide families with information about students' academic progress and college preparation (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of African American students.*
- e. The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other methods.*
- f. All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students.*

## II. EXECUTIVE SUMMARY

This document describes the process taken by the director of the African American Student Services Department (AASSD), the African American Student Services staff and members of the AASSD Advisory committee regarding the implementation of the Unitary Status Plan (USP) requirements regarding section V.E.7. Several staff meetings and advisory meetings were held to address each requirement of the Unitary Status Plan section V.E.7. This document also outlines strategies to be implemented by the AASSD and the Tucson Unified School District as a whole. The document is divided into multiple sections based on the format of the USP.

## III. DEFINITIONS

AASSD	African American Student Services Department - a department in the Tucson Unified School District focusing on providing academic and social-behavior support through direct and ancillary services with an emphasis on African American students.
Academic Specialist	See Attached Job Description
Behavior Intervention Monitor	See Attached Job Description
Behavior Specialist	See Attached Job Description
College and Career Readiness Coordinator	See Attached Job Description
Mentor Program Specialist	See Attached Job Description
Student Family Mentor Specialist	See Attached Job Description
TUSD	Tucson Unified School District - a school district that is located in Tucson. The second largest public school district in the state of Arizona.
DIBELS	Dynamic Indicators of Basic Early Literacy Skills - DIBELS is an assessment administered in TUSD to all Kindergarten through 3 <sup>rd</sup> grade students to determine their acquisition of literacy skills. It is also administered to 4 <sup>th</sup> and 5 <sup>th</sup> grade students who are not meeting or exceeding in the reading portion of the AIMS exam.
Achieve 3000	Achieve 3000 – is a web-based reading intervention program emphasizing non-fiction text to improve students lexile reading levels.
AZELLA	Arizona English Language Learner Assessment - an assessment proficiency of the English language learners for appropriate instruction.
AIMS	Arizona Instrument to Measure Standards (AIMS) - a standard based assessment that measures a student's proficiency of the Arizona Academic Content Standards in writing, reading and mathematics.

PARCC	Partnership for Assessment of Readiness for College and Careers (PARCC) - a 19-state partnership that is developing K-12 assessments in English and Mathematics.
True North Logic	True North Logic - is a web-based professional learning portal that allows employees to take web-based courses and/or register to take other training courses offered by the employer.
Stanford 10	Stanford 10 - a national assessment in multiple choice format used by elementary to secondary schools in the United States. Stanford 10 measures student progress in content standards for reading and math.

#### IV. INTERVENTION PROCESS FOR AT-RISK AFRICAN AMERICAN STUDENTS

##### 7. Services to Support African American Student Achievement

*b. The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (e.g., students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).*

**Description:** TUSD will develop and implement a Multi-Tier System of Support (MTSS) (academic and behavior) process to be implemented in all schools. The first step in the MTSS will be to provide district-wide training in implementing the MTSS system. District and site level administrators will be trained in the MTSS, and training for all Learning Support Coordinators (LSC) will follow. All African American Student Serviced Department (AASSD) staff will be trained in implementing the MTSS process at sites AASSD provide direct services. As part of the MTSS training will be training in best-practices focused on student advocacy and support. The first set of trainings is to be completed by December 2013. The AASSD Director will coordinate with Title 1 and the Curriculum and Instruction Department to participate in district provided trainings academic and family support.

TUSD district-level leadership will assess which processes and programs will serve as Tier 2 and Tier 3 supports for African American students needing additional and/or behavior support (TUSD Instructional Leadership Plan; USP project 5). As part of this process, the AASSD will work with other departments to develop the behavior intervention process for the MTSS model. The AASSD will also develop and pilot a district-wide mentoring program to support struggling students (USP project 5). TUSD will develop an electronic flag system (watch-point) to identify students in need of additional support (USP project 5).



**Summer Enrichment Program:** Develop and implement a summer enrichment program to support approximately 300 students during the month of June and July (see appendix for data from past summer programs). The summer enrichment will consist of reading, math and STEM exploration.

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## V. INTERVENTION TEAMS TO SUPPORT AFRICAN AMERICAN STUDENTS

*c. The District shall establish academic intervention teams to provide targeted support to African American students. The academic intervention teams shall consist of academic specialists (e.g., pullout reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Achievement.*

**Description:** Each TUSD school will provide a school-wide Multi-Tier System of Support plan for African American students needing additional academic and/or behavior support (e.g., reading, writing, math, attendance, suspensions), see (TUSD Instructional Leadership Plan (ILTP); USP project 5). Each school's Multi-Tier System of Support plan (intervention team) shall include an academic and/or behavior support team (USP project 5). In schools where African American Student Services Department (AASSD) specialists are assigned, the specialists will assist with identifying and coordinating Tier 2 and Tier 3 academic and/or behavior supports in partnership with the site Learning Support Coordinator (LSC) and site administrator (ILTP; USP project 5). AASSD will provide behavior intervention support, based on need and availability, to reduce over-representation and/or misrepresentation of students to Special Education and/or discipline (MTSS Model; USP project 5 & 6).

Specialists shall be assigned to work directly with students at school sites. The criteria to be followed in determining assignments for specialists will be set by the Director of AASSD in collaboration with district-level leadership. Criteria for assignments will be set on an annual basis with the following criteria to be set and prioritized: a) Arizona Department of Education (ADE) and Arizona Learns school label, b) student's academic achievement in state exams per school, and c) disparities among African American and non-African American students (i.e. Anglo students) achievement results. Other factors to consider will be the percentage of a school's African American student population and if disparities exist in out-of-school and in-school suspensions for African American students compared to non-African American students (i.e. Anglo students).

Prior to working with students, all specialists hired by the African American Student Services Department (ASSD) shall be assigned to a school (or schools) to work with the site (school) Student Intervention Team. Prior to working on the Student Intervention Team, specialists will be trained in best-practices (i.e., MTSS tier 2 & tier 3 strategies). Best-practices will be determined by the TUSD Curriculum & Instruction Department in support of the TUSD Instructional Leadership Team Plan. Specialists will support students by using the TUSD approved programs and strategies, and strategies researched and proven to support the academic and behavior needs of African American students.

**Academic Intervention Teams:** Each site administrator will determine the make-up of the Academic Intervention Team. Prior to the beginning of each school year, the Director of AASSD will collaborate with district-level, K-12 academic leadership to assess and prioritize which schools AASSD staff will provide daily and direct on-site support, and develop a plan for supporting school that do not receive daily support. Direct support will be based on a set criteria, but no limited to: a) states assessments (e.g., DIBELS, AIMS, PARCC), b) TUSD assessments (e.g., ATI/Galileo), and c) attendance, behavior/discipline, grades or any other data to identify students needing tier 2 and tier 3 support.

Each TUSD school will provide a school-wide academic and behavioral intervention support plan to provide targeted support for African American students. Each school's intervention support plan shall

include an academic/behavioral intervention team. This academic/behavioral intervention team shall be established at the beginning of the school year by each school's Principal. Names of individuals serving on the academic/behavioral intervention teams shall be established and submitted to principal's immediate supervisors by the last week of August (TUSD ILTP; MTSS Model; USP Project 5 & 6).

Each school, facilitated by the site principal, shall establish an Academic/Behavioral Intervention team that will plan and provide for targeted support and interventions for African American students. The academic/behavioral intervention teams will be created with the Learning Support Coordinator (LSC) (TUSD ILTP; MTSS Model; USP Project 5 & 6; USP Plan).

The African American Student Services department (AASSD) Behavior Specialists will assist in supporting schools to follow appropriate protocols to address tier 2 and tier 3 behavior supports. The Behavior Specialists and/or Behavior Intervention Monitors will conduct formal observations and work with each in securing parent permission for observations and lead a school team through the referral process for non-exceptional education students. Behavior Specialist will assist LSCs in creating and monitoring behavior support plans.

African American Student Services staff will serve on their assigned school's Academic/Behavioral Intervention Support Team. The Director of AASSD will assign Academic Specialists and/or Mentor Specialists to provide needed support (e.g., tier 2 or 3 math/reading support, mentoring/behavior support). Support will be based on the TUSD ILTP, MTSS approved supports and strategies proven to support African American students (USP Project 5 & 6). Specialists will communicate academic progress with parents on a bi-weekly basis. All AASSD specialists serving on support teams shall be trained prior to working with students in implementing specific academic intervention plans. Interventions must provide ongoing assessment and progress monitoring (e.g. Achieve 3000).

## **VI. THE DISTRICT SHALL HOLD QUARTERLY EVENTS FOR AFRICAN AMERICAN STUDENTS**

*d. The District shall hold quarterly events at each school or for clusters of schools serving African American students, as appropriate, to provide families with information about students' academic progress and college preparation (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of African American students.*

**Description:** The African American Student Services Department Director will work with district-level administrators and family engagement committees (i.e., USP Project 8, Title I, Student Equity & Intervention) to develop an annual plan that describes the quarterly parent events throughout the school year. These sessions will serve to inform parents of the programs and opportunities available for African American students. The Student Family Mentor Specialists will plan and coordinate, with support of the AASSD team, at least one event per quarter. Some events will be held in regions of the district while other events will be one location. Specialists assigned to schools will also coordinate quarterly meetings in partnership with the site administration, LSC and community representative. Information about each event will be provided to parents by mail, by way of specialists working at sites

(talking with students and parent phone calls) and on the AASSD website. Sign-in sheets will be filed for each parent event.

The Director of AASSD will establish a parent advisory committee starting in January 2014. The parent advisory will be in addition to the current advisory committee. The parent advisory will serve to 1) advocate for workshops to inform parents of policies and practices in a format that clearly outlines and advises parents of their rights and responsibilities, 2) encourage parenting skills and conflict mediation techniques, 3) select ideas that contribute to both parents and students' understanding of their cultural heritage and 4) promote academic success strategies at home.

Other strategies AASSD will consider are:

- A. Encourage the community to use alternative and rotating sites for school meetings
- B. Request transportation to the school for conferences, meetings, or programs
- C. Request workshops at flexible times to accommodate working families
- D. Partner with Title 1 to host 4 quarterly meetings at each school. Using the train-the-trainer model, Title 1 community reps will be trained to deliver 4 informative parent events each year
- E. African American Student Services will host 2 student recognition programs each year (one program each semester)

The focus of quarterly parent meetings may include but not limited to:

- Advanced Learning Experiences
- College Preparation Nights
- Matriculation and retention rates
- Curriculum Nights
- Open House
- Informational Title I meetings
- Science Technology Engineering and Mathematics (STEM) Education
- Parent Teacher Conferences
- Academic Recognition Nights,
- Academic Parent Teacher Teams
- Home-School Articulation Sessions
- Math nights
- Literacy Nights
- Student Recognition Nights
- Science Nights
- Socials with the principals, teachers and parents
- Parent University Conferences
- Individual Data Talks with students and parents
- Parental Access to TUSD Stats sessions
- PARCC and Common CORE informational sessions
- Internet safety classes
- Showcase events advertising schools' academic focus and student work to families.

Each school will include sessions where parents are made aware of support programs for students such as tutoring, mentoring, before and after school program, advanced learning experiences and magnet

program. In addition to the above mentioned strategies, with district technology support, AASSD will host at least one web-based workshop each school year.

## **VII. THE DISTRICT SHALL COLLABORATE WITH LOCAL COLLEGE AND UNIVERSITIES TO PROVIDE LEARNING SUPPORT AND GUIDANCE TO AFRICAN AMERICAN STUDENTS**

*e. The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other methods.*

The African American Student Services Department will hire a College and Career Readiness Coordinator (CCRC) to work closely with the department mentor specialists in order to increase the number of opportunities for African American students to interact with college students and college guidance. The College and Career Readiness Coordinator will provide tier 2 and 3 college planning support for African American students beyond what is offered at the site level. Some of the support will include helping students find scholarships, college planning seminars at local churches, evenings and weekends. The CCRC will also work to increase the number of opportunities students participate in college related activities to as the Black College Tour, and college exploration campus for high school students (e.g., University of Arizona, Pima College, Arizona State, and NAU). The CCRC will also partner with K12 coordinators at local and state colleges and universities (PCC, MCC, U of A, ASU, NAU, GCU), implement college and career days in the community and provide workshops focused on STEM (e.g., STEM expo) and demystifying math and science through summer camps and programs throughout the school year (e.g., leadership development, money matters, athletics).

As part of the AASSD plan to provide learning support and guidance to African American students by college students, AASSD will work closely with local agencies employing college students as mentors/volunteers. The Director of AASSD and the CCRC will work closely with African American student groups at the University of Arizona and Pima Community College, as well as develop a database of past TUSD graduates willing to serve as a learning support and/or mentor.

The AASSD College and Career Readiness Coordinator (CCRC) & Mentor Specialists will work with college and graduate community-based organizations (e.g., National Society of Black Engineers, fraternities, sororities) to connect students with TUSD alumni college students, and other college students (graduates) in the community. The CCRC and Mentor Specialists will coordinate events, including quarterly parent events, and include opportunities for students and parents to engage in the college planning process.

**Mentor Training:** The AASSD will partner with other departments to develop a comprehensive mentoring program, and training modules, for all mentors/volunteers. The mentoring program will be threefold: 1) 1:1 mentoring, 2) group mentoring, 3) student to student mentoring.

**Recruitment of college students and TUSD alumni college students:** By August 2014, the AASSD will develop an internship partnership with the University of Arizona Africana Studies department

giving college students an opportunity to serve as interns working in the AASSD. Interns will serve as mentors implementing leadership development seminars, focus on specific department projects or provide research to address the needs of African American students in TUSD.

**Community Engagement:** Partner with community-based organizations to help and work with parents and students to increase exposure to colleges and community leaders (including those who have attended, work in, or retired from TUSD).

### **VIII. ALL AFRICAN AMERICAN STUDENT SUPPORT SERVICES STAFF WILL BE TRAINED TO IMPLEMENT SPECIFIC ACADEMIC INTERVENTIONS**

*f. All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students.*

**Descriptions:** Beginning in March 2014, all AASSD staff will be trained to implement specific interventions strategies and plans. Intervention plans will include training in the monitoring of a student's academic and behavior growth (e.g., advanced learning experiences growth - USP Project 4, CTE plans, ExEd placement, discipline – USP Project 5 and college planning). Additional training in the area of direct tier 2 and tier 3 supports will be provided (e.g., MTSS Model, Achieve 3000, common core, focused math strategies, home visits, developing individual student growth plans, classroom management, PBIS, project planning).

As part of the MTSS training will be training in best-practices focused on student advocacy and support. The first set of trainings is to be completed by December 2013. The AASSD Director will coordinate with Title 1 and the Curriculum and Instruction Department to participate in district provided trainings academic and family support.

**MULTICLUTRAL STUDENT SERVICES**  
**African American Student Services**  
**TUCSON UNIFIED SCHOOL DISTRICT**

**Staff Meeting**  
**Friday – October 25, 2013**  
**9:00 .m. – 4:00 p.m.**  
**Boys & Girls Club (Doolen)**

**AGENDA**

1. Good news (5 min)
2. Staff share-out/updates (20 min)
3. How we fit into the TUSD Instructional Leadership Plan & USP (20 min)
4. MTSS presentation (30 min)
5. Department planning process (2 hrs)
  - a. AAAATF
  - b. Project 5

LUNCH (30 min)

6. Department planning process (1.5 hrs)
  - a. Project 5
  - b. Programs/projects

7. Wrap-up (30 min)

**STAFF DEVELOPMENT**

- TBD – Achieve 3000 Training (K-8)

**ANNOUNCEMENTS**

1. Hot-list completion

**NOTES:**

**Critical Needs**

1. Elementary –  
Reading/Writing/Math support
2. Middle School – Academic and  
Behavior Interventions
3. High School – Academic and  
Behavior Interventions
4. Grant Tracker (bi-weekly to site  
administration team)
5. Priority schools



**MULTICLUTLAL STUDENT SERVICES**  
**African American Student Services**  
**TUCSON UNIFIED SCHOOL DISTRICT**

**Staff Meeting**  
**Wednesday – October 16, 2013**  
**8:00 – 10:00 a.m.**  
**LIRC**

**AGENDA**

1. Good news/share-out (5 min)
2. Quarterly Regional Parent Meetings Update (15 min)
3. Deseg update & Strategic Planning (1.5 hr)

**STAFF DEVELOPMENT**

- TBD – Achieve 3000 Training (K-8)

**ANNOUNCEMENTS**

1. 10/19/13 – Parent University – (flex schedule) 8:30 a.m. – 2:00 p.m.
2. 10/22/13 – 40th Annual Tucson College Night – 6:30 p.m. – 8:30 p.m.
3. November/December – Career Fair – Chris Golston
4. Hot-list completion

**NOTES:**

**Critical Needs**

1. Elementary – Reading/Writing support
2. Middle School – Academic and Behavior Interventions
3. High School – Academic and Behavior Interventions
4. Grant Tracker (bi-weekly to site administration team)



**MULTICLUTLAL STUDENT SERVICES**  
**African American Student Services**  
**TUCSON UNIFIED SCHOOL DISTRICT**

**Staff Meeting**  
**Friday – October 4, 2013**  
**1:30 – 3:30 p.m.**  
**Blue Room**

**AGENDA**

1. Good news/share-out (5 min)
2. Quarterly Regional Parent Meetings Update (15 min)
3. Deseg update & Strategic Planning (1.5 hr)

**STAFF DEVELOPMENT**

- October 19<sup>th</sup> – Argument Writing
- TBD – Achieve 3000 Training (K-8)

**ANNOUNCEMENTS**

1. Share Point <http://Gateway/Dept/AASS>
2. 10/19/13 – Parent University – (flex schedule) 8:30 a.m. – 2:00 p.m.
3. 10/22/13 – 40th Annual Tucson College Night – 6:30 p.m. – 8:30 p.m.
4. November/December – Career Fair – Chris Golston
5. Hot-list completion

**NOTES:**

**Critical Needs**

1. Elementary – Reading/Writing support
2. Middle School – Academic and Behavior Interventions
3. High School – Academic and Behavior Interventions
4. Grant Tracker (bi-weekly to site administration team)

**MULTICLUTLAL STUDENT SERVICES**  
**African American Student Services**  
**TUCSON UNIFIED SCHOOL DISTRICT**

**Staff Meeting**  
**Wednesday – 9/11/13**  
**8:00 – 9:30 a.m.**  
**LIRC PD Room**

**AGENDA**

1. Good news/share-out
2. Share Point <http://Gateway/Dept/AASS>
3. Quarterly Regional Parent Meetings

**STAFF DEVELOPMENT**

8/2/13 – Teaching Argument Writing (1hr) -  
LIRC  
10/4/13 – Support Services Resource Fair &  
Meeting – Pueblo H.S.  
10/19/13 – Parent University – (flex schedule)

**ANNOUNCEMENTS**

**NOTES:**

**Critical Needs**

1. Elementary – Reading/Writing support
2. Middle School – Academic and Behavior Interventions
3. High School – Academic and Behavior Interventions
4. Grant Tracker (bi-weekly to site administration team)

# Multi-Tier System of Support (MTSS)

**Curriculum & Instruction  
Office of Teaching & Learning  
September 25, 2013**

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# MTSS-aka RTI

## What is MTSS?

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# What is it?

It is a multi-tiered framework designed to maximize achievement for all students. It focuses on outcomes through the systematic gathering of data to guide educational decisions. As such, MTSS is an educational process which **benefits all students, not just a system to categorize and refer students for Exceptional Education** testing and qualification.

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## Rationale

- **Basic elements of MTSS are required by NCLB and the IDEA**
- **Parent involvement is critical & close communication with parents should be maintained throughout the process**
- **Instructional fidelity throughout monitoring practices is also essential and expected**
- **It is not an “add-on,” rather it is an instructional framework or approach**

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## DISTRICT MTSS GOALS

**The goal of implementing a Multi-Tier System of Support plan is increased student achievement. The following district goals are expected with its implementation:**

- Maximum effect from core instruction for all students
- Maximum effect from behavioral supports
- Targeted instruction and early intervention for at-risk students
- Reduction in the over-representation of diverse student groups in low academic performance, special education, and alternative education programs
- Narrow the achievement gap between all student groups (sub-populations)
- Increased pro-social student behavior
- Increased graduation rate
- Decreased drop-out rate
- Decreased discipline referrals, suspensions, and expulsions
- Improved attendance rates
- More positive attitudes toward school and academics
- Enhanced Exceptional Education effectiveness
- Enhanced Second Language Acquisition effectiveness
- Improved integrity of academic, behavioral, and attendance interventions through fidelity monitoring

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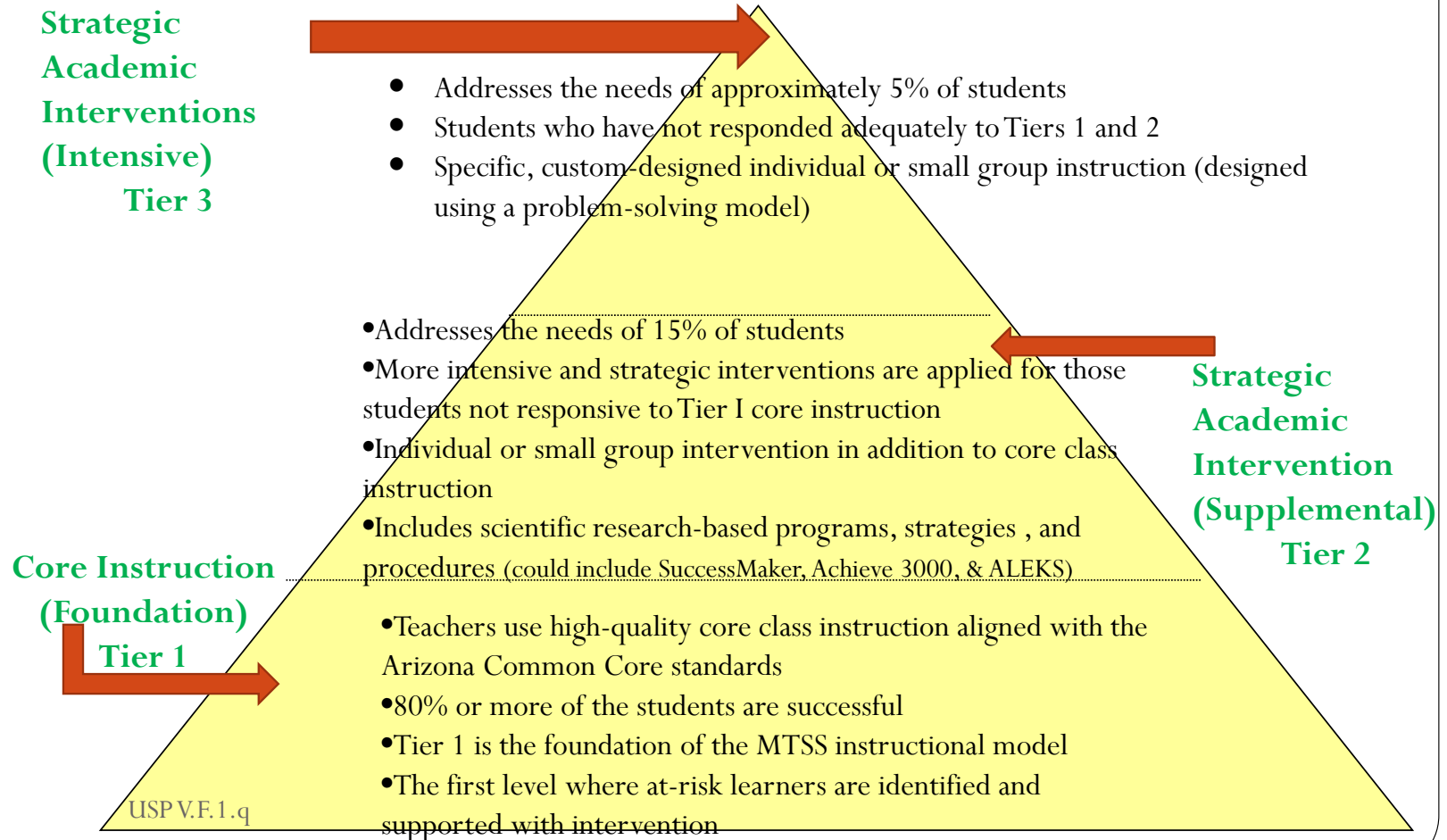
## TUSD's MTSS Plan is based on the following core principles:

- We can effectively teach all children
- Intervene early
- 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

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# Multi-Tiered Model

Usually referred to as Tiers



# Multi-Tiered Model

## Behavior (Intensive) Tier 3

- Require intensive and individualized behavior intervention planning based on function-based behavior assessments and implementation for students who are unresponsive to school-wide (primary) interventions

## Behavior (Supplemental) Tier 2

- Teachers are expected to maintain daily classroom expectations, routines, structures, norms, and procedures for presenting curriculum, designing instruction, and managing the social climate of the classroom.

## Behavior (Foundation) Tier 1

- Expectations are school-wide
- TUSD utilizes the Positive Behavior Intervention Support (PBIS) model
- PBIS is a set of clear expectations for students across all school settings (e.g. hallways, bathrooms, cafeteria, common areas, etc.)

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## Problem-Solving Approach

The interventions needed for Tier 1, 2 and 3 are identified through a data-based decision-making process. These decisions are made by the school-based MTSS support team. The steps for a problem-solving approach follow:

1. **DEFINE** the problem by determining the discrepancy between what is expected and what is occurring. Ask, “What is the problem?”
2. **ANALYZE** the problem using data to determine why the discrepancy is occurring. Ask, “Why is it taking place?”
3. **IMPLEMENT** with integrity a plan that will address a student performance goal, and delineate how the student’s progress will be monitored.
4. **EVALUATE** the effectiveness of the intervention plan based on the student’s response to the intervention plan according to the progress monitoring data. Ask, “Is it working?” If not, how will the intervention plan be adjusted to better support the student’s progress?

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# Universal Screening and Progress Monitoring

All campuses will use a process of reviewing student performance through formal and or informal assessment measures. These assessments include:

- DIBELS for reading at the elementary school level
- AIMS or Stanford 10 mathematics scores for grades 3-5
- AIMS scores at the middle and high school levels for reading and mathematics
- AZELLA for Reading specific to English Language Learners at all levels
- New Student 45 Day Screener and Desegregation “watch points” data for behavior

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# Need for Other High School Screeners

- Reading

- Comprehension

- Oral Reading Fluency

- Math

- ✓Foundations

- ✓Fluency and Automaticity

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High School Question

Who gets screened?

# SuccessMaker and MTSS



SuccessMaker & RTI.xps

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# Academic Progress Monitoring and Exit Criteria

★ **Tier 1:** Consistent Campus Assessments given weekly or bi-weekly each quarter to accumulate data. *Once school-based MTSS support team has determined to move a student to Tier 2, the universal screener is given, depending on the Tier 1 identified area of difficulty.*

**Tier 2: Reading:** Program Pre-Screener at the beginning of Tier 2 and formative program assessment each quarter the student is in Tier 2. Consistent Campus Assessments *should also continue at least once every 1-2 weeks to maintain continuous progress monitoring. Sites using a technology-assisted intervention for Tier 2 are to use the assessments built into the intervention programs to monitor student progress and the impact of the intervention.*

**Math:** Program Pre-Screener at the beginning of Tier 2 and formative program assessment each quarter the student is in **Tier 2**. Consistent Campus Assessments *should also continue at least once every 1-2 weeks to maintain continuous progress monitoring. Sites using a technology-assisted intervention for Tier 2 are to use the assessments built into the intervention programs to monitor student progress and the impact of the intervention.*

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# Academic Progress Monitoring and Exit Criteria

★ Tier 3: **Reading:** Program formative assessment each quarter the student is in Tier 3. Consistent Campus Assessments *should also continue at least once every 1-2 weeks to maintain continuous progress monitoring.*

**Math:** Program formative assessment each quarter the student is in Tier 3. Consistent Campus Assessments *should also continue at least once every 1-2 weeks to maintain continuous progress monitoring.*

## Reduction from Tier 3 to Tier 2

For consideration for a **reduction** in intervention services, the student must exhibit considerable progress toward on-level performance. In addition, the student should achieve in the “high approaches” category on the most recent cumulative benchmark assessment.

## Exit from Tier 2 to Tier 1

For consideration for **exit** from Tier 2 intervention services, the student must exhibit sufficient progress toward on-level performance. This will be demonstrated through both progress monitoring, classroom grades, and performance on Consistent Campus Assessments. The student must “meet standard” on the most recent cumulative benchmark assessment before exiting a Tier 2 intervention.

# Intervention Class Time and Structure

## Intervention Class Time and Structure

**For Tier 1 students** who will be served in the classroom by the classroom teacher, time must be built into the schedule before or after school or during the school day. The amount of time should be thirty minutes several times a week with differentiated instruction targeting skills where the student(s) have gaps (math/reading or both)

**For Tier 2 students and Tier 3** students are pulled out of the classroom to work with an intervention specialist or classroom teacher.

**MTSS instruction is additional instruction on the student's instructional level. Students will not be pulled during regular reading or math instruction.**

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## TUSD INTERVENTION PROGRAMS

Each student's intervention plan must reflect the appropriate intervention from the menu of intervention programs cited below. Use of campus-based support is best suited for Tier 1.

### **Tier 1 Interventions**

- Reading Groups
- Small Math Study/Differentiated Groups
- Individual tutoring
- Classroom-based intervention
- Small group assignment

### **Tier 2 Interventions**

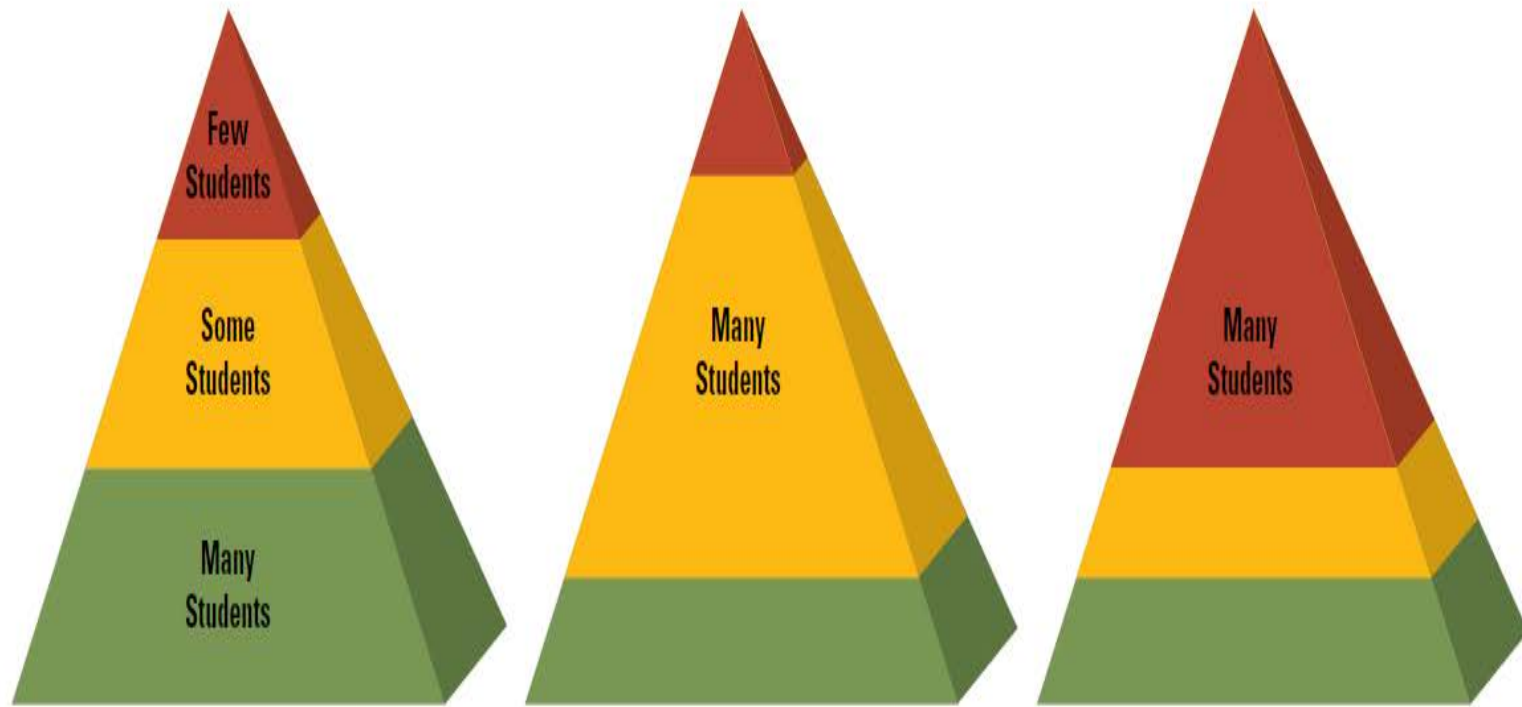
- Reading Groups (if meet three times a week for at least 30 minutes)
- Achieve 3000 reading
- SuccessMaker reading/math
- ALEKS math
- Avenues "prescriptive" skill lessons
- Continuation of Tier I interventions

### **Tier 3 Interventions**

- Reading Groups (if meet five times a week for at least 30 minutes)
- Achieve 3000 reading
- SuccessMaker reading/math
- ALEKS math
- My Reading Coach
- Continuation of Tier I interventions

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## What Does Your School Look Like?



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## School-Based MTSS Team

Each school will have an MTSS support team. This team should consist of people who are seen as leaders and represent a variety of subject areas and grade levels. A sample school-based MTSS support team should include a: school administrator, counselor, nurse, classroom teacher, ELD teacher, LSC, interventionist, and the parent of a student.

**The School-based MTSS support team should focus on the following for school-wide implementation of the MTSS plan:**

1. Review of screening data
  2. Review of progress monitoring data
  3. Planning of interventions
  4. Self-assessment of problem-solving implementation
  5. Assessment of the school's professional development pertaining to MTSS
  6. Data use in decision-making
  7. Teacher support
  8. Parent involvement
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# Key people to implement MTSS

**Campus Administration**

**Case Manager**

**Classroom Teacher**

**Intervention Teacher(s)**

**Parents**

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# RESOURCES

## MULTI-TIER SYSTEM OF SUPPORT (MTSS)

### PROGRAM OPERATING GUIDELINES



**TUCSON UNIFIED SCHOOL DISTRICT**

SY 2013-2014  
Curriculum & Instruction  
Office of Teaching & Learning

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### Tucson Unified School District: Student Academic Support Plan

Section A: Student Information							
Student:		SAIS:		Date of Birth:			
Date:		Grade Level:		School:			
Parent/Guardian Contact Information:							
ELL	Yes	AZELL A	SPED	Yes	Special Program	Is Attend ance and Issue?	Yes
	No			No			No
Grades		Reading		ELA/Writing		Mathematics	
Observations Regarding Grades and Attendance:							
Section B: Universal Screener Data							
Reading/Math Level Q1:		Reading/Math Level Q2:		Reading/Math Level Q3:		Reading/Math Level Q4:	
Section C: Core Reading/Math Program (Tier I) Please List Targeted Goals for Tier I							
Start Date	Core Program		Targeted Goals			Person Responsible	
Comments/Observations:							
Section D: Targeted Intervention (Tier II – Not SPED) 30+ additional minutes List specific skills targeted and method(s) used to address the skills:							
Start Date	Targeted Skill	Program	Strategies			Freq uenc y	Person Responsible
Comments/Observations:							
Section E: Intensive Intervention (Tier III – Not SPED) 30+ additional minutes List specific skills targeted and method(s) used to address the skills:							
Start Date	Targeted Skill	Program	Strategies			Freq uenc y	Person Responsible
Comments/Observations:							

## Tucson Unified School District: Student Behavior Support Plan

Section A: Student Information					
Student:		SAIS:		Date of Birth:	
Date:		Grade Level:		School:	
Parent/Guardian Contact Information:					
Observations regarding behaviors and triggers:					
Section B: Identifying target behaviors (Tier I)					
	Student Concern identified by Teacher:		Concern Brought to School Principal by TAT:		Team Meets to discuss interventions:
Date:					
Outcome:					
Section C: School Interventions (Tier II)					
Please List Targeted Goals for Tier I					
Start Date	Development of Behavior Plan	Targeted Behavior		Intervention strategies/Person Responsible	
	Collection of Data (min 2 weeks)	Modifications to current plan		Effective	
				Yes /No (if not collect data again)	
				Yes/No(if no move to Tier III)	
Comments/Observations:					
Section D: Request for Behavior Intervention (Tier III)					
All documents must be received in order for a referral to be considered complete:					
Date	BIT Referral Form	Parent Signature	Copy of Behavior Plan	All data supporting implementation of the previous plans	Staff Signatures
Section E: Parent Contact Documentation					

## Tucson Unified School District: Student Behavior Support Plan

Date	Type of Contact	Issues Discussed					
<b>Section F: School Team Member Meetings</b>							
PRINT NAME	SIGNATURE	Meeting Date #1	Meeting Date #2	Meeting Date #3			
Principal							
Teacher							
Parent							
Other							
Other							
Should the student qualify for Exceptional Education, please follow the <b>Ex-Ed Protocol and Process</b> for submitting a referral to BIT:							
Eligible for 504	Yes	Accommodations	SPED	Yes	Special Program	Is Attendance an Issue?	Yes
	No			No			No