Multi-Tier System of Support (MTSS)
2014-2015

Norms

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Technology
Objective:
By the end of this session, I will demonstrate my understanding of the MTSS system by describing the components and explaining how to implement them.

Self-Reflection
• What does quality Tier 1 instruction look like?
What is MTSS?

- A multi-tiered framework designed to maximize achievement for all students
- Focuses on outcomes through the systematic gathering of data to guide educational decisions
- Educational process which benefits all students, not just a system to categorize and refer students for Exceptional Education testing and qualification

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
Core Principles:

- Use a multi-tiered model of service delivery
- Use a problem-solving method to make decisions within a multi-tiered model
- Use assessment in screening, diagnosis, and progress monitoring
Understanding Assessments and Screeners

What’s my Role?
Referral Process Flow Chart

Classroom Teacher asks Campus Administrator or his/her Designee (MTSS Campus Contact) for help with a struggling student.

Campus Administrator assigns Case Manager, if appropriate, to the teacher and student. Campus Administrator or Case manager adds student to log / list of referred students.

Campus Administrator or Case Manager meets with the teacher (the following is done together):
- Research student history
- Determine if other support staff are already involved (speech, dyslexia support, ELD support, other)
- Determine needs
- Select instructional strategies/differentiated instruction and behavior interventions
- Classroom Teacher documents in District Data Analysis System
- Immediately determine a 3-week review date and schedule it in Outlook
- Begin Intervention

Student Academic Support Plan: Sections A-C
Campus Administrator/Case Manager/Interventionist/case manager observes student during instruction to confirm implementation of student intervention within the next 3 weeks.

Case Manager and teacher meet within 3-4 weeks to review strategies and data.
- Determine if adjustments are needed
- Case Manager documents follow-up in Student Academic Support Plan
- Decide the amount of time needed to meet again based on student progress (not to exceed 4 weeks). Schedule follow-up meeting in Outlook
- Update case manager Log

No evidence of progress

Case manager and teacher meet to review student progress.

Data reveals positive student growth

- Teacher continues differentiated instruction.
- Document effects in District Data Analysis System
- Update case manager log

Data reveals positive student growth
Campus Administrator/Case Manager/Interventionist observes student during instruction to confirm implementation of student intervention within the next 3 weeks.

Case Manager and teacher meet within 3-4 weeks to review strategies.
- Determine if adjustments are needed
- Case Manager documents follow-up in Student Academic Support Plan
- Decide the amount of time needed to meet again based on student progress (not to exceed 4 weeks).
  Schedule follow-up meeting in Outlook
- Update case manager Log

Case Manager determines if additional differentiation should be considered or in consultation with the Campus Administrator.

No evidence of progress
Case manager and teacher meet to review student progress.

Data reveals positive student growth

Campus Administrator meets with Case Manager
Campus Administrator schedules MTSS Meeting
Update case manager log.

MTSS Meeting:
Committee reviews data
Committee determines if Tier 1 continues or to move to Tier 2 (program and time)
Enter in Student Academic Support Plan
Determine how long to implement intervention before meeting again
Secure parent and committee member signatures
Archive documents (MTSS Folder)
Schedule follow-up in Outlook
Update case manager log

Tier 2: Implementation of intervention instruction and progress monitoring by case manager.
[Look at data.]

No evidence of progress
Data reveals positive student growth
Case Manager continues intervention and progress monitoring.
- Meet no less than once per quarter
- Document in Student Academic Support Plan
- Update case manager log

Data reveals positive student growth

Campus Administrator meets with Case Manager
Campus Administrator schedules MTSS Meeting
Update case manager log.

MTSS Meeting:
- Committee reviews data
- Committee determines if Tier 1 continues or to move to Tier 2 (program and time)
- Enter in Student Academic Support Plan
- Determine how long to implement intervention before meeting again
- Secure parent and committee member signatures
- Archive documents (MTSS Folder)
- Schedule follow-up in Outlook
- Update case manager log

Tier 2: Implementation of intervention instruction and progress monitoring by case manager.

No evidence of progress

Data reveals positive student growth

(Look at data)
Tier 2: If student’s progress is inadequate, the team will meet no less than twice per quarter.
Continue classroom Tier 1 differentiation.
Decide if new approach or new intervention is needed and should group size or session length be adjusted?
Does the student need to move to Tier 3?
(More days, fewer students)

No evidence of progress

Tier 3: MTSS team meets no less than twice per quarter.
Campus Administrator must attend all Tier 2 and Tier 3 meetings.

Campus Administrator completes all required documentation in Student Academic Support Plan and then sends referral to District M.T.S.S. Review Committee.

Continued lack of progress will warrant consideration for District M.T.S.S. Review Committee.

Next Steps

Refer to Departments
Reflection

• Explain the value of MTSS in a 12 word summary.