APPENDIX VI - 7
Multi-Tiered System of Supports (MTSS) in the TUSD 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 I/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 Instruction:

- 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

** Identify Student Need **

- **Analyze Student Need and Assets:** Using Risk Prediction Tool, Diagnostic Data, Testing Data, Classroom Observations, Credit Recovery, etc. identify needs and current assets/strengths of student.
- **Identify Supports:** Identify Tier 1 classroom interventions to support student achievement and/or behavior and/or attendance.
- **Implement Planned Intervention(s):** Teacher or support staff provide at least 1 Tier 1 intervention for 3-4 weeks, document intervention and Parent Contact in Synergy via Observations.
- **Evaluate Effectiveness:** If no improvement, consult with PLC, IC, CSP, Teacher Mentor, MTSS Facilitator/Lead, etc. as necessary for more strategies and intervention options.
  - Teacher or support staff provide second round of Tier 1 intervention(s) for 3-4 weeks and document in Synergy via Observations.
  - If no improvement, continue to next step, if Tier 1 interventions are effective in meeting the student's needs, continue with Tier 1 interventions. No need to progress to the next level.

** Initiate MTSS Process **

- **Teacher or Support Staff completes Request for Support in Synergy.**
- Teacher or Support Staff completes Teacher Data Collection Form and submits to MTSS Facilitator or Lead
- MTSS Facilitator/Lead will complete Classroom Environment Checklist and ensure all interventions have been documented in Clarity Concerns.
- **Continue to provide Tier 1 interventions and document progress in Synergy via Observations.**
- MTSS Facilitator/Lead schedules MTSS meeting.
- Parent is notified of MTSS Process initiation and/or invited to meeting.

** MTSS Intervention Plan **

- MTSS Team holds Review of Data meeting on student.
- MTSS Team develops student MTSS Intervention Plan in Synergy:
  - Utilize Initial Meeting Agenda to develop SMART Goal(s), identify student assets, identify Tier 2 interventions and monitoring tool, assign Service Provider
  - Service Provider implements interventions with fidelity, progress monitors, updates Progress Monitoring in Synergy regularly.
  - MTSS team reconvenes within 4-6 weeks to review Tier 2 progress and data using the Follow Up Meeting Agenda, determine effectiveness of intervention, assign new interventions as necessary; implement interventions and document progress in Synergy.
  - If Tier 2 interventions unsuccessful, reconvene MTSS Meeting to write new SMART Goal, identify Tier 3 Interventions to implement, progress monitor, and update Synergy Progress Monitoring.
  - If Interventions are effective in meeting student's needs, continue with Interventions, no need to progress to the next level.

** Refer to Psychologist **

- Can consult with Psychologist at Tier 2 if needed, and after Tier 3 Interventions have proven unsuccessful.
- MTSS Team holds Tier 3 Review of Data MTSS Meeting, invite Psychologist.
- Review all student data including Intervention data, SMART Goal, and Progress Monitoring data.
- Team determines next steps.

** 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.**
** 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.

<table>
<thead>
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<th>Tier</th>
<th>Days of Additional Instruction (per intervention)</th>
<th>Time per day</th>
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<tbody>
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<td>1</td>
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<td>30-45 minutes</td>
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<td>2</td>
<td>3</td>
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</tr>
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**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.**

Updated January 2020; JS
** TUSD Secondary 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.

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