



*A Multi-Tiered
System of Supports*



MTSS Implementation Components

*Ensuring common language
and understanding*

2013-2014 Quick Reference Guide for HCPS personnel

Common Language	Common Understanding
<p>Why MTSS-Rtl</p>	<p>State Board Rule 6A-6.0331, F.A.C., Requires schools to implement General Education Intervention Procedures for students to succeed in the general education environment.</p> <p>MTSS-Rtl provides schools with a framework and process to ensure that students have an opportunity to receive interventions within the general education environment with fidelity. The framework incorporates a problem solving process for ensuring quality instruction and school-wide behavior supports are delivered to ALL students. Further, interventions are matched to the needs of students, in the areas of academics, behavior and attendance.</p>
<p>What is MTSS-Rtl</p>	<p>MTSS-Rtl are evidence-based instructional and intervention supports provided at increasing levels of intensity in a 3 tiered model.</p> <p style="padding-left: 40px;">Tier 1 – Primary Prevention for ALL students Tier 2 – Early Targeted Intervention for some students Tier 3 – Intensive Targeted Intervention for a few students</p> <p>The MTSS-Rtl framework encourages the review of data and problem solving to determine students’ response to instruction and intervention (Rtl). Data are used to help us answer this question: Are students learning across all tiers? If the results are not what we expect, MTSS-Rtl leads us to engage in problem solving to determine why/why not?</p>
<p>Tier 1 - Primary Prevention</p>	<p>To close the gap between school performance and state/district expectations, schools provide highly effective core instruction, school-wide behavior and attendance support to meet the needs of ALL students.</p>
<p>Tier 2 – Early Targeted Intervention</p>	<p>To close the gap between students’ performance and state/district/grade level/small group expectations, struggling students are provided with opportunities for intervention and enrichment supports (e.g., intervention/enrichment blocks). Reading is the only subject area that has a state mandate for Tier 2 interventions to be delivered outside of the 90 minute core instructional block. Tier 2 supports can be provided in any area that the student demonstrates difficulties (academics, behavior and/or attendance) and should be delivered by a variety of professionals, general education teachers, interventionists, behavior specialists, SSW, etc.</p>
<p>Tier 3 – Intensive Targeted Intervention</p>	<p>To close and/or minimize the gap between students’ performance and grade level/individualized expectations, students who are identified as significantly below level are provided with intensive intervention supports. Typically, Tier 3 supports are provided to very small groups and/or individual students and should be delivered concurrently with Tiers 1 and 2 supports. Tier 3 supports are more intensive (e.g., more time, narrower focus) and involve individualized problem-solving for the student. This level of support can be provided by a variety of professionals (e.g., general education and/or remedial teachers, behavior specialists, SSW, etc.).</p>
<p>The Tiered Framework</p>	<p>Tiers describe the intensity of support students may receive to improve academic achievement, attendance and behavior. <i>The tiers do not describe specific students. (Children should not be identified as Tier 1, 2, or 3 students).</i></p>

<p>A Fluid Process</p>	<p>Students remain fluid within the tiered model. This means that the intensity of supports students receive should be transitioned up or down within the tiers based on student performance over a set amount of time and compared to predetermined decision points and SMART goals.</p> <p>Students do not <u>leave</u> Tier 1 to receive interventions in Tiers 2 or 3 (<i>students should never be pulled out of core reading instruction</i>) nor should a student receive Tier 3 interventions prior to receiving Tier 2 interventions. Intervention supports are layered based on students response to interventions/supports at each tier.</p>
<p>Data-Driven Decision Making</p>	<p>Screening – School-wide benchmarks and universal assessments help to identify which students may need additional assistance in order to be successful academically and/or behaviorally (e.g., FAIR, Formatives, Discipline Referrals, and Attendance Data).</p> <p>Diagnostics – Specific assessments that help to identify students’ specific learning strengths and targeted needs, and usually follows initial universal assessments (e.g., FAIR: Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI), Diagnostic Assessments of Reading-2 (DAR-2), Discipline Referrals, Attendance Data, etc.).</p> <p>Progress Monitoring – Ongoing brief assessments that are used to determine a student’s response to intervention based on individual goals regarding targeted skill areas (e.g., easyCBM progress monitoring probes, Ongoing Progress Monitoring assessments: OPMs found at FCRR.org, established behavior and attendance points). Progress monitoring assessments needs to repeated measures of the same skill over time.</p> <p>Outcome Measures – Indicate student year-end achievement when compared to grade-level performance standards (e.g., FCAT, SAT-10, NRT)</p> <p>Data Sorts/Data Walls- Provide visual representations of student data across multiple sources and allows for student support groups to be formed based upon instructional need.</p> <p>Data Triangulation: <u>One Assessment should not be used in exclusion of other data sources.</u> Triangulating data assures that the most informed and appropriate decisions are being made on behalf of each student. This process helps us to identify inconsistencies in a student’s performance across multiple assessments.</p>
<p>The Problem Solving Process</p>	<p>Throughout the delivery of instruction and interventions, the problem solving process is used to match instructional and intervention resources to students’ educational needs. School teams continue to engage in data review and use the 4 step- problem solving process to ensure that student success is being achieved and maintained.</p> <p>The 4-step problem-solving process aligns with Plan, Do, Check, Act and involves:</p> <p>Step 1: <u>Problem Identification:</u> Define, in objective and measurable terms, the goal(s) to be attained. Identify if there is a gap between expectations and performance.</p> <p>Step 2: <u>Problem Analysis:</u> Identify possible reasons why the desired goal(s) is not being attained.</p> <p>Step 3: <u>Instructional/Intervention Plan:</u> Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).</p> <p>Step 4: <u>Review of Effectiveness:</u> Evaluate the effectiveness of the plan in relation to stated goals.</p>

<p>School-based Teams</p>	<p>Tier 1: Problem Solving Leadership Team (PSLT) – Includes Administrators and leadership team members such as Instructional Coaches, Guidance Counselor, SSW, School Psychologist, ESE Specialist and Resource Teachers. This team continuously problem solve with Tier 1/2 data and monitor school-wide goals for highly effective core instruction, school-wide programs and personnel support as documented in their School Improvement Plans (SIP). The data is also reviewed to determine if students are responding to school-wide and/or grade level supports. (Is the gap closing after each major assessment and implementation of school-wide supports?) For documentation purposes and to assist the team with problem solving, the Tier 1 form SB 87076 will be completed when problem solving with Tier 1 data.</p> <p>Tier 2: PLC Focused Teams that meet to discuss data relevant to Grade Level / Content Area/Behavior/Attendance. Meetings should be coordinated by appointed PLC facilitators with support from PLC liaisons. The focus should be on data relevant to Tier 1 core instruction and Tier 2 intervention planning. These teams continuously review Tier 1 and Tier 2 data to plan for core instructional strategies as well as intervention/enrichment support for students. The data is also used to determine if students are responding to school-wide, grade level and small group supports. (Is the gap closing after each major assessment at Tier 1 and are students meeting specified goals at Tier 2?) For documentation purposes and to assist the team with problem solving, the Tier 2 form SB 87073 will be completed when problem solving with Tier 2 data.</p> <p>Tier 3: Tier 3 Team - The team focuses on individual problem solving for students and should be coordinated by an Administrator, Instructional Coaches/Resource, ESE Specialist and Student Support Services personnel. At this meeting, progress monitoring data should be reviewed to determine how students responded to supports across all tiers. Based on students’ response to the data at each tier, this team assists the teacher and parent with problem solving and intervention planning for the individual student at Tier 3. The team should schedule subsequent meetings to determine the students’ progress with Tier 3 supports over time. For documentation purposes and to assist the team with problem solving, the Tier 3 form SB 87074 will be completed when problem solving with Tier 3 data.</p> <p>Child Study Team (CST) – Administrators, Student Support Services Personnel, ESE Specialist, Teachers and the Parents review a student’s documents and data across all three tiers to determine the need for a multidisciplinary evaluation. The CST Chair coordinates team meetings, invites all necessary participants, and ensures that a process to gather all required documentation and signatures are in place.</p>
<p>Parent Request for an Evaluation</p>	<p>In no way should MTSS-Rtl delay the initial evaluation of a student that is suspected of having a disability. If a parent makes a request for an evaluation, the parent should be referred to the chairperson of the Child Study Team (CST). The CST must convene with all the necessary personnel as soon possible to discuss the parent’s request. IF the CST determines that a multidisciplinary evaluation is warranted, the referral process will be initiated, with notice to the parent and request for parental consent for an initial multidisciplinary evaluation (form S834501). The evaluation will be conducted within the 60 day timeline. The CST will follow all necessary steps to ensure that MTSS-Rtl supports are delivered and the student’s response to intervention data is collected simultaneously with the evaluation. If the CST determines that an evaluation is NOT warranted, the parent must be provided with a Notice of Refusal form (SB89026) that explains why the district is refusing to conduct the evaluation.</p>

<p>ESE Eligibility</p>	<p>Section 300.307 of the federal Special Education Regulations says that states must adopt criteria for determining whether a child has a specific learning disability. <u>States must not require the use of a severe discrepancy between intellectual ability and achievement model.</u> States must permit the use of a process based on the child's response to scientific, research-based intervention. (Review of RtI data across Tiers 1, 2 and 3).</p> <p>Student success/failure at Tier 3 does not determine eligibility for special education. A staffing committee reviews multiple sources of information to determine a student's eligibility or ineligibility for special education. MTSS-RtI Interventions will be continued whether or not the student is found eligible or ineligible for special education.</p>
<p>MTSS-RtI and ESE</p>	<p>Schools provide all students with core instruction in behavior and academics. All students must have access to Tier 1, Tier 2, and Tier 3 supports, including <u>students who receive ESE services</u> in self-contained and/or general education classes.</p>
<p>Fidelity</p>	<p>There are three basic types of "fidelity" for districts and schools to support the implementation and practices of MTSS-RtI:</p> <ol style="list-style-type: none"> 1. Fidelity of implementing the critical components of a Multi-tiered System of Supports-Response to Intervention (MTSS-RtI) is monitored with the District's MTSS-RtI Fidelity Rubric (See Attachment). 2. Fidelity of using the problem-solving process across all three tiers; monitored via the district's MTSS-RtI problem-solving documentation (Tier 1 form SB 87076, Tier 2 form SB87073, and Tier 3 form SB87074). 3. Fidelity of implementing evidence-based instruction and interventions matched to specific need(s) of students. Monitored via (intervention fidelity checks, observations, master schedules and student attendance).
<p>MTSS-RtI Implementation</p>	<p>When implemented fully and with fidelity, an effective MTSS-RtI results in a self-correcting feedback loop that uses student assessment data to not only intervene at the student level but also <u>to continuously refine the system by analyzing grade, building and district level data</u> for the purpose of continuous school improvement.</p>
<p>Resource Maps</p>	<p>Building and community resource maps are designed to ensure school personnel are aware of research-based/required resources that are available to meet the needs of students, families and school personnel. These resources may include materials, technology, time, personnel, community learning supports and professional development.</p>
<p>Parent/Caregiver Involvement</p>	<p>Parents should be made aware of the support that their child is receiving across all three tiers of support for academics, behavior and/or attendance. At Tiers 1 & 2, the teacher informs the parent in writing and/or via parent-teacher conferences of the students' participation and progress. At Tier 3, the parent is invited to participate in the tier 3 meeting and subsequent meetings to review the students' progress over time.</p> <p>For more information on MTSS-RtI, parents can be referred to HCPS parent handbook, MTSS-RtI parent brochure and http://www.florida-rti.org/parentResources/index.htm</p>