



MTSS HANDBOOK

ANTIOCH CCSD 34

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If you have any questions and/or concerns about your child's academic, social-emotional or behavioral functioning after reading about the Multi-Tiered System of Support for students in Antioch District 34, please contact your child's Classroom Teacher.

FEDERAL MANDATES

Multi-Tiered System of Supports (MTSS) is referenced in the No Child Left Behind (NCLB) Act and the Individuals with Disabilities Education Act (IDEA) reauthorization of 2004. A primary assumption underlying this process is that only a small percentage of students have a disability. Many potential reasons exist to explain why student performance is below expectation. These include, but are not limited to, lack of consistent exposure to curriculum, language and other cultural factors, student readiness, more time required to master curriculum, and other individual differences related to student learning. Within MTSS, students are provided with evidence-based instruction and interventions that address these and other factors. A wide range of general education services are provided to identify students who are at-risk for academic and/or behavioral difficulties.

Response to Intervention (RTI) evolves from federal changes affecting general and special education. One change involves the reauthorization of Individuals with Disabilities Education Act (IDEA). Specifically:

- Focus on outcomes achieved through education in both general and special education
- Using general education as the baseline of what is expected in special education
- An increase in the options to provide interventions within general education
- To do this, IDEA (2004) allows for increasing pooling of building-based resources, including more flexibility for highly trained special service providers such as special educators to work in general education settings. Flexible funding patterns are also a critically important feature. Up to 15% of special education funds may be used in general education settings in order to provide prevention and intervention services before children are ever considered for special education

The term Multi-Tiered Systems of Support is defined as "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making" (Title IX, Sec. 8002(33)). The term appears three times in the law, with 2 additional references to a "school wide tiered model" focused on behavior (e.g., PBIS). Following are the references to

both terms in the law: "School Wide Tiered Model" Schoolwide Programs, Sec. 1114(7):

Schoolwide program plans must include a description of how needs of at risk children will be met, which may include "implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services" under the IDEA.

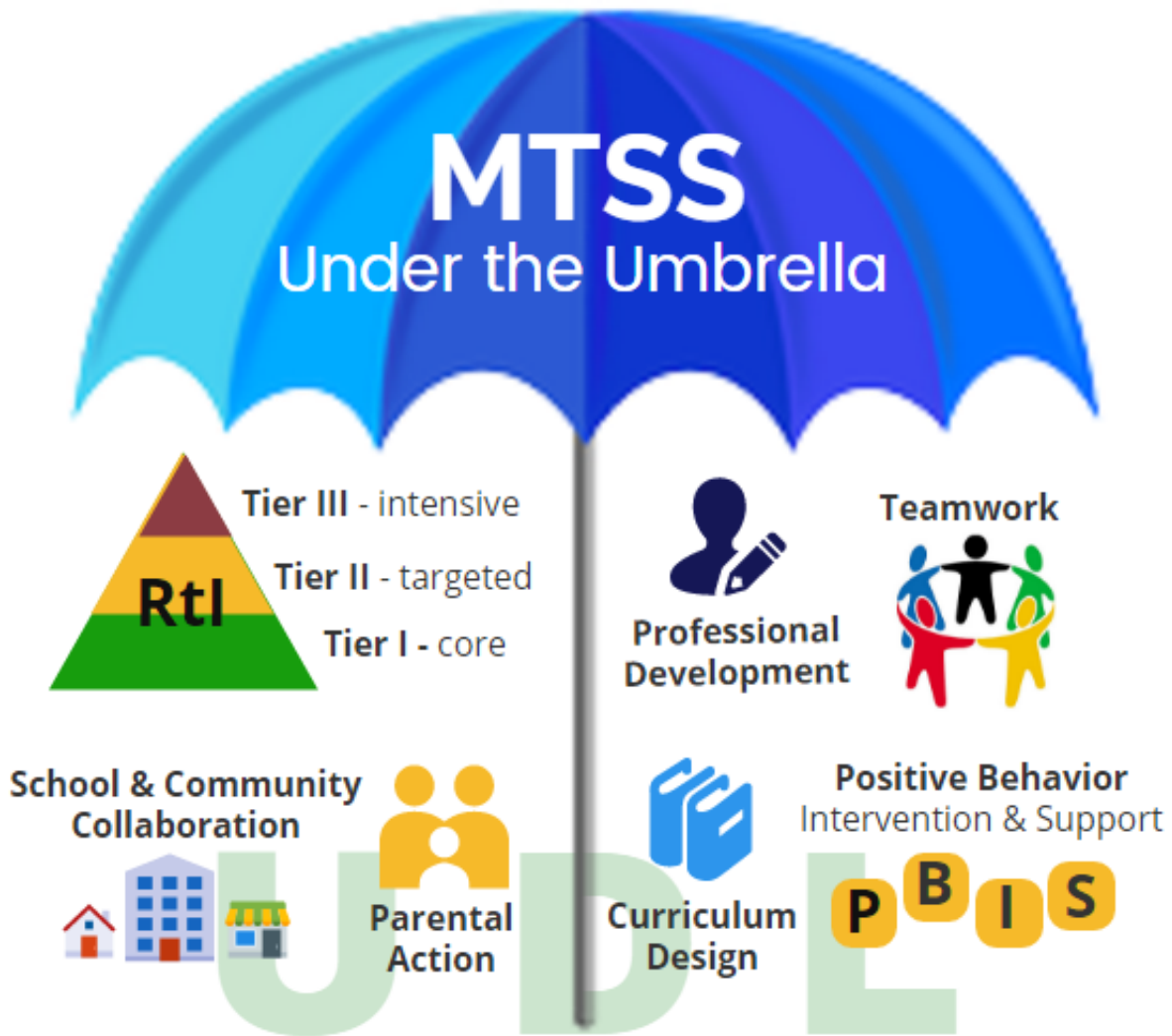
Targeted Assistance Schools, Sec. 1115(b)(2)(B)(ii): Targeted assistance programs must serve eligible children using methods and instructional strategies to strengthen the academic program, which may include "a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services" under the IDEA.

"Multi-tier System of Supports" Subgrants to Local Education Agency (LEA), Title II, Sec. 2103(b)(3)(F): LEAs may use Title II funds for professional development to increase teachers' ability to effectively teach children with disabilities and English learners, which may include the use of multi-tier systems of supports and positive behavioral intervention and supports.

Subpart 2, Title II, Sec. 2224(e)(4): "Providing for a multi-tier system of supports for literacy services" is an allowable use of funds under the Literacy Education for All, Results for the Nation (LEARN) comprehensive literacy grants.

Title IX, Sec. 8002(42): In the definition of "professional development," among the possible activities are those designed to give teachers of children with disabilities or developmental delays, as well as other teachers and instructional staff, knowledge and skills to instruct and provide academic supports to those children, including PBIS, MTSS, and use of accommodations.

MTSS FRAMEWORK AND STRUCTURE



Meeting the Academic, Social, Emotional,
and Behavioral needs of
ALL students.

MULTI-TIERED SYSTEM OF SUPPORT

Foundational Beliefs

Antioch School District 34 believes in a strategic, predictable, and repeatable Multi-Tiered System of Supports in order for all students to achieve personal excellence.

Multi-Tiered Systems of Support (MTSS) is an integrated system that connects general, gifted, behavioral, social-emotional and special education to provide high quality, standards-based instruction that is based on students' needs. The Antioch School District 34 framework aligns with the state of Illinois' model of a whole-school, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. Both Response to Intervention (RtI) and Positive Behavior Interventions and Supports (PBIS) essential components are deeply integrated in the MTSS framework. MTSS is not an addition to all the tremendous work being done in our schools, but it is a holistic structural and guiding force of our educational efforts. It is a structure and process developed to organize and focus responses to school-wide and individual student needs.

The vision of Antioch School District 34 is to prepare each student today for tomorrow by providing a quality learning environment for

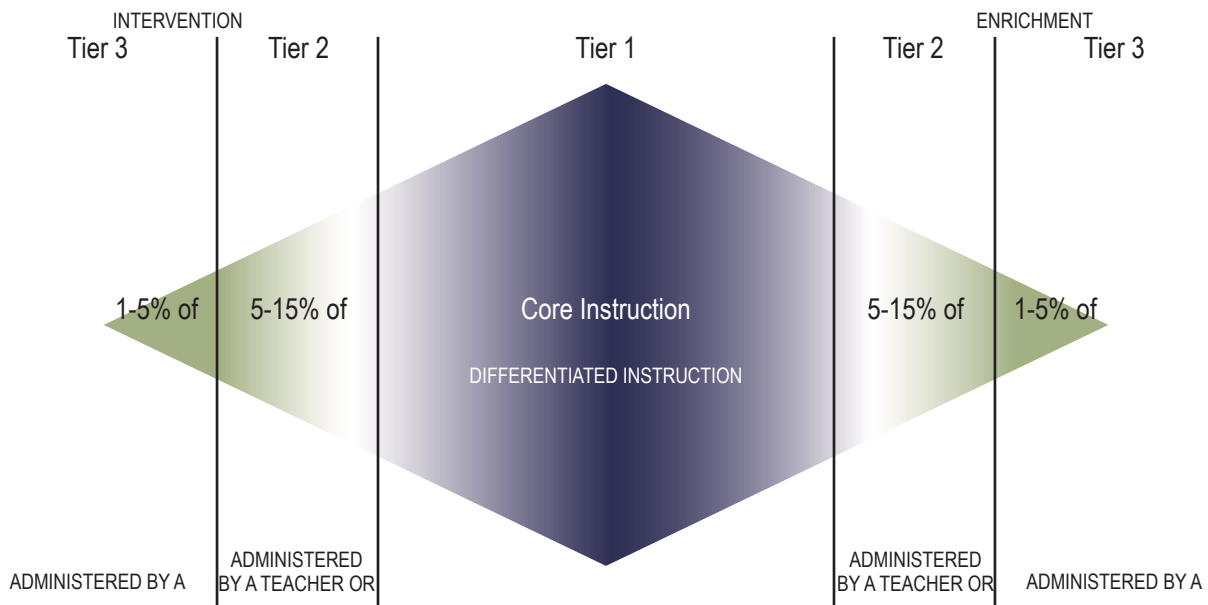
all students. We believe that MTSS provides a systematic way to identify students in need of differentiation, to intervene at the right time and in the right way, and to monitor the effectiveness of specific interventions/enrichments.

Purpose and Belief Statement

The overarching purpose of MTSS implementation is to improve educational outcomes for all students and we believe:

- Student learning is our highest priority
- All students are able to learn, and will learn, and should be challenged to reach their full potential
- Student responsibility for learning and behavior is fundamental to success
- Early intervention/enrichment for academics and behavioral development is critical
- Education requires collaboration and partnerships
- Family involvement is vital to student learning and behavior.
- A safe, healthy learning and working environment is essential.
- Fair learning opportunities need to be accessible to all students; fair doesn't mean equal.
- In celebrating achievements and accomplishments.
- In the effective use of all resources for all learners.
- Individual and district accountability is necessary for continuous growth.

ANTIOCH SCHOOL DISTRICT 34 MULTI-TIERED SYSTEM OF SUPPORTS



PROBLEM-SOLVING PROCESS

A problem-solving process uses the skills of professionals from various disciplines to develop and evaluate intervention plans to significantly improve the performance of students. Across all three tiers of an MTSS approach, the problem-solving process for decision making is used to match instructional resources to educational need. The Problem Solving process is:

- a process designed to maximize student performance
- a method focused on outcomes
- a method to ensure accountability and intervention evaluation
- focused on student progress
- able to be applied to the student (academic, behavior), classroom (discipline, returning homework), building (bullying, attendance) and district (building, grade level, subgroup, cohort data) levels

Step 1: Problem Identification

Guiding Questions

- What is the current level of performance?
- What is the goal?
- Is there a difference between the student's and the goal?

At Step 1, Problem Identification, the team needs to determine if there is a problem. If a problem exists, then the team needs to determine how discrepant the student's performance is from grade level expectations. Problems may be defined using district-wide, school-wide, grade level, classroom, small group, or individual student academic or behavioral data.

The problem should be stated in objective, measurable, terms using direct measures of academics or behavior. The definition of the problem must focus on teachable skills (i.e. phoneme blending, computation, hallway behavior, etc) that can be measured and changed through the process of research based instruction/intervention.

It is also important to consider whether the identified problem exists for only one student, a small group of students, or a large group of students since this knowledge will lead to different types of interventions. For large group problems, changes in overall

curriculum at the Tier 1 level of differentiated instruction may be necessary and problem solving is then conducted on a larger scale. On the other hand, if a problem is present for only one or very few students, then individual problem-solving will take place.

Step 2: Problem Analysis

Guiding Questions

- Why is the problem occurring?
- Why are students not attaining benchmarks?

At Step 2, Problem Analysis, the team then generates hypotheses regarding reasons for an individual student's or a group of students' lack of adequate achievement and needs to decide whether further information is necessary to test or rule out these hypotheses. Additional data could include: reviewing relevant records, interviewing key informants, observations in the instructional setting or through additional testing. Teams will decide how these resources will be used to gather information that can be used to inform the problem-solving process.

Step 3: Plan Development and Implementation

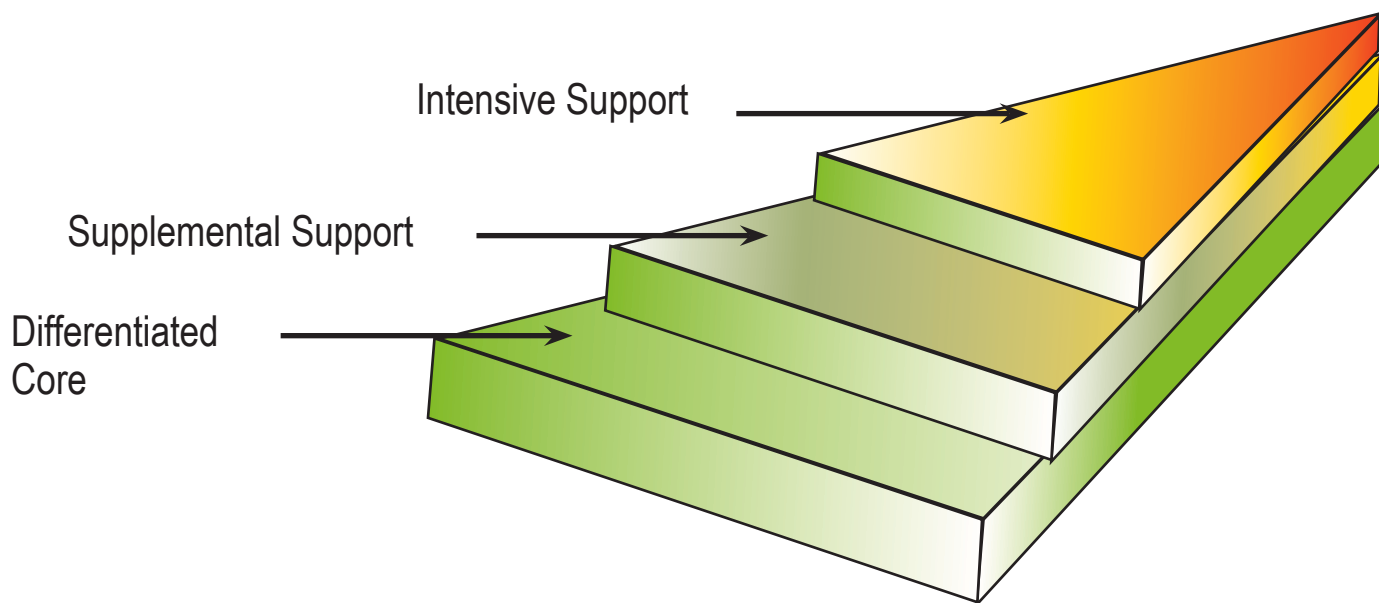
Guiding Questions

- What are we doing about the problem?
- What is it about the interaction of the instruction, curriculum, learners, and learning environment that should be altered so that the students can learn?

At Step 3, Intervention Design, the team then selects the interventions that are evidence-based and will best address the issue, and determines who will provide the intervention. Instructional or behavioral interventions need to be conducted in a way that ensures the integrity of the student's rate of improvement over time. When the progress monitoring data indicates the student's rate of progress is unlikely to achieve the established learning goal, the Individual Problem Solving Team (IPST) will design a more intensive individualized instructional program. At this stage, the team should also set a goal for the student(s), specify the date by which the goal should be achieved, when the student's progress will be reviewed, and how the integrity of the intervention will be monitored. A good intervention plan:

- explicitly defines the skills to be taught
- focuses on measurable objectives
- defines who, when and how various tasks will be completed

LAYERING OF SUPPORT



- describes a plan for measuring and monitoring the effectiveness of instructional efforts
- reflects available resources

Another fundamental component of the plan is data collection. This data should reflect how a student or a group of students is responding to the prescribed intervention. The Individual Problem Solving Team should determine how data collection will occur, what measures will be used and how data will be analyzed and disseminated. Data review timelines should also be established.

Step 4: Plan Evaluation

Guiding Questions

- Is the intervention producing the desired results?
- Is the response positive, questionable or poor?
- Should adjustments be made to ensure the integrity of the intervention?
- Should the intervention be intensified by reducing group size, increasing the amount of time and frequency or narrowing the focus of the intervention?

At Step 4, Plan Evaluation, Individual Problem Solving Teams evaluate the plan in order to ascertain whether or not the plan was implemented with fidelity, and the degree to which the plan was effective. If the plan is effective, the team might decide to

continue the intervention as it is currently being provided or the team might decide to phase out the intervention over the time if the students have attained their goals. If the plan was ineffective the team will return to Step 1, Problem Identification, and work through the problem-solving process until goals are achieved.

The goal of this final stage is to review the data collected in order to answer the question: "Is the intervention working?" There are three possible outcomes:

1. Positive Response

A positive response is when the gap is closing and the student is making progress toward the benchmark/goal. At this point, continue the intervention until the student reaches the benchmark or discontinue if the student has achieved functional independence.

2. Questionable Response

A questionable response is when the student is not closing the gap, but the gap is not widening either. In other words, it's not worse or better. At this point, the first step should be to evaluate whether the intervention is being implemented as designed (fidelity). Teams should consider increasing the intensity of the current intervention for a period of time to assess impact. The intensity can be increased by reducing the size of the group, increasing the amount of time/frequency that the intervention

is delivered or narrowing the focus of the intervention. If the response to intervention does not improve, consider changing the intervention or layering on an additional intervention.

3. Poor Response

A poor response is when the gap widens, resulting in the student falling further behind. At this point, the first step should be to evaluate whether the intervention is being implemented as designed (fidelity). If a poor response is not due to a lack of fidelity, return to Individual Problem Solving Team.

By plotting data points collected from ongoing progress monitoring on a graph, trends in student performance can be visualized. The trajectory will reveal the type of response obtained.

The problem solving process is a self-corrective, decision-making model focused on academic and/or behavioral intervention development and monitoring using frequently collected, measurable data on student performance.

MTSS TIERED INSTRUCTION

A rigorous multi-tiered instructional system provides for the early identification of learning and behavioral needs, as well as timely interventions for students who are at risk for long term learning or behavioral challenges or who require enrichment to achieve personal excellence. This system includes three levels or tiers which represents a continuum of supports. It is important to note that MTSS is not a placement model, but rather is a flexible service model.

Tier 1

Tier 1 instruction, also known as core differentiated instruction, is course/grade level instruction that each student receives on a daily basis. For approximately 80% of students, Tier 1 differentiated core instruction will meet their academic and behavioral needs.

Tier 2

Tier 2 intervention is supplemental instruction, at course/grade level, for students who need additional support in learning course/grade level material. Students receiving Tier 2 intervention

typically score between the 11th and 25th percentile on multiple nationally normed assessments. Tier 2 interventions are to be implemented when screening indicates that a student is not making adequate gains from Tier 1 instruction alone. They are geared toward students in general education classrooms who have not met benchmarks through whole class and differentiated instruction. These interventions are delivered in a small group setting and are designed to meet the specific needs of a student and his/her peers with similar needs.

Tier 2 enrichment is also intended for students who are exceeding course/grade level expectations. Students receiving Tier 2 enrichment typically score between the 90th and 94th percentile score on multiple nationally normed assessments.

Tier 2 intervention/enrichment is intended to be timely and coordinated with Tier 1 differentiated core instruction. Tier 2 intervention/enrichment is identified during SLT conversations referencing the four critical questions:

- What do we want all students to know and be able to do?
- How will we know if they know it and can do it?
- How will we respond if they can't/don't?
- How will we respond if they do?

Tier 3

Tier 3 intervention is intensive support provided to students who are struggling with significant learning gaps and need academic and/or behavioral support. These students typically have not yet acquired the appropriate academic or behavioral skills to be successful solely in Tier 1 and Tier 2 instruction. Students receiving Tier 3 intervention typically score between the 1st and 10th percentile score on multiple nationally normed assessments.

Tier 3 enrichment is also intended for students who require enrichment significantly above course/grade level expectations. Students receiving Tier 3 enrichment typically score between the 95th and 99th percentile score on multiple nationally normed assessments.

Students receiving Tier 3 instruction also receive Tier 1 and 2 instruction. Tier 3 provides an additional level of intervention/enrichment to support students. Students receive Tier 3 intervention/enrichment as determined by the Individual Problem Solving Team.

FRAMEWORK FOR PROBLEM SOLVING

The RIOT/ICEL Framework is designed to support teams within the problem-solving process. RIOT/ICEL is a means by which to organize data in order to answer questions about student academic performance and behavior. This problem-solving method will help teams to work quickly and efficiently to gather relevant data while taking the whole child into consideration. Teams will review student records, conduct interviews, observe students in functional settings, and test students. Staff will need to analyze factors that can be addressed before examining the individual learner. The ICEL framework refocuses teacher teams on the type of Instruction and Curriculum being taught, as well as the environment before focusing on the Learner.

Teams should not assume that student learning problems exist primarily in the learner or underestimate the degree to which teacher instructional strategies, curriculum demands, and environmental influence the learner's performance. ICEL takes into consideration a full range of possible factors impacting student needs.

The RIOT/ICEL Framework helps ensure educators have posed a variety of questions and examined a broad range of data to increase understanding of students' presenting need(s). The matrix is not a rigid approach, but rather serves as a flexible framework for exploratory problem-solving.

Potential Sources of Information		Key Domains of Learning	
R I O T	Review of historical records and products	I C E L	Instruction: Instruction is how the curriculum is taught and can vary in many different ways including level of instruction, rate of instruction, and presentation of instruction.
	Interview of key stakeholders		Curriculum: Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, and relevance.
	Observe performance in real time functional settings		Environment: The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management.
	Test student through careful use of appropriately matched measurement technologies.		Learner: The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accomodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

Roles and Responsibilities

Tier 1

Entry Criteria

Tier 1, core differentiated instruction, is provided to all students. Tier 1 differentiated instruction includes the teaching of grade-level Common Core State Standards through district adopted curriculum tools. It is presented to the whole school and includes high quality, evidence-based instruction delivered by a qualified teacher. Tier 1 interventions will include principles of differentiated instruction. Differentiated instruction is an instructional concept that maximizes learning for all students because students vary in their academics, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning.

Instruction

Tier 1 instruction includes, but is not limited to:

- District approved core curriculum
- Research-based instructional strategies
- Data-driven decision making and instruction
- Differentiated instruction
- Flexible grouping
- Accommodations
- Small, flexible academic groups

Benchmarking and Assessments

District 34 utilizes various universal benchmarking assessments. Benchmarking data is one piece of data to be considered regarding students' progress. Students will have multiple opportunities to demonstrate their skills through common formative and summative assessments.

Universal Data Review (UDR) Meetings

Universal Data Review meetings occur at the building level three times a year in order to review universal benchmarking assessments. The purpose of these meetings is to celebrate successes, identify areas of need, and create an action plan(s).

Student Learning Teams

Student Learning Teams will meet regularly to review student learning. Teachers meet in collaborative teams to review assessment data, share best practices and identify instructional strategies for students. Teachers will identify the various needs of students and discuss how they will work as a team to meet the

needs of all students.

Tier 2

Entry Criteria

Tier 2 intervention is intended for students who are struggling to meet course/grade level expectations. Tier 2 supports take place in addition to Tier 1, core differentiated instruction. The core curriculum is continued and additional interventions are implemented that address specific deficits. These interventions generally involve small group instruction and significantly more time practicing the skills. The interventions may be administered in the general education classroom by the general education teacher or in another appropriate setting by a qualified staff.

Instruction

Tier 2 intervention includes, but is not limited to:

- Flexible grouping
- Research-based instructional strategies
- Data-driven decision making and instruction
- Differentiated instruction
- Strategic interventions support classroom discussion by focusing on specific deficits
- Supplemental material to core curriculum
- Computer program to build skill deficits

Student Learning Teams

Tier 2 intervention will be determined during SLT meetings. Students Learning Teams will determine, document, and implement Tier 2 interventions. Classroom teachers will review the common assessments, benchmarking assessments, and other forms of data to identify students who need Tier 2 intervention. Classroom teachers are responsible for taking the lead in determining Tier 2 intervention needs in consultation with the appropriate school specialist. Members of the SLT will contact parents in regards to the Tier 2 intervention plan.

Classroom Teacher

Classroom teachers play a critical role in the successful implementation of MTSS. Classroom teachers are expected to use research-based core curricula and differentiate instruction in all subject areas. When a student is identified via universal screening as requiring additional supports, classroom teachers ensure that their students get the level of supports that they need. Often, this process results in the classroom teacher providing Tier 2 supports within their own classrooms, but may include the

assistance of paraprofessionals or other certified staff in order to accommodate student schedules. Tier 2 interventions are provided in addition to the core curriculum and typically involve small-group instruction to help address identified student needs.

Progress Monitoring

Decisions regarding appropriate progress monitoring tools and the frequency of progress monitoring are made during SLT meetings. Teachers will monitor and document the progress of students receiving Tier 2 intervention. The staff member providing the Tier 2 intervention is expected to monitor, document, and frequently communicate student progress with the SLT.

Decision Making Process

SLT conversations should include regular discussion of students' progress. If students continue to struggle to learn a specific skill or demonstrate more significant need, there should be discussion during the SLT meeting as to the appropriateness of the intervention used or the fidelity of the intervention. If a specific student has not made expected progress after multiple interventions, the SLT should refer the student to the Individual Problem Solving Team.

Data analysis and data-based decision making should occur at all levels of instruction within the MTSS framework. Teams use data to help make decisions regarding instruction and students' movement within the tiers of the multi-tiered instructional model. Teams will adhere to decision guidelines to assist in the analysis of data to help make instructional decisions.

Individual Problem Solving Team

IPST conversations should include regular discussion of students' success. If students continue to struggle to learn a specific skill or demonstrate more significant need, there should be discussion during the IPST meeting as to the appropriateness of the intervention used or the fidelity of the intervention. If a student has not made expected progress after multiple interventions, the IPST should discuss whether a Tier 3 intervention is appropriate for the student.

Tier 3

Entry Criteria

Tier 3 intervention is intended for students who have below course/grade level learning gaps. These interventions take place in addition to Tier 1, core differentiated instruction and Tier 2

intervention. It is not required that students score below the 10th percentile on any standardized assessment in order to qualify for Tier 3 interventions. A student qualifies for Tier 3 intervention based on the recommendation of the Individual Problem Solving Team's review of the student's data. Depending on the student's current needs at the start of the school year, students who received Tier 3 intervention in the spring prior, may begin receiving Tier 3 intervention in the fall of the following school year without an IPST meeting.

Instruction

Tier 3 instruction is specific to each student's needs and is dependent on the data reviewed during the IPST meeting. Tier 3 instruction occurs during the school day in addition to scheduled Tier 2 intervention times, not in place of Tier 2 intervention, and is delivered by a specialist. Tier 3 interventions are usually delivered to individuals or very small groups. Targeted/diagnostic assessments may be given to identify specific skill deficits. Tier 3 intervention is:

- small group or individual instruction that is more explicit, more intense, and specifically designated to meet individual needs
- increased frequency of intervention
- additional minutes beyond Tier 1 and Tier 2 instruction

Progress Monitoring

Students receiving Tier 3 intervention will be progress monitored on a frequency based on the specific intervention being used. Decisions regarding appropriate progress monitoring tools are made at the IPST meeting. The specialist providing the Tier 3 intervention is expected to monitor, document, and frequently communicate student progress with the classroom/referring teacher, the IPST, and parent/guardian.

Student Learning Teams: SLT conversations should include regular discussion of the student's Tier 1 and Tier 2 progress. The specialist providing the Tier 3 intervention will participate in these SLT discussions.

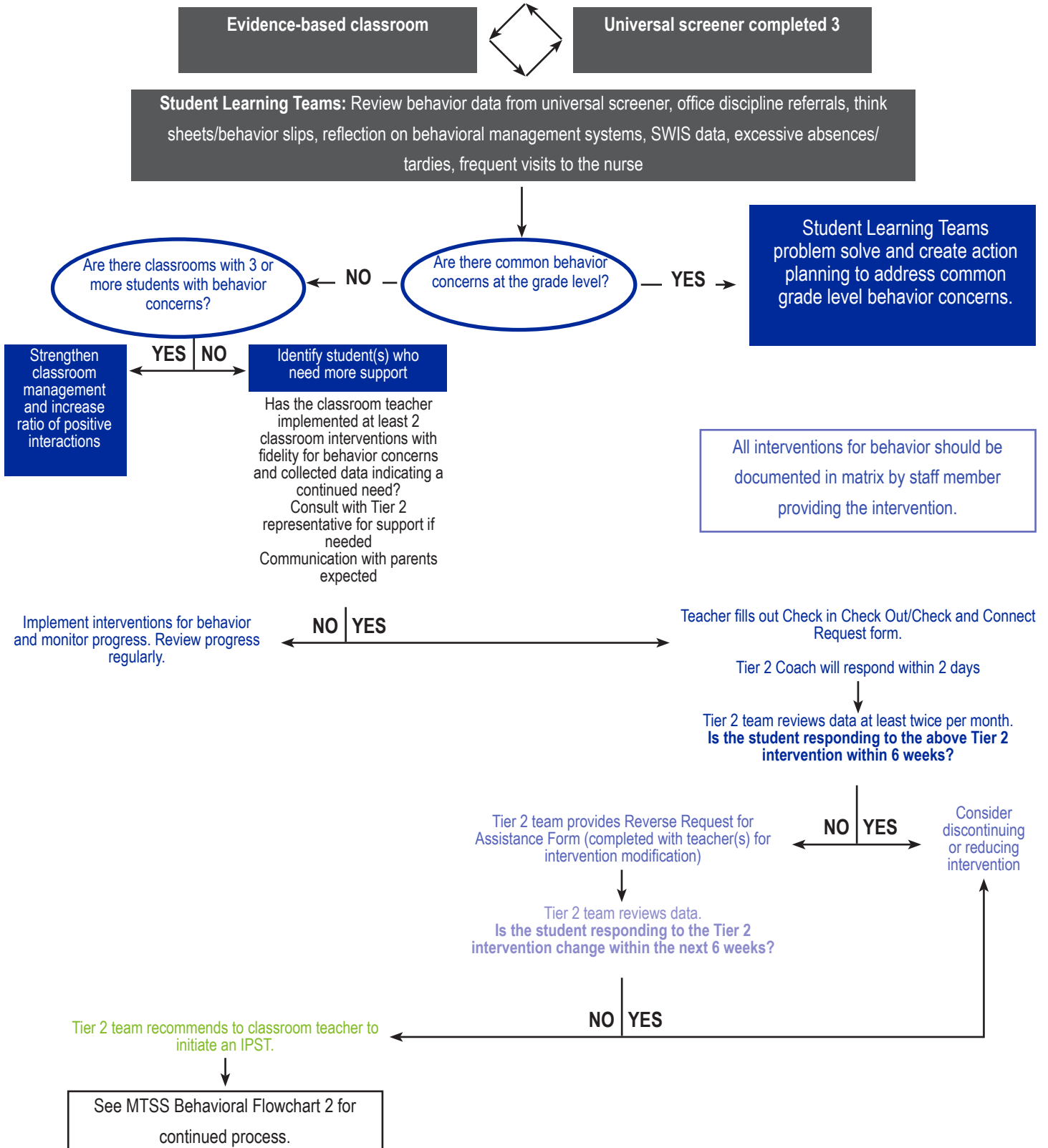
Decision Making Process: The IPST will meet regularly to determine student progress in specific interventions and will determine if the student needs to be referred to the Case Study Team (CST).

Using Multiple Assessment Data Points to Provide Intervention and Enrichment

Nationally Normed Assessments	Progress Monitoring	Instructional Reading Level	Possible MTSS Tiered Support
95-99th percentile	Progress monitoring data well above target	Exceeding expectations (2 grade levels above)	Tier 3 Enrichment
90-94th percentile	Progress monitoring data above target	Exceeding expectations	Tier 2 Enrichment
26-89th percentile	Progress monitoring data on target	Meeting expectations	Tier 1 Instruction
11-25th percentile	Progress monitoring data near target	Approaching expectations	Tier 2 Intervention
1-10th percentile	Progress monitoring data below target	Does not meet expectations	Tier 3 Intervention

SOCIAL-EMOTIONAL/BEHAVIORAL PROCESS

PBIS SCHOOL WIDE IMPLEMENTATION



MTSS SOCIAL EMOTIONAL/BEHAVIORAL PROCESS (CONTINUED)

Tier 2 team recommends to classroom teacher to initiate an IPST - IPST form is completed and submitted to school psychologist.

School psychologists will schedule IPST with team, including parents.

IPST develops a plan, which may include a brief FBA/BIP, targeted counseling, or other Tier 2 interventions.
Is the student responding to the plan?

NO | **YES**

Continue with IPST plan or consider discontinuing or reducing intervention.

IPST meets to add Tier 3 intervention.

IPST meets to review data.
Is the student responding to the Tier 3 intervention?

Consider case study referral

Continue with behavior plan and interventions or consider discontinuing or reducing intervention

ANTIOCH SCHOOL DISTRICT 34

INDIVIDUAL PROBLEM SOLVING TEAM (TIER 3)

Student demonstrates minimal or below average progress with Tier 2 intervention. IPST will determine, document, and implement additional or more intensive Tier 2 intervention and add Tier 3 intervention. Tier 3 intervention will be implemented by a specialist. Increase frequency of progress monitoring. Identified team member will contact parent.

Meet at determined time by the IPST to evaluate current progress. Make adjustments as needed.
Is the intervention working?

YES

Above Target/Goal Met:
Schedule IPST meeting to determine next steps.

Progress monitor every other week for 2 additional months.

NO

Below Average Progress:
Schedule IPST meeting to determine next steps.

NO

Minimal or No Progress:
If the intervention plan and its revisions are not successful in helping the student meet the goal(s), the IPST may make a referral to the Case Study Team for a possible Special Education evaluation.



