

Flagler County Schools Multi-Tiered System of Supports (MTSS) Manual



Table of Contents

Introduction and Overview	3
What Is MTSS?.....	4
The Four-Step Problem Solving Process.....	4
Flagler County Schools MTSS Framework Components	4
Foundational Understandings for Effective MTSS (Multi-Tiered System of Supports) Implementation.....	4
Critical Components of a MTSS Infrastructure.....	4
Evaluation of Critical MTSS Elements (SAM).....	4
Roles & Responsibilities of the School-Based Targeted Problem Solving Team (TPST)	5
Roles and Responsibilities of the Targeted Problem Solving Team.....	6
Effective Targeted Problem Solving Team Required Roles.....	7
Responsibilities.....	7
Problem Solving in the Tiers of Instruction for Academics	11
The Problem-Solving Process.....	12
The Eight-Step Systems Level Approach.....	12
Schoolwide Decision Making.....	12
What are Multi-Tiers of Instruction and Intervention?.....	13
Tier 1 Overview of MTSS Procedural Flowchart.....	14
Tier 2 MTSS Procedural Flowchart.....	15
Tier 3 MTSS Procedural Flowchart.....	16
Flagler County Schools Academic MTSS Flowchart	17
Flagler County Schools Academic Decision Guide: Tier 2.....	18
Flagler County Schools Academic Decision Guide: Tier 3.....	19
*Reading & Math Deficiency.....	20
MTSS Decision Rules for Shifts in Instructional Intensity	21
How is Eligibility Determined Under MTSS?	22
How do ESOL/ELL and MTSS interface with one another?	25
English Language Proficiency determination:.....	25
Eligibility Consent and Evaluation Flowchart	28
What Is “Fidelity” and How Is It Assessed?.....	28
Strategies, Intervention, Accommodation, or Modification.....	28
Problem Solving in the Tiers for Behavior	29
Multi-Tiered System of Supports (MTSS) for Behavior.....	30
Defining PBIS.....	30
Why is PBIS important to a school campus?.....	30
Tier 1 Behavior Instruction and Supports.....	30
Tier 2 Behavioral Instruction and Supports.....	30
Tier 3 Behavioral Instruction and Supports.....	30
Flagler County Schools Behavior MTSS Flowchart	31
Flagler County Schools BEHAVIOR MTSS Decision Guide.....	32
Establishing Early Warning Systems (EWS) in a Multi-Tiered System of Supports	34
What Is an Early Warning System?.....	35

Engaging in the Problem Solving Process.....	37
EWS Data Indicating a Systems Issue.....	37
EWS Data Indicating a Student Issue.....	38
Parental Involvement.....	39
The Parent as a Member of the TPST.....	40
Index.....	42

Multi-Tiered System of Supports (MTSS)

Introduction and Overview

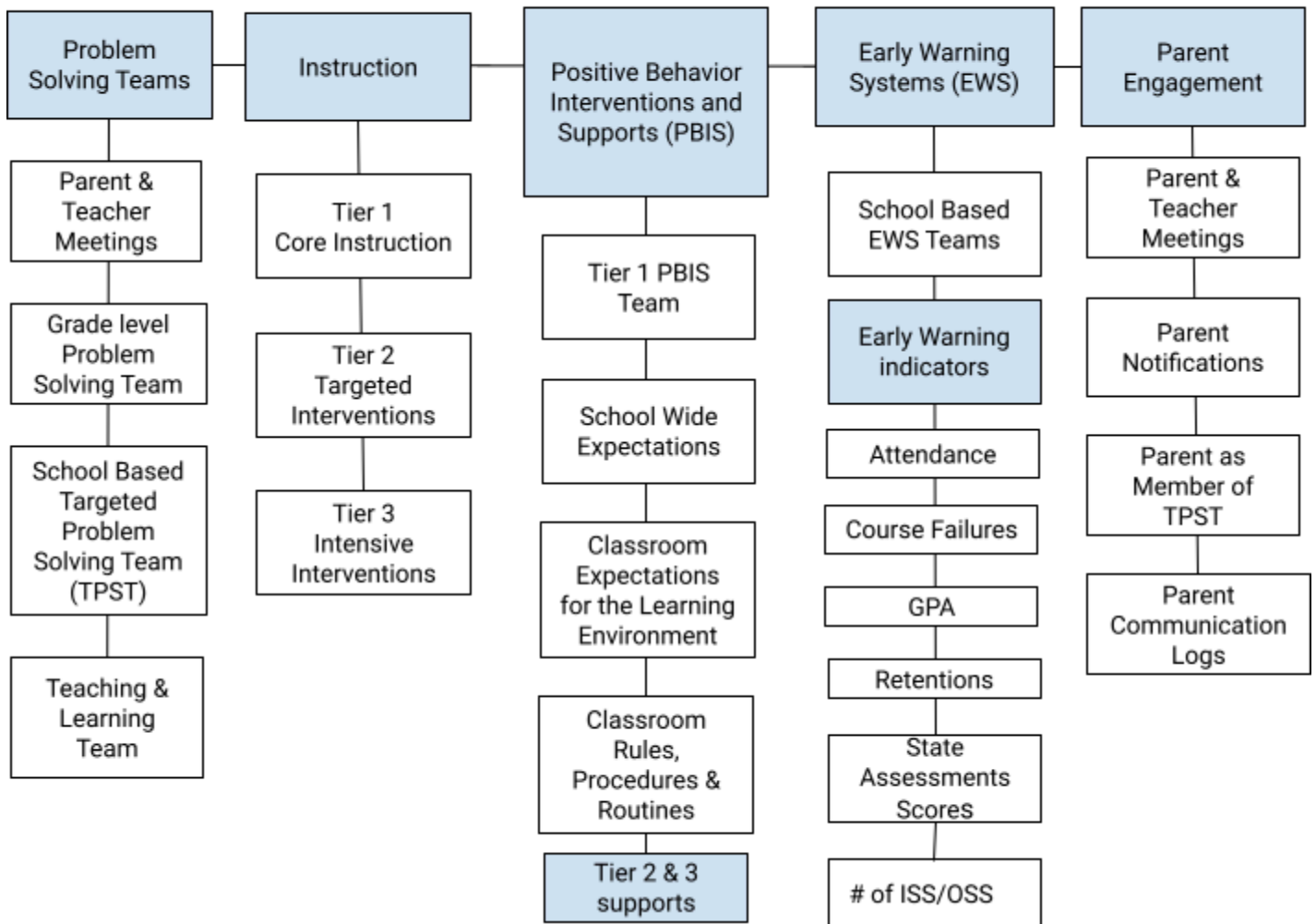


What Is MTSS?

The Four-Step Problem Solving Process

Flagler County Schools MTSS Framework Components

Flagler Schools MTSS Framework Components

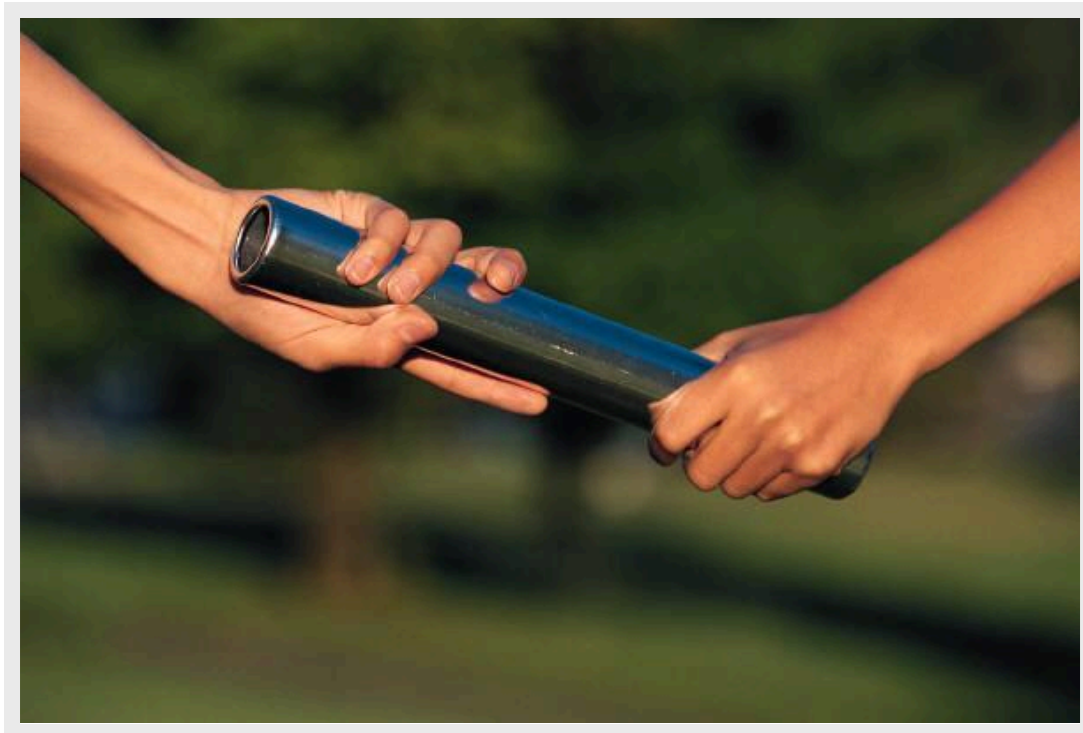


Foundational Understandings for Effective MTSS (Multi-Tiered System of Supports) Implementation

Critical Components of a MTSS Infrastructure

Evaluation of Critical MTSS Elements (SAM)

Roles & Responsibilities of the School-Based Targeted Problem Solving Team (TPST)



Roles and Responsibilities of the Targeted Problem Solving Team

What is the TPST and who should be a member? *The engine that powers any school-wide Multi-Tiered System of Supports program is the MTSS Targeted Problem Solving Team (TPST). This group of school professionals meets with referring teachers to assist them in identifying their central concerns about struggling students and to design intervention plans to help those students achieve success.*

Targeted Problem Solving Teams may include but are not limited to the following stakeholders: administration, school counselors, curriculum coaches, intervention specialist, ELL instructors, behavior specialists, staffing specialists, Title I instructors, speech & language pathologists, school psychologists, parent/guardian(s), and classroom teachers. Individual schools will structure the assignment of responsibilities not designated to specific personnel based on the expertise and talents of their team members. Targeted Problem Solving Teams are fluid by nature. The members involved in various meetings will vary depending upon the needs of the students being addressed at each scheduled meeting.

While each TPST will be tailored to match school needs there are essential core principles that are critical to its success and should not be changed. These core elements include:

- **Diverse representation.** The TPST is composed of a mix of educational staff, including teachers. Teams whose membership is truly multidisciplinary possess the breadth of experience and professional skills to find superior solutions for academically and/or behaviorally challenging students. Also, having classroom instructors on the TPST increases its credibility with referring teachers.
- **Collegiality.** A philosophy must be prevalent that all members at the table provide equally valuable insight into the needs of the child.
- **Structured Problem-Solving.** The TPST follows a structured format when analyzing possible reasons for a student's academic or behavioral difficulties and planning interventions. Adopting a structured problem-solving approach when exploring, defining, and prioritizing the referring teacher's concerns helps the team make efficient use of time and increases the probability that it will select the right interventions to meet the student's needs.
- **School Focus.** The TPST team focuses its energies on helping the student in the school setting. Many students come from difficult circumstances, and may have factors in their medical background, family situation or home environment that present potential barriers to school success. However, the TPST team realizes that it is not in a position to reengineer the student's life outside of school. Instead, the team works to identify strategies that will benefit the student within the school environment.
- **Research-Based Interventions.** The TPST recommends academic and behavioral strategies that have been researched and found to be effective in school settings. Schools have the responsibility to use scientifically validated intervention methods to prevent wasting time and effort, and to give students the best chance to be successful.
- **Parent Involvement.** Parents are kept informed of TPST meetings and are welcomed as full participants. Parents bring unique and valuable information about their child to TPST discussions. They must be invited to attend problem-solving meetings, and every effort should be made to ensure parental participation in the TPST meetings. If parents cannot attend a meeting, they should be sent a courtesy copy of the student's intervention plan. Parents must receive a copy of the MTSS Parental Notification Letter. The letter must be signed and maintained as a part of the student's permanent record.

Effective Targeted Problem Solving Team Required Roles

There are specific roles that must be filled in order for the TPST to function effectively. The personnel assigned to fulfill these roles may vary by school site depending upon the expertise and availability of personnel.

Coordinator:	Schedules students for TPST meetings, manages and monitors documentation for completion and accuracy.
Facilitator:	Conducts the TPST meeting, ensures problem solving model is followed, documents and records information, asks clarifying questions, manages the pacing of the meeting.
Case Manager:	Monitors the student's progress through the MTSS process to ensure continuity in review of procedural compliance. Determines that TPST decisions are adequately supported by data. Serves as the liaison to determine if the expertise of the behavior interventionist is required to develop strategic behavior interventions at tiers 2 or 3.
Data Analysis:	Format of the data collected will determine the appropriate personnel to provide analysis. This may include: classroom teachers, academic coaches, school psychologists, intervention specialists, Speech/Language Pathologists, ELL instructors.

Personnel Providing Information or Expertise:

The nature of the interventions provided for the student will determine the appropriate personnel to provide information and expertise. This may include: classroom teachers, reading coaches, school psychologists, intervention specialists, Title I instructors, ELL instructors.

Responsibilities

Below is a list of personnel and their possible roles in the MTSS process in Flagler County Schools.

PERSONNEL	RESPONSIBILITIES
Administration	<ul style="list-style-type: none"> ● Sets vision for the problem solving process. ● Responsible for allocation of resources. ● Supports program evaluation. ● Monitors staff support/climate. ● Facilitates review of fidelity of implementation. ● Schedules data chats throughout the year to ensure that instruction and interventions are informed by student data. ● Establishes a system of communicating student outcomes across the professional staff and with students and their parents. ● Communicates and reinforces the expectation for data based decision-making: guides the school staff to frame their decision within the context of student need and relevant data. ● Communicates and reinforces the expectation that all Tier 2 and Tier 3 services will integrate Tier 1/Core standards for performance, instructional materials and practices to facilitates the provision of Tiers 2 and 3 and continuous access to Tier 1. ● Creates frequent opportunities to celebrate and communicate success.

	<ul style="list-style-type: none"> Models the problem-solving process: understands the 4-step and 8-step problem solving process for the purpose of guiding the staff in strategic problem solving. Facilitate the development of instructional schedules based upon student need. Ensures that instruction and intervention support is provided to all staff. Ensures that instruction/intervention “sufficiency” and the documentation of the sufficiency occur for all students receiving Tier 2 and Tier 3 support.
MTSS Coordinator (or role of individual that has been identified to facilitate implementation of MTSS on campus)	<ul style="list-style-type: none"> Schedules TPST meetings, manages documentation for completion and accuracy, conducts the TPST meetings, ensures problem solving model is followed, documents and records information, asks clarifying questions, manages the pacing of the meeting. Facilitates data review; academic and EWS (see page 34) with the team quarterly (or as needed) and supports the team in identifying the area of need, skill, intervention (instruction and progress monitoring tool). Asks about the rate of progress, proposes change in intervention or resource if the current is not working. Attends 504 or AIMS meetings, if a student is in MTSS or needs to be considered. Manages screener request and tracks progress with evaluators (indicator 11, screener tab). Manages items needed for file review, eligibility, and collaborates with team to submit what is needed. Collaborates with Registrar and School Counselor on transfers students to match interventions as they are available within our district. Collaborates with behavior interventionist and academic interventionist(s).
Academic Interventionist (sometimes referred to as Support Facilitator and/or ESE teachers can also serve as a role of an academic interventionist)	<ul style="list-style-type: none"> Case manager, advocates for student needs Provides instruction for the identified Tier 3 area of concern. Collects progress monitoring data for Tier 3. Provides observations when needed in the MTSS process. Attends MTSS TPST meetings to share student progress and recommendations. Communicates student progress with family. Coaches teachers on implementation of interventions (instruction and progress monitoring).
Person responsible for implementation of behavior interventions	<ul style="list-style-type: none"> Is part of the PBIS Team in which the team reviews Tier 1 behavior data. Supports teachers with modeling and implementation of Tier 1 expectations, rules, and procedures for all students, if needed. Attends student services meetings and collaborates with a team to support identified students needing behavior support. Conducts Functional Behavior Assessments, understands ABCs of Behavior, and shares findings with the TPST team. Accesses EWS data (see page 34) with the PBIS team, and is able to interpret it to the TPST team. Works collaboratively with the student's TPST team to implement strategies that allow students to be successful within the school environment. Identifies and resolves barriers to learning. Facilitates the behavior portion of the TPST meeting, and develops the Behavior Intervention Plans (Google Drive and Skyward) with the support of the TPST team, identifies the skill that needs to be taught (instruction), and how progress will be monitored. The behavior interventionist can teach the behavior curriculum and/or teach another staff member to do so. Fidelity of the instruction is documented and review of progress is done by the behavior interventionist.

	<ul style="list-style-type: none"> • Collects data and fidelity sheets at least quarterly, reviews student progress and recommends next steps. • Provides evidence-based individual or small group activities designed to improve student's interpersonal relationships and social skills. • Observes students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect Multi-Tiered System of Supports data for FBA or BIP.
School Counselor	<ul style="list-style-type: none"> • Assists administration and staff to understand the familial, cultural and community components of students' response to instruction, learning and academic success. • Assists with completion of the social developmental history and cumulative file review. • As determined by the school site, may provide instruction with the researched based curriculum. • Invites the MTSS Coordinator to 504 and AIMs meeting when academic MTSS is in progress, invites the behavior interventionist if behavior MTSS is in progress. • Can collaborate with the behavior interventionist by providing resiliency instruction to students & completing fidelity logs.
Academic Coach	<ul style="list-style-type: none"> • Help to select, design, implement, and interpret whole school screening programs, and district and state assessments. • Participate in the design and delivery of professional development. • Support colleagues through mentoring and close collaboration to provide consistency in instructional best practices (i.e. coaching cycles). • Provide expertise on appropriate interventions for identified needs. • Collaborates on the reading and math deficiency process with MTSS Coordinator. (Elementary) • Support school selection of evidence-based resources used for instruction and progress monitoring at Tier 2 and Tier 3 (in accordance with the district's Reading Plan- updated annually)
Behavior Specialist	<ul style="list-style-type: none"> • Completes the Functional Behavior Assessment (FBA) and provides recommendations of Positive Behavior Intervention Plan (PBIP), if needed, when the team requests initial consent for eligibility. • Supports teachers and paraprofessionals on the understanding, implementation, and data collection of Positive Behavior Intervention Plan for ESE students. • Attends student services meetings and serves as the expert in the area of behavior. • Provides guidance to the behavior interventionist.
School Psychologists	<ul style="list-style-type: none"> • Conduct assessments, interpret results, to guide interventions. • Provide consistent guidance, monitoring of procedural compliance, and overview of a student's progress throughout the MTSS process. To include: <ul style="list-style-type: none"> a) Determining when appropriate to bring in the behavior specialists to provide expertise on determining appropriate interventions for a student. b) Determining that TPST decisions are adequately supported by data. c) Engage in ongoing consultation regarding implementation issues as well as individual student needs. d) Identify team training needs and provide, or help the team obtain, relevant training (including training in applying progress monitoring procedures to decision-making). e) Assist staff in interpreting data as part of the ongoing decision-making process.

	f) Observe students in the instructional environment in order to collect behavioral data, identify appropriate evaluation, and identify any barriers to intervention.
Staffing Specialists	<ul style="list-style-type: none"> ● Monitor components for compliance after receipt of consent for evaluation. ● Facilitate eligibility for ESE services. ● Attend file review with MTSS Team. ● Attend MTSS meeting when eligibility/evaluation consent is being considered. ● Attend end of Tier 3 meetings & quarterly MTSS meetings.
ELL Instructors/ERT	<ul style="list-style-type: none"> ● Provide push-in and/or pullout supports for students. ● Provide expertise on appropriate scaffolding for identified needs with CAN DOs. ● Serve as a resource and support for the classroom teacher.
Classroom Teachers	<ul style="list-style-type: none"> ● Identify, implement, document, and analyze evidence-based academic and behavioral interventions. ● Differentiate instruction for a diverse classroom. ● Engage in ongoing collaboration to address small group and individual student needs. ● Collaborate with other school personnel in data collection and analysis. ● Collect data within the instructional environment in order to help identify appropriate intervention and to collect Multi-Tiered System of Supports data.
Parent/Guardian	<ul style="list-style-type: none"> ● Collaborative member of the MTSS team. ● Provide relevant home/community information. ● Provides relevant medical/social information. ● Accesses appropriate community resources. ● Collaborates with school personnel in implementing interventions.
MTSS Specialist (Teaching & Learning)	<ul style="list-style-type: none"> ● Demonstrates effective support of implementation and use of a MTSS model and the problem-solving process with fidelity. ● Facilitator of data, supports schools in using multiple types and sources of data accurately to inform problem-solving efforts at either the organizational (i.e., solving implementation problems) or student levels (i.e., solving student learning). ● Disseminates content knowledge to stakeholders about: <ul style="list-style-type: none"> a. Organizational change/Implementation processes b. Three-tiered model of service delivery c. 4-step problem-solving model d. Knowledge about evidence-based instructional practices and curriculum in academic/behavior content areas ● Supports the leadership team and staff capacity to sustain a MTSS independently, effectively, and efficiently over time. ● Provides staff training and technical assistance in accordance with professional development “best practices” and in alignment with FLDOE professional development standards.
Speech/Language Pathologists	<ul style="list-style-type: none"> ● Conduct Language screening at the beginning of Tier 2 (for referrals related to expressive and receptive). ● Explain the role that language plays in curriculum, assessment, and instruction. ● Assist general education teachers with universal screening. ● Provide expertise in language, its disorders, and treatment. ● Consult and collaborate with teachers to meet the needs of students in initial MTSS tiers with a specific focus on the relevant language underpinnings of learning and fluency by providing language strategy recommendations. ● Interpret screening and progress assessment results to staff and families.

Problem Solving in the Tiers of Instruction for Academics



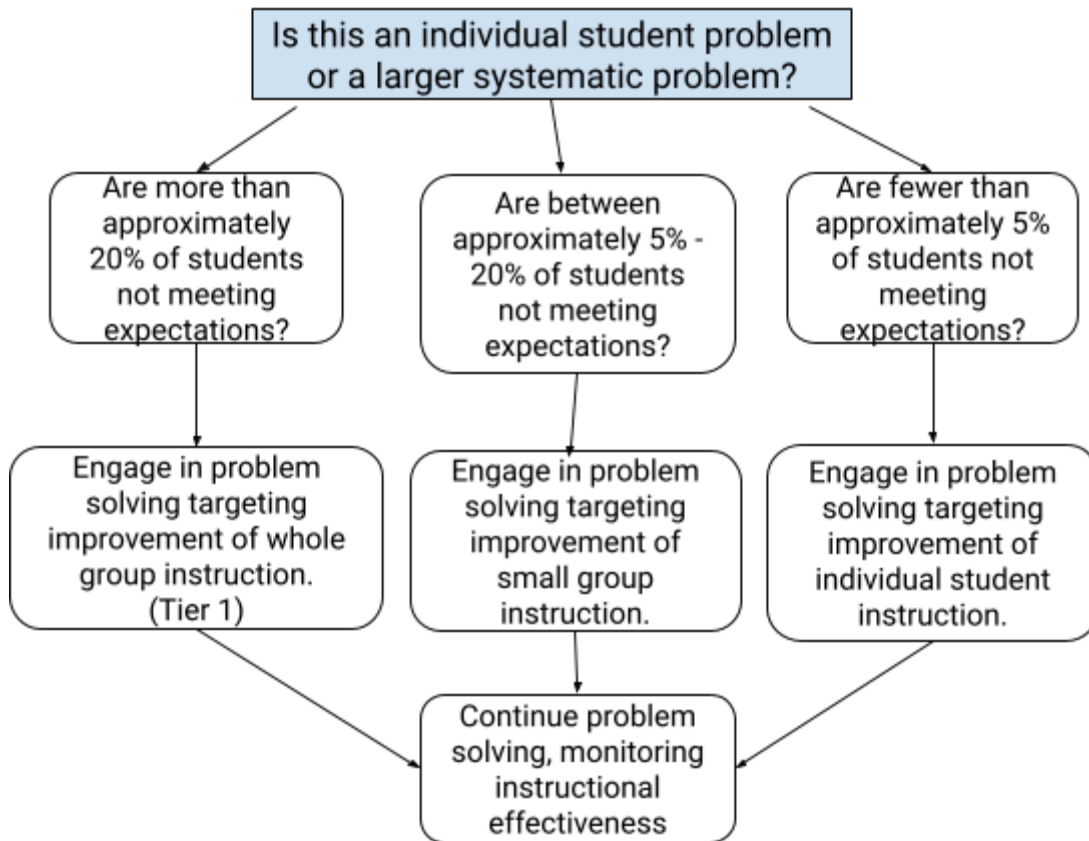
The Problem-Solving Process

The Eight-Step Systems Level Approach

The following diagram from *Guiding Tools for Instructional Problem Solving* provides essential questions that can be used to support the TPST determining if an issue is reflective of a small group problem or a large group problem. The TPST can then proceed with the problem-solving process that best fits the situation. Complete guide can be found at: https://floridarti.usf.edu/resources/qtips/GTIPS_3rdEd.pdf

Schoolwide Decision Making

Decision-Making Flowchart for use with Schoolwide Screening



What are Multi-Tiers of Instruction and Intervention?

-Adapted from MTSS Common Language/ Common Understanding
<https://www.livebinders.com/media/get/MjM3NzY1MDc=>

A multi-tiered model of instruction/intervention is fundamental to an effective MTSS. Although the number of tiers may vary, the three-tiered model based on increasing levels of intensity matched to student need is most common. Instruction is often intensified by increasing time, narrowing the focus to specific barrier skills, and/or reducing the size of the group. The characteristics of each tier, as well as how data is used to make educational decisions within each tier are described in the table below:

	Characteristics	Data and Decision Making
Tier 1	<ul style="list-style-type: none"> • Instruction and supports provided to all students • High quality, evidence-based instructional routines, differentiated small group instruction, curriculum materials, etc. • Aligned to state standards • Addresses academics, behavior, emotional and life skills • Fine-tuned using a structured, data-based problem solving process to meet the needs of the students being served 	<ul style="list-style-type: none"> • Tier 1 alone should be sufficient for at least 80% of students to meet grade-level expectations • State assessments, course standards assessment, Core Phonics (K-3) data is used to determine sufficiency of Tier 1 and to monitor the progress of all students • Formative data is used to guide real-time adjustments to instruction
Tier 2	<ul style="list-style-type: none"> • Supplemental instruction, provided to some students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations • Provided in addition to Tier 1 instruction (more time for instruction in small group) • Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1 • Planned through a structured, data-based problem solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus) • Delivered to students with similar needs • Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback 	<ul style="list-style-type: none"> • Tier 1 data is used to help identify students at risk • Diagnostic or other drilldown information is used to identify student strengths and weaknesses • Frequent (every 2-3 weeks) progress monitoring data is used to measure student growth as well as to measure effectiveness of Tier 2 intervention for the group (response to intervention) • Tier 2 intervention should result in improvement for at least 70% or more of students receiving the services
Tier 3	<ul style="list-style-type: none"> • Intensive, targeted instruction, provided to a few students demonstrating either an intense need • Provided in addition to Tier 1 and Tier 2 (even more time) • Instruction is individualized to address the student's specific needs • Planned using a structured, data-based problem solving process (even more narrowed focus) • Delivered individually, or in very small groups • Standards aligned, and integrated with Tier 1 and Tier 2 instruction • Systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback 	<ul style="list-style-type: none"> • Diagnostic data is used to identify student's specific skill and knowledge gaps or function of the behavior as well as their strengths • More frequent (every week or 2) progress monitoring data is used to measure student growth toward closing gaps as well as to measure effectiveness of Tier 3 intervention

Tier 1 Overview of MTSS Procedural Flowchart

TIER 1/CORE INSTRUCTION Components: ALL Students

- Standards-based instruction
- Research-based core curriculum for academics
- Instructional delivery framework (Examples: Learning Focused and Gradual Release)
- Evidence-based instructional practices
- Data driven instruction with small group
- Universal screening 3 times a year (FAST, STAR, Core Phonics)
- Common Standards Assessments (CSA)
- Integration of Universal Design for Learning Principles



If less than 80 percent of students in a class, grade level, sub-group, or district are at or near benchmark, the Targeted Problem Solving Team (TPST) reviews and evaluates the effectiveness of core curriculum and fidelity of instructional practices. If more than 80 percent of students in a class, grade level, sub-group, or district are at or near benchmark, proceed to analyze individual student data for students falling below benchmark expectations.

Refer to the [Tier 1/Core Guiding Questions](#) for more focused problem solving.



If data analysis indicates the student is making adequate progress toward meeting benchmarks, continue with TIER 1/CORE instruction.



If data analysis indicates the student is falling short of grade level benchmarks, the TPST supports the teacher in developing differentiated instruction (DI) to reduce learner barriers. The teacher communicates with the parent/guardian about the student's need for strategic support and follows the MTSS Procedures-ACADEMIC.



The TPST meeting is conducted. Tier 2 interventions are determined with a rationale for the strategies selected and time durations. This information is documented in the MTSS Tier 2 Intervention Plan-ACADEMIC.

Tier 2 MTSS Procedural Flowchart

TIER 2/Targeted Instruction Components: Some Students (15%)

- Standards-based instruction
- Evidence-based supplemental curriculum in addition to core
- Instructional delivery framework (Examples: Learning Focused and Gradual Release)
- Increased small group instruction
- Strategic interventions with an emphasis on skill deficits
- Increased progress monitoring (Every 2 to 3 weeks)
- Integration of Universal Design for Learning Principles



TPST Review TIER 2 Interventions and Student Data

Refer to the [Tier 2 Guiding Questions](#) for more focused problem solving.



If the response to intervention is positive (4 consecutive data points) which results in adequate progress being made towards meeting benchmarks, the TPST may decide to continue existing interventions or reduce the level of instructional intensity back to TIER 1/Core instruction.



If the response to intervention is questionable or poor (inconsistent data or below goal/decline) which results in a rate of learning that is slow or inadequate to reach benchmarks, the TPST will determine if new interventions and/or increased intensity is needed. The parent must be actively involved in this process and frequently notified of student learning outcomes. The parent is invited to attend the TPST meeting.



A TPST meeting is conducted. A decision is made to continue Tier 2 targeted intervention or increase the intensity to TIER 3 intensive instruction after evaluation of all data points (MTSS Intervention Plan-ACADEMIC) . Tier 2 or Tier 3 interventions are determined with a rationale for the strategies selected and time durations. This information is documented in the Intervention Plan.

Tier 3 MTSS Procedural Flowchart

TIER 3/Intensive Instruction Components: Few Students (5%)

- Standards based instruction
- Instructional delivery framework (Examples: Learning Focused, Gradual Release, UDL)
- Data-driven instruction
- Intensive Interventions
- Increased time and/or intensity
- Adjusted group sizes
- Individually designed instruction
- Diagnostic assessments
- Frequent progress monitoring (biweekly)
- Universal Design for Learning Principles



TPST Reviews of TIER 3 Interventions and Student Data
Refer to the [Tier 3 Guiding Questions](#) for more focused problem solving



TPST reviews intervention data. If adequate progress towards meeting benchmarks is occurring, the TPST may decide to continue Tier 3 instruction or reduce the level of instructional intensity to Tier 1/Tier 2 instruction.



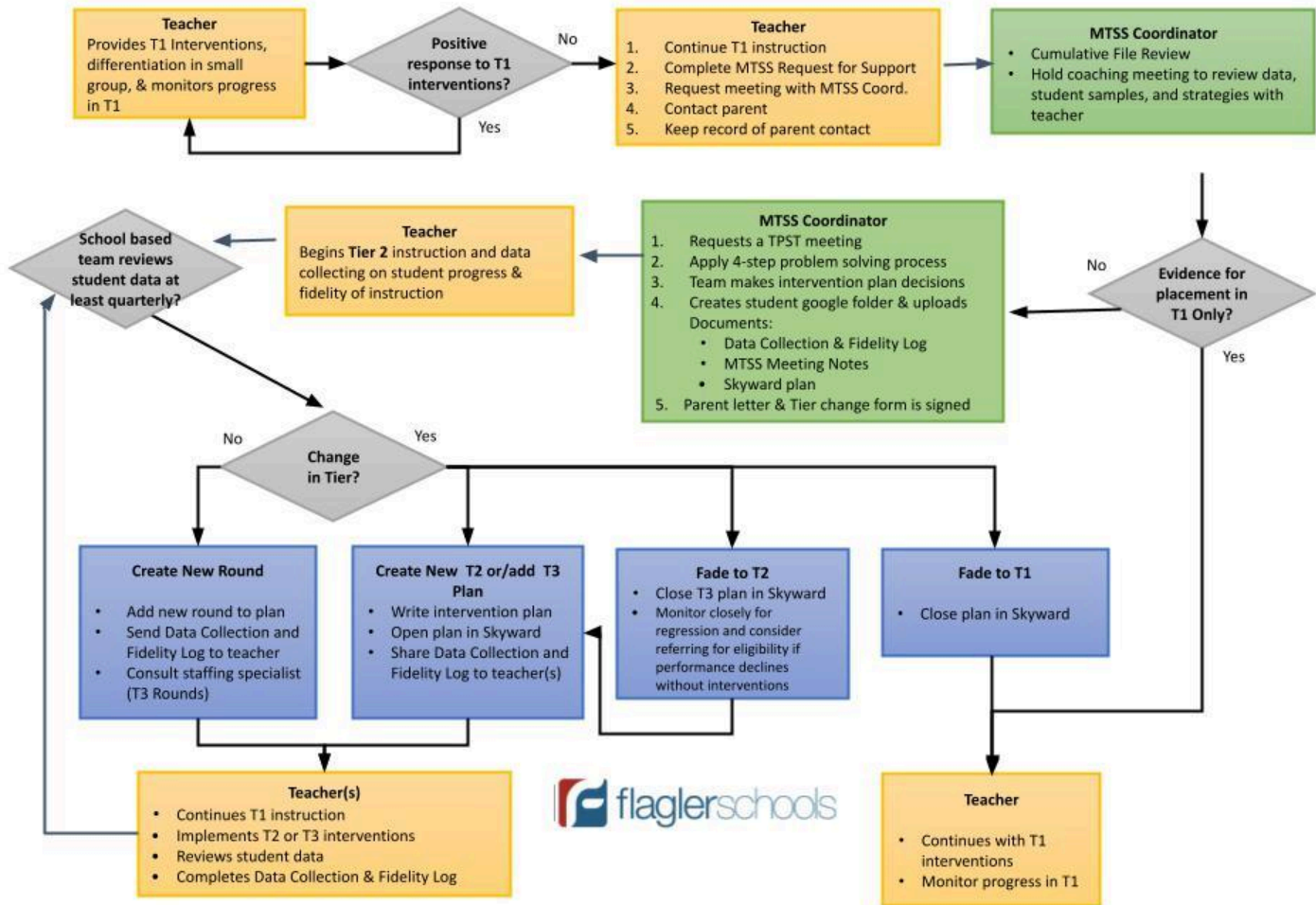
TPST reviews intervention data. If all available interventions are unsuccessful (i.e., students will not meet benchmark at present rate of learning) OR intensity of instruction cannot be sustained indefinitely, consider referral for *eligibility*. Parental notification and consent must be obtained. The parent is invited to attend the TPST meeting. The parent must be provided with a copy of the *Parent Information for a Student Receiving Intensive Interventions* and *Notice of Procedural Safeguards for Parents of Students with Disabilities*.



All eligibility documentation is prepared and submitted to ESE staffing for comprehensive evaluation and a decision is made to progress the intensity of instruction to Exceptional Student Education services or maintain Tier 3 interventions.

Flagler County Schools Academic MTSS Flowchart

Academic Multi-Tiered System of Supports (MTSS) Process



Reminder:

When reviewing graphs and data to determine the response to intervention, consider the following:

Tier 1 data is derived from items/assessments that are given to all students in a given class.

Tier 2 data is assessing the application of the skill taught in a Tier 2 small group. (**at least** a data point every three weeks)

Tier 3 data is assessing the application of the skill taught in a Tier 3 small group. (**at least** a data point every two weeks)

TPST team meets **at least** every quarter to review and discuss response to intervention of all Tier 2 and Tier 3 students.

Flagler County Schools Academic Decision Guide: Tier 2

ELA Reading Plan 24-25 *	MATH
GRADES K-2	GRADES K-2
<ul style="list-style-type: none"> Score between the 16th and 30th percentile rank on the i-Ready Diagnostic or State Progress Monitoring assessment and/or Score Strategic Performance Level on 2 or more areas of the Core Phonics Survey 	<ul style="list-style-type: none"> Score between the 11th and 25th percentile rank on the i-Ready Diagnostic or State Progress Monitoring assessment
<p><u>Fading After PM 1:</u></p> <ul style="list-style-type: none"> Fade Tier 2 support when student scores a Level 3 on PM1 STAR State Benchmarks (not percentile) <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 30th percentile rank on the STAR Progress Monitoring and/or iReady Diagnostic, Score Benchmark performance level on the Core Phonics Survey 	<p><u>Fading After PM 1:</u></p> <p align="center"><i>In collaboration with PM 3 data...</i></p> <ul style="list-style-type: none"> Fade Tier 2 support when student scores at or above the 40th percentile on PM1 STAR Math and i-Ready <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 25th percentile rank on the STAR Progress Monitoring and/or iReady Diagnostic
GRADES 3-5	GRADES 3-5
<ul style="list-style-type: none"> Score between the 21st and 30th percentile rank on the i-Ready Diagnostic or State Progress Monitoring assessment and/or Score Strategic Performance Level on 2 or more areas of the Core Phonics Survey 	<ul style="list-style-type: none"> Score between the 11th and 25th percentile rank on the i-Ready Diagnostic or State Progress Monitoring assessment
<p><u>Fading After PM 1:</u></p> <ul style="list-style-type: none"> Fade Tier 2 support when student scores a Level 3 on PM1 FAST (not percentile) <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 30th percentile rank on the STAR Progress Monitoring and/or iReady Diagnostic, Score Benchmark performance level on the Core Phonics Survey 	<p><u>Fading After PM 1:</u></p> <p align="center"><i>In collaboration with PM 3 data...</i></p> <ul style="list-style-type: none"> Fade Tier 2 support when student scores at or above the 40th percentile on FAST and i-Ready <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 25th percentile rank on the FAST Progress Monitoring and/or iReady Diagnostic
GRADES 6-12	GRADES 6-8
<ul style="list-style-type: none"> Student scoring between the 21st and 30th percentile rank on the State Progress Monitoring assessment, and/or HMH growth measure. PowerUp Placement test and/or foundational skills screener indicated a need for intervention. 	GRADES 9-12
	<ul style="list-style-type: none"> Score between the 11th and 25th percentile rank on the Math EOC
<p><u>Fading After PM 1:</u></p> <ul style="list-style-type: none"> Fade Tier 2 support when student scores a Level 3 on PM1 FAST (not percentile) <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 30th percentile rank on the FAST Progress Monitoring, and/or test out of or perform on grade level in the components of PowerUp. 	

Flagler County Schools Academic Decision Guide: Tier 3

ELA	MATH
GRADES K-2	GRADES K-2
<ul style="list-style-type: none"> Score of 15th percentile rank or below on the i-Ready Diagnostic or State Progress Monitoring assessment and/or Score Intensive Performance Level on 2 or more areas of the Core Phonics Survey 	<ul style="list-style-type: none"> Score of 10th percentile rank or below on the i-Ready Diagnostic or State Progress Monitoring assessment
<p><u>Fading After PM 1:</u></p> <ul style="list-style-type: none"> Fade Tier 3 support when student scores a Level 2 on PM1 STAR State Benchmarks (not percentile) <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 15th percentile rank on the STAR Reading Progress Monitoring PM3 and iReady Diagnostic, Score Benchmark or Strategic (one or two areas) performance level on the Core Phonics Survey 	<p><u>Fading After PM 1:</u></p> <p style="text-align: center;"><i>In collaboration with PM 3 data...</i></p> <ul style="list-style-type: none"> Fade Tier 3 support when student scores at or above the 25th percentile on PM1 STAR Math and i-Ready <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 10th percentile rank on the STAR Progress Monitoring and/or iReady Diagnostic
GRADES 3-5	GRADES 3-5
<ul style="list-style-type: none"> Score of 20th percentile rank or below on the i-Ready Diagnostic or State Progress Monitoring assessment and/or Score Intensive Performance Level on 2 or more areas of the Core Phonics Survey 	<ul style="list-style-type: none"> Score of 10th percentile rank or below on the i-Ready Diagnostic or State Progress Monitoring assessment
<p><u>Fading After PM 1:</u></p> <ul style="list-style-type: none"> Fade Tier 3 support when student scores a Level 2 on PM1 FAST (not percentile), <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 15th percentile rank on the FAST Reading Progress Monitoring and iReady Diagnostic, Score Benchmark or Strategic on Core Phonics 	<p><u>Fading After PM 1:</u></p> <p style="text-align: center;"><i>In collaboration with PM 3 data...</i></p> <ul style="list-style-type: none"> Fade Tier 3 support when student scores at or above the 25th percentile on FAST and i-Ready <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 10th percentile rank on the FAST Math Progress Monitoring and/or iReady Diagnostic
GRADES 6-12	GRADES 6-12
<ul style="list-style-type: none"> Score of 20th percentile rank or below on the State Progress Monitoring assessment, and/or HMH growth measure. PowerUp Placement test and/or foundational skills screener indicated a need for intervention. 	<ul style="list-style-type: none"> Score of 10th percentile rank or below on the State Progress Monitoring assessment or Math EOC.
<p><u>Fading After PM 1:</u></p> <ul style="list-style-type: none"> Fade Tier 3 support when student scores a Level 2 on PM1 FAST (not percentile), <p><u>Rest of year:</u></p> <ul style="list-style-type: none"> Score above the 15th percentile rank on the FAST Reading Progress Monitoring and/or test out of or perform on grade level in the components of PowerUp. 	

The decision guide is a live document that is updated as new data is released, please be sure to reference the most recent version.
(Updated for 2024-2025 School year on 9/25/24)

***Reading & Math Deficiency**

Students that are identified as reading and/or math deficient, continue Tier 1, and begin interventions in Tier 2 and Tier 3 consecutively as per [FL Statute 1008.25](#). Special education students who receive academic support services will continue receiving ESE services. First-year English Language Learners (ELL), receive their academic support services with their classroom teacher and the English Resource Teacher (ERT).

For more information:

Rule [6A-6.053\(10\) F.A.C.](#) substantial reading deficiency F.S.1008.25

Rule [6A-6.0533](#) F.A.C substantial math deficiency

[Rule 6A-1.09401. Student Performance Standards. Florida Administrative Code \(F.A.C.\)](#)

[2023–24 Florida Assessment of Student Thinking \(FAST\) Fact Sheet K–2 Early Literacy, Reading, and Mathematics](#)

[2023–24 FAST Fact Sheet Grades 3–10 ELA Reading and Grades 3–8 Mathematics](#)

MTSS Decision Rules for Shifts in Instructional Intensity

Responses to Intervention

The decision rules used to determine when to intensify instruction are based on a student's or group of students' response to instruction/intervention. In Flagler Schools, interventions are evaluated by TPST and determined to be **positive**, **questionable**, or **poor**. Refer to the following descriptions for each term.

- A **positive response** to instruction/intervention is implied when the gap between the grade-level benchmark expectation and observed performance is closing.
- A **questionable response** to instruction/intervention is implied when the rate at which the gap is widening slows considerably but is still widening, or when the gap stops widening but closure does not occur.
- A **poor response** to instruction/intervention is implied when the gap continues to widen with no change in rate of progress after the instruction/intervention has been implemented.

It is important to have a precise understanding of what an acceptable **rate of progress** is based on grade-level benchmark expectations. An acceptable **rate of progress** can be defined as the amount of growth over a specified time period by a student or group of students which enables the TPST to predict the student or group of students will "come in range" of grade level benchmark expectations within an appropriate time frame. A student scoring a 40, 65, and 73 on consecutive assessments for a particular set of standards is considered to be **maintaining an acceptable rate of progress** toward grade-level benchmark expectations. A student scoring a 30, 37, and 42 on consecutive assessments for a particular set of standards is considered to be making **unacceptable or slow progress** toward grade-level benchmark expectations.

Adjusting Instructional Intensity

How a student responds to instruction/intervention is the driving force to determining the intensity of instruction. Imagine a water pressure valve. The valve is adjusted to increase or decrease water pressure. If the wrong amount of water pressure is applied, permanent damages can occur.

Adjusting the intensity of instruction should be done through the use of a very thoughtful process.

Instruction be intensified by doing one or more of the following things:

- **Narrowing the focus of instruction** (ex: instead of all components of reading, narrow the focus to phonics)
- **Reduce group size** (ex: small group vs. whole group; or very small group vs. average small group)
- **Increased time** (ex: increase the frequency of instruction from 3 to 5 days per week; increase duration of intervention session from 30 to 45 minutes)

How is Eligibility Determined Under MTSS?

--Adapted from [Guiding Tools for Instructional Problem Solving](#)

Problem Solving and Eligibility

Districts and schools in Florida are required to use a problem solving process that determines whether a student is eligible or remains eligible for special education services and ascertains how a student responds to interventions. The state board rules listed below address these requirements in greater detail:

- General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services ([Rule 6A-6.0331, Florida Administrative Code, F.A.C.](#))
- Exceptional Education Eligibility for Students with Specific Learning Disabilities ([Rule 6A-6.03018, F.A.C.](#))
- Exceptional Education Eligibility for Students with Language Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Language Services ([Rule 6A-6.030121, F.A.C.](#))

The use of the problem solving process is a shift from previous practice and was initiated in 2004 with the reauthorization of the federal IDEA and the corresponding regulations in 2006. The focus has now shifted from “identifying and diagnosing characteristics internal to the student and moves to identifying effective intervention and instruction.” The emphasis is no longer on disabling conditions. The following questions can be used to evaluate a student’s response to instruction/intervention and serve as a basis for special education eligibility decisions:

- What is the discrepancy between the student’s level of performance and the peer group and /or standard?
- What is the student’s educational progress as measured by rate of improvement?
- What are the instructional needs of the student?

Consent and Evaluation Requirements for Eligibility Determination

The State Board of Education (SBE) **Rule 6A-6.0331(1)**, Florida Administrative Code (F.A.C.), *General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services*, permits districts to conduct academic and behavioral evaluations when planning interventions in the general education setting, **districts must clarify when parental consent is required and how to determine completion of the evaluation procedures when students are referred for an evaluation to determine eligibility for special education. Parental consent for evaluation is required prior to conducting an initial evaluation for determination of eligibility for special education services.**

An evaluation can be defined as “a test or battery of tests that are scheduled and administered on a given date. An evaluation also refers to all procedures used to determine whether a student is a student with a disability and the nature and extent of special education and related services needed (**Rule 6A-03411(1)(I)**).

An evaluation may consist of but is not limited to the following:

- All relevant **assessment tools** and **strategies** used to collect functional, developmental, and academic information about a student in order to determine specialized instructional need, and if the student is eligible as a student with a disability.
- Existing data on the student **prior to obtaining parental consent for evaluation**. Existing data could include:
 1. Classroom performance data
 2. Observations
 3. Interviews
 4. Screenings
 5. Progress monitoring
 6. Diagnostic assessments
 7. District and state assessments
 8. Any other additional assessments procedures prior to obtaining consent

The following criteria constitutes the need for obtaining consent for evaluation:

- When the student's response to interventions indicates that intensive interventions are effective **but require a high level of intensity and resources to sustain growth*** or performance (this is concluded by fading the intervention and measuring student response).
- When the student's response to interventions indicates that **the student has not made adequate growth** (measured by state-approved, grade level benchmark/standards or behavioral expectations) given effective core instruction and intensive, individualized, evidence-based interventions.
- When a parent initiates a request for an initial evaluation.
- Once the TPST suspects a disability. This could occur within ANY Tier of instruction and is not exclusive to Tier 3 Instruction/Intervention.

Parental consent is not required when evaluation and assessment procedures are used to inform instruction and intervention for general education (**Rule 6A-6.0331(1)**). All aspects of instruction/intervention and problem solving are to be met with fidelity prior to evaluation for eligibility. Failure to do so could result in the unnecessary delay of special education services.

What documents must be included in the referral packet when a student is referred for an eligibility staffing?

State Board of Education rules require that, for a student suspected of having a specific learning disability or language impairment, the documentation of the determination of eligibility must include a written summary of the **group's analysis of the data**. The written summary must incorporate the elements listed in Rule **6A-6.03018** and **6A-6.030121, F.A.C.:**

- a. The basis for making the determination
- b. Observations establishing the relationship between behavior and academic functioning
- c. Educationally relevant medical findings
- d. Data confirming the existence of a specific learning disability or language impairment, including performance discrepancy, rate of progress, and educational need
- e. The group's determination of the effect of other factors, and evidence that one or more of the factors is not the primary cause of the student's difficulty
- f. MTSS information documenting the intervention plan, student-centered data collected, the level of response of instruction/intervention, parent involvement, and required signatures

The written summary must reflect the professional opinion of the group responsible for determining eligibility. **The expectation is that the rationale and/or justification for the team's decision be clear from the evidence provided and the summary of the team's analysis of that evidence.** The documents that should be included in the packet and delivered to the Staffing Specialist are listed on the Eligibility Worksheet. Please note that there should be **one** set of graphs showing the student's responses for **each** tier. Please do not include copies of emails, notes from phone conversations that do not have a direct bearing on the MTSS process, or other miscellaneous documents to the referral packet. **If it doesn't provide data necessary for the eligibility determination, please do not include it in the packet.** If it is felt that the documents are relevant to any potential ESE eligibility decision, they should be paper clipped together and placed at the very back of the MTSS folder.

What happens when parental consent cannot be obtained or is refused for initial evaluation or reevaluation for Special Education Supports?

In accordance with Rule 6A-6.03311, if a parent of a student suspected of having a disability who is enrolled in public school or seeking to be enrolled in public does not provide consent for initial evaluation or the parent fails to respond to a request to provide consent, the school district may, but is not required to, pursue initial evaluation of the student by using mediation or due process procedures contained in Rule 6A-6.03311. The school district does not violate its Child Find obligations if it declines to pursue evaluation. **The district office must be notified of these occurrences and provided with evidence of all communication attempts. All due process and mediation procedures require district approval and district guidance.**

If the parent refuses to consent to the reevaluation, the school district may, but is not required to, pursue the reevaluation by using the consent override provisions of mediation or due process. The school district **does violate** its Child Find, evaluation or reevaluation obligations if it declines to pursue the evaluation or reevaluation. The informed parental consent for reevaluation need not be obtained if the school district can demonstrate that it made reasonable efforts to obtain such consent and the student's parent has failed to respond and district approval has been given. **The district office must be notified of these occurrences and provided with evidence of all communication attempts. All due process and mediation procedures require district approval and district guidance.**

Special Note:

Due process and mediation procedures are reserved for **extenuating circumstances only.** Every effort must be made to ensure the parent is included and well informed regarding all instructional decisions pertaining to general education instruction, curriculum, and all interventions leading up to eligibility and reevaluation.

How do ESOL/ELL and MTSS interface with one another?

In Flagler Schools, when evaluating for Specific Learning Disability (SLD) or Language Impairment eligibility, students who qualify for ESOL services should receive those services for at least one full year before they are evaluated for SLD or LI, this is best practice and not a mandate. English language proficiency (or lack thereof) has a direct impact on the validity of evaluation that are used in consideration for eligibility.

English Language Proficiency determination:

English Language proficiency must be determined through administration of the oral domains of IPT prior to any other formal evaluations. The IPT is administered by the ESOL resource teacher. If the student is determined to be non-English proficient, evaluations must be administered in the native language for purposes of validity. The District ESOL Program Specialist must be consulted prior to the determination of need for formal evaluations.

English language proficiency can take up to 3 years with effective implementation of ESOL supports and services, therefore, the team should take this into consideration to ensure any evaluation results are valid.

Certain circumstances may warrant the need for earlier determination for special education services for an ELL student. They may include, but are not limited to, the following:

- Documentation of known previous medical conditions
- A parent's requests for an assessment
- An incident or injury, with a medical professional's request for an assessment/evaluation.
- Known brain damage
- Problems with hearing or vision
- Physical disability
- Cleft palate
- Cerebral palsy
- Brain injury
- Polio
- Post traumatic stress
- Documented severe malnutrition
- Severe deficiency in native language
- Prior program placement is documented

After the first year of English language acquisition, student response to intervention data can be used as part of a full and individual evaluation for SLD determination through the problem solving process. After the Date Entered United States School (DEUSS) date is greater than one year, tiered instructional supports can begin in addition to the ELL support being provided through their ELL instructional plan. Doing so, however, may mean that the duration of the intervention provided will need to be extended significantly, because language acquisition takes longer than skill acquisition. Therefore, in Flagler Schools, ELL students receive classroom instructional strategies and modifications by their teachers, to ensure their success. If data shows that even with the documented ESOL strategies and modifications, an ELL is not progressing at the rate of comparable ELLs, the ESOL Resource Teacher will consult with the classroom teacher and the MTSS Coordinator. A Limited English Proficient

(LEP)/TPST meeting needs to be scheduled for the team to review student progress and determine the next steps.

Private Evaluations

With the change in the process for determining whether or not a student has a specific learning disability (SLD), IQ/Achievement/Process evaluations completed by private evaluators may not completely address the new eligibility criteria as provided in State Board Rules. The parent/guardian will be responsible for getting a private evaluation translated by a certified translator if it is not written in English. The district is not in a position to dictate how private evaluators complete their assessments. However, the requirements as outlined in this manual must be documented. The private evaluator may document the process or the parents shall follow the intervention procedures established by the school district. Private evaluations will be considered as a part of the full and individual evaluation.

Concurrent Evaluations

When parents request that the school district undertake an evaluation of their child for exceptional student education eligibility, the district has two options:

1. Obtain consent to evaluate and immediately begin the evaluation process
2. Refuse to Evaluate, if there is no educational justification for completing and evaluation.

If the child is performing academically at an average level or above in all areas, and there are no significant emotional or behavioral issues interfering with learning, the district may consider refusing to evaluate the student. The TPST will review the request and make a determination as to whether or not an evaluation is justified. If based on student data, they decide that one is not warranted, the school psychologist will complete a Prior Written Notice Informed Notice of Proposal or Refusal to Take a Specific Action letter, send it to the parents, and file a copy in the student's cumulative folder. **A decision such as this must be supported with ample data-based evidence.** Flagler Schools makes every effort to honor parental requests for the purpose of determining or ruling out a student's need for special education services.

If the child is performing below average in any area and/or there are significant emotional or behavioral issues interfering with the student's learning, the district should obtain consent to evaluate and begin the full and individual evaluation immediately. In this situation, a TPST meeting should be scheduled as soon as possible, and a combined Tier 2 and Tier 3 intervention plan should be developed, so that the student begins receiving all three tiers of interventions simultaneously. The Flagler team may refer to this a Fast Tracking tiers. The process must be completed within 60 calendar days, excluding non-attendance days for holidays/school break (which roughly equates to three calendar months, depending on school vacations that may occur throughout the school year). Within the 60-calendar day period, a meeting must be held to review the data and make a determination as to eligibility for ESE services. If there is not enough data, the team may need to determine the child *ineligible* for ESE services, but if there is sufficient data to support an eligibility determination, then the team should not hesitate to do so.

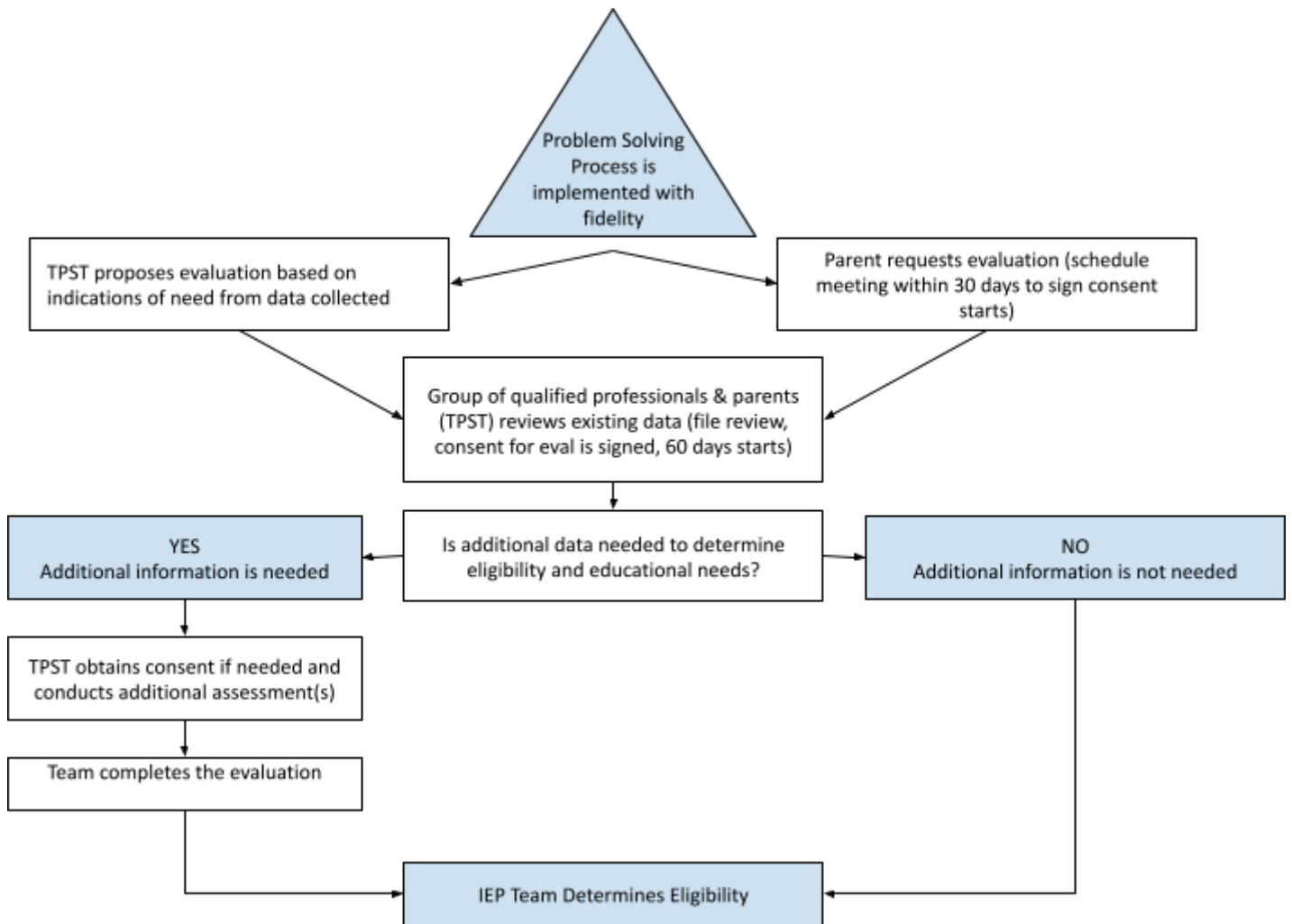
**All documentation that is required for the regular MTSS process is also required for the concurrent evaluation process, although the process itself is expedited.

What circumstances constitute acceleration to eligibility prior to the completion of general education interventions?

In accordance with Rule 6A.6.0331, general education intervention requirements are not required of students suspected of being gifted or who are being considered for eligibility in accordance with Rule 6A.03020, F.A.C., for special education and related services for students who are homebound or hospitalized. The general education intervention requirements set forth in Rule 6A-6.0331 may not be required of students suspected of having a disability if a team that comprises qualified professionals and the parent determines that these general education interventions are not appropriate for a student who demonstrates a speech disorder or severe cognitive, physical or sensory disorders, or severe social/behavioral deficits that require immediate intensive intervention to prevent harm to the student or others.

--Adapted from [Guiding Tools for Instructional Problem Solving](#)

Eligibility Consent and Evaluation Flowchart



What Is “Fidelity” and How Is It Assessed?

Strategies, Intervention, Accommodation, or Modification

Problem Solving in the Tiers for Behavior



Multi-Tiered System of Supports (MTSS) for Behavior

Defining PBIS

“Positive Behavioral Interventions and Supports (PBIS) is an **evidence-based / three-tiered** framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.” PBIS creates schools that support everyone – especially students with disabilities – for success. Center on PBIS, 2020

What is a structured problem solving process?

Flagler Schools, in accordance with the State of Florida, has adopted a problem-solving process.

Problem Solving Steps:

- Identifying the behavior that is impeding the academics- What’s the Target Behavior?
- Hypothesizing the function of the behavior- Why is it occurring?
- Designing a plan - What are we going to do about it?
- Analyzing Multi-Tiered System of Supports data - Is it working?

The problem-solving model of MTSS for Behavior includes the following: First, problem behaviors of all students, groups of students or individual students must be identified. Next, it is critical to understand why those behavior problems are occurring. This step is the problem analysis. Based on an understanding of why the behavior is occurring, **school personnel and teams can develop effective and efficient interventions to address the problem behavior and then progress monitor whether students are responding to the interventions.**

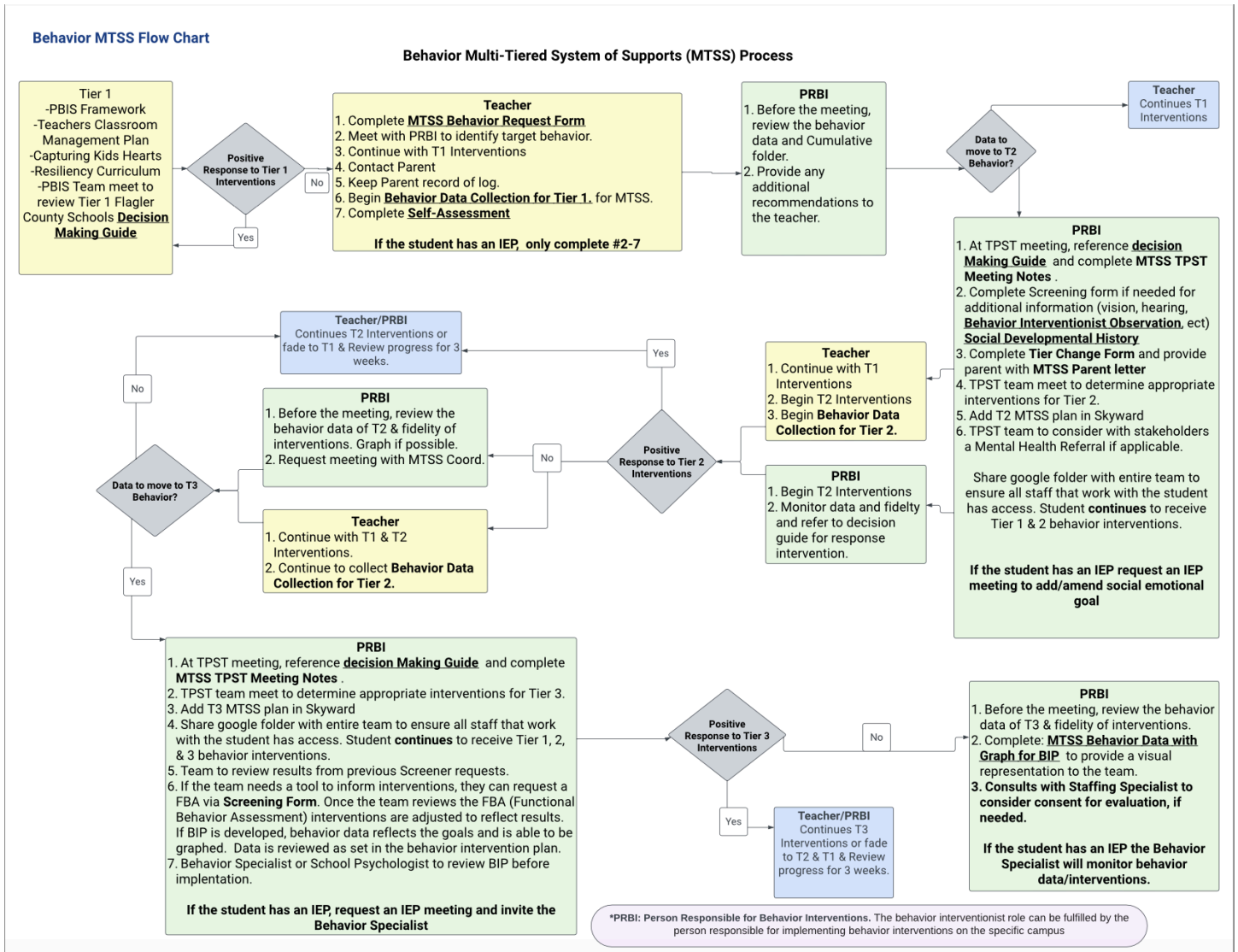
Why is PBIS important to a school campus?

Tier 1 Behavior Instruction and Supports

Tier 2 Behavioral Instruction and Supports

Tier 3 Behavioral Instruction and Supports

Flagler County Schools Behavior MTSS Flowchart



updated 6/10/2024

*The behavior interventionist role can be fulfilled by the person responsible for implementing behavior interventions on that specific campus.

Flagler County Schools *BEHAVIOR* MTSS Decision Guide

Tier 1

ALL students receive Tier 1 Behavior support by utilizing the following:

- Schoolwide PBIS Framework: (i.e. Building relationships, collaboration of class rules, established routines, provide opportunity for rewards, quiet & quick corrections, public praise, be calm, firm, & consistent)
- Teacher's classroom management plan
- Capturing Kids Hearts strategies
- Resiliency Curriculum

Tier 1 Team: (PBIS, Student Services, Dean's team, Guidance team, Admin)

- Tier 1 Team reviews early warning systems at least quarterly, systematically to identify groups of students.
 - Elementary: 2 out of 4 Early Warning Indicators (10 days absent, OSS- 3 days, ISS- 5 days, discipline referrals minimum of 3 within a 90 day period)
 - Secondary: 3 out of 4 Early Warning Indicators are present to proceed to Tier 2. (10 days absent, OSS-5 days, ISS-8 days, discipline referrals minimum of 5 within 90 day period)
- And/or Teacher/Parent nomination: Begin Tier 1 data collection from the [Behavior Flowchart](#) (collaboration between teacher and person responsible for behavior interventionist)
 - Identify and define Target Behavior for Tier 1 data collection
 - Teach/Coach and Model how to collect Frequency Data

Tier 2 Targeted Interventions in addition to Tier 1 Instruction

Student is in need of Tier 2 Targeted Interventions as evidenced by:

- Student's behavior data continues to increase or has not decreased.
- Completed and reviewed pages 1-2 from the Behavior Referral Program, proceed if data is questionable or poor.
- If there is a safety concern (conclusion of a risk assessment, self injury) or significant outlying behaviors.

What to do:

- Step 1: Review first three weeks of behavior data to determine if the team will proceed to Tier 2 meeting, if so, meetings need to be requested by the PRBI*. (Tier 1 strategies were not successful, and frequency of behaviors has not decreased.)
- Step 2: Schedule a TPST meeting with parent(s) and stakeholders to review data and match the behavior to supports/instruction: (CICO Curriculum, SkillsStreaming, Behavior Encyclopedia, environment change, change in schedule, ect).
- Step 3: After meeting, create a Tier 2 Intervention Plan and put plan into Skyward. Share folder with entire team to ensure all staff that work with the student has access. The student **continues** to receive Tier 1 Instruction with Tier 2 Targeted Interventions.
- Step 4: Continue to assist the teacher with data collection on Target Behavior(s). Be sure to include the outcome and fidelity of the intervention. If there is a need for additional assistance in data collection, go in and take behavior data accordingly. Begin to collect data on the interventions being implemented and other/additional replacement skills identified.
- Step 5: If Targeted Behavior(s) decrease, continue with the implemented interventions. If the Targeted Behavior(s) increase, complete the Observation Form. Provide any additional recommendations if applicable.
- Step 6: If the team decides they require a graph to consider Tier 3 supports, graph Tier 2 behavior data to visually represent trend data, with the data of the implementation of the interventions.

Things to consider:

- TPST meets after each round of intervention to determine a student's Response to Intervention (Rtl) at least quarterly.
 - **Positive:** Meeting intervention goals for 3 weeks identified behavior has increased or decreased depending on the goal and discipline referrals decreasing. **Action:** Team would **decide** to fade student to Tier 1 or maintain interventions for another round;
 - **Questionable:** Identified behavior is improving but not yet met. **Action:** Review fidelity of intervention and continue/modify Tier 2 intervention;
 - **Poor:** Identified behavioral goal not met and/or discipline is not decreasing despite fidelity for 3 weeks **Action:** change Tier 2 intervention, increase time or frequency, monitor next 3 weeks
- Team compares response with other students in the same intervention group and review intervention fidelity.

Tier 3 Intensive Interventions
(in addition to Tier 2 Targeted Interventions and Tier 1 Instruction)

Student is in need of Tier 2 Targeted interventions and Tier 3 Intensive interventions as evidenced by:

- Data indicates a poor response to Tier 2 interventions and/or are discipline referrals increasing.
- If behavior is harmful to self or others, or a safety concern; the team can proceed to Tier 3

What to do:

- Step 1: TPST meets to create a Tier 3 Intervention plan.
- Step 2: A screening is requested, which includes consent for an observation, Social/Developmental History, vision, and hearing. The team can consider language screening as needed.
- Step 3: Parent Information for Students Receiving Tier 3 Intervention is given to parent(s)/guardian.
- Step 4: Observation 2 is done by staff member other than classroom teacher.
- Step 5: Student receives intensive interventions for prescribed time.
- Step 6: If the team needs a tool to inform interventions, they can request a FBA (need screening consent). Once the team reviews the FBA (Functional Behavior Assessment) interventions adjusted to reflect results. If BIP is developed, behavior data reflects the goals and is able to be graphed. Data is reviewed as set in the behavior intervention plan.

What happens next:

- Student receives Tier 1 Instruction with Tier 2 Targeted Interventions and Tier 3 Intensive Interventions
- Progress monitoring data and fidelity of intervention is collected as described in BIP.
- TPST meets after each round of intervention to determine student's RtI at least monthly.
 - **Positive:** Meeting intervention goals met for 3 weeks and the identified behavior has increased or decreased depending on the goal. **Action:** Team would fade student to Tier 2 or maintain interventions for another round;
 - **Questionable:** Identified behavior is improving but not yet met goal. FBA/BIP team reviews intervention fidelity and modifies and/or coaches the BIP until fidelity is reached. **Action:** Review fidelity of intervention and continue Tier 3 intervention;
 - **Poor:** Identified behavioral goal not met despite fidelity of interventions for at least 3 weeks. **Action:** change Tier 3 intervention, increase time or frequency, and/or consider end of Tier 3 meeting to review the student as a whole to determine next steps.

Key Terms

BIP- Behavior Intervention Plan

FBA – Functional Behavior Assessment is a process that identifies a specific or target behavior that interferes with a student's education and identifies the function of the behavior.

MTSS – Multi-Tiered System of Supports

PBIP-Positive Behavior Intervention Plan

PBIS – Positive Behavioral Interventions and Supports (PBIS) is an evidence-based / three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.

***PRBI-** Person responsible for behavior interventions

Progress Monitoring – Brief frequent assessments of specific skills to ensure progress as a result of intervention.

RtI – Response to Intervention is how the student is responding to the intervention as evidenced by the results of the progress monitoring.

Stakeholders- Within in this manual, "stakeholders" refers to individuals that may provide input in the MTSS decision making process. General education teacher(s), special education teacher(s), support facilitator(s)/MTSS interventionist(s), MTSS Coordinator, administration, family, community, and content area experts such as but not limited to academic coaches, behavior interventionists, behavior specialist, school counselors, and/or school psychologist are the stakeholders that provide input in the MTSS problem solving process.

Tiered Instruction – within the MTSS framework there are 3 Tiers, or levels, of instruction. All students receive Tier 1. Additional tiers use increasingly intense levels of instruction. Targeted Interventions are Tier 2 and Intensive Interventions are Tier 3.

TPST- Targeted Problem Solving Team is the group of individuals that meet to review data and make decisions for students needing Tier 2 and 3 supports.

Updated July 31, 2024

* www.pbis.org and the <http://flpbs.fmhi.usf.edu/>

Establishing Early Warning Systems (EWS) in a Multi-Tiered System of Supports



What Is an Early Warning System?

Why do schools need an Early Warning System (EWS)?

Research shows that students at risk of falling off track could graduate on time if they were provided with the **appropriate** supports early enough and if those supports **were sustained**.

Allensworth, E. M., & Easton, J. Q. (2005, June)

What is an Early Warning System?

A System which:

- Utilizes predictive data
- Identifies off-track or at-risk students
- Targets interventions
- Reveals patterns and root causes
- Includes preventative systems that are beneficial for all students

Florida PS/RtI Project

While EWS provides means for identifying at-risk students, schools and districts must engage in data-based problem solving to identify the **root causes** for indicators and match evidence-based interventions to student needs and monitor the effectiveness of the interventions in order to truly improve student outcomes.

Is an Early Warning System a requirement of the law?

Yes. The following statute [\(1001.42\(18\)\(a\)\(2\)\)](#) clarifies the expectations of an EWS:

(a) *School improvement plans.*—The district school board shall annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district which has a school grade of “D” or “F”; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. [1008.22](#) by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. [1008.34](#) and as calculated under s. [1008.34\(3\)\(b\)](#), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence program established in s. [1008.365](#); or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. The improvement plan of a school that meets the requirements of this paragraph shall include strategies for improving these results. The state board shall adopt rules establishing thresholds and for determining compliance with this paragraph.

(b) *Early warning system.*—

1. A school that serves any students in kindergarten through grade 8 shall implement an early warning system to identify students in such grades who need additional support to improve academic performance and stay engaged in school. The early warning system must include the following early warning indicators:

- a. **Attendance below 90 percent**, regardless of whether absence is excused or a result of out-of-school suspension.
- b. **One or more suspensions**, whether in school or out of school.

- c. **Course failure** in English Language Arts or mathematics during any grading period.
- d. **A Level 1 score** on the statewide, standardized assessments in English Language Arts or mathematics.
- e. For students in kindergarten through grade 3, a substantial **reading deficiency** under s. [1008.25\(5\)\(a\)](#) or, for students in kindergarten through grade 4, a substantial **mathematics deficiency** under s. [1008.25\(6\)\(a\)](#).

A school district may identify additional early warning indicators for use in a school's early warning system. The system must include data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator, and a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

2. A school-based team responsible for implementing the requirements of this paragraph shall monitor the data from the early warning system. The team may include a school psychologist. When a student exhibits two or more early warning indicators, the team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multidisciplinary team. Data and information relating to a student's early warning indicators must be used to inform any intervention strategies provided to the student.

The following chart can be used to support the School-Based Leadership Team and the Targeted Problem Solving Team in identifying the critical EWS Indicators by grade-level.

Indicator	Elementary School	Middle School	High School
Attendance	Missed 10 % or more of instructional time	Missed 10% or more of instructional time	Missed 10% or more of instructional time In ninth grade with one or more absences within the first 20 days
Referrals and Suspensions	OSS- 3 days, ISS- 5 days, discipline referrals minimum of 3 within 90 day period	10 days absent, OSS-5 days, ISS-8 days, discipline referrals minimum of 5 within 90 day period	10 days absent, OSS-5 days, ISS-8 days, discipline referrals minimum of 5 within 90 day period
Course Failures	Not proficient in reading by third grade	Failed a mathematics course Failed an English Language Arts course Failed two or more courses in any subject	In ninth grade with two or more failed courses in any subject In ninth grade and failed to progress on-time to tenth grade
Credits (units) GPAs (Middle and High School)			Grade point average less than 2.0
Retentions	Retained pursuant to s.1008.25(5)3.c. F.S.		

Engaging in the Problem Solving Process

To engage in problem solving, having the right data is crucial. It is critical when analyzing data to always have these three questions in mind.

- What does the data tell us?
- What does the data not tell us?
- What data is needed for further analysis?
- Does the data indicate a systems issue or an issue occurring among a limited group of students?
- Does the data indicate a student in need of immediate interventions?

EWS Data Indicating a Systems Issue

ELEMENTARY																	
Student Name	Grade Level	Birth Date	Gender	Race / Ethnicity	ELL	Referrals	Disciplinary	Days Present	Days Absent	Tardy	Early Out	APG %2.0%	Percentile	FCI %2.0%	Level		
JO	03	070520	M	Hispanic	LY	Y	K	155	23	0	0	7	2		C	4	
JANE	03	082720	M	White		Y	K	157	23	0	0	1			C	5	
JEFF	03	080620	M	Multi			K	178	2	0	0	2			B	4	
JORDAN	03	121020	M	Black				177	3	0	0	1			C	4	
MICHAEL	03	011820	F	White		Y		178	2	0	0	4			B	4	
MATTH	03	071620	F	White				174	6	0	3	2			B	4	
EMILY	03	072520	M	Black				179	1	12	9	40	2	196	D	F	12
FRED	03	021720	M	Asian	LY			162	18	0	0	24	3	208	C	C	4
SYNTHIA	03	092520	F	White				176	4	0	8	23	2	199	F	D	4
DEBBIE	03	112120	F	Black		Y		162	18	0	0	59	3	201	C	C	6
JUDI	03	012920	F	Black				52	1	3	0	74	3	203	B	B	8
PENNY	03	022720	M	White				178	2	0	0	29	4	221	C	C	8
PAM	03	080620	M	White			Z	180	0	1	7	64	4	224	B	B	7
JIM	03	121820	F	White		Y	L	168	12	2	5	99	5	235	A	A	8
JOHN	03	122820	M	Black				164	2	0	4	23	2	207	B	B	3
CHARLI	03	082220	F	White				160	20	5	7	58	3	208	C	F	3
MARGA	03	052220	M	Black				174	6	7	0	25	3	219	B	B	3
MARY	03	101120	F	Multi		Y		167	13	0	0	72	4	225	F	F	3
KATHY	03	121120	F	White				157	23	0	0	95	4	226	C	C	3
KIM	03	102720	F	Black				180	0	0	0	90	4	230	C	C	3
KARA	03	081520	M	White				173	7	1	6	89	4	232	C	C	3
ROGER	03	121720	M	White		Y	L	172	8	3	3	30	4	232	F	F	3
FISHBA	04	112520	M	Black				136	37	2	9	73	5	240	C	C	3
MARTH	04	060920	F	White				158	22	1	15	63	5	269	D	D	3
KISHA	05	070919	F	Asian	LY	Y	W	168	12	2	4	10	1	166	D	D	0
LATASH	05	012520	F	Black				178	2	0	12	13	1	193	F	F	7
SIMON	05	040419	F	Black				163	12	0	5	15	1	182	B	B	0

Column Indicates System Issues

Possible Actions:
Identify root causes, apply the 8-Step Problem Solving Process

EWS Data Indicating a Student Issue

HIGH SCHOOL DATA SUBSET																				
Student Name	Grade Level	Birth Date	Gender	Race / Ethnicity	EL	F/R Lunch	EFF Code	Days Absent	AP%TC	Percentile AP%TC	Percentile AP%TC	Percentile AP%TC	Percentile AP%TC	Level	FCAT LEAS Score	Algebra	Reading	Biology	Disc. Referrals	OVERALL
1				Black		N	V	41	25	62	32	2	227	D	F	D	F	D	2	0.7
2								8	44	36	39	1	220	C	B	F	D	D	0	2.1
3	09	0720						31	12	15	18	1	189	D	F	D	D	5	1	
4	09	09271996	M					24	4	17	4	1	251	C	D	F	D	D	0	1.2
5	09	02011997	F	White				1	39	48	33	1	213	F	B	D	D	8	2.1	
6	09	10071996	F	Asian	LY	Y		1	39	48	33	1	213	F	B	D	D	8	2.1	
7	09	06061996	F	Black	LY	N		23	46	44	33	1	234	C	F	D	D	1	1.2	
8	09	02021996	M	Black		Y		19	15	19	20	1	220	F	F	C	C	8	2	
9	09	11041995	F	Hispanic	LY	Y		19	25	34						F	F	C	10	1.5
10	09	09161996	M	White		N		9	33										4	3.8
11	09	12191995	M	Black	LY	N		7	4										0	2.1
12	09	11131993	F	Black		Y	C	5	4										15	1.5
13	09	09271996	M	Black		Y		3	20	35	35	1	212	D	D	F	D	2	0.67	
14	09	05061995	M	White		Y		3	12	32	33	2	222	C	D	C	C	1	2.1	
15	09	09151996	M	Black		Y		2	36	13	40	1	220	D	B	F	F	1	1.9	
16	09	07121997	F	Hispanic	LY	Y		38	38	41	64	1	221	F	F	F	F	14	0.5	
17	09	02021996	M	Black		Y		19	15	29	20	1	220	F	F	C	C	8	2	
18	09	01261996	F	Black		Y	K	1	12	33	36	1	211	F	C	D	D	0	1.5	
19	09	01131997	F	White		N		1	29	28	50	1	220	B	B	C	C	2	3.1	
20	09	10061995	F	Black		Y		1	14	15	33	1	216	C	B	C	C	2	2.9	
21	09	01231996	F	Black	LY	Y		0	13	20	38	1	221	B	B	C	C	1	3.1	
21	09	12091995	F	Black		Y		0	27	52	39	1	217	D	C	D	D	0	0.019	
23	09	05311996	M	Black		N	K	0	42	49	35	1	218	D	A	D	D	2	2.5	

Multiple indicators in a row indicates a student issue

More Indicators Higher Level of Risk

Possible Actions:
Identify root causes, apply the 4-Step Problem Solving Process

Florida Department of Education (2012)

Parental Involvement



The Parent as a Member of the TPST

Parent involvement is a key component of an effective MTSS infrastructure in a school or district. Parents should be included to engage in the problem-solving process at all tiers of instruction. Parental engagement in the MTSS process is critical for student success. Parental input is a requirement of both ESEA and IDEA. Schools and districts have a responsibility to keep parents informed and support them in understanding student data, benchmark expectations, and the problem solving process.

Parental Engagement in Tier 1

Various types of information are shared with parents at different tiers of instruction. Specific to Tier I instruction, data reflecting student progress within the core academic and/or behavioral curricula are shared with parents of all students. During parent-teacher conferences, graphs of student progress are provided with explanations regarding student performance. Strategies and materials for home instruction are also shared. Additionally, parents may want to use a participation form to help them record notes during problem-solving meetings.

Parental Engagement in Tier 2

Students receiving Tier 2 targeted instruction, in addition to the core academic and behavioral curricula, are progress monitored more frequently. Reports of student progress also must be shared with parents more frequently at this level. Obtaining parent input and engaging parents at this phase is critical for student success. Parents should be offered specific support regarding skills that need improvement. It might be helpful to provide the parent with written documentation of what data has been collected, the intervention plan(s) put in place to improve skills, and how the plan(s) are monitored. For students receiving additional support through tutoring, schools should make efforts to communicate with the parents/tutor to help bridge the understanding of deficit skills and evidence-based interventions that are being used to address the areas of concern. This helps to ensure that the targeted intervention being provided is aligned with the core instruction and supports.

Parental Engagement in Tier 3

Students receiving Tier 3 intensive interventions for specific academic or behavioral skills are progress monitored most frequently. Parents are invited to participate in the problem-solving meetings to analyze their child's progress (response to the Tier 3 interventions) and help make decisions about their instruction. Schools should encourage parents to document services that are being provided outside of the school day. Parents are also provided with detailed graphs and clear explanations of their child's response to instruction/intervention over time. If the team involved in problem solving is considering the need for evaluation procedures to potentially access special education resources, parents must be informed of their procedural due process rights under IDEA.

*****Important Notification*****

All parent-initiated requests for evaluation for special education services must be honored and expedited in a timely manner in accordance with statute **Rule 6A-6-6.0331(3)(c)(2014)**. **All schools must provide parents with a copy of the Notice of Procedural Safeguards for Parents of Students with Disabilities at the beginning of the evaluation process or any time by parent request.**

From the Guiding Tools for Instructional Problem-Solving

Helpful documents have been provided by the Florida Department of Education. Parents may reference the Parents Guide to Multi-Tiered System of Supports and Parent Information for Tier 3 [Students Receiving Intensive Interventions](#) and Tier 2 [Parent Guide to Multi-Tiered of Supports](#) .

Index

<p>Accommodation, 27</p> <p>Behavior MTSS, 28</p> <p>Behavior Problem Solving in the Tiers, 28</p> <p>Behavior Tier 1, 29, 31</p> <p>Behavior Tier 2, 29, 31</p> <p>Behavior Tier 3, 29, 32</p> <p>Case Manager, 7</p> <p>Consent, 27</p> <p>Coordinator, 7</p> <p>Deficiency (Math and Reading), 19</p> <p>Early Warning Signs (EWS), 33-37</p> <ul style="list-style-type: none"> indicators, 4, 35 student, 37 system, 36 <p>Eight Step Problem Solving, 12</p> <p>Eligibility for Special Educational Services, 21-23, 27</p> <ul style="list-style-type: none"> eligibility determination 21-23 flowchart, 27 Rule 6A-6.0331(1), 22 private Evaluations, 25 concurrent evaluations, 25 acceleration, 26 <p>English Language Learners (ELL), 24</p> <p>English language proficiency determination, 24</p> <ul style="list-style-type: none"> Acquisition <p>English for Speakers of Other Languages, 24</p> <p>FCS Academic MTSS Flowchart, 17</p> <ul style="list-style-type: none"> data & graphs fidelity TPST Rtl <p>FCS Behavior MTSS Flowchart, 30</p> <p>FCS Academic Decision Guide (Tier 2 & 3), 18-19</p> <ul style="list-style-type: none"> FCS Reading Plan <p>FCS Behavior Decision MTSS Guide, 31-32</p> <p>Fidelity, 27</p> <p>Florida Statute 1008.25, 19</p> <p>Four Step Problem Solving, 4, 12</p> <ul style="list-style-type: none"> Problem solving process PSRtl Guiding Tools for Instructional Problem Solving <p>Framework, 4</p> <p>Infrastructure, 4</p>	<p>Intervention, 27</p> <p>Modification, 27</p> <p>MTSS, 4</p> <p>Multi-Tiers of Instruction and intervention, 13</p> <ul style="list-style-type: none"> characteristics data and decision making <p>Positive Behavior Interventions and Supports(PBIS), 29</p> <ul style="list-style-type: none"> evidence-based <p>Tier 1 Overview Procedural Flowchart, 14</p> <ul style="list-style-type: none"> core evidenced-based research-based Universal screening <p>Tier 2 Overview Procedural Flowchart, 15</p> <ul style="list-style-type: none"> Targeted instruction <p>Tier 3 Overview Procedural Flowchart, 16</p> <ul style="list-style-type: none"> Intensive instruction <p>Targeted Problem Solving Teams (TPST), 6-10</p> <p>Instructional Intensity, 20</p> <p>Limited English Proficiency, 24</p> <p>Parent Involvement, 6, 31, 39</p> <p>Response to Intervention (Rtl), 20, 31, 32</p> <ul style="list-style-type: none"> Rate of progress, 20, 31-32 <p>Roles & Responsibilities, 5-7</p> <ul style="list-style-type: none"> Administrator, 7 MTSS Coordinator, 8 Academic Interventionist, 8 Behavior Interventionist, 8 School Counselor, 9 Behavior Specialist, 9 School Psychologist, 9 Staffing Specialist, 9 ELL/ERT Instructor, 9, 19 Classroom teacher, 10 Parent/ Guardian, 10 MTSS Specialist, 10 Speech Language Pathologist (SLP), 10 <p>Self-Assessment of MTSS Implementation (SAM), 4</p> <p>Schoolwide Decision Making, 12</p> <ul style="list-style-type: none"> schoolwide screening <p>Stakeholders, 4, 6, 32</p> <p>Strategies, 27</p> <p>Systems Approach, 12</p>
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