



Herricks UFSD

# K-12 Multi-Tiered Systems of Support Framework

Updated June 2023<sup>1</sup>

## OVERVIEW

### Introduction & Legislative Background

New York State regulations establish procedures for identifying students with learning disabilities (8 NYCRR section 200.4(j)) that recognize and encourage school districts to use the research-based RtI process prior to, or as part of, the individual evaluation to determine whether a student has a learning disability. Effective on and after July 1, 2012, an RtI process is required for all students in grades Kindergarten through grade four suspected of having a learning disability in the area of reading. In 2013, the State regulations were updated to allow districts to continue to provide an RtI program in lieu of, or in addition to, an AIS program in other grades and subjects other than K-4 Reading (100.2(ee)(7) and 100.2(ii) of the Commissioner's Regulations).

### Academic Intervention Services (AIS)

Academic Intervention Services (AIS) are defined as supplemental instructional and student support services designed to help students achieve the New York State Learning Standards. Academic Intervention Services are direct services intended to support students who are identified as being at risk of not achieving the NYS Learning Standards in English language arts and mathematics in grades K – 12 and science and social studies in grades 4 – 12.

### Response to Intervention (RtI)

A school district may offer a Response to Intervention program in lieu of providing Academic Intervention Services to eligible students provided that:

- a) the RTI program is provided in a manner consistent with subdivision (ii) of Commissioner's Regulations 100.2;
- b) the RTI program is made available at the grade levels and subject areas for which students are identified as eligible for AIS; and
- c) all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program

The New York State ESSA plan incorporates the principles of multi-tiered systems of support (MTSS) as a framework for both academic and behavioral instruction.

### Multi-Tier System of Supports (MTSS)

Multi-Tier System of Supports (MTSS) is a school-wide model of student support. MTSS is grounded in the belief that **all** students can learn and **all** school professionals are responsive to the academic and behavioral needs of **all** students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful.<sup>2</sup>

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<sup>1</sup> This plan will continue to be reviewed and updated

<sup>2</sup> <https://www.nysed.gov/essa/information-educators-and-schools>

The foundation of MTSS/RTI is strong core instruction delivered in all classrooms. Our schools also use screening data to identify students who need additional intervention assistance. Specific intervention plans are developed for those at-risk students to meet their learning needs and monitor their intervention progress.

All interventions used under MTSS should be 'research-based': shown through rigorous research to be effective in school settings. This document describes the MTSS/RTI plan for multi-tiered academic support currently in place in Herricks Schools.

## Universal Screening

Students not making adequate progress with Tier I interventions and who continue to show academic delays may be eligible for Tier 2 (strategic) and Tier 3 (intensive) services. Students are identified for T2 and T3 support through use of school-wide academic screening tool(s) and local data.

**Schoolwide Screeners:** Our schools administer academic screening 3 times per year in grades K-1 using NWEA Measures of Academic Progress (MAP) Reading Fluency and in grades 2-8 using the NWEA Measures of Academic Progress (MAP). Screening results and other data sources are used to identify those students who require Tier 2/3 services for academic intervention. See **pages 7-9** for a listing of measures and data that determine Tier 2/3 eligibility.

**Local Data Sources:** Our high school reviews the following 3 local data sources at 5-week intervals throughout the school year: (1) grades; (2) attendance; (3) Office Disciplinary Referrals. Our elementary schools review primary data sources (see **page 5**) and student attendance as part of determining eligibility. Our Middle School uses a reading screener sent to teachers of ELA, science, and social studies ([Reading Screener Google Form](#)).

These data sources were selected because they predict student success.

At each 5-week checkpoint, the middle and high schools apply a matrix (see **page 9: Matrix: Local RTI/MTSS Screening Data**) to identify students needing an MTSS response and to define what MTSS support they require.

**Data Management Team:** Our schools have established a Data Management Team (DMT), whose responsibility is to evaluate school-wide academic screening data and local data, apply benchmark and cut-point norms, and identify those students eligible for Tier 2 and Tier 3 academic services. Membership on the DMT is determined by each building principal.

## Managing MTSS Data

At each Tier, intervention providers create and store MTSS/RTI records so that this information can be retrieved as needed for decision-making and student documentation.

- Tier 1/Classroom Interventions. Teachers use documents (TBD) designed by the school/district for recording their classroom interventions and recording progress-monitoring data.
- Tiers 2 (Strategic) and 3 (Intensive) Interventions. Interventionists at Tiers 2 and 3 record their group interventions and record student progress.

## Family Notification

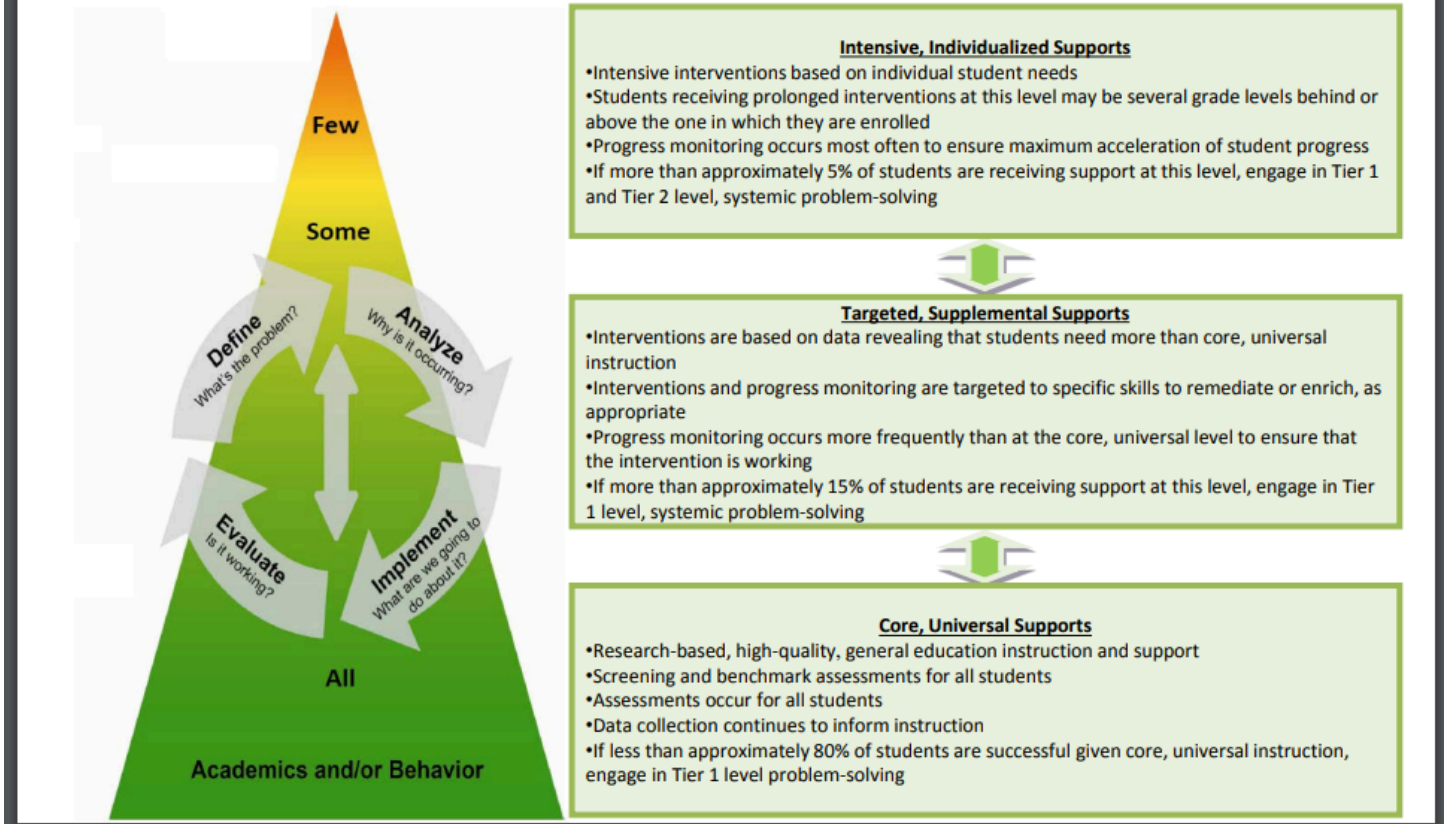
Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

- the amount and nature of student performance data that will be collected and the general education services that will be provided;
- strategies for increasing the student's rate of learning;
- and the parents' right to request an evaluation for special education programs and/or services

# A TIERED FRAMEWORK

## Multi-tier System of Student Supports (MTSS): Response to Instruction/Intervention (RtI)

An Overview of Data-based Problem-solving within a Multi-tier System of Instruction and Student Supports



### Tier 1 (Core Instruction & Classroom Based Interventions)

Teachers in all classrooms deliver effective instruction to reach all learners. Instructors include effective elements of direct instruction in their lessons. See **Table 1: How To: Deliver Direct Instruction in General-Education Classrooms** for a listing of these elements.

Teachers use frequent formative assessment strategies to track their students' understanding of instructional content. Examples of formative assessment include rich questioning and discussion; comment-only marking; graded assignments; student self-evaluation using rubrics or checklists, etc.

Instructors employ feedback from formative assessments to reinforce instruction as needed by: (1) providing students with corrective feedback; (2) reteaching material; or (3) teaching additional skills or concepts required by learners.

Teachers use a variety of scaffolding and differentiation strategies to assist students who have difficulty with classwork. Teachers plan and implement Tier 1 classroom interventions for individual struggling students and track their progress.

### Tier 2 (Strategic Intervention)

Our schools provide Tier 2 (strategic) interventions outside of core instruction in the areas of ELA and math. Students are identified based on measures of academic performance (local data and school-wide screeners), grouped according to shared intervention needs, and assigned to research-based intervention programs that address those needs.

Our schools use intervention programs and practices in Tier 2 that have research evidence of their effectiveness. **Table 3 and 4: Tier 2/3 Intervention Programs at a Glance** presents a list of the current evidence-based Tier 2 academic-intervention programs available at our schools.

Intervention providers at Tier 2 monitor students' academic progress and the efficacy of the plans at least twice per month using appropriate instructional assessments.

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The RTI/MTSS team will recommend that students are assigned to Tier 2 groups based on relevant data. If a student is not successful after multiple Tier 2 interventions, then the student is referred to the RTI/MTSS team.

### **Tier 3 (Intensive Intervention)**

Students with significant academic delays who have not responded adequately to lesser levels of academic support receive Tier 3 (intensive) interventions. Tier 3 intervention plans are delivered individually or in smaller groups (capped at 3), consist of research-based elements, and are evaluated periodically to ensure that students are making adequate progress.

At our schools, an MTSS Problem-Solving Team ('MTSS Team') has been established to develop and oversee Tier 3 intervention plans. This team uses the problem-solving model, in which a particular student's unique intervention needs are analyzed and a customized intervention program is developed to match that student's needs.

The MTSS Team is multi-disciplinary, made up of both teachers and support staff. The team:

- follows a consistent, structured problem-solving model during its meetings.
- builds an 'intervention bank' of research-based intervention ideas for common student academic and behavioral concerns.
- schedules initial meetings to discuss student concerns, including the data regarding the efficacy of prior Tier 1 and Tier 2 interventions.
- develops written intervention plans with sufficient detail to ensure that the intervention is implemented with fidelity across settings and people.
- schedules follow-up meetings in 6-8 weeks to review student progress and judge whether the intervention plan is effective.

The MTSS Team follows clear guidelines for when to accept a Tier 3 student referral. Generally, the MTSS Team reserves its meetings for any student with serious academic and/or other challenges who has failed previously to make appropriate progress with Tier 1 (classroom) and Tier 2 (strategic) intervention services. However, the MTSS Team can also take referrals for students who for whatever reason require immediate attention.

Tier 3 interventions are implemented for 6 to 8 instructional weeks. Groups for Tier 3 interventions are capped at 3 students. At minimum, Tier 3 interventions are delivered in 30-minute sessions, 4-5 days per week but may meet for longer sessions depending on student need and availability of intervention staff.

# MTSS TIERS AT A GLANCE

ELEMENTARY	TIER 1	TIER 2	TIER 3
<b>Data Sources</b>	Universal screening	Universal screening	Universal screening
<b>interventionist(s)</b>	Classroom Teacher	Trained interventionist	Trained interventionist
<b>Intervention Implementation</b>	Group Size: capped at 6 Setting: Classroom Duration: 4-8 Weeks	Group Size: capped at 7 Setting: Dependent upon intervention and student need Duration: <ul style="list-style-type: none"> <li>• 6-8 weeks</li> <li>• 3x a week</li> <li>• 20-30 minutes</li> </ul> Length/or frequency depending on student need and/or requirements of specific intervention programs	Group Size, Setting, Duration dependent upon intervention and student need
<b>Progress Monitoring</b>	2x/ monthly	Weekly	Weekly
<b>Evaluation/Review</b>	2 intervention plans before seeking additional MTSS support	6-8 weeks	6-8 weeks
<b>Entrance Indicators</b>	See page 7-9	See page 7-9	See page 7-9
<b>Exit Indicators</b>	When progress monitoring data meet or exceed the target (goal) line for a period determined by the team, usually 6 or more data points, the team will consider whether the student no longer requires intervention.		

MIDDLE SCHOOL	TIER 1	TIER 2	TIER 3
<b>Data Sources</b>	Universal screening	<ul style="list-style-type: none"> <li>• Reading Screener</li> <li>• By content, Math Lab, ELA Workshop, Reading, Basic Tier 2</li> <li>• Local Data Sources (grades, attendance, office disciplinary referrals)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Screener</li> <li>• Local Data Sources (grades, attendance, office disciplinary referrals)</li> </ul>
<b>interventionist(s)</b>	Classroom Teacher	Trained interventionist	Trained interventionist
<b>Intervention Implementation</b>	Group Size  Setting: <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• At home</li> </ul> Duration: 3-5 weeks	Group Size: <ul style="list-style-type: none"> <li>• Reading- 5</li> <li>• Math Lab not capped</li> <li>• Guided Study: 12</li> </ul> Setting: Dependent upon intervention and student need  Duration: <ul style="list-style-type: none"> <li>• 2-3 weeks every other day, 40 min</li> <li>• delivered on alternate days for 1 period dependent on service provided</li> <li>• 10 weeks content time meeting</li> </ul>	Group Size, Setting, Duration can be dependent upon intervention and student need  Duration: Alternate days for one period, dependent on service provided and individualized to goals of the student determined by the team
<b>Progress Monitoring</b>	Benchmarks, classroom grades, MAP scores Weekly monitoring- maybe 2 weeks for implement and use	Each semester	Each semester

<b>Evaluation/Review</b>	Once a quarter 2 intervention plans before seeking additional MTSS support	5 weeks with a Matrix	5 weeks with a Matrix
<b>Entrance Indicators</b>	See page 7-9	See page 7-9	See page 7-9
<b>Exit Indicators</b>	When progress monitoring data meet or exceed the target (goal) line for a period determined by the team, usually 6 or more data points, the team will consider whether the student no longer requires intervention.		

HIGH SCHOOL	TIER 1	TIER 2	TIER 3
<b>Data Sources</b>	Universal screening	Local Data Sources (grades, attendance, office disciplinary referrals)  Math Workshop, ELA Lab, Academic Support, Excel Program, Learning Center, Extra Help, Step It Up	Local Data Sources (grades, attendance, office disciplinary referrals)
<b>interventionist(s)</b>	Classroom Teacher	Trained interventionist	Trained interventionist
<b>Intervention Implementation</b>	Group Size  Setting: <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• At home</li> </ul> Duration: two 5 week cycles consecutively (10 weeks/1 full quarter)	Group Size: 10-12 students/teacher  Setting: Dependent upon intervention and student need  Duration: 10 weeks Quarterly Review, minimum of 2 interventions per week 2-3x per week depending on interventions	Group Size, Setting, Duration can be dependent upon intervention and student need  Duration: Alternate days for one period, dependent on service provided and individualized to goals of the student determined by the team
<b>Progress Monitoring</b>	3-5 weeks after start of intervention Weekly	Weekly	Each semester
<b>Evaluation/Review</b>	Benchmarks, classroom grades, Infinite Campus gradebook	Referred to RTI/MTSS Team if no success after multiple Tier 2 interventions  5 weeks with a Matrix	5 weeks with a Matrix
<b>Entrance Indicators</b>	See page 7-9	See page 7-9	See page 7-9
<b>Exit Indicators</b>	When progress monitoring data meet or exceed the target (goal) line for a period determined by the team, usually 6 or more data points, the team will consider whether the student no longer requires intervention.  When a student has passed the Regents in the discipline where they were previously performing at a level 1 or 2, they can exit at risk intervention services.		

## K-8 ELIGIBILITY CRITERIA PER TIER

At several points during the school year, students in our buildings are identified for Tier 2/3 academic interventions based on objective, reliable data sources.

### Tier 1 (Classroom Intervention) Eligibility

The classroom teacher provides Tier 1 interventions to those individual students with academic difficulties who need additional support to achieve success in core instruction.

Teachers are encouraged to provide Tier 1 interventions to any student who, in their judgment, needs sustained assistance to master core instructional material. However, it is an expectation that teachers will provide Tier 1 interventions to any students who are clearly unsuccessful in the classroom setting.

At each grade level, schools use relevant data sources to determine those students who require a Tier 1/classroom academic intervention plan, such as:

- experiencing academic delay, course failure, or otherwise consistently underperforming in class, course, or subject area.
- those also receiving Tier 2 or Tier 3 supplemental intervention services

### Tier 2 (Strategic Intervention) Eligibility

These school-wide screeners are the prime source for determining students eligible for Tier 2 support:

Content Area	PRIMARY Data Source	Grade Range	Cut-Point for Tier 2 Eligibility
<b>ELA</b>	Measures of Academic Progress (MAP) Reading (Fall/Winter/Spring)	K-8	Below 40 <sup>th</sup> percentile
<b>ELA</b>	NYS ELA Test (Fall only)	3-8	Tier 2: Level 2 on State Test below State identified cut scores.
<b>ELA</b>	Teachers College Reading and Writing Project Running Records	K-5	Students display at least 2 letter levels below benchmark.
<b>MATH</b>	Measures of Academic Progress (MAP) Math Growth (Fall/Winter/Spring)	K-8	Below 40 <sup>th</sup> percentile
<b>MATH</b>	NYS Math Test (Fall only)	3-8	Tier 2: Level 2 on State Test below State identified cut scores.

For students with *borderline* scores on the primary data sources (above), these additional data sources may be used to determine eligibility for Tier 2 support:

Content Area	SUPPLEMENTAL Data Source	Grade Range	Cut-Point for Tier 2 Eligibility
<b>ELA</b>	NYS ELA Test (Fall only)	3-8	Tier 2: Level 2 on State Test
<b>ELA</b>	Teachers College Reading and Writing Project Running Records Fountas & Pinnell Benchmark Assessment System (BAS)	K-5	Student displays at least 2 letter levels below benchmark.
<b>ELA</b>	Teacher Nomination	All grades	Student shows clear evidence of significant <i>off-grade skill</i> gaps requiring Tier 2 intervention support.

<b>MATH</b>	Quarter/Mid-year Benchmark Assessments	6-8	Tier 2: Between 65-79%
<b>MATH</b>	Teacher Nomination	All grades	Students show clear evidence of significant <i>off-grade skill</i> gaps requiring Tier 2 intervention support.

### Tier 3 (Intensive Intervention) Eligibility

These school-wide screeners are the prime source for determining students eligible for Tier 3 support:

<b>Content Area</b>	<b>PRIMARY Data Source</b>	<b>Grade Range</b>	<b>Cut-Point for Tier 3 Eligibility</b>
<b>ELA</b>	Measures of Academic Progress (MAP) Reading (Fall/Winter/Spring)	K-8	Consideration for Tier 3: Below 10 <sup>th</sup> percentile
<b>ELA</b>	NYS ELA Test (Fall only)	3-8	Tier 3: Level 1 on State Test
<b>ELA</b>	Teachers College Reading and Writing Project Running Records	K-5	Students display at least 2 letter levels below benchmark.
<b>MATH</b>	Measures of Academic Progress (MAP) Math Growth (Fall/Winter/Spring)	K-8	Consideration for Tier 3: Below 10 <sup>th</sup> percentile
<b>MATH</b>	NYS Math Test (Fall only)	3-8	Tier 3: Level 1 on State Test

For students with *borderline* scores on the primary data sources (above), these additional data sources may be used to determine eligibility for Tier 3 support:

<b>Content Area</b>	<b>SUPPLEMENTAL Data Source</b>	<b>Grade Range</b>	<b>Cut-Point for Tier 3 Eligibility</b>
<b>ELA</b>	NYS ELA Test (Fall only)	3-8	Tier 3: Level 1 on State Test
<b>ELA</b>	Teachers College Reading and Writing Project Running Records Fountas & Pinnell Benchmark Assessment System (BAS)	K-5	Student displays at least 2 letter levels below benchmark.
<b>ELA</b>	Teacher Nomination	All grades	Student shows clear evidence of significant <i>off-grade skill</i> gaps requiring Tier 3 intervention support.
<b>MATH</b>	Quarter/Mid-year Benchmark Assessments	6-8	Tier 3: Below 65%
<b>MATH</b>	Teacher Nomination	All grades	Students show clear evidence of significant <i>off-grade skill</i> gaps requiring Tier 3 intervention support.

# MIDDLE AND HIGH SCHOOL ELIGIBILITY CRITERIA PER TIER

At several points during the school year, students in our buildings are identified for Tier 2/3 academic interventions based on objective, reliable data sources.

## Matrix: Local RTI/MTSS Screening Data for the Middle and High School

These 3 data sources will be reviewed every 5 weeks to identify at-risk students. The table (matrix) below includes the threshold for RTI/MTSS action and a listing of intervention actions for first, second, and third consecutive identification.

### Data Sources

- **Office Disciplinary Referrals (ODRs).** Whenever a student is sent from the classroom for disciplinary reasons, a written incident report is completed. The event is entered into an electronic database.
- **Grades.** Course grades are updated during progress reports and issuing of report cards. For progress reports, teachers are to report a specific numeric grade for any student who is failing.
- **Attendance.** Attendance will be taken during each school period/day.

Data Source	5-Week Threshold Requiring RTI Intervention	RTI/MTSS Action: 1 <sup>st</sup> Time	RTI/MTSS Action: 2 <sup>nd</sup> Time	RTI/MTSS Action: 3 <sup>rd</sup> Time
<i>Disciplinary Referrals (DRs):</i>	3 or more ODRs	Call to parent (from admin); check-in with student (admin or Pupil Services staff)	Call to parent (from admin); check-in with student (admin or Pupil Services staff) Teacher options: to conference with the student re: behavior or to accept mediation services from PS staff	Referral to RTI/MTSS Team
<i>Grades: At or Below 65 1 or a 2 on Grade 8 NYS Assessment</i>	Failing 2 or more courses	Teacher call to parent. Student is invited to use available academic supports (e.g., afterschool tutoring)	Guidance sets up parent-teacher-student conference.	Guidance talks with teacher to verify that student is in correct course placement. If NO, change schedule. If YES, refer to RTI/MTSS Team
<i>Attendance/ Absences</i>	Missing 5 or more days	Call to parent	Attendance letter from admin Check-in (from admin or Pupil Services staff) with student, teacher(s) re: possible reasons for absences.	Referral to RTI/MTSS Team