



**Mathis Independent School District**

# **Multi-Tiered Systems of Support (MTSS) Handbook**

**PREVENTION**  
*for all Students*

**ENRICHMENT**  
*for all Students*

**INTERVENTION**  
*for all Students*



**2025-2026**

## **Mathis ISD Primary Contacts:**

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## **What is MTSS?**

Multi-Tiered Systems of Support (MTSS) is a framework that focuses on intervention best practices within the areas of academics, behavior, and social/emotional support for the whole child through a problem solving process using these key elements:

- ❖ High-quality instruction and research-based tiered interventions aligned with individual student needs
- ❖ Frequent monitoring of student progress to enable results-based academic and/or behavioral decisions

## **Goals of MTSS:**

The goal of MTSS is to find struggling students early and quickly provide intervention to prevent long term failure. Students are identified using data based progress monitoring and are provided intensive instruction.

MTSS encompasses all students. Students with IEPs should always be considered to be part of the three-tiered model. It is imperative to include special education staff in the problem-solving process in order to review student eligibility, individual goals and objectives, and modifications on the IEP. Please reference Appendix #1 for a flowchart when a student with an IEP is identified as At-Risk on the District benchmark.

## **Essential Components of MTSS:**

- Data-based decision making
- Universal Screening
- Tiered model of delivery
- Progress monitoring
- Fidelity of Implementation

## **Purposes of the Data Collection/Assessment System in MTSS:**

- Inform instruction through data-based decision making.
- Provide early intervention.
- Monitor progress at the student, class, school, and district levels.
- Evaluate instructional programs/strategies.

## **Campuses may not...**

- Use MTSS to delay or deny access to special education or other supports for students.
- Require a student to go through all MTSS tiers or spend a certain amount of time in MTSS before they are referred for a special education evaluation

## **District Screenings:**

### **Academics:**

Screening is applied to all students to identify those students who are **NOT** making academic progress at expected rates. Classroom teachers will administer each assessment. Each student in the identified grades is screened using the following measures:

The district test will be administered to all students K-12, two or three times per year at the intervals designated by MISD.

Kinder takes TX-KEA at the beginning of every school year

- Following each administration of the district assessment/TX-KEA to students, the district and campus administrators will analyze the results and make the necessary recommendations.
- The campus administrator will coordinate with his teachers/staff to further analyze the campus data with focus on those students identified as at risk on MAPS, especially those that do not currently have an MTSS Plan. The appropriate recommendations will be made for each student considered to be performing below level.

### **Behavior and Social/Emotional:**

- Mathis ISD has school counselors at every campus to serve the behavior and social/emotional needs of all students. A referral to the school counselor can be made at any time by students, parent, or staff.
- Mathis ISD has mental health therapists available to all students. Referrals from students, parents, and staff can be made at any time via district form, email or phone call. The therapists utilize the appropriate protocols to determine student need and support.

## **Grade Level Measures:**

These are some of the district grade level measures that may be used to identify current levels of achievement and individual student needs.

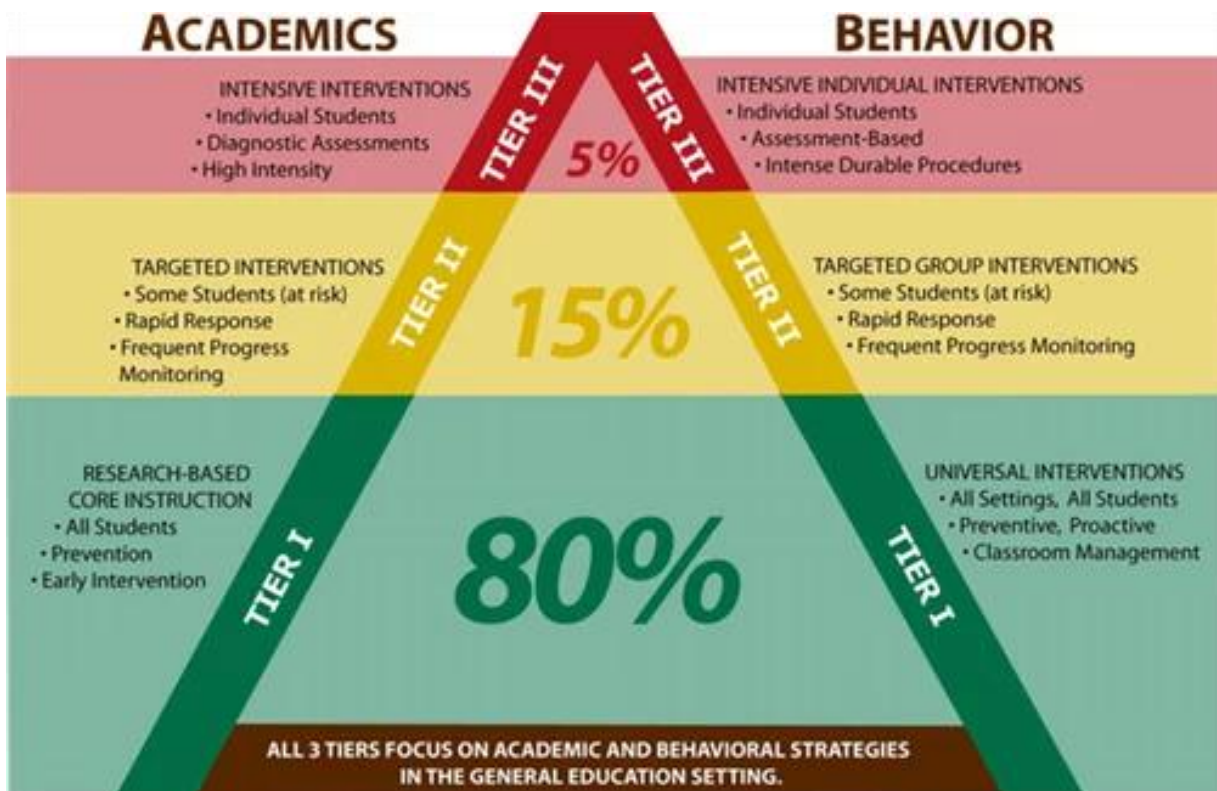
- Guided Reading Level
- Lexia Level/Reading Plus
- Curriculum Based Measures/Unit Assessments
- Classroom Observations
- Analysis of Student Work
- STAAR Data
- Benchmark Assessments
- Running Records
- Behavioral Logs
- Disciplinary Referrals
- Attendance Data
- Report Card
- Counselor logs

## Academic Interventions

Academic intervention means additional instruction that supplements the instruction provided in the general education setting. Academic interventions are designed to help students achieve the Texas Essential Knowledge and Skills in English Language Arts and Mathematics in grades K-12.

Parents may not refuse to have their children participate in academic interventions if they are offered within the regular school day. Parents should freely express their concerns about academic interventions. School staff should share evidence of the student’s need for academic intervention services and work with parent(s) to ensure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school. According to the State Education Department, a student is required to participate in appropriate academic programs during the regular school day.

## 3-Tier Instructional Model



## MTSS Implementation

MTSS is implemented using three tiers of high-quality research-based instruction and interventions. This three-tier model attempts to integrate both academic and behavioral and social/emotional components as part of a cohesive academic system of support for improving the performance of all learners and allowing students to make progress toward reaching grade level benchmarks.

The core program is most effective when it is implemented consistently, with fidelity to its design. Interventions are also most effective when implemented consistently, with fidelity to the design of the intervention.

Students can move in and out of the individual tiers based on how well they respond.

**Parent Notification:** Written notification will be given to parents when a student requires an intervention beyond that which is provided to the general education classroom from the building level MTSS team.

### Tier 1: High-Quality Classroom instruction, Screening, And Group Interventions

In Tier 1, all students receive high-quality, evidence-based instruction delivered by highly qualified personnel to ensure mastery of grade-level curriculum. The majority of students (**approximately 80–85%**) are expected to respond successfully to differentiated instructional strategies.

All students are screened periodically to establish academic and behavioral baselines, helping to identify those who may need additional support. This screening process typically spans 6–8 weeks, during which time student progress is closely monitored using validated tools such as curriculum-based measurements.

Students who do not demonstrate adequate progress during this period are considered for Tier 2 interventions. In terms of behavior, students who do not respond to classroom-based strategies and supports aimed at improving behavioral functioning may also be considered for Tier 2 services.

- Core Reading/ELA & Math programs
- Utilize scientifically research-based strategies with fidelity through differentiated instruction
- Large and small group instruction
- 80-90% of students will be successful at Tier 1
- Data-driven general instruction and support to all students in all settings
- All students participate in the district universal screening
- Targets a specific skill(s) based on data that shows that the student needs additional support
- Progress monitoring- If progress is being made, then continue to monitor the student in Tier 1 classroom setting providing additional support as needed
- If progress is not being made, then Tier 2 services may be warranted based on data

## **Tier 2: Targeted, Supplemental Interventions**

Tier 2 (**approximately 5-10%**) **targets** students who are at some risk of not achieving mastery of grade level TEKS and require more specific academic and/or behavior instruction and support in addition to high quality instruction, to be successful. Students who do not make adequate progress with Tier 1 instruction receive more intensive, targeted interventions tailored to their individual needs based on their performance levels and rate of progress. The intensity of these interventions may vary in terms of group size, frequency, and duration.

Tier 2 services are typically delivered in small groups of 6–8 students, meeting for a minimum of 60 minutes per week over a period of 6–8 weeks. These interventions are designed to supplement core instruction, not replace it.

Students who require support for social or behavioral challenges will receive targeted behavioral interventions aligned to their specific needs. Progress is monitored at least biweekly to assess student growth and the effectiveness of the interventions.

Students who continue to show insufficient progress at this level may be considered for more intensive support under Tier 3. All interventions must be implemented with fidelity and documented accordingly.

- Interventions and support in addition to core instruction
- Implement scientifically research-based interventions with fidelity based on student data to target specific skill deficits
- Small group intervention to address targeted skills
- Progress monitoring by the Tier 2 intervention provider
- Evaluate effectiveness of instructional changes based on data
- Positive Behavior/Supports & Interventions
- If progress is made, continue to provide Tier 2 intervention services and monitor progress
- If progress improves, students may be moved back to Tier 1 by MTSS committee decision.
- If progress is not being made, then Tier 3 services may be warranted based on data per MTSS committee decision.

## **Tier 3: Intensive Interventions**

Tier 3 supports **approximately 1–5%** of students who are at significant risk of not mastering grade-level TEKS and require intensive, individualized interventions to succeed. These interventions are delivered in very small groups typically 1–3 students or one-on-one settings and are highly focused on the specific needs of the student. Instruction at this level is more intensive, with a minimum of 90 minutes per week.

For students with significant behavioral needs, Tier 3 includes continued access to targeted behavioral interventions and individualized behavior plans. Campus staff work collaboratively to support and increase behavioral compliance.

If a student does not make sufficient progress in response to Tier 3 interventions and is suspected of having a disability, they may be referred to for a comprehensive, individualized evaluation through special education. Data collected across Tiers 1, 2, and 3 is included as part of the evaluation process and used alongside assessment results to determine eligibility for special education services.

- Prescriptive Interventions and support in addition to core instruction
- Implement scientifically research-based interventions with fidelity based on student data to target specific skill deficits
- Individual or small group intervention (no more than 1-3 students)
- Increase in frequency and/or duration
- Progress monitoring varies based on the intervention/tool, should be weekly
- If progress is being made, continue to provide Tier 3 intervention services and monitor progress.
- If progress improves, students may be moved back to Tier 2 or 1.
- If progress is not being made, then the MTSS team may recommend a special education evaluation.
- A student is not required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan)

## **Special Education Eligibility Considerations**

If a student continues to be at risk despite sufficient and consistent interventions implemented with integrity, or if the team feels that a student will require a continued level of intensive intervention to achieve educational success throughout his/her school career, the team may suspect that the student has a disability and make a referral for evaluation in order to determine whether a student does or does not have a disability. At this level there should be adequate documentation to suggest that despite interventions the student fails to demonstrate progress toward the target goal or behavior.

If the team determines there may be a suspected disability and specially designed instruction may be needed, they must follow and complete the Special Education referral process. If the student is eligible for special education services, the ARD committee will meet to develop an Individualized Education Plan (IEP). If the student is not eligible for special education services, the MTSS team will meet to review interventions and make recommendations.

Parent verbal or written requests for testing should trigger an MTSS referral and testing should be considered when interventions are not successful.

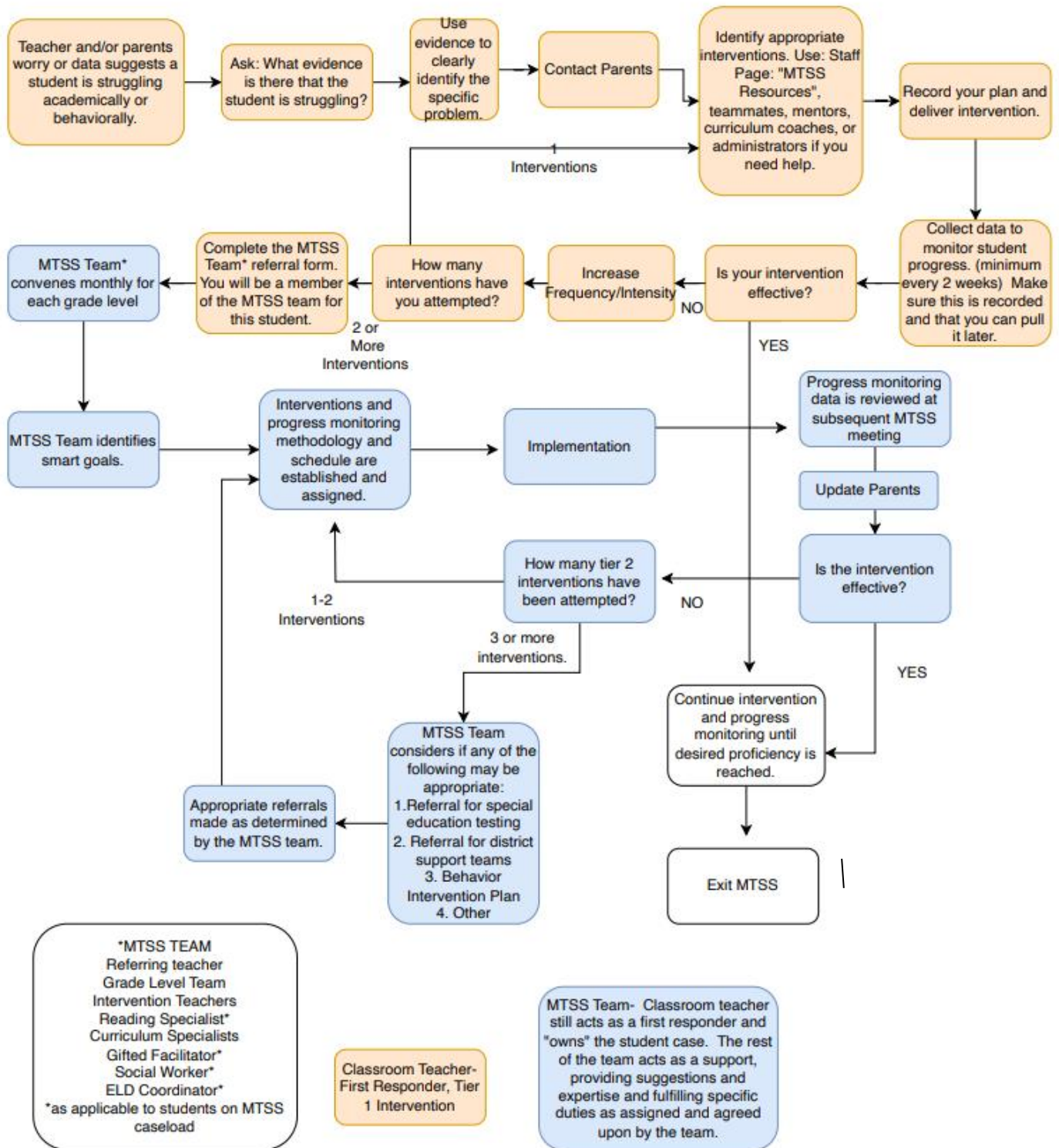
**Dyslexia Testing-** A student suspected of having a disability in the area reading or writing should be referred to special education for an evaluation.

### **Parent Referrals**

If a parent makes a written or verbal request for an initial evaluation for special education services:

- The LEA must respond no later than 15 SCHOOL DAYS after receiving the request.
- At that time, the LEA must give the parent a prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards.
- If the LEA agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation. Note:
- A request for a special education evaluation may be made verbally and is not required to be in writing. A verbal request does not require the LEA to respond within the 15-school day timeline.
- When requests are made verbally, LEAs must still comply with all federal prior written notice and procedural safeguard requirement.

# Decision-Making Guide



**MTSS Team may include the following team members:**

- *Administrator*
- *Parent*
- *School Counselor*
- *Speech/Language Pathologist*
- *Classroom Teacher(s)*
- *Special Education Teacher (if applicable)*
- *Related Service Providers (if applicable)*
- *Nurse (if applicable)*
- *Dyslexia teacher*
- *Other staff that can provide input*
- *Mental Health Services*

**Steps for Referring a Tier 1 student to the MTSS Team  
(for a change in Tier based on data and for Review meetings):**

1. The referring classroom teacher identifies the student, and the concern based on an evaluation of data collected for Tier 1 interventions/strategies provided to the student.
2. Teacher calls and/or conferences with the parent/guardian about concerns prior to making a referral.
3. The referring classroom teacher emails the campus coordinator (may vary) to refer a student for MTSS review or during quarterly meetings.
4. The classroom teacher comes prepared to the meeting with documentation and paperwork.
5. The MTSS coordinator will review all data submitted to determine if an MTSS referral packet is needed or if student will continue Tier 1 instruction.
6. A plan will be developed at the meeting to document the analysis of the forms, the data, and a discussion about the students using MTSS forms. The MTSS packet will be returned to Campus Coordinator within 7 school days of receiving the packet.
7. The MTSS Coordinator will send a copy of the completed MTSS packet to the parent, teacher, and appropriate team members within 5 school days. Copies of all MTSS records will be kept on file by MTSS Coordinator, to be available upon request.
8. The teacher(s) is responsible for implementing the plan and monitoring and documenting student progress.
9. The MTSS Coordinator/teacher will schedule a review meeting for students in Tier 2 and 3 if the student fails to make progress.
10. The purpose of the review meeting is to review current data to determine how the student is responding to the Tier 2 or 3 interventions that have been implemented and to make additional recommendations as needed to best support the student.

**For Students already receiving Special Education supports:**

1. Follow steps 1-9 above
2. MTSS Coordinator should submit the completed MTSS packet to the Special Education Office within 5 school days.
3. Special Education Office will provide the MTSS packet to the Diagnostician/ARD Facilitator/Speech Pathologist who will schedule an ARD meeting/REED within 15 days.

***Important: The MTSS team should consider referrals to Section 504 or Special Education at any time during the MTSS process if they suspect a disability and a need for supports and should not use the MTSS process to slow down a referral to either program.***

# **Mathis Elementary & Intermediate MTSS Referral Checklist**

**Student Name:** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Age** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Forms to be Attached for MTSS Referral:**

\_\_\_\_\_ **MTSS/Success ED Committee Input**

\_\_\_\_\_ **Assessment Data: Unit/District created assessments**

\_\_\_\_\_ **Student Work Samples for academic need**

\_\_\_\_\_ **Progress Monitoring Sheet**

\_\_\_\_\_ **Speech Data Collection**

\_\_\_\_\_  
**MTSS Administrator Signature & Date**

\_\_\_\_\_  
**Classroom Teacher's Signature & Date**

# MTSS/Success ED Committee Input

Please circle all that apply:

Referral is for: Academic, Behavior, Social/Emotional, Speech

Name of Student:	DOB:
Referring Staff:	Grade:
MTSS Coordinator:	Parent/Guardian:
Counselor:	Contact Number:
	<b>Date of Referral:</b>

Notes during Parent Contact Date/Time:

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## Current Grades:

Grade	Subject	Accommodations Used	Results/Notes
	ELA		
	Math		
	Science		
	Social Studies		

## Assessment Data: (STAAR, Benchmarks, MAP, Unit)

Assessment	Date	Score	On Grade Level?	Accommodations Used
BOY ELA			___ Yes ___ No	
BOY Math			___ Yes ___ No	

STAAR ELA			___ Yes ___ No	
STAAR Math			___ Yes ___ No	

**1. Strategy to Address Concerns from Tier 2**

Skill Area: \_\_\_\_\_

Behavior	Behavior- Externalizing	Behavior- Internalizing	Math	Math - Calculation
Math-Fluency	Math-Problem Solving	Math- Rounding	Reading-Basic Reading Skills	Reading- Fluency Accuracy
Reading- Phonological/ Phonemic Awareness	Reading-Reading Comprehension	Science	Social Studies	Speech
Speech- Articulation	Speech- Expressive Language	Speech- Pragmatics	Speech- Receptive Language	Speech- Voice Writing
Writing-Grammar	Writing-Written Expression			

**2. Strategy (Pick one):**

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Alliteration	Analogies	Automaticity
Behavior Checkups-check with student every 15 minutes to monitor behavior	Behavior Influence Techniques	Behavior Intervention Plan
Behavioral Modeling	Brainstorming	Calculate Required Student Adaptions
Check for Understanding	Choral Reading	Class wide Peer Tutoring
Coaching Personal Interaction Skills	Communication of Expectations	Concept Word Map
Conference with parent	Conflict Resolution/Mediation	Construct Rhymes and Jingles
Contingency Contracting	Cooperative Learning Experiences	Cooperative Learning Groups
Cooperative Learning Strategies	Counseling Techniques	Create Academic Expertise for Low achieving Students
Define Limits, Rules, and Task Expectations	Define Physical Space in the Classroom	Design Multiple Learning Paths to Reach Learning Goal
Determine Appropriate Reinforcers	Develop Physical Activity Skills to Improve Behavior	Differential reinforcement of alternate behaviors(DRA)
Differential reinforcement of low rates of behavior (DRI)	Differentiated Curriculum Enhancements	Differentiated Strategies to Improve Remembering
Differentiated Summarizing Techniques	Differentiating Content	Directed Reading-Thinking Activity
Effective Behavioral Support (EBS) Approach	Effective Teaching Practices for ELL Students	Encourage Verbal Responses
Establish Short Term Goals	External Strategies for Improving Memory	Graphic Organizers, Mapping or Webbing
Instructional Monitoring	Instructional Strategies for improving Comprehension	Instructional Strategies for Teaching Concepts
Instructional Strategies for Teaching Facts	Interventions or Methods for increasing behavior	Interventions or Methods to decrease behaviors
Invented Spelling	Manipulatives/Hands On	Math Board Games
Math Game with Dominoe	Modify assignments and task difficulty	Phonological Awareness/Phonemic Awareness
Positive Reinforcement	Prefixes and Suffixes	Problem Solving Strategies
Rhymes	Self-monitoring	Self-Questioning
Sequence Affective Learning	Sequence Instruction to Enhance Learning	Sequencing
Sequencing and Written Directions	Setting Goals and Providing Performance Feedback	Shaping
Skills for Framing Questions	Social Reminders	Social Skills Curriculum

Social Skills Training	Solving Homework Communication Problems	Story Mapping
Strategies for Teaching Principles and Rules	Strategies for Teaching Procedural Information	Strategies that Stimulate Student Interest
Structure Classroom Environment	Super great strategy	Supporting the Child with ADHD
Teach at the correct level of difficulty	Teach Effective Communication Skills	Teaching Recognition of Similarities and Differences
Techniques for Improving Memory	Time-Out	Token Reinforcement or Token Economy
Use Active Learning to Improve Academics	Use Cognitive Behavior Modifications	Use Effective Grouping Strategies
Use Home/School Communication System	Use home/school reward system	Use Multi-Sensory Instruction
Use Note-Taking Methods and Materials	Use Positive Reinforcement	Use Prompts and Cues
Use Proximity Control	Use relaxation and calming strategies	Use Sensorimotor Learning to Improve Academics
Use Visual Imagery and Visualization	Vocabulary Strategies for Math Classroom	Warm-Ups
Word Folder	Word Map	

**Duration:** \_\_\_\_\_ / \_\_\_\_\_ minutes

**Pick one:**

Daily      Two times      Three times      Four times

**Pick One:**

15 minutes      20 minutes      30 minutes      1 hour

**Start date:** \_\_\_\_\_

# Learning Intervention Manual/Behavior Intervention Manual

Goal: (Pg.) \_\_\_\_\_

Objective:

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Intervention No. \_\_\_\_\_

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Accommodation:

Pick what the student will use

Amplification devices	Assignment notebook	BIP
Braille	Calculation devices	Colored overlays
Cooling-off period	Dictate to scribe	dictionary
Extended time for assignments	Extra time	Frequent breaks to assist concentration
Glossary	Highlight textbook	Highlighters or colored pencils
Individual administration	Large Print	Math manipulatives
Note-taking assistance	Oral response	Oral testing/ Reading test aloud to self
Oral administration	Other methods of response/transcribing	Peer assistance/tutoring
Place markers	Photocopies of test	Preferential seating
Procedures or materials to minimize distractions	Projection devices	Reading (decoding) assistance
Read Aloud-entire test item	Read aloud -word or phrase	Reading test aloud to self
Reduce paper/pencil task	Reminders to stay on task	Re-Teaching of difficult concepts
Scratch paper/other workspace	Shortened assignment	Study sheet
Supplemental aids	Visual aids (types)	

**State Assessment Accommodations:**

Test: \_\_\_\_\_

Language: \_\_\_\_\_

**Accommodation:**

Blank place markers or online guideline tool	Color overlays or online color setting	Dry eraser boards
Giving permission for students to use tools to minimize distractions or help maintain focus	Highlighters (including online tools)	Individual Administration
Magnifying device or online zoom features	Photocopying or enlarging the non-secure test materials	Reading aloud or signing the expository or persuasive writing prompt.
Reading assistance grade 3 math	Reminders to stay on task	Tools to minimize distractions or help maintain focus
Small group administration	Sticky notes tool added to online system	Basic transcribe
Calculation aides	Individualized Structured Reminders	Mathematic Manipulatives
Oral Administration- Read all test questions and answer choices.	Oral Administration-read parts of test questions and answer choices at student request	Supplemental Aids
Text-To-Speech	Content Language Support	(DS-TELPAS) Basic Transcribe
(DS-TELPAS) Individual Structured Reminders		

**Student Summary notes for MTSS Committee:**

**Write Strengths/Weakness and any information that would help support the student:**

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## Mathis ISD: MTSS Log

<b>Student Name:</b>	<b>Teacher:</b>	<b>Subject:</b>	
<b>Intervention:</b>	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Area of Concern:</b>	<b>Academic</b>	<b>Behavior</b>	<b>Social/Emotional</b>
<b>Teks/Skill:</b>	<b>Intervention Strategy</b>		<b>Results</b>
<b>Week 1:</b>		<b>Goals:</b>	<b>Notes:</b>
<b>Week 2:</b>		<b>Progress:</b>	
<b>Week 3:</b>		<b>Progress:</b>	
<b>Week 4:</b>		<b>Progress:</b>	
<b>Week 5:</b>		<b>Progress:</b>	
<b>Week 6:</b>		<b>Progress:</b>	

**Next Steps:**

- **Exceeding/Improving: Release student and monitor periodically**
- **Some Progress: Begin new monitoring cycle**
- **No Improvement: Schedule Meeting with MTSS Coordinator**
- **Progress monitoring sheets will be turned in every nine weeks.**

**Mathis ISD**  
**Multi-Tiered System (MTSS) Parent Information**

<b>TO BE COMPLETED PRIOR TO INTERVIEW:</b>		
Student's Legal Name _____	Date of Birth _____	Sex M/F _____
School _____	Current Grade Level _____	Phone # _____
Current Home Address _____		Zip _____

**General Information**

Language spoken at home: \_\_\_\_\_

Students medical history/medications: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you see as your child's strengths?  
\_\_\_\_\_  
\_\_\_\_\_

Please describe your child's behavior at home (For example: is he/she generally well behaved? How does he/she get along with other family members, neighbors, playmates?)

\_\_\_\_\_  
\_\_\_\_\_

What methods of discipline are used with your child at home?  
\_\_\_\_\_  
\_\_\_\_\_

What is your child's reaction to discipline?  
\_\_\_\_\_  
\_\_\_\_\_

Do you believe that your child is experiencing problems in school? Describe your concerns.

\_\_\_\_\_

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When were you first aware of the problem?

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What do you think is causing the problem?

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Has your child mentioned problems with school? \_\_\_\_\_ How does he/she feel about the problem?

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**Mathis Independent School District**

**Notice of Interventions**

**Date:**

Dear \_\_\_\_\_,

During this school year, your child has been provided with high-quality instruction in the general education classroom. Additionally, your child has received the following instructional supports this school year:

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Based on your child's needs, she or he will be receiving additional support in \_\_\_\_\_ through the Multi-Tiered Systems of Support (MTSS) process, which provides targeted interventions in your child's areas of need. It is anticipated that the following specific interventions will benefit your child:

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The duration of the interventions will be \_\_\_\_\_.

If you need more specific information, please contact me at \_\_\_\_\_.

Sincerely,

***If you would like additional information regarding the assistance, including intervention strategies, received by your child please contact the Teacher or Assistant Principapl at (361 547-2472).***