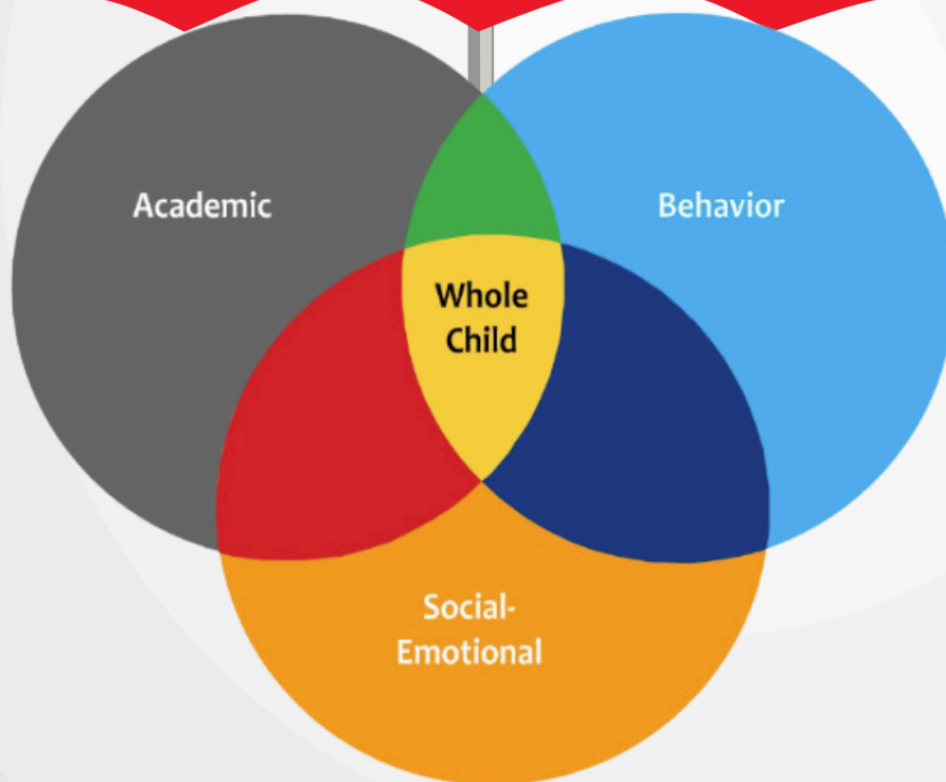


Kilgore ISD

Multi-Tiered System of Support



MTSS Handbook 2025-2026

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The SHIFTS in Education and Tier 1 Core Curriculum

What is MTSS?

MTSS is a framework that many schools use to provide targeted support to struggling students. It focuses on the “whole child”. MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism.

The multi-tiered supports are a huge part of MTSS. These tiers of support increase in intensity from one level to the next. For example, some kids receiving small-group interventions may need to “move up” to one-on-one help.

The MTSS model can help general education students receive interventions sooner. It can also help identify sooner which students need special education.

The Every Student Succeeds Act (ESSA) mentions MTSS by name. It’s cited as a way to increase student achievement and teacher effectiveness. ESSA provides states with funding that can be used for professional development to help teachers use MTSS.

Every Student Succeeds Act (ESSA):

The Every Student Succeeds Act (ESSA) is the main law for K-12 public education in the United States. It replaced **No Child Left Behind**. ESSA is a complex law. It affects all students in public schools. That includes the 1 in 5 kids with learning and thinking differences.

Under ESSA, each state gets to set its own **general education standards** and coursework for schools. This is the material students are expected to learn in each grade.

With this law, states must have “challenging” academic standards in reading, math, and science. This means a state’s curriculum must prepare students to succeed in college and a career. Also, states must apply these standards to *all* students, including those with learning and thinking differences.

Also, states must provide accommodations on these tests and list them in students’ IEPs or 504 plans. Only 1 percent of students can be given “**alternate tests**.” These tests are different from the state’s general education tests. Just a small number of kids with cognitive disabilities take these kinds of assessments. These tests aren’t usually for students with learning and thinking differences.

ESSA supports **Universal Design for Learning** (UDL). This approach offers students many ways to learn the same material. UDL isn’t just helpful for students in special education. It allows *all* students to use different methods to show what they know. And that gives them an equal chance to succeed in school.

ESSA also encourages states to expand **personalized learning**. This approach aims to meet students where they are. It allows kids to learn at their own pace and to have a say in how they want to learn.

Multi-Tiered Systems of Support Notice of Interventions

MTSS integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. To ensure that underachievement in a child suspected of having a disability is not due to a lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

This approach is designed to reach and teach children before they fail by supporting struggling learners. The required elements include:

- Identifying students at risk of poor learning outcomes through universal screening of all students
- Progress monitoring student progress
- Providing evidence-based interventions
- Adjust the intensity and nature of those interventions based on student responsiveness (such as class placement, tiered placement, curriculum, instructional goals, and methodologies)

MTSS Team:

The MTSS team members are responsible for identifying students who need support. The team will analyze and review any past data, such as cumulative records, district benchmarks, formative assessments, current diagnostics, etc. Once the students are identified and all data has been analyzed, the team will develop an Individual Learning Plan for each student, which addresses the student's deficits. Progress monitoring should occur with regular data meetings to address the student's progress. At the end of the nine-week grading period, a Quarterly MTSS Meeting will be conducted to review and analyze student progress and to determine tier placement. Especially critical to problem-solving are the forms used to guide and document the fidelity of the MTSS process.

Referral Team:

The referral team will conduct meeting(s) when a student receives Tier 3 instruction. The parent of the student will be notified to attend the meeting. The meeting is designed to provide information about the student's areas of deficit and the instructional strategies implemented by teachers and interventionists that address the areas of concern. Appropriate screeners will be analyzed to determine if the student needs additional services based on the documented outcomes of the screeners. Additionally, at the end of each team meeting, the following decisions may be made following the MTSS guidelines:

- ❖ Conduct no further action at this time
- ❖ Continue the current tier of intervention and progress monitor through the MTSS/PBIS process
- ❖ Move students to the next tier of intervention and progress monitor through the MTSS process
- ❖ Refer the student to the appropriate committee to conduct a Section 504 Evaluation
- ❖ Refer to Evaluation member for support services (must ***be present***)
- ❖ Refer to Evaluation member for an individual evaluation (must ***be present***)
- ❖ Consideration of grade retention/Promotion with retention

Exceptions for Moving Through Tier or Referrals:

Schools should identify and discuss the following students at MTSS meetings when needs are not being met in the general education program including:

- Students who excel in academics and the arts
- Students with severe social, emotional, and behavioral difficulties whose needs cannot be met by the PBIS Committee or services provided by the School Counselor
- Students who have communication difficulties
- Students with severe gross or fine motor difficulties
- Students with medical conditions documented by a current written medical diagnosis (within the last 12 months). The condition must significantly impact educational performance.
- Students with severe or low incidence impairments (consult with evaluation staff for possible immediate referral). Low-incidence impairments are defined as:

Intellectual Disability (Moderate or Severe)	Visual Impairment	Traumatic Brain Injury
Severe Orthopedic Impairments	Multiple Disabilities	Autism Spectrum Disorder (Severe)
Hearing Impairment	Deaf-Blindness	Other serious medical condition(s)

Parental Notification and Participation

Participation by parents is crucial in all referral team meetings in which decisions are made regarding their child. The procedural safeguards (meeting notification) invite parents to participate in the MTSS Referral Team meeting and should be sent before each meeting after that.

If a parent requests a 504 or evaluation referral, the team should convene and discuss the concerns promptly; within five business days is best practice (see flowchart in Appendix). If a referral is made by school personnel, efforts should be made to give the parent “reasonable” notice. Every effort should be made to accommodate parental participation in the MTSS referral team meetings. A meeting may be conducted without a parent present if all reasonable efforts have been made to notify the parent that they should attend. The MTSS referral team should record all attempts to arrange a mutually convenient time. If a meeting is conducted without a parent, the MTSS referral team chair should send home a copy of the district's policies and procedures.

Parents may invite other participants or advocates to attend an MTSS referral team meeting with them. If this occurs, complete a consent form to allow the individual to participate in the meeting. This consent follows the Family Educational Rights and Privacy Act (FERPA).

Roles and Responsibilities

Teams may be the same people

MTSS Team Members & Responsibilities	
TEAM LEADER: Principal, MTSS Coordinator <i>* May delegate responsibilities as needed to other MTSS Team members</i>	*To analyze the universal screening data to interpret trends and identify struggling learners who fall below the predetermined cut score. *Determine if deficits exist in Tier 1 curriculum or delivery of instruction that may be contributing to student's inability to meet standards *Develop a <i>routine system</i> of accountability for ALL data meetings: 4 progress monitoring reviews and Quarterly MTSS Meetings (9 weeks) for tier determination *Conduct frequent observations and/or walkthroughs with immediate feedback *Assist with developing student goals and intervention strategies *Conduct professional development in the use of ALL programs *Develop teacher leaders
MTSS Coordinator	*Timekeeper (i.e., 10 min per student) *Document team decisions *Monitor/Collect/Store documentation gathered *Disseminate information to all (observations, screeners, parent letters, mandated communication forms, etc.)
Classroom Teachers	*Bring appropriate data to discuss during data meetings and Quarterly MTSS meetings. *Regularly progress monitor students identified in the target group. *Discuss and review instructional intervention strategies that address students' individual needs. *Completion of all parent contacts, screeners, and other pertinent documents.
Evaluation-504 Team Member/ Behavior Interventionist	*Attend/Support data meetings as needed *Attend/Support team meetings as needed *Available to consult with school-based personnel and MTSS coaches

MTSS: Meeting Times and Purposes

Multi-Tiered Systems of Support Notice of Interventions (MTSS) & PBIS		Other
Tier I/Teacher PLC	TIER II & III Meetings	When Needed
Monthly (3-4 wks.) Bi-Monthly Weekly	End of Grading Periods (seventh or tenth week)	Anytime
Attendees: - MTSS Coordinator - Instructional Specialist - Teacher(s) (general and special) - Interventionist - Others directly involved with instruction - PBIS representative (as needed.)	Attendees: - MTSS Coordinator - Campus Administrator - Teacher(s) - Interventionist - Counselor(s) (as needed) - PBIS/Behavior Specialist (as needed)	Attendees: - Counselors - Parents - MTSS Coordinator - Administrator (Designee) - ANYONE involved with student
PURPOSE/REASONS	PURPOSE/REASONS	PURPOSE/REASONS
Create Individual Learning Plans	Determine student's response to interventions/supports	Concerned parents wanting help for student
Discuss student progress after provided interventions	Determine if grade-level skill gaps have decreased.	A referral for Dyslexia, 504, Special Education
Discuss IF grade-level skill gaps have decreased	Determine TIER placement: Does intensity increase or decrease? TIER 1 – supports provided within the CORE grade-level instructional time TIERS 2 & 3 – supports above the core instructional time and with increasing intensity	Excessive unexcused absences
Identify beneficial intervention strategies		
Make any adjustments to intervention/instruction: What / When / Who / How		Emergencies
THERE MUST ALWAYS BE FOLLOW-UP – THE RESPONSIBILITIES IN MTSS IS SHARED		

*ALL students with current IEPs must follow guidelines for students with disabilities. The MTSS team will not make final decisions. Students with disabilities HAVE ACCESS to the general education curriculum and programs when determined by the IEP Teacher.

What's the Difference?

Accommodations vs. Modifications vs. Interventions

Accommodations

Level the “playing field” without changing the curriculum content and without reducing learning/assessment expectations. Accommodations are changes made to the student’s learning environment so that he/she can access the curriculum based on his/her individual needs. Accommodations make it possible for students to be successful AT BENCHMARK. Some examples include:

- Providing extra time for a student to complete the same test/assignments as his/her peers
- Reading a test to a student (oral responses)
- Providing preferential seating

Modifications (SpEd serviced students only)

Create the “playing field”

Modifications involve changing instruction and/or assessment, which alters, lowers or reduces learning/assessment expectations (accommodations could and usually are included here as well).

Modifications designate a DIFFERENTIATED BENCHMARK. Some examples include:

- Reducing the number of problems/assignments (rigor) that a student must complete
- Using a different grading scale for a student
- Providing the student with film or video supplements in place of reading text

Interventions

Ensure the “playing field.”

Interventions are specific skill-building strategies implemented and monitored for students to increase fluency in a skill, generalize an existing skill, or fill in skill gaps. They include assessment, small group and individualized planning, and monitoring progress. A good Tier 1 level curriculum accompanied by good instruction should always include this.

IN ADDITION TO Tier 1, interventions at different multi-tiered levels are research-based and designed to help students **MAKE PROGRESS TOWARD BENCHMARKS**. *Some* examples include:

- Small group of students three times per week for 30 minutes to increase their fluency/accuracy in completing math and reading skills.
- Implementing study skills intervention with a small group of students that is needed for them to succeed academically.
- Increased intensity of intervention with a 1 to 3 or 1 to 1 ratio four to five times weekly. This could be in addition to the small group three times weekly or replace the three times weekly focusing on the best practice of 120 minutes weekly of intervention time above the grade-level instruction.

Assessment Overview

Reading/Writing	Math	Behavior
Circle (Eng/Span) Pre-K MCLASS K-1 (3 times/year) 2nd Grade (BOY/EOY) NWEA Map 2nd-12th Online Resources 2nd - 12 STAAR/STAAR EOC 3rd -12 District Assessments K- 12 Quarter/Semester Grades K - 12	Circle (Eng/Span) Pre-K NWEA MAP K - 12 Online Resources 2nd - 12 STAAR/STAAR EOC 3rd -12 District Assessments K- 12 Quarter/Semester Grades K - 12	Strengths & Difficulties Questionnaire K - 5th (2 times/year) Office Referrals K - 12 Teacher MTSS Behavior Notes/Interventions Tried K - 5 Parent Information about Student (Possible Dr. Diagnosis) K - 5

It is the responsibility of the classroom teacher to administer, score, and analyze the data for the classes they teach. Teachers must have sufficient information to determine how best to utilize their instructional time or identify which students require targeted instructional interventions.

Assessments and Their Purpose

Teachers will differentiate instruction in grade-level classes and will monitor the progress of all students via documentation of universal screening and individual student results on state assessments, curriculum-based assessments, district benchmark assessments, daily assignments, and teacher-made assessments. All students should be monitored through formative and summative assessments.

Formative Assessments provide ongoing feedback to improve learning and occur *during* the learning process. Examples of formative assessments include:

- Informal teacher questions/observations
- Conversations with students
- Working portfolio
- Journal writing
- Anecdotal records
- Exit tickets
- Unit assessment questions used during the unit to guide instruction
- Mastery instruments: data indicating progress towards mastery of specific subskills (e.g., decoding short vowel sounds, calculating none math facts)
- Curriculum-Based Measurements (CDMs): data indicating progress toward a broader outcome. This involves applying all the sub-skills learned over time.

Summative Assessments occur when teachers evaluate a *final* product.

Examples of summative assessments:

- State assessments
- Midterms and finals
- District benchmarks (Interims)
- Unit assessments or quizzes, when used at the end of a unit

Universal Screening

The universal screening assessments are the first indicator of identifying students who may be at risk for poor learning outcomes. Trends in universal screening data are analyzed to determine if the core curriculum and instruction practices are meeting the needs of the majority of the students (at least 80%). Students whose scores fall below a predetermined level (referred to as a cut score) and/or who have been identified as being historically unsuccessful on state assessments are provided additional support as needed and monitored carefully by the MTSS team.

- Screening is brief, valid, reliable, and demonstrates diagnostic accuracy for predicting learning or behavioral problems.
- They are administered more than once per year (**Fall, Winter, Spring**)
- The cut score for Reading/Math is at or below the 25th percentile
- These students will be continuously monitored through progress monitoring
- District-approved interventions aim to fill foundational skill gaps, helping to prevent students from failing to meet grade-level standards.
- Students will progress through the Tiers (a three-tiered model is used) as determined by the MTSS team at the end of the nine weeks.

Beginning of the Year Reading Screeners

- Students in grades PK-2 are screened three times a year (beginning, middle, and end)
- A committee of knowledgeable persons reviews screening data.
- If patterns of weaknesses are evident, then
 - student is placed on a watch list and provided reading intervention with close monitoring for progress

- student will continue receiving reading intervention services and be monitored for progress
- student will receive possible testing.

Progress Monitoring (PM)

The purpose of progress monitoring determines whether academic or behavioral interventions are producing the desired effects. Progress monitoring data can be used to:

1. Estimate the rates of improvement, which allows for comparison to peers;
2. Identify students who are not demonstrating or making adequate progress so that instructional changes can be made;
3. Compare the efficiency of different forms of instruction - in other words, which instructional approach or intervention led to the greatest growth among students.

It is not just for those students identified for supplemental instruction. The *focus* is on students who have been identified through screening as at-risk for poor learning outcomes. This could include students just above the cut score and those scoring below the cut score.

Progress monitoring tools, just like screening tools, should be **brief, valid, reliable**, and **evidence-based** and use repeated measures that capture student ability. They should be measures of age-appropriate outcomes. Not one progress monitoring tool can monitor all outcome areas. Common progress monitoring tools include general outcome measurements, including curriculum-based measures (CBMs) as well as mastery measurements.

- PM assessments are administered at evenly spaced intervals (**at least once every three weeks**) for a reasonable amount of time. **Tier 3 progress monitoring should be conducted at least once weekly.**
- PM data should be collected, analyzed, and used continuously; data must be charted. This would be completed following the progress monitoring data. Students need time to practice and store skills in long-term memory.
- Progress monitoring begins at the student's grade level. If students move into Tier 2 or 3, progress monitoring should be conducted at the student's appropriate level.

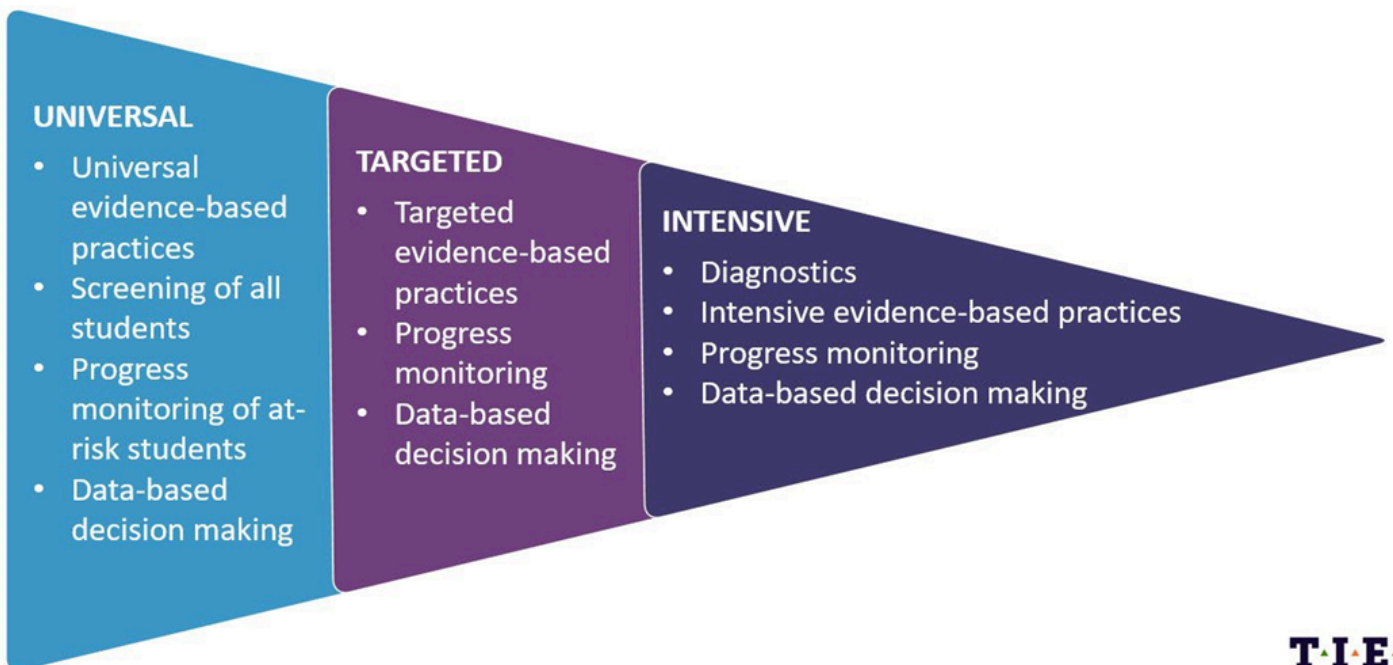
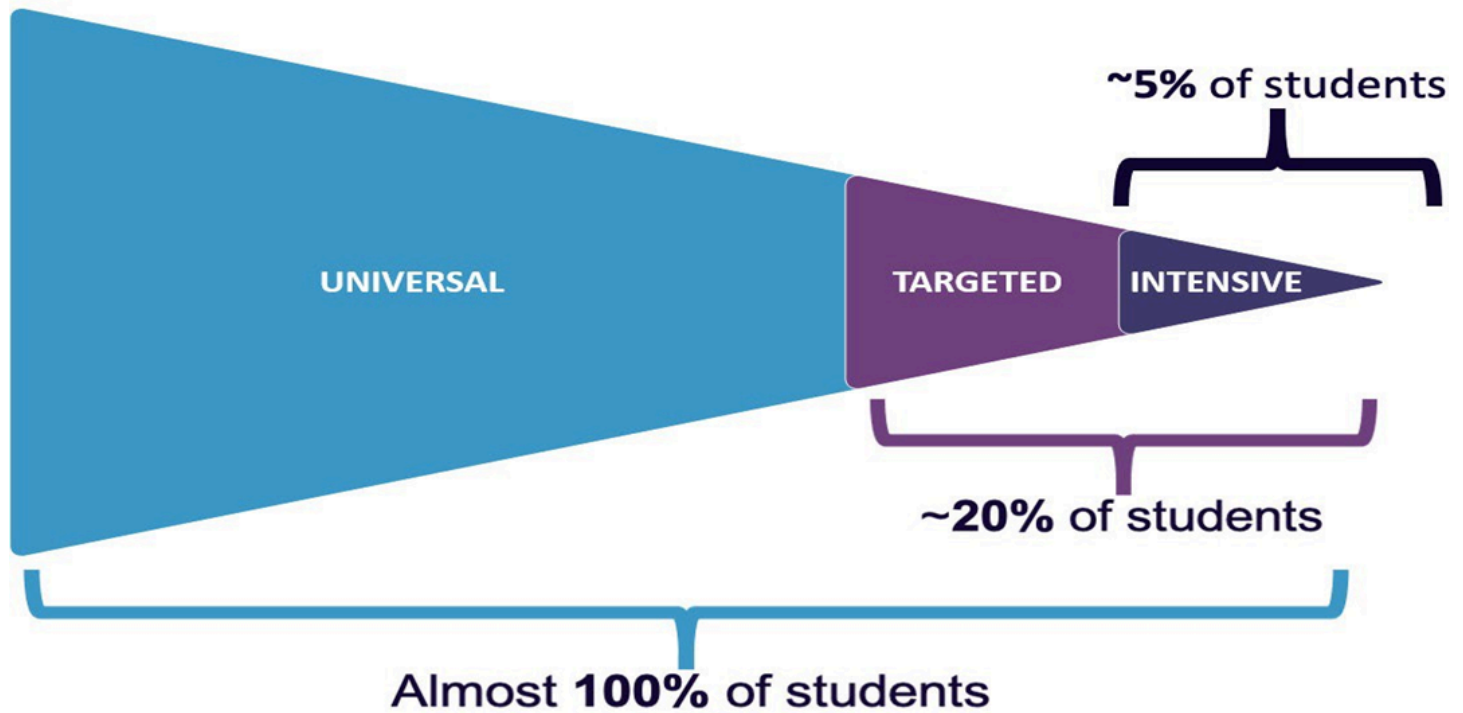
Fidelity of Implementation in Progress Monitoring

- Progress monitoring must be conducted according to the directions outlined in the guide.
- Do not alter the test in any way. (Example: extended time)
- Follow the prescribed IEP or IAP, including all accommodations and modifications.

Diagnostic Assessments:

Diagnostic assessments are designed to provide the teacher with an understanding of the prior knowledge and skills, as well as their students' strengths and specific learning needs. Diagnostic assessments are generally conducted **before** instruction begins or changes.

MTSS Framework



TIER

1 TIER 1/UNIVERSAL QUICK GLANCE

- Almost 100% of students receive Tier 1/Universal core instruction
- Approximately 80% of students need only tier 1 instruction and intervention
- All students will access and receive instruction on **essential grade-level standards**
- High-quality research-based strategies are provided through whole group and small group
- All students will participate in campus wide and classroom based **PBIS strategies**
- All students will engage in **purposeful assessment and screening tools**
- At-risk students are identified through screening & assessment tools
- Teachers will **differentiate core instruction** and offer universal intervention for students who are at-risk and need monitoring

UNIVERSAL

- Universal evidence-based practices
- Screening of all students
- Progress monitoring of at-risk students
- Data-based decision making

If a student is making an inadequate response to Tier 1 instruction and intervention:

1. Review a variety of data sources and progress monitoring outcomes, make any adjustments that are needed.
2. Follow campus procedures on how to submit student name to KMTSS problem-solving team.
- 3.
4. KMTSS Problem Solving Team will determine appropriate next steps for intervention need.

Example data to utilize to support Tier 1/Universal decisions:

- Lesson Plans
- Screener Data
- Parent Contact Log
- Vision/Hearing forms from nurse
- Anecdotal notes
- Grades
- Reading Level Data
- Discipline Data
- Attendance
- Common Assessments/Unit Assessments
- Work Samples
- STAAR Performance Report

2

TIER 2/UNIVERSAL QUICK GLANCE

- Designed for students **experiencing difficulty** in academics or behavior.
- Approximately **20%** of students may require targeted intervention
- Provided in **conjunction** and does not replace universal instruction and intervention
- High-quality research-based strategies** are provided through small group with increased intensity
- Parents/guardians are notified** of documented concerns and intervention plan
- Students will **engage in evidence-based intervention(s)** by an appropriately trained staff member
- *Regular **progress monitoring** occurs to ensure growth in the area of concern
- Tier 2/targeted is **designed to support learning and behavioral deficits** and is not designed to provide only classroom and state accommodations
- Tier 2/targeted plans are **documented in DMAC**.

UNIVERSAL

- Universal evidence-based practices
- Screening of all students
- Progress monitoring of at-risk students
- Data-based decision making

If a student is making an inadequate response to Tier 1 instruction and intervention:

1. Review a variety of data sources and progress monitoring outcomes, make any adjustments that are needed.
2. Follow campus procedures on how to submit student name to KMTSS problem-solving team.
3. KMTSS Problem Solving Team will determine appropriate next steps for intervention need.

Example data to utilize to support Tier 1/Universal decisions:

- Screener Data
- Parent Contact Log
- Vision/Hearing forms from nurse
- Anecdotal notes
- Grades
- Reading Level Data
- Discipline Data
- Attendance
- Common Assessments/Unit Assessments
- Work Samples
- STAAR Performance Report

3

TIER 3/UNIVERSAL QUICK GLANCE

-Designed for students **inadequate** response to universal and targeted intervention i

-Approximately 5% of students may require intensive intervention

-Provided in **conjunction** and does not replace universal instruction and intervention

-**High-quality research-based strategies** are provided through small or individual groups

--**Parents/guardians are notified** of documented concerns and intervention plan

-Students will **engage in evidence-based intervention(s)** by an appropriately trained staff member

***Frequent progress monitoring** occurs to ensure growth in the area of concern

-Intervention is provided with **increased intensity and frequency**

-Tier 3/intensive plans are **documented in DMAC**.

UNIVERSAL

- Universal evidence-based practices
- Screening of all students
- Progress monitoring of at-risk students
- Data-based decision making

If a student is making an inadequate response to Tier 3 intervention:

- 1. Review a variety of data sources and progress monitoring outcomes and fidelity measures.**
- 2. Make any adjustments to the current plan, as needed.**
- 3. Refer to KMTSS problem-solving team for further support.**

Example data to utilize to support Tier 1/Universal decisions:

- Screener Data
- Parent Contact Log
- Vision/Hearing forms from nurse
- Anecdotal notes
- Grades
- Reading Level Data
- Discipline Data
- Attendance
- Common Assessments/Unit Assessments
- Work Samples
- STAAR Performance Report

Tier 1 (Core):

Tier 1 (CORE Curriculum) is the foundation of the MTSS instructional model. In this tier, all students receive high-quality, research-based instruction in the general education setting. Teachers deliver high-quality, differentiated, core instruction aligned with state standards.

What critical areas need to be addressed in Tier 1?

Short Answer: Classroom Instruction

Long Answer:

Essential components for reading are phonemic awareness, phonics instruction, fluency, vocabulary development, and reading comprehension, and those for mathematics are mathematics calculation and problem-solving.

Characteristics of powerful Tier 1 instruction include

- Highly engaged, well-designed lessons using research-based models of lesson design comprising fluency, working with words, guided reading, objective lesson and performance tasks, writing, and self-selected reading, inquiry-based models, gradual release model, compass learning, Kagan, benchmark testing, as well as a project or problem-based learning.
- Lesson delivery in a variety of instructional formats. There should be a balance of effective direct instruction in **whole groups and small groups** featuring station teaching, learning stations, and independent practice.
- Use of a variety of perceptual modes and learning styles to reach all students
- Connecting learning to real life.
- Technology is used in ways that engage students and lead them to research to produce their own products
- Opportunities to show mastery and engagement in instruction through small group purposeful talk
- Data is used to drive instruction through multiple forms of assessments

Tier 1 Lesson Plan Must include components outlined within the core curriculum.

Increasing tier support should include increasing time, intensity, frequency, and/or expertise.

Tier 2: (60-90 minutes weekly above the CORE for a minimum of 9 weeks)

The MTSS campus team may increase support to Tier 2 for students who are not progressing in Tier 1. Students are identified for individualized small-group instruction delivered by teachers and/or interventionists, in addition to Tier 1 instruction. This intensified level of intervention includes research-based programs, strategies, and procedures designed to supplement and enhance Tier 1 activities. Tier 2 interventions are typically provided by the classroom teacher or interventionist and are data-driven.

Tier 3: (90-120 minutes weekly above the CORE instruction)

Students who have not responded adequately to interventions in Tiers 1 and 2 will move to Tier 3. Intensive, comprehensive intervention in addition to their grade-level instruction will be provided.

MTSS and Communication Concerns

According to Kilgore ISD's practices, if a student's communication skills are "at-risk," evidence-based interventions shall be implemented if he or she is enrolled in grades K or above and for those ages three to five when appropriate. Areas of concern related to communication are articulation, fluency, voice quality, and language (receptive and/or expressive).

Tier 1: Teacher Consultation/Education

The SLP can consult and/or collaborate with school-based staff regarding students who are not demonstrating adequate progress with Tier 1 instruction due to possible communication difficulties. SLPs may also provide teachers with recommendations regarding classroom-based communication strategies.

Tier 2: Communication Skills Teacher Checklist (Speech Pre-Screener)

1. When a concern about communication skills arises, the teacher should contact the MTSS Chairperson.
2. The MTSS Chairperson will provide the teacher with the Communication Skills Checklist.
3. The teacher completes CSC. The teacher must indicate the date the communication concern was discussed with the parent(s). The SLP should be provided with the CSC for reference.
4. SLP may participate and/or collaborate with the MTSS team - Tier 2 academic interventions.
5. The general education teacher will provide support to students who demonstrate weaknesses in communication skills, in conjunction with Tier 2 academic interventions. The SLP may provide ideas for instruction, materials, and advice on creating activities to provide the appropriate Tier 2 interventions to these students.
6. The teacher will provide documentation of interventions along with progress monitoring.

Tier 3: Screening & Possible Direct Intervention Support

1. Following Tier 2 intervention, the teacher will provide MTSS documentation. If the student continues to show deficits after implementing communication interventions (with documentation), the student may be considered for the Articulation Lab or speech referral. The MTSS team will notify parents with a letter informing them their student will receive the Articulation Lab Interventions.
2. The SLP initiates interventions for small groups of students with communication concerns.
3. Progress monitoring will be completed once every three weeks.
4. At the end of the 9 weeks, a recommendation will be made to the MTSS team regarding the student's progress.

MTSS Problem Solving Team Procedures & Flow Chart

This process is not intended for students who have a current IEP

Administer universal screeners/assessments at the beginning, middle, and end of the year. Refer to District Assessment Calendar for specific dates. This includes all students unless otherwise specified in their IEPs. No accommodations or modifications are allowed for universal screening except for those students with sensory impairments (i.e. enlarged print for visual impairments).

NOTE: At no time should the MTSS (MTSS/PBIS) process hinder a student from receiving an evaluation.

Campus MTSS team will meet regularly (at least ONCE a month) with teachers regarding curriculum and instructional practice for students who fall below the 25% on universal screeners and have a history of unsuccessful performance in learning. A DEEP DIVE analysis of student data should be conducted before students are placed into intervention groups, progress monitored, or moved to Tiers 2 or 3.

- Review any student in Tier 2 and Tier 3 from previous year
- Complete the MTSS Initial Request Form (any new student - data must exist)
- Create Individual Learning Plans (ILPs) for students Intensive (2) and MOST Intensive (3)
- Prescreening may be distributed for any concerns (i.e. hearing, vision, health, etc.)

TIER 1

Universal Screening Decision Point

Students at or below 25th percentile.

Scores between the 16th - 25th percentile, progress monitoring will occur through curriculum-based measures. Progress monitoring should occur every 4 weeks.

Student is above the 25th percentile

Continue working with the student in the general education classroom.

6/9 Week TIER Decision Point Meeting: Review all student data

Student's data shows lack of sufficient progress.

The student is placed in TIER 2 – change interventions and progress monitoring must be documented in DMAC.

Student data shows progress:

Determination: Discontinue progress monitoring. Continue Tier 1 differentiated instruction.

TIER 2

Minimum of 60 minutes supplemental instruction weekly above the CORE instruction

Student's instruction must be scaffolded to fill in gaps

Progress monitoring must be conducted at least once every 3 weeks

RtI Instructional Team Leaders Responsibilities:

- Monthly meeting occurs with teachers to document and review intervention effectiveness and problem solve as needed. (Review instructional plan and groups)
- Continue with the current plan or make changes to the intervention plan and determine who provides support.
- **Review NEW INITIAL REFERRAL FORMs (turned in PRIOR to meeting) (Teacher must have pre-work completed.)**

Teacher Responsibilities:

- Progress monitor once every 3 weeks
- Document student progress on ILPs
- Discuss any new concerns

6/9 Week TIER Decision Point Meeting: Review all student data

Growth rate is flat, OR growth rate has been well below average:

Adjust interventions and consider moving to Tier 3. Enter decisions into DMAC.

Growth rate is average OR above average:

Make decision to continue or discontinue Tier 2.
Enter decisions into DMAC.

After EVERY progress monitoring point, the monthly MTSS Team meeting will review student progress based on the data collected. All documentation, including progress monitoring data, will be presented at the End of the Grading Period MTSS/RtI meeting for consideration of changes to the tier placement.

TIER 3

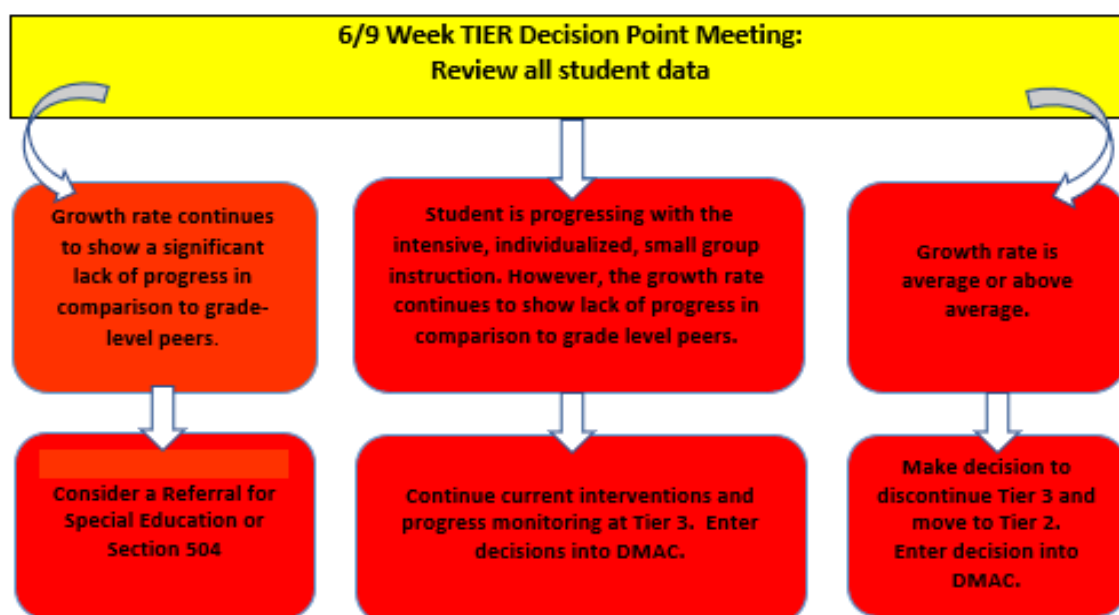
Minimum 90 minutes intensive, individualized, small group instruction
Complete all applicable screeners needed prior to any evaluation.

MTSS/RtI/PBIS Team Responsibilities

- Monthly meeting occurs with teachers to document and review intervention effectiveness and problem solve as needed.
- Assign intervention and assessment support.
- **Assign who will provide this level of intensive intervention.**
- **Progress monitoring will be conducted more often (every week or two weeks).**

Teacher Responsibilities

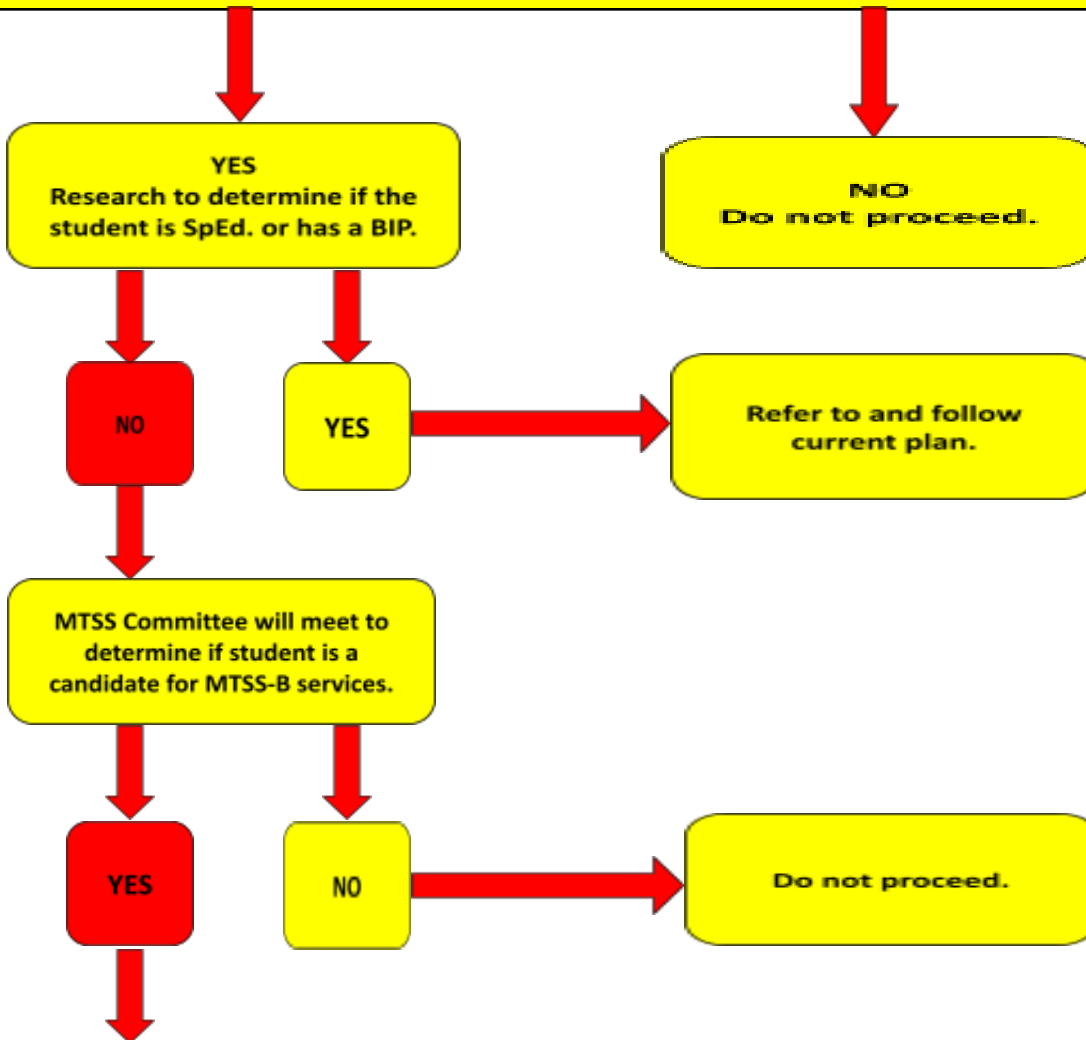
- **Document ILPs**
- **Complete all necessary documentation according to the referral checklist**



Consideration: Tiers 2 and 3 can be progress monitored at student instructional level. Target or aim line is one grade level above the instructional level.

PBIS/MTSS Behavioral Intervention Flowchart

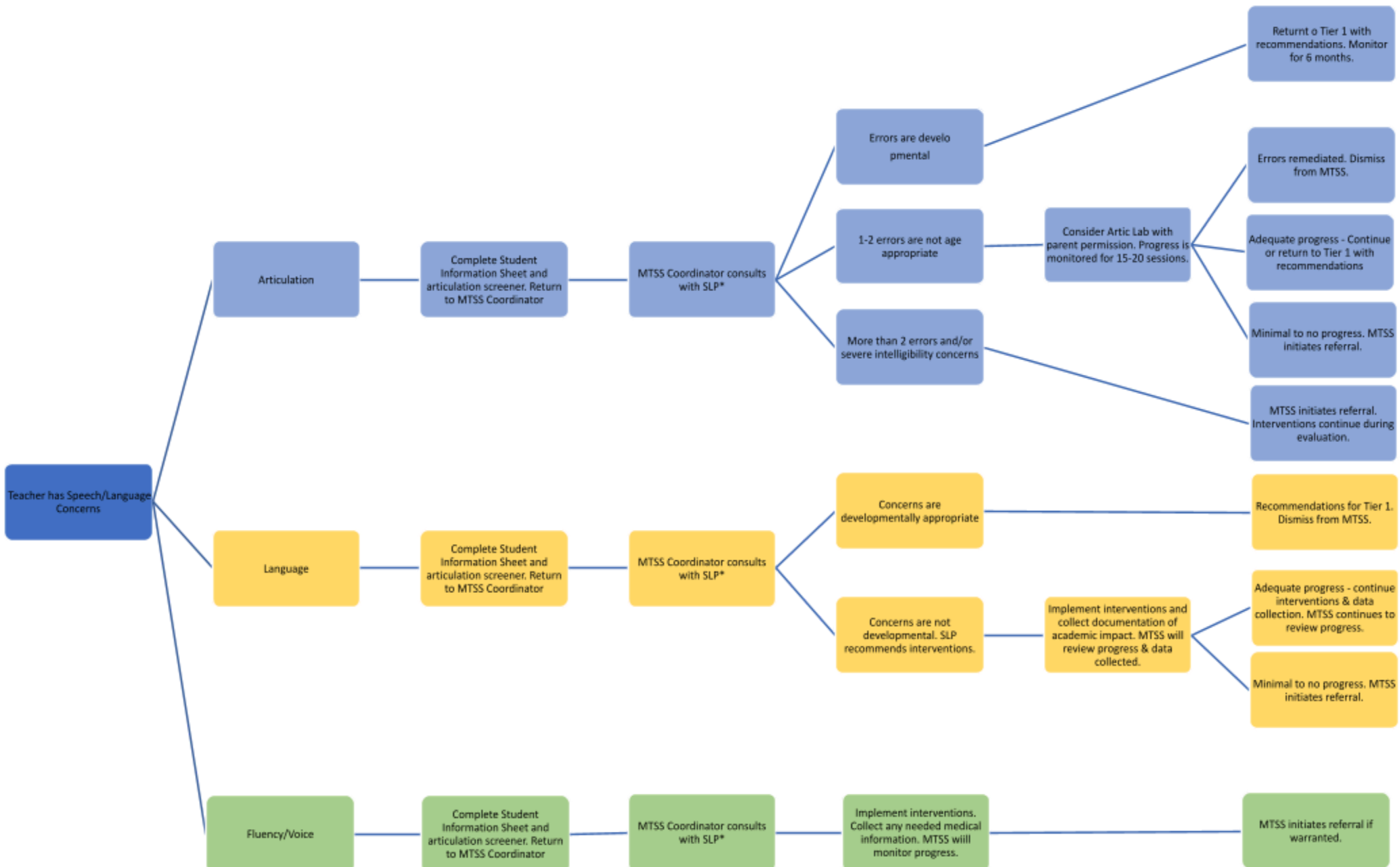
Administrators/PBIS Specialist - Monitor office discipline referrals over a 9-week grading period.
Did a student receive 3 or more office referrals during one grading period?



The MTSS B team will meet to develop an intervention plan. The student's schedule will be monitored, as well as strategies for the student to work with to develop tools to cope with behavior triggers. The plan may include but is not limited to the following:

- Behavior Contract
- Specific Behavior Interventions
- PBIS
- Goals
- Progress Monitoring

Speech and Language MTSS FlowChart

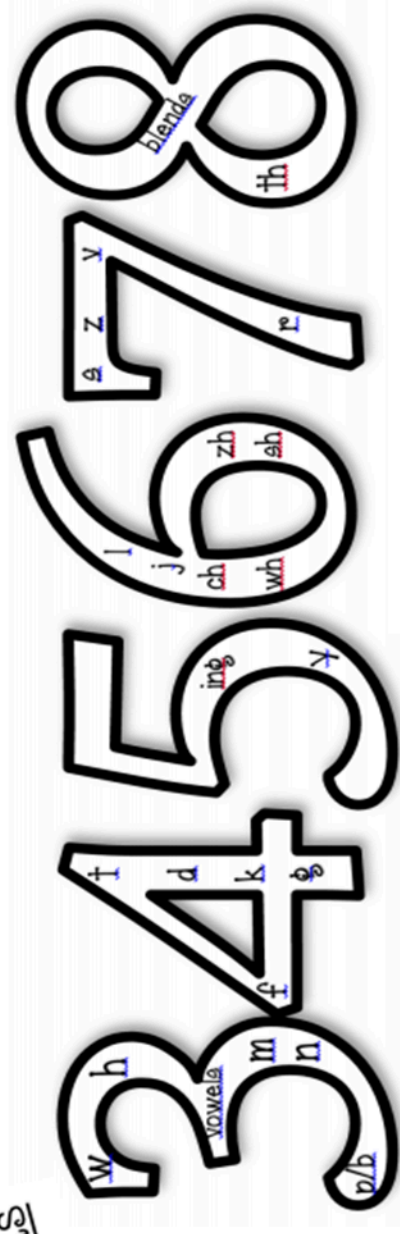


The Development of Speech Sounds in Children

Children typically learn to say different sounds at different ages. This is known as *Developmental Speech Acquisition*.

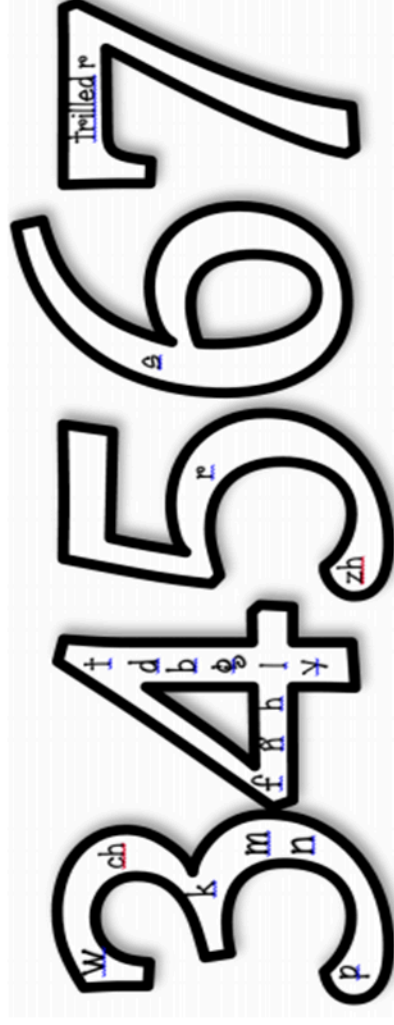
Learning to talk is like learning to walk. A child doesn't typically run when they are 6 months old. Likewise, a child doesn't typically begin to say "r" correctly until around age 7. Although not all children develop at the same time or in the same way, most children typically begin to say the sounds correctly at the ages listed below. The developmental norms are different in English and Spanish.

English Norms



Sources: Poole, Sander, Heina, Fudala, Templin, Wellman

Spanish Norms



Sounds in English that are NOT in the Spanish Phonemic Inventory: z, j, sh, ng, th, v, initial /s/ blends.

In Spanish only six sounds occur at the end of the word: /n, l, s, r, x, d/.

Source: 2007 North Inland SELPA

Response to Intervention (RtI)

Fact Sheet for Parents



What is RtI?

Response to Intervention (RtI) is a multi-tiered approach that many schools use to help students who are having difficulty with academics or behavior. The goal of RtI is to screen early and deliver supports to students quickly.



How does RtI help students?

The supports are used to help all students, including struggling learners. It relies on interventions proven through research to meet a student's needs. It includes progress monitoring and uses data to make decisions about movement between the tiers.



What type of support is available?

There are typically three tiers of support in an RtI model.

- Tier 1 includes classroom-wide support for all students.
- Tier 2 provides targeted support to address a student's gaps in skills.
- Tier 3 involves intensive support usually provided in smaller groups and more often.



Schools may NOT . . .

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



Texas public schools must . . .

Notify a parent of each child who receives assistance from the school district for learning difficulties every year. This includes supports through an RtI program that are above the level of intervention used with all children. This notice does not apply to parents of children enrolled in the district's special education program.

Parents may make a request for their child to be referred for a special education evaluation at any time.



More information on RTI can be found at: BuildingRTI.utexas.org/resources/parents



KMTSS

Forms



Required Deliberation Components

When all campuses in Kilgore ISD input the same required information into their meeting deliberations we are able to serve the student across all campuses, minimizing confusion. When meetings are held deliberations must be professional in nature and may not contain judgment or opinions.

Kilgore ISD Required Deliberation Components

Initial Meeting:

- Tier 1 academic or SEL interventions strategies used and results
- Environmental factors
- Disciplinary records
- Attendance records
- Grades/Assessment data
- Medical records
- Other pertinent data

Follow-up Meeting:

In reviewing the current intervention plan, answer the following questions...

- Was the intervention implemented with fidelity?
- Did the student make progress in the targeted skill?
- Did the intervention support the social, emotional, and behavioral needs of the student to acquire and apply the targeted skill?
- Does the intervention need to be suspended, continued, or increased?

Dismissal Meeting:

- What elements of monitoring will be in place to ensure the student remains successful beyond dismissal from Tier 2/Tier 3 intervention?

Meeting Agenda

Meeting Agenda:

1. Introductions
2. All participants sign meeting attendance form
3. Statement of Confidentiality and Norms for the meeting
4. Purpose of the KMTSS Meeting
5. Review Data/Deep Dive Form (screeners, grades, assessments, progress monitoring, etc.)

Develop & Implement Intervention (Initial) Meeting

A KMTSS Committee member will ensure that DMAC is being updated as the meeting continues. The classroom teacher should bring relevant information (assessment data, work samples, etc.) to the meeting.

1. Determine Essential Skills for Intervention
 - What is the difference between how the student is expected to perform and how the student is actually performing?
 - What essential skills can be measured and changed through the intervention process?
 - Does the school environment support the social, emotional, and behavioral needs of the student in order for the student to acquire and apply the Essential Skills?
2. Determine teacher(s) to deliver supplemental instruction/intervention
3. Plan instruction using research-based materials and resources
 - Explicitly define the skill to be taught
 - Gather research-based instructional materials
4. Schedule dates for intervention, progress monitoring & evaluation

Evaluation of Intervention (Follow-up) Meeting

A KMTSS Committee member will ensure that DMAC is being updated as the meeting continues.

1. Was intervention implemented with fidelity?
2. Did the student make progress in the targeted skill?
3. Did the intervention support the social, emotional, and behavioral needs of the student to acquire and apply the targeted skill?
4. Does the intervention need to be suspended, continued, or increased?



MTSS - Multi-Tiered Systems of Support Notice of Interventions

Date: _____

Student Name: _____

Dear Parent/Guardian,

Data indicates your child would benefit from participating in the District's Multi-Tiered Systems of Support Notice of Interventions (MTSS) program, which provides additional instruction in reading and/or math. In determining the need for the MTSS program, the District considers (1) Teacher observation of student performance, (2) Student achievement in the classroom, and (3) Various other academic and behavioral student data.

Multi-Tiered Systems of Support Notice of Interventions, or Multi-Tiered System of Support, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements: (1) High-quality instruction and researched-based tiered interventions aligned with individual student needs; (2) Frequent monitoring of student progress to enable results-based academic and/or behavioral decisions and (3) Use of student response data in making important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies.)

Based on your child's needs, they will be receiving additional support in the **Content Area(s)** chosen below through the **Multi-Tiered Systems of Support (MTSS)** process, which provides targeted interventions in your child's area(s) of need.

The attached specific interventions listed on the MTSS Plan are anticipated to benefit your child.

The duration of the interventions is listed in the attached MTSS Plan.

If you need more specific information, please contact your student's teacher. If you have questions regarding the MTSS program, please contact the MTSS Coordinator at your child's campus.

Sincerely,

KISD MTSS Team

Content Area(s)

- ☐ Reading
- ☐ Math
- ☐ Behavior



Carta Para Los Padres - Estado de la intervención

Fecha / Hora: _____

Nombre del estudiante: _____

Asunto

- ☐ Lectura
- ☐ Matemáticas
- ☐ Comportamiento

Los datos indican que su hijo se beneficiaría de participar en el programa Sistema de Apoyo de Niveles Múltiples (MTSS por sus siglas en inglés) del Distrito, que proporciona instrucción adicional en lectura y/o matemáticas. Al determinar la necesidad del programa MTSS, el distrito considera: (1) la observación del maestro del desempeño del estudiante, (2) el rendimiento del estudiante en el salón de clases y varios otros datos académicos y de comportamiento del estudiante.

La Sistema de Apoyo de Niveles Múltiples es la práctica de satisfacer las necesidades académicas y de comportamiento de todos los estudiantes a través de un proceso de resolución de problemas con tres elementos claves: (1) instrucción de alta calidad e intervenciones en niveles basadas en la investigación alineadas con las necesidades individuales de los estudiantes; (2) monitoreo frecuente del progreso del estudiante para permitir decisiones académicas y/o de comportamiento basadas en resultados y (3) uso de datos de respuesta de los estudiantes para tomar decisiones educativas importantes (como aquellas relacionadas con la colocación, intervención, plan de estudios y metas y metodologías de instrucción).

Apoyo adicional por el sistema a través del Sistema de Apoyo de Niveles Múltiples (MTSS) para lo académico y/o Apoyos de Intervención de Conducta Positiva (PBIS) fueron considerados y discutidos con respecto a su hijo. Como resultado de esta reunión, se determinó que debemos:

- ☐ Continuar la intervención
- ☐ Continuar con áreas de enfoque adicionales
- ☐ Modificar la intervención
- ☐ Suspender la intervención
- ☐ Solicitar pruebas adicionales si es necesario (SpEd, 504, etc.)
- ☐ Salir de MTSS

Si su hijo es colocado en nuestro programa MTSS, las intervenciones específicas y la duración de las intervenciones se enumeran en un plan MTSS adjunto.

Gracias por su ayuda para asegurar el éxito de su hijo y no dude en comunicarse con el maestro de su hijo con cualquier pregunta o inquietud que pueda tener.

Atentamente,
Equipo de KISD MTSS



Parent Letter - Intervention Status

Date/Time: _____

Student Name: _____

Subject

- ☐ Reading
- ☐ Math
- ☐ Behavior

Data indicates your child would benefit or has benefitted from participating in the District's Multi-Tiered Systems of Support (MTSS) program, which provides additional instruction in reading and/or math. In determining the need for the MTSS program, the District considers (1) Teacher observation of student performance, (2) Student achievement in the classroom, and various other academic and behavioral student data.

Multi-Tiered System of Support, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements: (1) High-quality instruction and research-based tiered interventions aligned with individual student needs; (2) Frequent monitoring of student progress to enable results-based academic and/or behavioral decisions and (3) Use of student response data in making important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).

Additional supports through the tiers of Multi-Tiered Systems of Support (MTSS) for academics and/or Positive Behavior Intervention Supports (PBIS) were discussed and considered regarding your child. As a result of this meeting, it was determined that we will:

- ☐ Continue intervention
- ☐ Continue with additional areas of focus
- ☐ Modify intervention
- ☐ Discontinue intervention
- ☐ Request additional testing if needed (SpEd, 504, Etc.)
- ☐ Exit MTSS

Should your child be placed in our MTSS program, specific interventions and the duration of the interventions will be listed on an attached MTSS Plan.

Thank you for working with us to ensure success for your child and please feel free to contact your child's teacher with any questions or concerns that you may have.

Sincerely,
KMTSS Team



MTSS - Respuesta a la intervención - Aviso de intervenciones

Fecha: _____

Nombre del estudiante: _____

Estimado padre/tutor:

Los datos indican que su hijo se beneficiaría de participar en el programa Aviso de Intervenciones de Sistemas de Apoyo de Niveles Múltiples (MTSS) del distrito, que proporciona instrucción adicional en lectura y/o matemáticas. Al determinar la necesidad del programa MTSS, el distrito considera: (1) la observación del maestro del desempeño de los estudiantes, (2) el rendimiento de los estudiantes en el salón de clases y (3) varios otros datos académicos y de comportamiento de los estudiantes.

Aviso de Intervenciones de Sistemas de Soporte de Niveles Múltiples, o Sistema de Soporte de Niveles Múltiples, es la práctica de satisfacer las necesidades académicas y de comportamiento de todos los estudiantes a través de un proceso de resolución de problemas con tres elementos claves: (1) instrucción de alta calidad e intervenciones en niveles basadas en investigaciones alineadas con las necesidades individuales de los estudiantes; (2) monitoreo frecuente del progreso del estudiante para permitir decisiones académicas y/o de comportamiento basadas en resultados y (3) Uso de datos de respuesta de los estudiantes para tomar decisiones educativas importantes (tales como aquellas relacionadas con la colocación, intervención, plan de estudios y metas y metodologías de instrucción.)

Según las necesidades de su hijo, recibirá apoyo adicional en las **áreas de contenido** elegidas a continuación a través del proceso **Sistemas de Soporte de Niveles Múltiples (MTSS)**, que proporciona intervenciones específicas en las áreas de necesidad de su hijo.

Se anticipa que las intervenciones específicas adjuntas enumeradas en el Plan MTSS beneficiarán a su hijo.

La duración de las intervenciones se detalla en el plan MTSS adjunto.

Si necesita información más específica, comuníquese con el maestro de su estudiante. Si tiene preguntas sobre el programa MTSS, comuníquese con el Coordinador de MTSS en el campus de su hijo.

Atentamente,

Equipo de KISD MTSS _____

Área (s) de contenido

- ☐ lectura
- ☐ matemática
- ☐ Comportamiento de

Kilgore ISD Elementary
Student Deep Dive Information Sheet

Student Name: _____ DOB: _____

Grade _____ Teacher(s) _____

Student Strengths: (Check all that apply)

☐ Positive Attitude	☐ Focused	☐ Transitions easily
☐ Hard Worker	☐ Responsible	☐ Creative
☐ Polite to others	☐ Completes task(s)	☐ Possesses leadership skills
☐ Respectful of authority	☐ Works well independently	☐ Good sense of humor
☐ Cooperative	☐ Works well in group(s)	☐ Other: _____
☐ Motivated	☐ Handles conflict well	☐ Other: _____

Reason for MTSS Referral: Academic: ☐ Reading ☐ Math Behavior ☐

Concerns: (Check all that apply)

☐ Low rate of retention	☐ Slow rate of work	☐ Does not follow directions	☐ Does not work well with others
☐ Below grade level-Reading	☐ Disorganized	☐ Disruptive	☐ Easily frustrated
☐ Below grade level-Math	☐ Poor handwriting	☐ Aggressive	☐ Shy/withdrawn
☐ Grades declining	☐ Does not work independently	☐ Argumentative	☐ Other: _____

Universal Screener: (CLI, Tx KEA, TPRI/Tejas LEE, STAR Ren)

Assessment Name	BOY Score	MOY Score (if taken)	EOY Score

Reading Level: _____

Grades: (current year grades)

Reading				Math			
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks

Grades: (final grade from previous 2 years if available)

	Reading	Math
Grade Level _____		
Grade Level _____		

STAAR: (4th/5th grade only)

Year/Grade Level	Reading	Math

Information:

Attended PreK:	☐ Yes	☐ No	Where _____
Prior Retention:	☐ Yes	☐ No	Grade _____
Attendance Problems:	☐ Yes	☐ No	# of Absences _____
			# of Late/Early P/U _____
Previous Special Ed Referral:	☐ Yes	☐ No	Date _____
Current Hearing/Vision Screening:	☐ Yes	☐ No	Date _____
Medical Condition(s)	☐ Yes	☐ No	_____

Current Services Provided:

Dyslexia		504		LEAP	
Sp Ed.		Speech		ESL	
Bilingual		Dual Language One Way		Dual Language Two Way	

Classroom Supports Currently Implementing: (with documentation)

☐ Basic Transcribing	☐ Individual Structured Reminders	☐ Signed Administration	☐ Frequent Breaks
☐ Braille	☐ Large Print	☐ Spelling Assistance	☐ Positive Reinforcers
☐ Calculation Aids	☐ Manipulated Test Materials	☐ Supplemental Aids	☐ Reminders to Stay on Task
☐ Content & Language Supports	☐ Math Manipulatives	☐ Small Group Administration	
☐ Extra Time (same day)	☐ Oral administration	☐ Preferential Seating	

Provide any information about the student you feel will be helpful.

Teacher Signature

Date

Kilgore ISD - Secondary MTSS

Student Deep Dive Information Sheet

Student Name: _____ **DOB:** _____

Grade: _____ **Teacher(s):** _____

Student Strengths: (Check all that apply)

☐ Positive Attitude	☐ Focused	☐ Transitions easily
☐ Hard Worker	☐ Responsible	☐ Creative
☐ Polite to others	☐ Completes task(s)	☐ Possesses leadership skills
☐ Respectful of authority	☐ Works well independently	☐ Good sense of humor
☐ Cooperative	☐ Works well in group(s)	☐ Other: _____
☐ Motivated	☐ Handles conflict well	☐ Other: _____

Reason for MTSS Referral: Academic: ☐ Reading ☐ Math Behavior ☐

Concerns: (Check all that apply)

☐ Low rate of retention	☐ Slow rate of work	☐ Does not follow directions	☐ Does not work well with others
☐ Below grade level-Reading	☐ Disorganized	☐ Disruptive	☐ Easily frustrated
☐ Below grade level-Math	☐ Poor handwriting	☐ Aggressive	☐ Shy/withdrawn
☐ Grades declining	☐ Does not work independently	☐ Argumentative	☐ Other: _____

Universal Screener:

Assessment Name	BOY Score	MOY Score (if taken)	EOY Score

Grades: (current year grades)

Reading				Math			
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks

Grades: (final grade from previous 2 years if available)

	Reading	Math
Grade Level _____		
Grade Level _____		

STAAR: DNP(Did Not Pass), Approaches, Meets, Masters

Year/Grade Level	Reading	Math	Science

Information:

Prior Retention: ☐ Yes ☐ No Grade_____

Attendance Problems: ☐ Yes ☐ No # of Absences_ _____

of Late/Early P/U_ _____

of Schools Attended_____

Previous Special Ed Referral: ☐ Yes ☐ No Date _____

Current Hearing/Vision Screening: ☐ Yes ☐ No Date _____

Medical Condition(s) ☐ Yes ☐ No _____

Current Services Provided:

☐ Dyslexia	☐ 504	☐ GT
☐ SpEd	☐ Speech	☐ ESL

Classroom Supports Currently Implementing: (with documentation)

☐ Amplification Devices	☐ Minimize Distractions (stress ball, headphones, music, etc.)	☐ Calculation Aids	☐ Frequent Breaks
☐ Bilingual Dictionary	☐ Place Marker. Guideline	☐ Content and Language Supports	☐ Positive Reinforcers
☐ Color Overlay / Color Setting	☐ Projection Devices	☐ Extra Time (Same Day)	☐ Reminders to Stay on Task
☐ General Reminders to Stay on Task	☐ Read Aloud Writing Prompt to Students	☐ Individualized Structured Reminders	☐ Oral Administration / Text-to-Speech
☐ Highlighter, Color Pencil, etc.	☐ Read Aloud to Self	☐ Large Print	☐ Signed Administration / Signed Videos
☐ Individual Administration	☐ Basic Transcribing / Speech-to-Text	☐ Manipulating Test Materials	☐ Spelling Assistance
☐ Magnifying Devices / Zoom	☐ Braille / Refreshable Braille2	☐ Mathematics Manipulatives	☐ Supplemental Aids

Testing Requested Designated Supports

(Must be approved and document by appropriate committee)

	Designated Supports

Provide any information about the student you feel will be helpful.

Teacher Signature

Date

Kilgore ISD
Elementary MTSS
Communication Skills Teacher Checklist

Student _____ **Teacher** _____

DOB _____ **Grade** _____ **Campus** _____

Date of Parent Contact by Teacher (Regarding Communication Concerns): _____

Language

Expressive & Receptive

- | | | |
|------------|-------------|---|
| _____ True | _____ False | The student follows oral directions accurately and without need for multiple repetitions. |
| _____ True | _____ False | The student listens to stories presented orally and retells them accurately. |
| _____ True | _____ False | The student answers and asks questions in an age-appropriate manner.
("Wh", Y/N) |
| _____ True | _____ False | The student orally formulates sentences correctly. |

Pragmatic Language

- | | | |
|------------|-------------|--|
| _____ True | _____ False | The student uses language that is relevant and appropriate to the situation. |
| _____ True | _____ False | The student interacts in a socially appropriate manner (initiates interactions, takes turns in conversations, observes personal space, etc.) |
| _____ True | _____ False | The student maintains topic and conversation in an age-appropriate manner. |

Articulation (Speech Production)

- | | | |
|------------|-------------|--|
| _____ True | _____ False | The student's articulation skills appear normal with respect to age and social/cultural factors. |
| _____ True | _____ False | The student uses clear, correct, and understandable speech sounds. |

Fluency

- | | | |
|------------|-------------|--|
| _____ True | _____ False | The student speaks fluently without sound or word repetitions, revisions, or fillers (stuttering). |
|------------|-------------|--|

Voice

- | | | |
|------------|-------------|--|
| _____ True | _____ False | The student exhibits normal voice quality. |
|------------|-------------|--|

Please check one

- ☐ The student's communication skills appear adequate, and this student **does not** have a communication problem that adversely affects educational progress with regard to grades, behavior, class participation or speaking abilities.
- ☐ The student **has** a communication problem that adversely affects educational progress in a significant way.

Teacher Signature

Date

