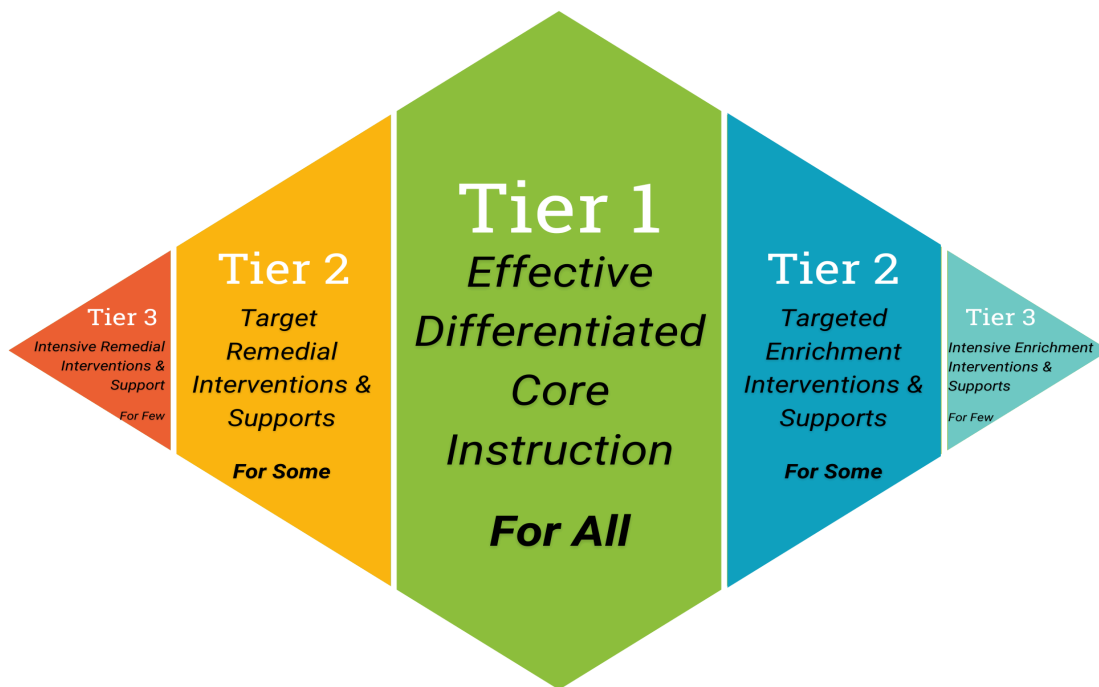


Multi-Tiered System of Supports (MTSS) Implementation Guidance



All In For All Kids

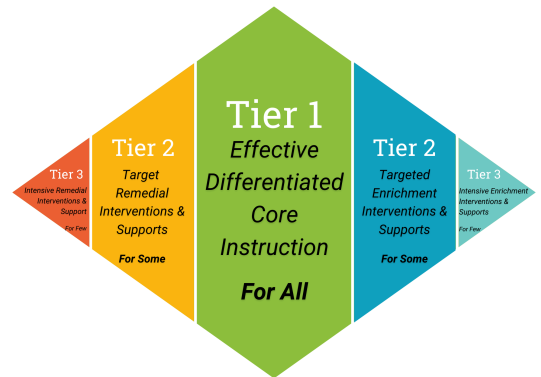
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Introduction

The Freeport School District believes a Multi-Tiered System of Supports (MTSS) framework will help achieve our school and community's commitment to this mission. MTSS is a problem-solving and prevention model with strong evidence of success. MTSS uses data-based decision making to inform academic and behavioral instruction and intervention based on individual student needs. As a result of our commitment to developing an effective support system for all students, we have a system for understanding why students are struggling, finding interventions that match student needs, and monitoring progress effectively and collaboratively.



Our Mission

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, career path, and become productive members of their community.

Our Vision

All in for All Kids

Our Values

We will commit to making sure that our planning, practices, and the way we evaluate our work will reflect our core values and beliefs:

- **Academic Achievement:** We provide meaningful curriculum and programs that will require students to demonstrate their knowledge, skill, and disposition. We will leverage digital resources to prepare students to thrive in careers, college, and the community at large.
- **Continuous Learning and Improvement:** We support an environment of continuous learning and growth for our students, teachers, school leaders, and district staff. We believe learning is a journey to continuous improvement.
- **Parent and Community Partnership:** We co-partner with our families and community to share in our three year vision and mission. We can only achieve our goals with their support.
- **Student Focused:** We keep the students at the center of every decision we make and in everything that we do. We will create a safe and healthy environment where students can maximize their talent and potential.
- **Equity for all:** We identify barriers that get in the way of student success and make sure that students have access to various opportunities to reach their goals. We recognize that a student's race and socioeconomic status is not indicative of his or her future success.

MTSS Goals

Our goal for our students: the MTSS framework of support allows them to be known, respected and supported across the diversity of their learning needs, so they may achieve success in their academics, personal relationships, and eventual careers.

Our goal for our educators: they see this MTSS framework as a way to effectively support all students.

Overview of Multi-Tiered System of Support (MTSS)

MTSS: What & Why

Multi Tiered System of Supports (MTSS) is a collaborative, evidence-based, approach to differentiating and personalizing instruction and intervention, across academics, social emotional learning and behavior for all students—so that every student can achieve academic and life success. MTSS is one of the most effective ways to provide an equitable educational experience, because it leverages collective knowledge and expertise to help teachers understand their learners' needs and make informed, strategic decisions that best support them.

MTSS begins with teachers assessing the skills of everyone in the class, to identify who may need additional support in an area (e.g. reading, math, social emotional, behavior) and students who are achieving above expected growth and need enrichment in academics. Students then receive support/enrichment (research-based, targeted instruction or intervention) matched both to their skills and level of need. Those students' progress is monitored closely to ensure that the additional support is helping. If the achievement gap has been resolved, additional support in that area is no longer required; if it does not improve, then the level of personalization increases, further problem solving is needed to understand why each student struggles, and an individual learning plan is designed to support their needs in a defined and systematic way.

Guiding Principles

- MTSS is for All students.
 - Educators must work proactively to support students' learning needs.
 - All students can learn.
 - All available resources are accessible to teach all students.
- Leadership is vital.
 - Strong administrative support ensures clarity around protocol and commitment to time and resources.
 - Administration supports teachers by sharing the common goal of improving instruction.
 - The MTSS team builds internal capacity and sustainability over time.
- Scientific, research-based core instruction and intervention is the foundation for success.
 - Core curriculum: To ensure students have the best chance at success, use strategies with a scientific, research-base.
 - Core curriculum and instructional approaches must have a high probability of success for most students (80%).

- Implementation of core curriculum with integrity.
 - Tiered level of support: Beyond the core curriculum, match students' instruction/support to the level and intensity of their need. The levels of support provided to students are based on increasing level of student needs, which is organized through a tiered framework:
 - Tier 1 is whole core class core instruction
 - Tier 2 is whole class core instruction + additional targeted intervention
 - Tier 3 is whole class core instruction + additional targeted intervention + intensive intervention
- Instructionally relevant, valid and reliable assessments are critical for providing proactive and reactive support.
 - Types of assessments, which vary in administration and use:
 - Summative assessments (IAR-Illinois Assessment of Readiness) are administered to all students annually to determine students mastery of grade-level standards and provide educators with information about adequate growth at site and district levels.
 - Universal screening assessments (AIMSweb, NWEA-Screeners, Panorama Teacher Survey, Panorama Student Survey) are administered to all students to proactively and objectively identify which students are potentially in need of educational support or enhancements to supplement the core curriculum.
 - Benchmark Assessment (NWEA-MAP) is administered to all students three-times per year to identify students who are in need of support and/or enrichment.
 - Progress monitoring assessments (AIMSweb, NWEA-MAP Skill checks) are given to students receiving intervention support and are administered weekly.
- A Response Protocol is used to make support decisions for students on a continuum of needs.
 - A Response Protocol refers to the method and approach used when determining student needs and how to address them, it defines "who gets what and when".
 - The Response Protocol outlines a plan for using research-based, targeted interventions and enrichment services with increasing levels of cumulative support.
 - The Response Protocol outlines the roles and responsibilities of staff and clarifies the procedures and processes within the model.
 - There are two types of Response Protocols:
 - A Standard-Treatment Protocol (STP) is used when all students struggling with a similar area receive the same support plan.
 - A Problem-Solving Protocol (PSP) is used when a student receives an individual plan designed for their specific needs.
- Data guides instructional decisions.
 - Data is used to align curriculum and instruction to assessment.
 - Data is used to allocate resources.
 - Data impacts professional development decisions.
- Educators are also respected as diverse learners.
 - Educators require professional development to ensure effectiveness and integrity at all levels of instruction.
 - Educators receive ongoing training and support to assimilate new knowledge and skills in a diversity of ways.
 - This support can be in the form of follow-up modeling and coaching.
 - This support can be provided in person, via webinar, in groups, one-on-one, through tutorials, articles, etc.
 - Educators anticipate and are willing to meet newly emerging needs based on student performance.

Defining Success

In general, when we want to evaluate if a class or group of students is achieving success, we look at their performance on a **summative** assessment, where the goal is **proficiency**. This can vary depending on the assessment type. For instance, on a rubric, proficiency is typically outlined directly—often represented by the 3-point level on a 4-point scale. For assessments graded as percentages, proficiency is usually considered to be 70% or higher.

If 80% of the class scores a 3 out of 4 on a rubric or achieves at least 70% on a summative assessment, the class is generally ready to progress to the next lesson or topic.

According to our MTSS flowchart, if 80% of the class meets this benchmark, the remaining students who haven't reached proficiency may be considered for additional support or intervention.

Conversely, if less than 80% of the class is successful, the subject matter should be revisited until the class meets this success threshold. Please work with your colleagues or a member of the MTSS leadership team for re-teaching assistance or suggested strategies to implement this in your classroom.

Three Tiered System of Service

A three-tiered system of service delivery is a necessary structure to efficiently and effectively support all students, not just those who struggle in school. The three-tiered system of service delivery is crucial in the attempt to ensure all students achieve at high levels and all students achieve college and career readiness.

Universal Screener

- Universal screening involves a systematic evaluation of all students within a school district, focusing on critical academic and social-emotional indicators. This process empowers school and district staff to identify students who are thriving, those at risk, and those in need of additional support. It also serves as a key signal for potential systemic instructional improvements.
- Universal screeners are concise assessments that provide a comprehensive view of a student's academic well-being, enabling educators to intervene at the earliest signs of need. The data gathered from these screeners helps school teams evaluate whether the core curriculum effectively meets most students' needs and determine if enhancements are necessary in curriculum, instruction, or the educational environment.
- At FSD145, we use AIMSweb and Panorama Teacher Survey for student screening. AIMSweb is used to screen all Kindergarten students in the winter and all first and second grade students in the fall. For students in grades three through six, we use NWEA Screeners after the initial benchmark, specifically for those identified as needing Tier 2 and 3 support. The Panorama Teacher Survey screener is administered three times a year—in the fall, winter, and spring.

Tier 1 Core Instruction

- At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations within the general education classroom. Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential.
- When less than 80% of the class was successful you can work with your colleagues or a member of

the MTSS leadership team for re-teaching assistance or suggestions.

- When at least 80% of the class was successful, data and intervention criteria for unsuccessful students will be reviewed at the PLC meeting.

Creating a SMART Goal

S

SPECIFIC



Specific: clearly states what is to be accomplished

Example: **All students will improve or maintain their organizational skills through the use of a planner.**

M

MEASURABLE



Measurable: objectively measures achievement

Example: All students will improve or maintain their organizational skills through the use of a planner **as measured by the AVID Organizational Tool Rubric.**

A

ATTAINABLE



Attainable: feasible and ambitious

Example: All students will improve or maintain their organizational skills through the use of a planner **by earning an overall score of satisfactory or advanced** as measured by the AVID Organizational Tool Rubric.

R

RELEVANT



Relevant: why we're setting the goal

Example: All students will improve or maintain their organizational skills through the use of a planner by earning an overall score of satisfactory or advanced as measured by the AVID Organizational Tool Rubric. **Meets the district AVID expectations for organization.**

T

TIMELY



Timely: when it will be achieved

Example: **By the end of September**, all students will improve or maintain their organizational skills through the use of a planner by earning an overall score of satisfactory or advanced as measured by the AVID Organizational Tool Rubric.

Tier 2 Targeted Group Intervention

- At Tier 2, students identified as being at-risk academically or behaviorally through universal screeners are provided scientific, research-based interventions in addition to the core. Approximately 10-15% of students will need supplemental instruction at Tier 2 to become proficient. Tier 2 interventions are implemented with groups of students demonstrating common skill deficits or social/emotional/behavioral risk characteristics. The MTSS team collaborates to create, document and monitor an intervention plan.

Targeted group interventions typically involve an additional 60-90 minutes of instruction (outside of core instruction) provided each week. Targeted group interventions must be more explicit; more intensive than core instruction; more supportive in the form of encouragement, feedback, and

positive reinforcement; carefully scaffolded; and ideally occur in groups of approximately 3 to 6 students. Tier 2 interventions may be provided by a teacher, a specialist or a tutor.

Tier 3 Intensive Individualized Intervention

- Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data collected in individual student success meeting, occur with smaller student-teacher ratios (ideally 1-on-1), and possibly occur for a longer duration of time. About 5-10% of students will require this level of intensive support. A tier 3 intervention should be provided by the best fit teacher, specialist or community agency in providing the necessary supports.

Progress Monitoring

- The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. When data shows students are progressing, interventions are maintained until students meet identified goals. When data shows students are not progressing after 6-8 data points, a change in intervention is necessary. Students receiving Tier 2 and/or Tier 3 support should be assessed weekly.

What I Need (WIN)

Each school has determined a designated time to address students' individual needs based on school data. A flexible intervention block for Math/Reading and/or SEL where students will receive tier 2 interventions provided by Classroom Teachers, Multilingual Teachers, MTSS Specialist, Behavior Support Specialist, ESL Teachers, and additional support staff in a given building.

The MTSS Leadership Team reviews student data to determine what intervention is taking place as well as who will be delivering the intervention. All intervention plans need to have a clear goal, direct & specific instruction linked to Tier 1 and progress monitoring of the intervention will be completed weekly.

Students who are performing above expected tier 1 instruction will be given an enrichment opportunity within core instruction.

When the MTSS Leadership Team is planning WIN for their building, please review the [WIN success criteria](#).

Considerations for MTSS Support of English Learners (ELs)

The term English Learners (ELs) refers to students whose first language is not English and encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") **and** those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are mastering another language.

It is helpful to take into account the following considerations when supporting ELs through an MTSS model:

- **Teaching should be culturally responsive:** The student's prior experiences should be considered, including home language, background, previous educational history, and socio-cultural background.
- **Interplay of English Language Learning and Reading Instruction:** Teachers should consider the relationship between a student's language proficiency and his/her literacy skills. Reading fluency and comprehension may be strongly determined by vocabulary and linguistic proficiency of both the

first and second language.

- **Interplay of English Language Learning and Math Instruction:** Linguistic proficiency and vocabulary comprehension are important when understanding math concepts. Several concepts of math are not necessarily universal.
- **Additional Variables:** Within MTSS problem-solving, **literacy and oracy (in both home and new languages), culture, and educational history** are variables to be considered when assessing and planning instruction for ELs. In all three tiers, these variables stay consistent.
- **Matching Instruction to Student Need:** Differentiated instruction should be used for ALL students; however, differentiated instruction for ELs should consider the student's level of English proficiency and prior educational experiences in addressing cultural and linguistic differences. Students' access scores should be reviewed and more language support and language development may need to be provided.
 - When determining appropriate instruction/intervention, the following list applies to **all levels** of EL students:
 - Consider the amount and type of EL instruction the student received in the past and in the present
 - If applicable, consider the amount and type of home language instruction in the past and in the present
 - Determine if the student is classified as sequentially bilingual,(learned in their first language and then learned a second language) or simultaneously bilingual (learning two languages at the same time)
 - Ensure that the language(s) used for intervention matches the language(s) used for core instruction
 - Consider the impact of language and culture on instruction and learning
 - Contact the family for guidance and feedback
 - Ensure that certified EL teachers serve on the MTSS instructional decision-making team
 - **Assessment:** In order to better understand the needs of EL students:
 - **Home Language Questionnaire:** To identify if a language other than English is spoken at home
 - **Interview:** To assess the relationship between their 2+ languages and the extent of formal education the student received in any other language
 - **WIDA MODEL Screener (Kindergarten):** Is an initial diagnostic language assessment that is administered to identify students from the HLS and interview to determine proficiency in all four language domains (*listening, speaking, reading, and writing*)
 - **WIDA Screener (1-12):** Is an initial diagnostic language assessment that is administered to identify students from the HLS and interview to determine proficiency in all four language domains (*listening, speaking, reading, and writing*)
 - **TELL (Test of English Language Learning):** Is a local assessment that provides periodic (quarterly) formative and summative language performances in all language domains (*listening, speaking, reading, and writing*) while also providing sub-skill literacy data in English language development. This is given to students K-6th grade.
 - **ACCESS:** Yearly assessment given to determine next year's placement based on students proficiency levels of the four language domains and the 5 WIDA Standards
 - **Monitor:** Proficient students who have exited the EL program based on

ACCESS scores are monitored for 2 years in all content areas with an emphasis on each of the four language domains and the 5 WIDA Standards

Overview of MTSS Guidelines at FSD145

Core MTSS Team

- MTSS Coordinator
- SEL and Family Engagement Coordinator
- MTSS Facilitator
- MTSS Specialist
- Behavior Support Specialist (K-4)
- Dean (5-12)
- Family Resource Coordinator
- Social Worker/Counselor
- Administrator
- Teacher

Workflow of MTSS

The MTSS (Multi-Tiered System of Supports) workflow is an intentional, data-driven process designed to identify and support students with academic, behavioral, or social-emotional needs. It begins with universal screening at scheduled intervals, where key data is collected to help determine each student's level of support. After reviewing this data, students falling below established benchmarks are identified for Tier 2 (small group interventions) or Tier 3 (intensive, individualized interventions). Specific intervention plans are then developed to address each student's unique needs. As these interventions are implemented, student progress is monitored constantly to evaluate effectiveness. Following a set period, progress data is reviewed, and adjustments are made as needed to optimize outcomes. Throughout the process, thorough documentation and open communication with stakeholders are maintained to ensure a unified approach to each student's growth. This systematic and mindful workflow allows schools to respond proactively and effectively to diverse student needs. **See appendix for [Flowchart](#).**

Activity	Key Concepts	Timeline	Person Responsible
Administer Universal Screeners • AIMSweb • NWEA Screener • Panorama Teacher Survey	To identify students needs	• K- Winter • 1st & 2nd - Fall • 3-5 as needed based on benchmark assessment • Fall, Winter, Spring	Classroom Teacher

Tier students based on data triangulation.	Suggested guideline: Tier 2 – students between 16th and 30th percentile on screener. Tier 3 – students between 1 st and 15th percentile on screener.	Fall, Winter, Spring	Core MTSS Team
Schedule Student Success Meetings	The MTSS Team will deeper dive of problem solving for students not making adequate progress.	Weekly	MTSS Facilitator
Develop Intervention Plans	Goals, progress monitoring, and interventions will be added to each student plan in Tier 2 and 3 in the area they are struggling.		Classroom teacher and MTSS Team
Share updates with family and student	MTSS Letters are sent to families at the start of the intervention and when a student is exited from intervention.	Once intervention has been established	Whoever is providing the intervention (teacher, specialist, etc)
Implement intervention and monitor plan	Teachers, MTSS specialists, BSS and Deans will implement and monitor their plans.	Suggested guidelines: Tier 2: 20 minutes per session, 3-4 sessions per week, 4-6 students Tier 3: 20-30 minutes per session, 5 sessions per week, maximum of 3 students	Teachers, MTSS Specialists, BSS, Deans and MTSS Facilitator
Review impact of supports and student progress	Review data on students' plan and profile page. Ensure intervention(s) were delivered with intended fidelity and evaluate growth.	Tier 2: monthly in grade level team meetings Tier 3: reviewed by team as needed for students not progressing	MTSS Facilitator, MTSS Specialists, BSS, Deans and teachers
Adjust plan based on relevant data	If a student did not make sufficient progress, follow the student success meeting and adjust the plan.	After collaborative review in weekly MTSS meeting.	MTSS team and teachers

Type of MTSS Meetings

An effective MTSS practice is compromised of different types of meetings that have different function and agendas.

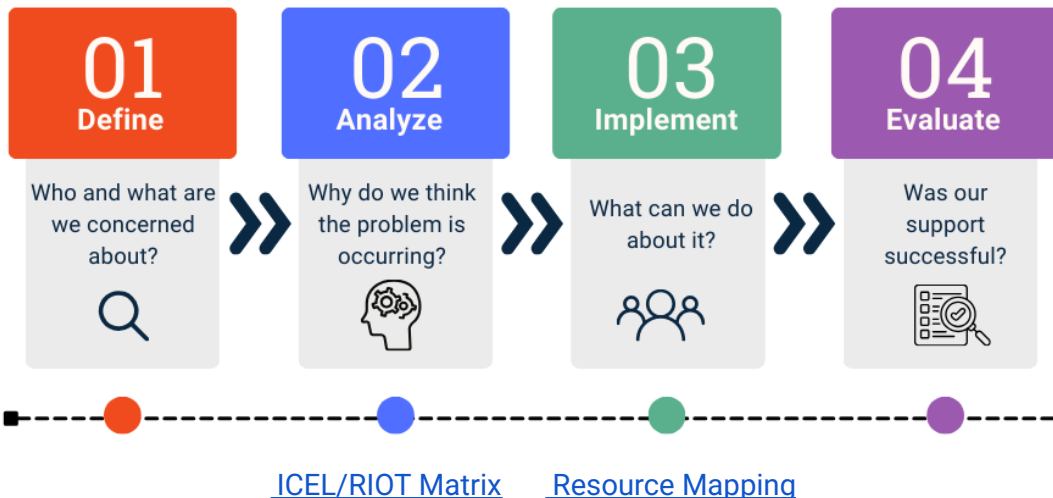
Meeting Type	Description
MTSS Leadership Meeting	This meeting is conducted by the core MTSS Team weekly to discuss the overall health of the MTSS Process. Specifically looking at the Intervention Dashboard within our MTSS Documentation System. Monitor the completed, in progress and past completed intervention plans. Review the rate of student meeting goals, and percentages of students in tiers. This building level dive allows the core MTSS team to ensure that students are being provided the necessary support/enrichment, to ensure at-risk students are receiving support and making progress, that patterns/trends in building/grade level student growth are identified.
Data Day (SIP days)	This meeting is conducted three times a year following the collection of universal screener Data and Benchmark data collected three times a year. The goal of this meeting is to understand the health of school-level MTSS practice by looking at the percent of students who are adequately being served by the core, the equity of instruction across demographics, grades, and classrooms, and improvement in student outcome measures since the last meeting. These metrics are used to evaluate the quality of practice across tier 1, 2, and 3 levels of support and guide school-level improvement plans.
Grade Level Meeting	This meeting is conducted by each grade or content team on a monthly basis to discuss all students. specifically how teachers are providing differentiation in tier 1. The goal of this meeting is to ensure at-risk students are receiving support and making progress, that patterns/trends in student growth are identified, and that plans are adjusted or support is provided to teachers based on observed trends in student need. This conversation is about the whole class core and differentiated instruction plus additional targeted instruction. Grade level content is provided during core instruction while scaffolding students with just-in-time support so they can access this content.
Individual Student Success Meeting	This meeting provides the time and space for individualized deep dive problem-solving for students not making sufficient progress when supported by the Grade/Content Team Meeting. For example, during each meeting individual student needs will be discussed and then

	revisited in another meeting after 6-8 data points have been collected.
PBIS Tier 1 Meetings	The Tier 1 teams establish the systems and practices for Tier 1 support. This team is responsible for monitoring school-wide Tier 1 practices and data, ensuring students receive equitable access to these supports, and evaluating the program's overall effectiveness. The Tier 1 team meets at least monthly. Team members should have availability to attend at least 80% of all scheduled meetings to provide consistency around action planning and tracking progress. Meetings should include an agenda, minutes, defined roles, and a current action plan. Tier 1 teams review and use discipline and academic outcome data at least monthly to guide decisions. Reviewing fidelity data measures how closely the school implements the critical components of PBIS at Tier 1. Fidelity is measured by the Tiered Fidelity Inventory (TFI). The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school annually.
PBIS Tier 2 & 3 Meetings	In addition to Tier 1, this team establishes an added layer of systems and supports targeting students specific needs at Tier 2. Tier 3 practices stem from strong foundations in Tier 1 and Tier 2 supports. With both tiers in place, schools are free to organize individualized teams to support students with more intense needs. Team members ensure students receive timely access to interventions, oversee implementation, and regularly use data to monitor student progress and evaluate the program's overall outcomes. Team members with behavior support expertise help Tier 2/3 teams consider the function of a student's problem behaviors prior to choosing an intervention. They keep teams focused on aligning interventions with what will work best for students. Regardless of the intervention implemented, it is important to collect and monitor data about student performance. Teams use these data to determine whether to continue, modify, fade, or move on from a student's intervention. Assessing how closely Tier 2 supports are implemented as intended (fidelity of implementation) ensures students get the maximum benefit from the intervention as possible. Ways to assess fidelity include the Tiered Fidelity Inventory (TFI) and direct observation. The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school annually. PBIS Tier 2/3 teams should meet monthly, participate or facilitate Individual Student Success meetings and provide professional development as needed. Tier 1, 2, & 3 coaches should actively participate in all appropriate team and coaching training.

Problem Solving in MTSS

Within the problem solving process we analyze data in order to match instructional resources to educational needs. Teams continue to engage in planning and problem solving to ensure that student success is achieved. The cause of the problem could be a specific skill deficit or gaps in a particular area of learning. Alternatively, the problem could be a non-academic factor.

This data-driven approach is central to effective problem-solving models, which provide a structured framework for addressing student needs and improving outcomes.



It is critical to understand that MTSS is based on this premise: the earlier we can identify a problem, the higher the likelihood we can help our students achieve success within the general education setting. We do this by analyzing student data to understand the learner's needs, implementing a plan to provide each student the level of support they need using research-backed interventions matched to their specific needs, while frequently monitoring for fidelity and effectiveness. MTSS is how we provide an equitable and successful education for ALL students.

Universal Screening and Benchmarking Plan

AIMSWEB is our universal screener for K through Second grade students. The assessment is given one time a year. The assessment allows us to identify areas of challenge for students and plan for addressing the needs of the student.

NWEA MAP Growth Assessment serves as the district's benchmark for math and literacy and is given three times a year. It allows us to carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year.

Panorama Teacher Survey is our SEL universal screener. It is administered three times a year.

Panorama Student Survey is designed for schools to gather student feedback in their learning and school experience. The survey is given to help schools improve student experiences and identify areas for growth. It is given to students in grade 3-12 three times a year.

Tier 2 and 3 Support Plan

Freeport School District advocates the use of a continued problem-solving and resource matching for students requiring support at Tier 2 and Tier 3. The planned intervention engagement time, the selection of an evidenced-based intervention, and appropriate progress monitoring measure/schedule are revisited regularly. Anyone administering progress monitoring assessments should be reviewing the rate of student growth after each testing point, by comparing the student's trendline, to their goal line, to determine if the student is on track to meet the goal.

There is a designated [intervention block](#) at each school. During this time, students will be receiving tier 2 interventions in reading and/or math.

Intervention Entrance Criteria

Entry Criteria for Tier 2:

- Tier 2 interventions are intended for students who are not successful in core instruction or are excelling in core instruction, SEL/behavior and/or attendance expectations.
- These interventions take place in addition to Tier 1, core instruction.
- Universal screening data, Classroom assessments, Diagnostic assessments, and a minimum attendance rate of 90% or better is needed to start an academic intervention.
- If students attendance is below 90%, the team should consider an attendance intervention and be in communication with family.

Entry Criteria for Tier 3:

- Tier 3 interventions are intended for students who are not successful in Tier 2 intervention or are excelling in Tier 2 enrichment opportunities, SEL/behavior and/or attendance expectations.
- Tier 3 interventions take place in addition to core instruction and Tier 2 interventions. Additionally, a student excelling with course/grade level content can be provided enrichment opportunities at a tier 3 level, while continuing with tier 2 enrichment interventions.

Intervention Exit Criteria

Exit Criteria:

- Three consecutive data points are expected at or above the goal line.
- Decision is based on data points, not length of intervention.
- The decision is a critical component of the process; the data from the progress monitoring tool is one piece of data to be reviewed. Teacher input, staff input, communication, etc. are essential.
- The student left the district.
- The parent requested for Tier services to be discontinued.

• A student qualifies for Tier 3 interventions based on recommendation from the MTSS Leadership Team's review of the student's data. • Each fall, students who received Tier 3 interventions the spring prior, may begin receiving Tier 3 interventions without a meeting, depending on the student's current needs at the start of the school year.	
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Below are the established guidelines for group size, intervention engagement time, and progress monitoring frequency by tier.

Tier Level	Duration of Plan	Intervention Frequency and Duration	Progress Monitoring	Group Size
2	6-8 weeks on specific area of instructional need, or until student meets goal	60-90 minutes/week	Weekly	Small group 1:4 to 1:6
3	6-8 weeks on specific area of instructional need	120-135 minutes/week	Weekly	Individual 1:1 to 1:3

*Frequency may vary for behavior/SEL interventions

For the creation of Tier 3 plans, the team should also consider home and community variables from the parents' perspective when analyzing data to pinpoint the specific nature of the student's needs. Data collected during Problem Analysis is used to develop targeted individualized plans. School personnel and parents determine who is responsible for addressing components of the intervention plan and is documented. The Tier 3 plan is more than what occurs during the additional intervention time. Any instructional plan incorporates the student's entire day and extra care must be taken to ensure coordination and collaboration between school personnel and families.

Families are sent Tier 2 and Tier 3 notification letters including the plan details at the start of the intervention. ***See Appendix for letters**

Progress Monitoring Plan

Schedule: As student needs increase, the intensity of school resources provided to address those needs increases, so should the frequency of progress monitoring.

Person Responsible: Ideally, the individual implementing the intervention plan should administer the progress monitoring assessments, or record behavior data in accordance with best practice. There are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). This information should be considered when establishing roles and responsibilities related

to progress monitoring.

Schedules of progress monitoring for academic and behavior skills

Academics	Suggested Timeline	Assessment Used	Person Responsible
Tier 1	Benchmark: Beginning of year (fall) for all students K-6 Monitoring Progress: Three times a year	NWEA MAP Growth Reading/Math Assessment	Classroom Teacher, MTSS Specialists
Tier 2	Progress Monitoring: Weekly	AimswebPlus	Classroom Teacher, MTSS Specialists, Tutors
Tier 3	Progress Monitoring: Weekly	AimswebPlus	MTSS Specialists, Interventionists

Behavior	Suggested Timeline	Assessment Used	Person Responsible
Tier 1	Benchmark: Universal Screening 3 times per year (beginning, middle, end) for all students Benchmark: Screener 3 times per year (beginning, middle, end) for students 3rd- 12th grade These interventions should be in place for 6 weeks before moving to Tier 2 interventions. • Second Step • PBIS (Positive Behavior Intervention Support) • Classroom Teacher will differentiate and provide scaffolded Tier 1 instruction for students needing more support than what is provided by: ○ Second Step and PBIS	Panorama Teacher Perception Survey (Fall), (Winter) and (Spring) Panorama Student SEL Survey (Fall.), (Winter) and (Spring)	Classroom Teachers Classroom Teachers/Students (3rd-12th Grade) Second Step-Classroom Teacher Schoolwide PBIS-Schoolwide

	○ <i>Differentiation/Scaffolding for 4-6 weeks. Before moving to Tier 2.</i> Tier 1 Interventions-K-12 and Site Intervention Resource Matrix		
Tier 2	Monitor Progress: weekly <i>Input should be collected from multiple sources (Panorama Teacher Survey, Panorama Student Survey, referrals, attendance) as well as at least one differentiated or scaffolded intervention performed in the classroom at Tier 1 other than Second Step and PBIS.</i> <i>Develop ILP (Individualized Learning Plan)</i> <i>Implement at least <u>three</u> Tier 2 interventions before moving to Tier 3 interventions.</i> <i>Each intervention should be for 6 weeks.</i> <i>At least 3 data points for each intervention being performed.</i> Tier 2 Interventions-K-12 and Site Intervention Resource Matrix	Interventions of the ILP should be specific to the goal with behavior measures.	Classroom Teacher(s), Behavior Specialist, Social Worker, Counselor, MTSS Facilitator
Tier 3	Monitor Progress weekly <i>Input should be collected from all data sources (Panorama Teacher Survey, Panorama survey, Referrals, Tier 2 progress monitoring, and etc.)</i> ● K-12 and Site Intervention Resource Matrix <i>Implement at least <u>three</u> Tier 3 interventions before moving to Special Education referral.</i> <i>Each intervention should be for 6 weeks.</i> <i>At least 3 data points for each</i>	*ILPs should be reviewed every 4-6 weeks for progress and to check/adjust	Classroom Teacher(s), Behavior Specialist, Social Worker, Counselor, MTSS Facilitator

	<i>intervention being performed.</i>		
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Evaluating Effectiveness of Tier 2 and 3 Plans

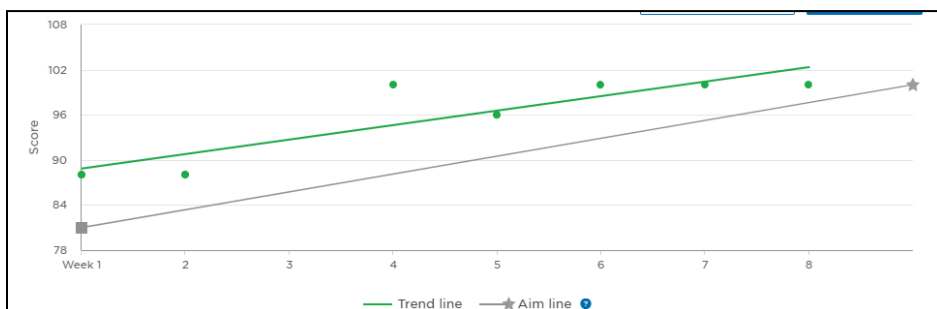
Grade teams take responsibility for evaluating progress of students requiring support at Tier 2, and MTSS teams work collaboratively with teachers and parents to evaluate students requiring more intensive support at Tier 3. However, if a student is stagnant at tier 2, or grade teams have additional concerns, they should schedule an individual student success meeting with the MTSS team.

Guiding Questions:

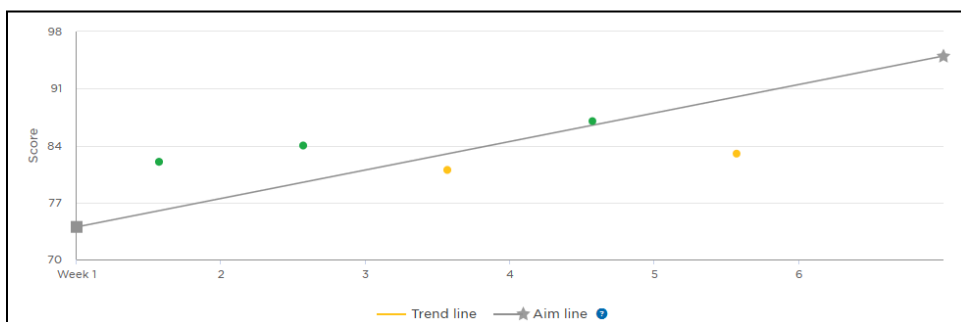
- Was the intervention delivered with fidelity?
 - Review intervention delivery.
 - Before determining if the intervention was effective, it's important to first check that it was delivered for the intended amount of time. Any plans that were delivered below 90% of their time or frequency are considered not sufficiently administered.
 - Review Implementation integrity.
 - Implementation integrity is defined as the extent to which the intervention was delivered as intended. The MTSS Team must ensure that the instructional plan was implemented with integrity before determining a student requires more intensive support.
 - Monitoring implementation integrity is not intended to be an evaluative process. Monitoring integrity is intended to be an evaluation of adherence to the instructional plan, and implementation data should be used to judge the extent to which the actual instruction matched the intended instruction.
- Is the student making sufficient progress?
 - Ensure the validity of the progress monitoring data
 - Academic progress monitoring data is considered *invalid and unusable* if:
 - a valid and reliable curriculum-based measure was not used
 - there are less than 6-8 data points collected (4 data points sufficient to evaluate minor plan adjustments)
 - more than one progress monitoring point is collected in the same week
 - more than 3 weeks has elapsed between data points
 - administration directions were not followed
 - student was given multiple attempts/probes
 - student was given extra practice time
 - Review the growth of the student reflected by progress monitoring data in the MTSS Documentation system.
 - **Number of data points:** When making significant tier or plan changes, a team should first ensure there are 6-8 data points. This does not mean, however, that school teams cannot examine student growth prior to having 6-8 data points. Teams, or individual teachers, should briefly examine a student's trendline after each data point, and make adjustments if it becomes clear the student will not meet their goal at the current trajectory. It is normal for students' scores to have some variability from week to week

because students may perform relatively higher or lower on a specific probe based on background knowledge, testing environment, or numerous other factors. Consequently, 8 data points provide the most reliable and solid pattern of performance.

- **Student's growth relative to the goal line:** Student growth is documented using progress monitoring in MTSS Documentation System. When examining a student's trend line relative to the goal line, the question you should ask is, "Is the trend line above, near, or below the goal line?"
 - Sufficient Growth at Tier 2 and 3: If the trend line is steeper than the goal line, this demonstrates the minimum desired growth. If those criteria are met, and class performance has also improved, it is appropriate to reduce the intensity or level of support. If the student meets the goal by classroom performance has not improved, the MTSS team should engage in individual problem solving to identify possible explanations and new goals created based on current data.



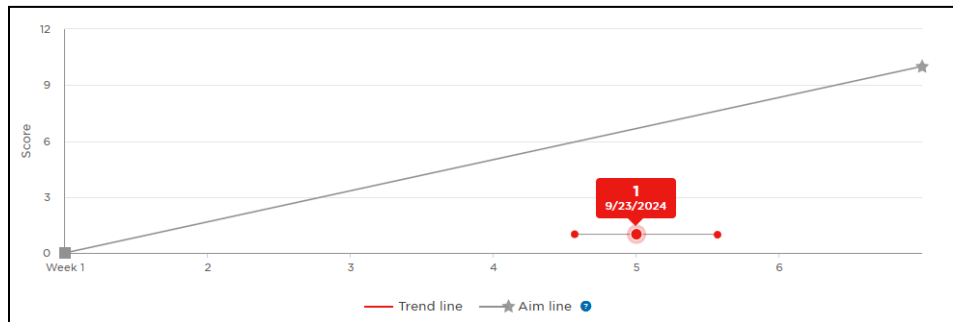
- Uncertain Growth at Tier 2 and 3: If the trend line is below the goal line and performance on grade level standards is not improving, then a change in the intervention plan is required. When determining a change is needed, teams return to problem identification to determine if the problem was identified accurately. Problem analysis is also revisited to determine if the original hypothesis about the student's problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified problem. It is critical that teams understand that the goal of data review is to take charge of closing the student achievement gap by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and current rate of improvement when examining graphs.



- Insufficient Growth at Tier 2: If tier 2 supports are determined to be inadequate and the student's growth is below the goal line, he or she may require more

intensive support at tier 3. For this to occur, the MTSS team must be certain that prior interventions have been aligned with students' needs and implemented with sufficiency and integrity.

- **Insufficient Growth at Tier 3:** If tier 3 support is determined to be inadequate and the student's growth is below the goal line, the problem solving team should work to re-evaluate the plan and adjust one or more of the following:
 - Focus on a different and/or more foundational skills
 - Change the intervention
 - Change the time of the intervention
 - Change the interventionist
 - Increase frequency



Teams should continue to problem solve and adjust plans for Tier 3 students for at least 16-20 weeks (if directly placed in Tier 3), or 8-10 weeks (if received 8-10 weeks of prior Tier 2 support). If progress monitoring data has been collected consistently during those intervention periods, and the student still does not show sufficient growth, it is then appropriate to refer the student for a formal evaluation. The criteria and process for a referral is outlined below.

Tier 2 Decision Guidelines

Performance	Growth/Rate of Improvement	Decision
3 consecutive PM data points at or above goal line	Sufficient Growth	Move Tier 1: Discontinue or fade out tier 2 interventions.
PM data is trending upward but not at or above the goal	Sufficient Growth	Stay in Tier 2: Maintain the current Tier 2 intervention for another cycle.

line		
PM data that is inconsistent	Uncertain Growth	Stay in Tier 2: Revise the current tier 2 intervention and implement for another cycle.
3 consecutive PM data points well below the goal line	Insufficient Growth	Move to Tier 3: Increase intervention intensity to reflect tier 3 level of support and implement another intervention cycle.

Tier 3 Decision Guidelines

Performance Level	Growth/ Rate of Improvement	Decision
3 consecutive PM data points at or above the goal line	Sufficient Growth	Move to Tier 2: Revise plan to reflect Tier 2 intervention, and implement for another intervention cycle
PM data is trending upward but not at or above the goal line	Sufficient Growth	Stay in Tier 3: Maintain the current Tier 3 intervention for another cycle
PM data that is inconsistent	Uncertain Growth	Stay in Tier 3: revise the current Tier 3 intervention and implement for another intervention cycle
3 consecutive PM data points well below the goal line	Insufficient Growth	Consider Special Ed Referral: review criteria and schedule referral meeting with team and parents

Referring for a Comprehensive Evaluation

The MTSS team regularly reviews progress monitoring data and intervention plans for students receiving Tier 3 support. If a student shows insufficient growth, they may be referred for a comprehensive evaluation if a disability is suspected. Before this referral, the team ensures that instructional, curricular, and environmental factors impacting learning have been considered and adjusted as needed. This approach ensures school personnel have addressed all controllable factors to rule them out as primary causes for the student's lack of progress. However, please note that the MTSS process will not delay or deny evaluations for students suspected of having a disability. When holding the Individual Student Success Meeting, make sure that the MTSS Team has invited the PPS Coordinator as well as all other support personnel. The MTSS team is to ensure that the MTSS Documentation System is up to date on all intervention plans.

Students receiving special education services participate across tiers depending on need. Special education eligibility does not make a student ineligible to receive tier interventions. For example, a student eligible under the category of Specific Learning Disability in the area of math may be receiving support at tier 2 for behavior and tier 3 for reading. The same student may also receive MTSS interventions in the area of reading. The goal for all students receiving support at tier 3, including those who are special education eligible, is to close the achievement gap and transition back to the least restrictive support.

Appendices

Template of MTSS Intervention Letter

- Entrance [English](#), [Spanish](#), [Arabic](#)
- Exit [English](#), [Spanish](#), [Arabic](#)

[K-8 ELA Intervention Resource Matrix](#)

[K-8 Math Intervention Resource Matrix](#)

[K-12 and Site SEL Intervention Resource Matrix](#)

[MTSS Flowchart](#)

[MTSS Meeting Structure](#)

[PLC Guidebook](#)

[Assessment Calendar](#)

[Glossary of Terms](#)

[References](#)