



TARKINGTON ISD

MTSS Handbook 2026-2027

Multi-Tiered System of Supports (MTSS) Handbook Table of Contents

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Forward

Tarkington Independent School District is committed to ensuring that every student receives the support they need to succeed academically, socially, and emotionally. This Multi-Tiered System of Supports (MTSS) Implementation Plan represents a key step in advancing that commitment.

Developing an MTSS framework with universal access promotes educational equity and strengthens student outcomes. The MTSS framework provides a structure to realize the district's mission and vision. By integrating high-quality instruction, timely interventions, and data-informed practices into a tiered system of support, Tarkington ISD is creating the conditions for all students to thrive.

District Mission and Priority Guiding Statements

Tarkington ISD's Mission - Tarkington ISD's mission is to empower, support, and inspire our students to achieve academic success and to pursue excellence in all aspects of learning so they may live purposeful and productive lives.

Tarkington ISD's Priority Guiding Statements -

1. Tarkington ISD will recruit, support, and retain high-quality teachers and staff.
2. Our students will read on grade level or higher by the beginning of 3rd Grade and will remain on grade level or higher until graduation.
3. Tarkington ISD will provide career exploration opportunities for students so they have a better idea of opportunities after graduation.
4. Our students will graduate college and/or career, and life ready.

MTSS Mission and Vision

MTSS Mission

The mission of Tarkington ISD is to provide a proactive and data-driven system of support that ensures every student receives high-quality instruction, timely interventions, and enrichment opportunities tailored to their academic, behavioral, and social-emotional needs. Through collaboration, equity, and continuous improvement, we strive to create a learning environment where all students thrive and reach their full potential.

MTSS Vision

We envision a school community where all students are empowered to succeed through a responsive, inclusive, and equitable system of support. By fostering collaboration among educators, families, and stakeholders, we aim to cultivate lifelong learners who are academically strong, socially skilled, and emotionally resilient.

Define MTSS

What is MTSS?

Per the Texas Education Agency, the Multi-Tiered System of Supports (MTSS) is an integrated framework for the systemic alignment of evidence-based prevention and intervention practices to support all the needs of all students. Taking a whole child approach, MTSS seeks to support the academic, behavior, mental health, and wellness of all learners. When MTSS is implemented effectively, it can provide students with the support needed to progress towards academic and non-academic goals. An integrated MTSS approach encompasses various other systems, such as response to intervention (RTI), positive behavioral interventions and supports (PBIS), school mental health (SMH), and other supports for early intervention and prevention.

MTSS is a proactive and preventative framework that provides varying levels of support, or tiers, based on student need, which increase as a student moves from universal, to targeted, and intensive interventions. Federal law directs schools to focus on helping all children learn by addressing problems early. MTSS supports prevention for all students and intervention for students experiencing academic and non-academic difficulties.

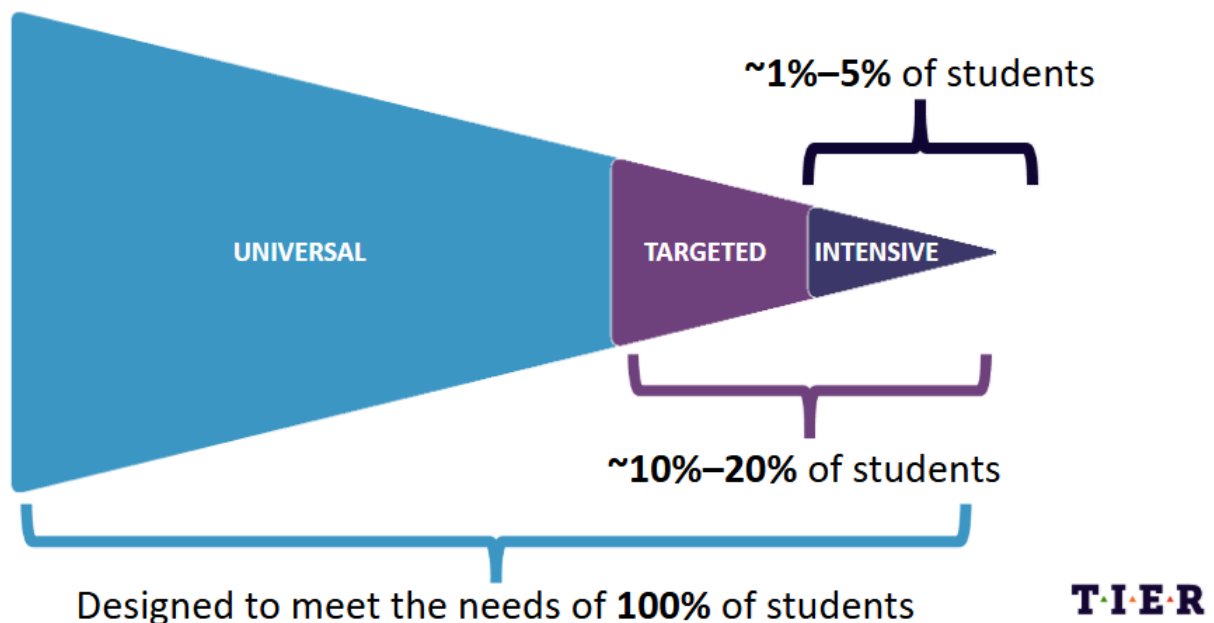
TEA (MTSS)

<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/multi-tiered-system-of-supports-mtss>

MTSS Framework Overview

The MTSS framework is structured into three levels, or tiers: universal, targeted, and intensive

- Tier 1: Universal - includes universal, evidence-based, high-quality instruction and support for all students. Tier 1 is designed to prevent skill gaps and challenges from developing, and to catch them early when they do.
- Tier 2: Targeted - provides evidence-based targeted intervention and support, usually delivered in small groups, to address a student's gaps in skills. Tier 2 instruction layers on top of and does not replace tier 1 instruction and supports provided to all students.
- Tier 3: Intensive - involves intensive intervention and support, usually delivered more often, in smaller groups, and more individualized to support significant and/or persistent skill gaps and challenges for students with significant needs.



Supports in an MTSS framework flow from universal, to targeted, to intensive. The tiers are distinct but, as part of a system, share common components. A key component across all tiers is the use of evidence-based practices. These instructional techniques are supported by high-quality research demonstrating meaningful effects on student

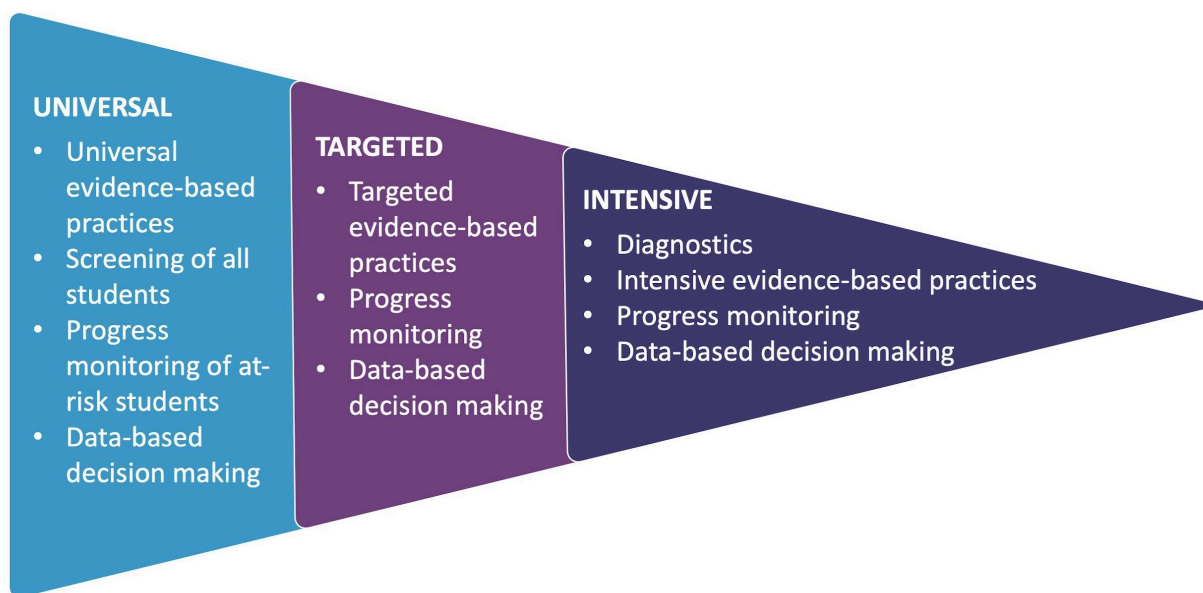
outcomes. It is important that any evidence-based practice is implemented with a high level of fidelity—that is, implemented as intended.

All tiers also use reliable and valid assessments. Screening is used in the universal tier, diagnostic assessments (to intensify and customize interventions) are always used in the intensive tier (and sometimes in other tiers), and progress monitoring is used in all tiers. Data from these assessments is collected and analyzed by a problem-solving or student support team to evaluate student response and make informed data-based decisions. Interventions provided to a student are continually adjusted based on data until the child is progressing adequately.

At any point in the intervention process, if a student is suspected of having a disability and needing special education services, the student must be referred for an evaluation under the Individuals with Disabilities Education Act (IDEA).

****Questions regarding special education referrals and testing, please contact the campus referral coordinator:***

Campus	Phone
Tarkington Early Childhood School	281-592-6134
Tarkington Elementary School	281-592-7736
Tarkington Middle School	281-592-7737
Tarkington High School	281-592-7739



Key Components of MTSS

The following are key components of an effective MTSS framework, ensuring high-quality instructional consistency, data-informed interventions, team collaboration, and student engagement to ensure positive outcomes for districts, schools, teachers, and students.

Screening - Screening is generally conducted three times a year to identify students who may be at risk for poor outcomes and may need additional intervention support.

Progress Monitoring - Progress monitoring uses valid and reliable tools and processes to assess performance, quantify improvement or responsiveness to intervention and instruction, and evaluate the effectiveness of instruction, interventions, and supports.

Multi-level Prevention System - The multi-level prevention system is the organization of support for students that includes three tiers of increasing intensity for instruction and intervention.

Data-based Decision Making - Data-based decision making is the use of data to make decisions about instruction, movement within the multi-level prevention system, intensification, allocation of resources, and disability identification.

Roles and Responsibilities

Roles	Responsibilities
Core Teachers	Deliver Tier 1 instruction, participate in data meetings, and implement interventions
MTSS Team	Analyze data, coordinate supports, and monitor implementation fidelity (District and Campus MTSS Teams)
Administrators	Ensure resources and time are allocated, and lead professional development
Instructional Coaches	Improve teaching capacity and student achievement by partnering with educators to analyze data, model effective teaching strategies, co-plan lessons, and provide targeted feedback.
School Specialists	Conduct assessments, provide targeted services, and consult on Tier 3 supports (i.e., Interventionist, Counselor, etc.)
Families	Engage in communication and collaboration, support learning at home

Data-Based Decision Making

*Please contact Tarkington ISD's District/Campus Testing Coordinator for the assessment calendar

Tools
Universal screeners
Benchmark assessments
Office discipline referrals (ODRs)
Student reports (attendance, grades)
Teacher observations
Health screeners (vision/hearing)
Parent communication/feedback

Tier 1 Screeners/Progress Monitors						
Tarkington Early Childhood School	CLI CIRCLE	NWEA MAP	NWEA Reading Fluency		NNAT (Kinder)	
Tarkington Elementary School		NWEA MAP	NWEA Reading Fluency (1st & 2nd)			Benchmark assessments (3rd-5th)
Tarkington Middle School		NWEA MAP		IXL		Benchmark assessments
Tarkington High School		NWEA MAP				Benchmark assessments

Tier 2 Interventions - Contact campus administration and/or instructional support staff for targeted evidence-based practices and progress monitoring tools used for interventions

Tier 3 Interventions - Contact campus administration and/or instructional support staff for intensive evidence-based practices and progress monitoring tools used for interventions

Process:

1. Collect and analyze data
2. Identify students in need of support
3. Match intervention to need
4. Monitor and adjust based on progress

Best Practices

Tier 2 and 3 Best Practices

TIER 2

Student group: 3-5 students

Frequency: 2-5 days per week

Time: 15-40 minute sessions

TIER 3

Student group: 2-3 students

Frequency: daily interventions

Time: 40-60 minute sessions

Progress Monitoring

Track student response to intervention and adjust intensity, frequency, and instructional approach

Progress Monitoring

Frequency	
Tier 1:	3x/year (Universal Screening BOY, MOY, EOY all students)
Tier 1 Intervention	1x/6 weeks
Tier 2:	2x/6 weeks
Tier 3:	3x/6 weeks

Intervention Planning and Implementation

Steps:

1. Identify needs via data
2. Select an evidence-based intervention
3. Set SMART goals
4. Document intervention plan
5. Monitor fidelity and student response
6. Adjust as needed

Family and Community Engagement

Strategies
Regular communication through meetings, newsletters, ParentSquare, Social Media Outlets
Provide resources and training
Foster partnerships with families and community organizations

Professional Development

Focus Areas
Data literacy
Intervention strategies
Behavioral supports
MTSS process training

Resources

Glossary

- Data-Based Decision Making – Critical educational decisions are based on assessment results. Data will be carefully analyzed to determine why academic problems exist.
- Universal Screening – Universal screenings are assessments administered to all students to determine as early as possible which students are at risk of not meeting grade-level standards. These screenings will occur three times per year.
- Tiered Model of Delivery – The RtI process incorporates a tiered model of delivery of instruction. The tiers reflect increasing levels of intense interventions to meet the individual needs of students.
- Progress Monitoring – Progress monitoring is a scientifically research-based practice that shows data about student growth over time. Progress monitoring will be used to determine the effectiveness of instruction and/or interventions.
- Fidelity of Implementation – Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered. Fidelity must also address the integrity with which screening and progress monitoring procedures are completed.