

A Multi-Tiered System of Support (MTSS) is a process designed to help schools focus on and provide high-quality instruction through research-based or evidence-based interventions and strategies to students who may need additional support academically, behaviorally or socially. An intervention or strategy is a specific type of instruction that is matched and used to help with a specific student need. Student progress is monitored often to check the effectiveness of the interventions. The data collected on a student's progress are used to shape instruction and make educational decisions.

MTSS has three important parts:

- 1) A tiered model of school supports
- 2) Using a problem solving method for decision-making at each tier
- 3) Analyzing data to inform the instruction and intervention at each tier

We are District #7

**Empowering Each
Student to Achieve
Personal Success**



ECUSD #7

Parent's Guide To Navigating

MTSS



MULTI-TIERED SYSTEMS OF SUPPORT

What is a Multi-Tiered System of Supports?

- A Multi-Tiered System of Supports is not a separate program, class or intervention but rather a way of organizing instruction and intervention to help all students.
- The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.
- This framework also helps educators by providing information (data) to identify students needing additional support (academic, behavioral, social emotional), monitor progress in intervention and also identify students who may need special education.

What are the key components of a Multi-Tiered System of Supports?



High-quality instruction for all students



Universal screening (i.e. Curriculum-based measures, Fastbridge, Panorama) to identify students needing supplemental support



Multiple tiers of academic and behavioral support that are progressively more intensive



Evidence-based interventions matched to student need

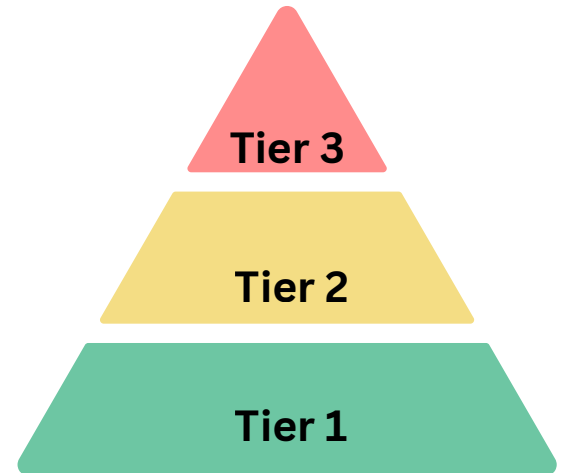


Ongoing progress monitoring of student performance

What are tiered supports?

A Multi-Tiered System of Supports organizes instruction and intervention into tiers, or levels of support:

- ✓ Tier 1 – All students receive high-quality instruction in academics and behavior/SEL.
- ✓ Tier 2 – In addition to Tier 1, students needing more support also receive small-group intervention and supports. The difference is increased time, smaller groups of students or narrowed focus of instruction.
- ✓ Tier 3 – As assessed by the team, the student can receive supports with more intensity and at a higher frequency when needed.



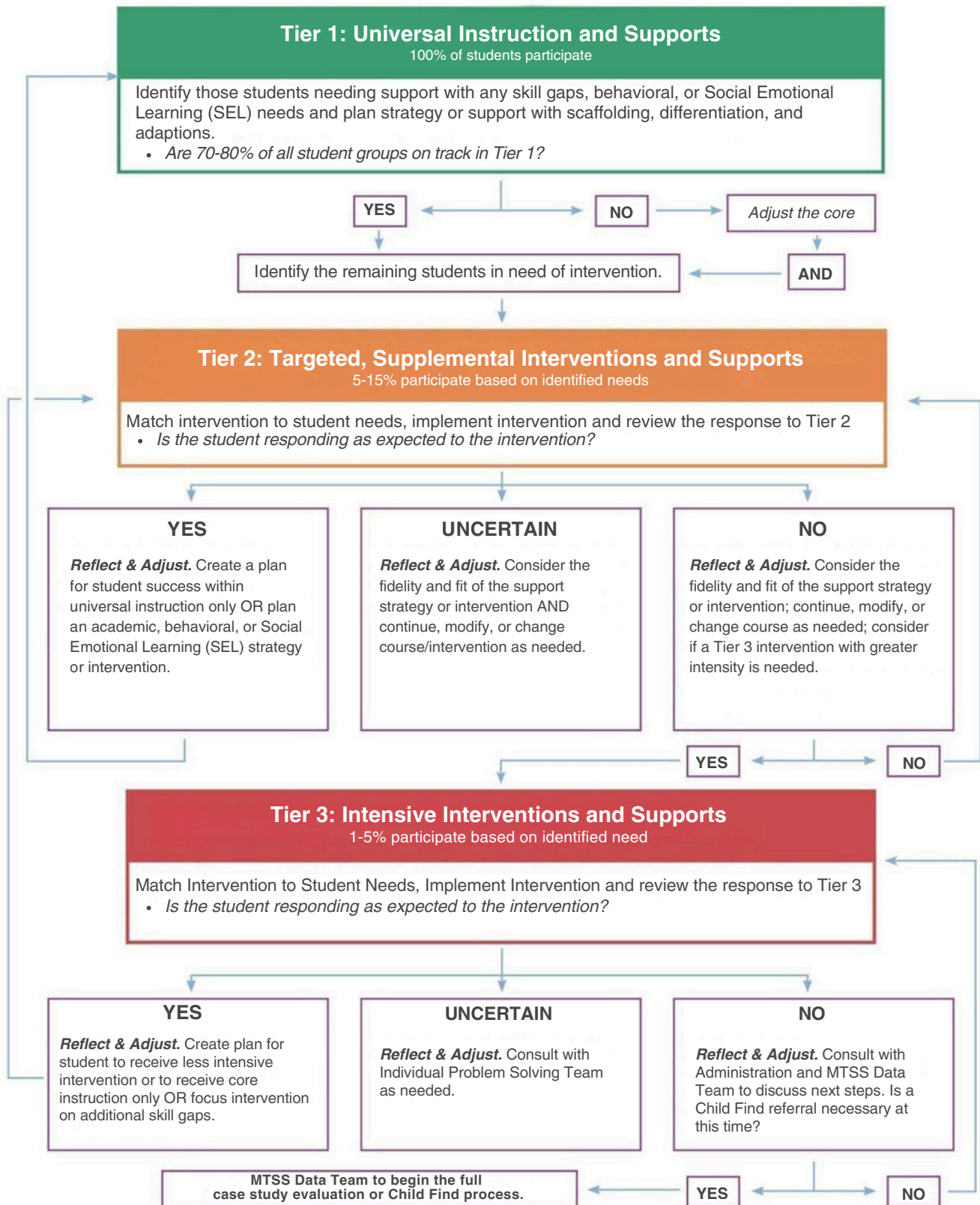
How does the school identify and support students?



- During the year, schools give quick assessments to all students to see which students are meeting grade level standards and which students need additional support.
- For the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress.
- Tier 2 small-group problem-solving teams may include principals, educators, school counselors, school psychologists, school social workers, instructional coaches, intervention specialists and parents.
- Tier 3 individual problem-solving teams may include parents and staff knowledgeable about the student, grade-level expectations and the problem-solving process.
- At Tier 2 and 3, individual diagnostic assessments may be administered to help plan the intervention.
- Parents are not required to attend problem-solving meetings, but must be given opportunities to participate in problem-solving for their child.

MTSS FLOW CHART

This flow chart shows, step by step, how District 7 decides whether a student receives additional supports through the MTSS Framework.



HELPFUL WORDS TO KNOW

Benchmark/Screening Assessments

Short, school-wide tests given a few times each year to check how students are performing. These help identify students who may need extra support but are not the only factor used in decisions.

Data-Based Decision-Making

Using multiple sources of information (like assessments, classwork, and progress data) to guide decisions about instruction and support instead of relying on guesswork.

Differentiated Instruction

Teaching that is adjusted to meet different student needs. Teachers may change how they teach, what students work on, or how students show learning. This happens in the general classroom (Tier 1).

Evidence-Based Instruction

Teaching methods and strategies that are supported by research and proven to help students learn effectively.

Intervention

Additional instruction provided in a small group or individually, to address a specific skill gap. Interventions can occur daily or weekly for about 6–8 weeks and are designed to measure student improvement.

Fidelity

The degree to which educational practices such as core instruction, interventions, and assessments are implemented exactly as they were intended.

Progress Monitoring

Regularly tracking student progress over time to determine if instruction or interventions are working and if changes are needed.

Universal Support (Tier 1)

High-quality instruction provided to all students in the general education classroom. This is the foundation of learning and includes supports for a wide range of learners.

Targeted Support (Tier 2)

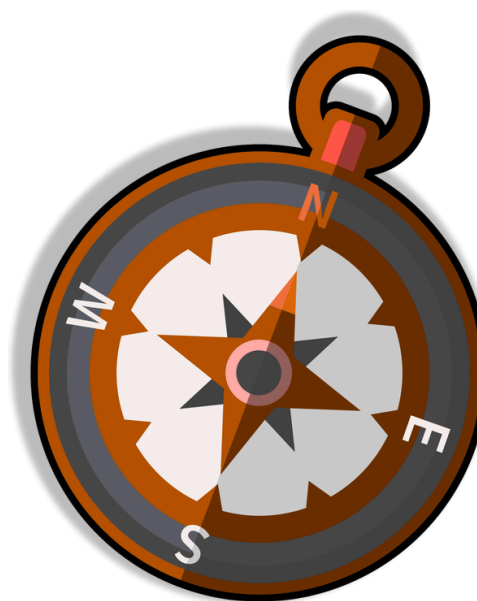
Additional support provided alongside regular classroom instruction for students who need help with specific skills. This support is typically given in small groups, but can be individually as well.

Intensive Intervention (Tier 3)

Highly focused, individualized support for students with the greatest needs. This often includes very small groups or one-on-one instruction, increased time, and frequent progress monitoring.

Universal Design for Learning (UDL)

An approach to teaching that provides multiple ways for students to engage, learn content, and demonstrate understanding, helping remove barriers to learning.



WHO IS INVOLVED?

Student-Teacher-Family Team

The student-teacher-family relationship is the most essential structure of our system. At the center, the teacher's role is to work with the student and their family to identify and remove barriers to learning.

Grade Level Teams

The Grade Level Teams work together using individual and classroom data in academics, behavior, attendance and social-emotional learning to identify strategies to support learning in their classrooms.

Building MTSS Team

The Building MTSS Team collaborates with the Grade Level Teams and Individual-Problem Solving Teams to analyze overall patterns and trends using district-wide data to support and improve the Universal Tier 1 programming and interventions.

Individual Problem-Solving Teams

The Individual Problem-Solving Teams meet on a regular basis for data chats. This team can assist the grade level teams in analyzing the student data to develop a targeted intervention plan for Tier 2 or Tier 3 interventions. This team also works with the family to share student data and any recommendation for additional support.

MTSS - District Action Team (M-DAT)

M-DAT is comprised of members from the administration and the school leadership teams from all schools. The M-DAT provides oversight for district wide goals and serves as an advisory role to the school and administration. The M-DAT will collaborate to ensure their work is aligned with the District goals, School Improvement goals, and the mission and vision of the district.

Coordinator of MTSS

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Role: Oversees all teams and provides leadership to ensure teams are working towards the strategic plan goals, providing necessary supports and resources to meet the needs of all students and ensuring that the schools are meeting individual needs at the Tier 2 and 3 level for both academics and social emotional learning. The school administration are instructional leaders and manage the overall systemic MTSS process.

FREQUENTLY ASKED QUESTIONS

1. What can I expect from schools using a Multi-Tiered System of Supports?

- Information on my child's progress in meeting grade-level standards
- Notice of academic or behavior concerns (early identification)
- Instruction and intervention that is matched to my child's needs
- Feedback on how my child is responding and making progress
- Involvement in individual, data-based problem solving for my child

2. Who do I contact if my child is struggling and needs help?

- Contact your building administrator or child's teacher if you would like to discuss any concerns you have for your child.

3. How will families know how their child is doing?

- MTSS Building Teams include the parent in all student decision making and give on-going updates on student progress.

4. When does intervention stop or change?

- On-going data driven assessment is done by school teams on a regular basis. Decisions made for intervention are based on student progress and are always team decisions.

5. Does MTSS replace or delay special education evaluation?

- A student's response to intervention within a tiered system of support is a valuable source of information when engaging in child-find evaluations to determine if a child has a disability. Rather than delay the evaluation process, it informs evaluation activities and decision-making.

6. Does Tier 2 or 3 mean my child is in special education?

- No, your child is not qualifying for a 504 or an IEP when receiving additional supports through tiered intervention at Tier 2 and 3.

7. Do parents have to agree before MTSS interventions are provided?

- Signed consent is not required, but all parents are informed via letter when a student is recommended for intervention.

