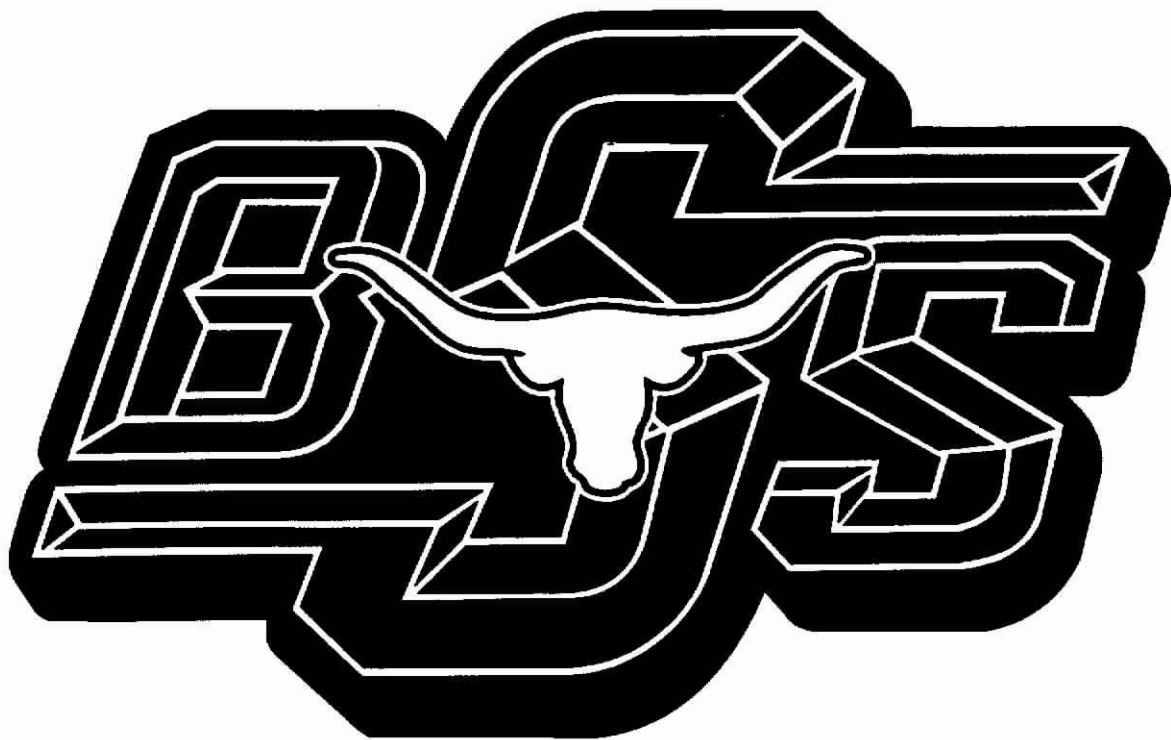


Big Spring ISD MTSS Handbook

Guidelines and Procedures



Statement of Intent

Big Spring I.S.D. believes that all students can and deserve to learn to read, write, and do math. Students need the opportunity to behave appropriately. Finally, students need the opportunity to demonstrate functional communication. It is the intention of the district to uphold the English/Language Arts and Math standards of the State of Texas and to provide intervention to students who demonstrate assessed need for academics, behavior, and communication. In order to accomplish this task, this Multi-Tiered System of Supports (MTSS) plan will be followed for the benefit of our students.

Core Principles of MTSS

We can effectively teach all children if we:

1. Intervene early
2. Use a multi-tier model of delivery
3. Use a problem solving model to make decisions with a multi-tier model
4. Use evidence based, validated intervention and instruction to the extent available
5. Monitor student progress to inform instruction
6. Use data to make decisions regarding student response to interventions
7. Use assessments for screening, diagnoses and progress monitoring
- 8.

MTSS: A WORKING DEFINITION

MTSS is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important education decisions. These components of MTSS are essential to the development of a successful MTSS implementation strategy.

1. **HIGH QUALITY INSTRUCTION/INTERVENTION** is defined as instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for *most* students. Individual responses to even the best instruction/intervention are variable. Selection and implementation of scientifically based instruction/intervention markedly increases the probability of, but does not guarantee positive individual response. Therefore, *individual* response is assessed in MTSS and modifications to instruction/intervention or goals are made depending on results with *individual* students.

2. **LEARNING RATE AND LEVEL OF PERFORMANCE** are the primary sources of information used in ongoing decision making. Learning rate refers to a student's individual growth in achievement or behavior competencies over time. Level of performance refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced). Learning rates and levels of performance vary significantly across students. Most students with achievement or behavioral challenges respond positively to explicit and intense instruction/interventions. Decisions about the use of more or less intense interventions are made using information on learning rate and level. More intense interventions may occur in general education classrooms or pull-out programs supported by general, compensatory or special education funding.

3. **IMPORTANT EDUCATIONAL DECISIONS** about intensity and the likely duration of interventions are based on individual student response to instruction across multiple tiers of intervention. Decisions about the necessity of more intense interventions, including eligibility for special education and/or exit from special education or other services, are informed by data on learning rate and level.

4.

Role and Responsibilities- MTSS Core Team

The role of the MTSS Team includes:

- Review results of school wide universal screenings to determine effectiveness of core instruction
- Screen, identify and serve students who require more academic, behavioral, or communication support
- Plan, implement, vary and revise interventions for students
- Make formal referrals to special education as necessary

Who: Principal, grade level/subject area classroom teachers, intervention teachers, counselors, special education representative, and ELL staff, and anyone else who has pertinent educational knowledge.

When: The MTSS team must meet on students who are not responding to interventions at the district's campuses in order to consider data and to make decisions regarding interventions to be provided to struggling students. Core instruction should meet the educational needs of our students but some students need additional consideration and instruction.

How: Classroom teacher(s) and MTSS team members will identify students who are *not* being academically successful. The MTSS team decides what progress data to gather and which members will collect such data. After reviewing progress data for students, the team will decide intensity, duration and frequency of intervention for specific students. Later the MTSS team evaluates the effects of intervention on the student's academic progress or lack of progress and makes data driven decisions accordingly.

Things to Consider:

Purpose of MTSS:

The purpose of MTSS is to provide a systematic process for evaluating student achievement data, identify student needs, plan for intervention to address those needs, and monitor progress.

Why MTSS?

It is the law (ESSA & IDEA) and we have an ethical obligation to students.

Student goals & progress monitoring:

Student goals should be measurable and in specific areas. Progress monitoring assessments are usually short measures of student progress in a specific skill area.

Parental involvement:

Parent communication should remain with the teacher during the MTSS process and it is not recommended that they attend MTSS meetings. (Unless a parent makes a request to be involved)

When to place a student on TIER II or TIER III?

The division between TIER II and TIER III is not always clear. The difference will be based on the amount of time students have received interventions, the progress they have made and the determination of the committee.

Implementation of MTSS

Implementation can vary depending on the philosophy of campus faculty and staff. It is ideal that the following exist:

- Belief that all students can learn
- 90% of effective teaching is effect motivation
- Differentiated instruction is necessary

Consider other intervention options: (resources & guidance)

If the problem is obvious and unlikely to respond to the MTSS process, work with the Special Education department to address the referral and assessment process. These may include (not limited to) areas such as: Speech, Specific Learning Disability, Autism, Orthopedic Impairment, Traumatic Brain Injury, ADD/ADHD, mobility, etc.

	<u>Tier 1</u> Approximately 80% of students should respond successfully to quality Tier 1 differentiated instruction.	<u>Tier 2</u> Approximately 10%-15% of students will be in need of Tier 2 supplemental interventions.	<u>Tier 3</u> Approximately 5%-10% of students will be in need of Tier 3 intensive interventions.
Defining the Tiers	Core Curriculum with Differentiated Instruction focused on ensuring students master grade level academic and behavioral essential standards.	In addition to Tier 1, students are provided additional time and support to master immediate prerequisite skills for success with grade-level essential targets. (Immediate prerequisite skills are those skills closely related to grade-level.)	In addition to Tier 1 instruction and Tier 2 interventions, students not making adequate growth to close learning or behavior gaps may need Tier 3 intensive and individualized interventions to support mastery of basic, foundational
Curriculum & Interventions	Scientific, research-based core curriculum with differentiated instruction and research-based teaching strategies, as well as supplemental instruction and/or general education accommodations that are on grade level.	Research & evidenced-based intervention at instructional level that addresses student needs and supplements Tier 1 instruction. These interventions should focus on closing immediate prerequisite gaps needed to master grade level essential targets. Interventions are supplemental to Tier 1 curriculum and instruction.	Research & evidenced-based interventions at instructional level that address student needs in basic, foundational skills. These interventions should focus on closing gaps due to knowledge and acquisition of basic skills and concepts.
Recommended Time & Duration	Within regular class period or differentiated team schedule.	Recommended at least 90 minutes per week on top of Tier 1 instruction for a duration of 4-6 weeks to provide sufficient time for student to respond to interventions. Student should return to Tier 1 once grade level essential targets have been met.	Recommended at least 120 minutes per week on top of Tier 1 instruction for a duration of 3-4 weeks to provide sufficient time for student to respond to intervention. Campus Intervention Team will determine exit criteria for student to return to Tier 1, Tier 2 or to continue with Tier 3 interventions. If no response, continue maximum interventions and Campus Intervention team may decide to submit a MTSS request a review.
Universal Screening Times	September, January, & May (Math & Reading)		
Recommended Group Sizes	Whole group with differentiated instruction based on students' needs. Tier 1 may also include small group or individualized instruction for students based on assessment data.	Small group or individualized instruction for targeted students based on data from formative and diagnostic assessments. Recommend maximum group sizes: Elementary: 6 Secondary: 12	Small group or individualized instruction for targeted students based on data from formative and diagnostic assessments. Recommend maximum group sizes: Elementary: 4 Secondary: 6
Progress Monitoring	On-going progress monitoring through the use of formative assessments and PLC teacher team discussions.	On-going progress monitoring through the use of formative assessments and/or other progress monitoring data sources as determined by PLC teacher teams. For students receiving Tier 2 interventions, the intervention provider(s) should be documenting progress towards intervention goal(s) <i>at least once per week for academic and behavior interventions.</i>	On-going progress monitoring through the use of formative assessments and/or other progress monitoring data sources. For students receiving Tier 3 interventions, <i>the intervention provider(s) should be documenting progress towards intervention goal(s) at least on a weekly basis.</i> The Campus MTSS team should meet to discuss individual student progress at least biweekly.
Intervention Provider	Regular Classroom Teacher	Regular Classroom Teacher, Teacher Team Determination, or Interventionist	Campus Intervention Team, Regular Classroom Teacher, or Interventionist

Data triggers for MTSS Meeting

BSISD staff will utilize multiple data sources to determine a need to trigger a MTSS meeting. While poor performance on one data source alone may warrant concern and an investigation into why, it is important to utilize multiple data sources and points to gather a complete picture of what may be needed to assist the student in the best way possible.

Progress Monitoring

Progress monitoring is a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum. A fundamental assumption of education is that students will benefit from a high quality instruction. That is, typically, students will learn and achieve the skills and content taught in the classroom. For students who are not responsive to classroom instruction, alternative interventions can be provided and again the students' response to that instruction can be monitored. Progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important information for eventual classification and placement decisions. It is essential that progress monitoring take place, the results document and these results must be considered when making instructional decisions for students.

Our district will monitor students using curriculum based measures such as:

Reading	Math
<ul style="list-style-type: none">· Fluency Probes· Running Records· Performance Indicators· Teacher Assessments· Comprehension Quizzes· Grades· Local Assessments	<ul style="list-style-type: none">· Math Fluency Probes· Performance Indicators· Teacher Assessments· Computation Quizzes· Local Assessments· Grades

Multi-Tiered System of Supports Procedures

All forms can be completed online in electronic form in DMAC. However, if a teacher/administrator chooses to document on paper, all paperwork must be uploaded into the DMAC system under forms attached to that students intervention plan.

Identify students that need MTSS.

1. Complete Initial Concern Form. If no barriers exist, complete step 2.
2. Contact MTSS campus coordinator to add to roster for a formal MTSS meeting.
3. Continue collecting/recording data for the first meeting. (Trigger decisions should not be made based on outcomes from one assessment/data source.)
4. Document strategies used prior to MTSS.

Initial meeting is held with MTSS committee

1. Information and concerns are reviewed by committee.
2. Interventions are recommended and determined by committee.
3. Committee recommends action for student (*Tier II, 504, SpEd, etc.*)

Monitor student on Tier II

1. Implement interventions (*put in place at previous meeting*)
2. Continue collecting data reflecting use of interventions
3. Review data

<u>Student Progress Made</u>	<u>No student progress made</u>
1. Continue using current interventions	1. Contact Campus MTSS Coordinator for Tier II MTSS meeting.
2. Continue collecting data and monitor progress	2. Continue collecting data for Tier II meeting
3. If progress declines, contact Campus MTSS Coordinator for Tier II MTSS meeting	

Tier II meeting is held with MTSS committee

1. Information and concerns are reviewed by committee
2. Adjustments Interventions are recommended and determined by committee
3. Committee recommends action for student (*remain on TIER II, TIER III, 504, SpEd, etc.*)

Monitor student on Tier III (or current placement)

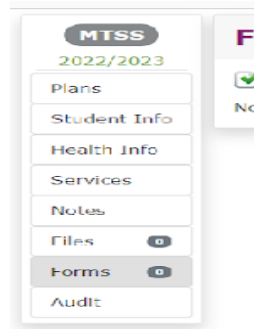
1. Implement interventions (*put in place at previous meeting*)
2. Continue collecting data reflecting use of interventions
3. Review data


<u>Student Progress Made</u>	<u>No student progress made</u>
1. Continue using current interventions	1. Contact Campus MTSS Coordinator for Tier III MTSS meeting.
2. Continue collecting data and monitor progress	2. Continue collecting data for Tier III meeting
3. If progress declines, contact Campus MTSS Coordinator for Tier II MTSS meeting	

Tier III meeting is held with MTSS committee (or current placement)

1. Information and concerns are reviewed by committee
2. Adjustments Interventions are recommended and determined by committee
3. Committee recommends action for student (*remain on TIER II, TIER III, 504, SpEd, etc.*)

4. MTSS online Forms are accessed by clicking on “Forms” on the left side of screen.



Then, Click “Add New” on upper Right “”

5. At the top, the screen will say Add Form. Click the drop down menu next to MTSS to select the form you wish to populate.



6. Fill in form. Make sure to complete EVERY piece of the form. Be sure to “Save” when done
7. Follow “Adding MTSS Documents to DMAC” directions for uploading paper Data Collection Sheets. *You can do your tracking for progress with interventions either on the paper document in the MTSS handbook or on the form imbedded in DMAC.*
8. Complete forms as you progress through the MTSS process. Be sure to follow the suggested Time Frames for each Tier and document results through uploading Data Tracking Forms.
 - 1st: Initial Concern Form
 - 2nd: MTSS Tier I Intervention Summary
 - 3rd: MTSS Tier II Intervention Summary
 - 4th: MTSS Tier III Intervention Summary
 - If Necessary, the “Complete: Required Components for submission to Special Education” –only if all documentation (these forms and the uploaded Data Collection Sheets are ready). Submit this form along with an email to Special Education (Tara Mallett or Dr. Sheppard) that paperwork is ready for review.

Date: _____

Initial Concern Form

completed by teacher prior to meeting

Student's Name: _____ DOB: _____ Grade: ____ Teacher: _____

1st Parent Contact Date: _____ Conference Telephone Note E-mail

2nd Parent Contact Date: _____ Conference Telephone Note E-mail

Parents: Name: _____ Phone #: _____

Reason for referral: Academics Absences (#_) Behavioral Office Referrals (#_)

Area of Concern: ELAR Math Behavior Other _____

Vision and Hearing Screening: Date: _____

Vision: Passed Failed

Hearing: Passed Failed

Nurse signature : _____

Home Language Survey: (Primary language _____)

6 Weeks	Reading	Math	Writing	S.S. / Science

Student's Educational/Developmental Performance Levels: (attach if needed) Current Report Card / Progress report Grades:

MCLASS: Reading _____

NWEA: Reading _____ Math _____

STAAR Reading: _____ Math _____ Writing _____ Science _____

STAR Reading Grade Equivalent: _____ ZPD: _____

Benchmarks Reading: _____ Math _____ Writing _____ Science _____ **Prior Retention:** Yes

No

Services Provided: Speech Dyslexia Resource Tutorials

Bilingual ESL Counseling Other _____

Please describe the specific concerns prompting this referral. What makes this student difficult to teach? List any academic, social, emotional, or medical factors that negatively impact the student's performance.

How does this student's academic skill compare with those of an average student in your classroom?

In what setting/situation does the problem occur MOST often?

In what setting/situation does the problem occur LEAST often?

What are the student's strengths, talents, and/or specific interests?

- 1.**
- 2.**
- 3.**

What would be the best time to observe the student having the difficulties that you describe above?

Intervention used in TIER 1	Circle one	Frequency
	Successful (S) Unsuccessful (U)	
1.	S U	
2.	S U	
3.	S U	
4.	S U	
5.	S U	

MTSS Meeting Agenda / Minutes Page

Student Name: _____ Teacher: _____ Grade: _____ Date: _____

Student is currently (circle one): Tier 1 Tier 2 Tier 3

Agenda:

- Committee reviews student information / history
- Teacher information
- Review Data / Progress Monitoring
- Other Committee information
- Identify areas of concern
- Identify interventions

Meeting Minutes:

In Attendance:

Student Information / History:

Teacher Information:

Review Data / Progress monitoring:

Other information:

Identify Areas of concern:

Identify Interventions:

Minutes written by:

Date of meeting: _____ Student Name: _____ Teacher: _____

Big Spring ISD –TIER II Intervention Summary

Completed during TIER II meeting

Results of current interventions:

Area of concern	Current Intervention	Results

MTSS Progress Determination Summary:

(To be determined after meeting agenda is complete)

The progress is: Significant Progress Minimal Progress No Progress Regressed

Action recommended: *(check all that apply)*

No further action: The student has made sufficient progress.
Continue providing Tier II interventions
Provide Tier III Intervention
Referral for Dyslexia Assessment
Referral to 504 Committee or Special Education for Evaluation
Other: _____

New intervention: *(if applicable)* TIER: _____

Intervention	Frequency / Duration

Committee Signatures:

Name / Position	Signature
Principal	
School Counselor	
Teacher	
Teacher	
Other: _____	

Date of meeting: _____ Student Name: _____ Teacher: _____

Big Spring ISD –TIER III Intervention Summary

Completed during TIER III meeting

Results of current interventions:

Area of concern	Current Intervention	Results

MTSS Progress Determination Summary:

(To be determined after meeting agenda is complete)

The progress is: Significant Progress Minimal Progress No Progress Regressed

Action recommended: *(check all that apply)*

No further action: The student has made sufficient progress.
Continue providing Tier III interventions
Referral for Dyslexia Assessment
Referral to 504 Committee or Special Education for Evaluation
Other: _____

New intervention: *(if applicable)* **TIER:** _____

Intervention	Frequency / Duration

Committee Signatures:

<u>Name / Position</u>	<u>Signature</u>
Principal	
School Counselor	
Teacher	
Teacher	
Other: _____	

MATH Data Collection Sheet

Math Data:

Data is to be collected **PRIOR** to MTSS meeting (Indicate TIER data was collected on)
TIER I TIER II TIER III

Student Name: _____ Teacher: _____

Targeted Area <i>Indicate area of concern in this column</i>	Intervention s	Frequency <i>(circle one used)</i>	Input Scores from corresponding assessment below:					
			Score 1	Score 2	Score 3	Score 4	Score 5	Score 6
Math Concepts		Daily Weekl y Other:						
Math Computation		Daily Weekl y Other:						
Other:		Daily Weekl y Other:						
Other:		Daily Weekl y Other:						
		Daily Weekl y Other:						
		Daily Weekl y Other:						

READING Data Collection Sheet

Data is to be collected **PRIOR** to MTSS meeting
 (Indicate TIER data was collected on) TIER I TIER II TIER III

Student Name: _____ Teacher: _____

Targeted Area <i>Indicate area of concern in this column</i>	Intervention S	Frequency <i>(circle one used)</i>	Input Scores from corresponding assessment below:					
			Score 1	Score 2	Score 3	Score 4	Score 5	Score 6
Phonemic Awareness		Daily Weekly Other:						
Phonics		Daily Weekly Other:						
Fluency		Daily Weekly Other:						
Vocabulary		Daily Weekly Other:						
Comprehension		Daily Weekly Other:						
Writing		Daily Weekly Other:						
Other:		Daily Weekly Other:						

Reading Data:

BEHAVIOR Data Collection Sheet

Data is to be collected **PRIOR** to MTSS meeting
 (Indicate TIER data was collected on) TIER I TIER II TIER III

Student Name: _____ Teacher: _____

Targeted Area <i>Indicate area of concern in this column</i>	Intervention S	Frequency <i>(circle one used)</i>	Document Results of interventions used based on data or observations of behavior
Behavior / Classroom Management		Daily Weekly Other:	
Behavior Action Plan / Positive Behavior Supports		Daily Weekly Other:	
Social Skills		Daily Weekly Other:	
Character Education		Daily Weekly Other:	
Other:		Daily Weekly Other:	
Other:		Daily Weekly Other:	
Other:		Daily Weekly Other:	

Behavior Data:

MTSS Meeting Roster

	<u>Area of Concern</u>				
<u>Names</u>	Reading	Math	Behavior	Other	<u>Intervention Recommendation</u>
<u>TIER II Students</u>					
1.)					
2.)					
3.)					
4.)					
<u>TIER III Students</u>					
1.)					
2.)					
3.)					
4.)					

(EXAMPLE)

(To be determined and posted by campus administrator at the beginning of year.)

MTSS Meeting Schedule

Big Spring ISD

<u>Six weeks</u>	<u>Intermediate</u>	<u>Elementar</u> <u>y</u>
Meeting with all teachers during conference	Sept ____	Sept ____
1st 6 weeks	Oct ____	Oct ____
2nd 6 weeks	Dec ____	Nov ____
3rd 6 weeks	Jan ____	Jan ____
4th 6 weeks	March ____	Feb ____
5th 6 weeks	April ____	Mar ____
6th 6 weeks	May ____	May ____

Ideas for Classroom Accomodations/Modifications

Classroom Accomodations/Modifications

- Provide extended time up to 1 extra class (2 days)
- Provide preferential (beneficial) seating
- Check for understanding
- Provide frequent feedback
- Provide visual cues
- Provide paper copy of notes (as needed)
- Provide note-taking assistance (as needed)
- Pre-teach vocabulary
- Shorten all assignments (reduced workload)
- Shorten specific assignments (specify:...)
- Provide small group or individual assignments
- Provide specific visual aides (i.e. colored overlays)
- Modify curriculum (TEKS) (For basic students only)
- Provide specialized technology
- Clarify or reword vocabulary, complex sentences or concepts
- Preview reading texts
- Revise reading passages or questions
- Revise written passages or questions
- Use of graphic organizers or visual aids
- Provide step-by-step instructions (scaffolding, chunking)
- Use of writing process checklist
- Direct to specific information (pages, graphics, notes)
- Provide formulas for specific questions
- Peer tutoring

Behavior Accommodations/Modifications

- Emphasize positive behavior supports
- Ignore minor behavior concerns
- Allow or provide sensory overload breaks
- Allow access to behavior specialist

Testing Accommodations/Modifications

- Extended time (50%)
- Extended time (100%)
- Oral testing (if requested)
- Small group (if requested)
- Fewer questions or choices
- Supplemental aides
- Word banks or chunking
- Large print materials (if requested)
- Specialized technology