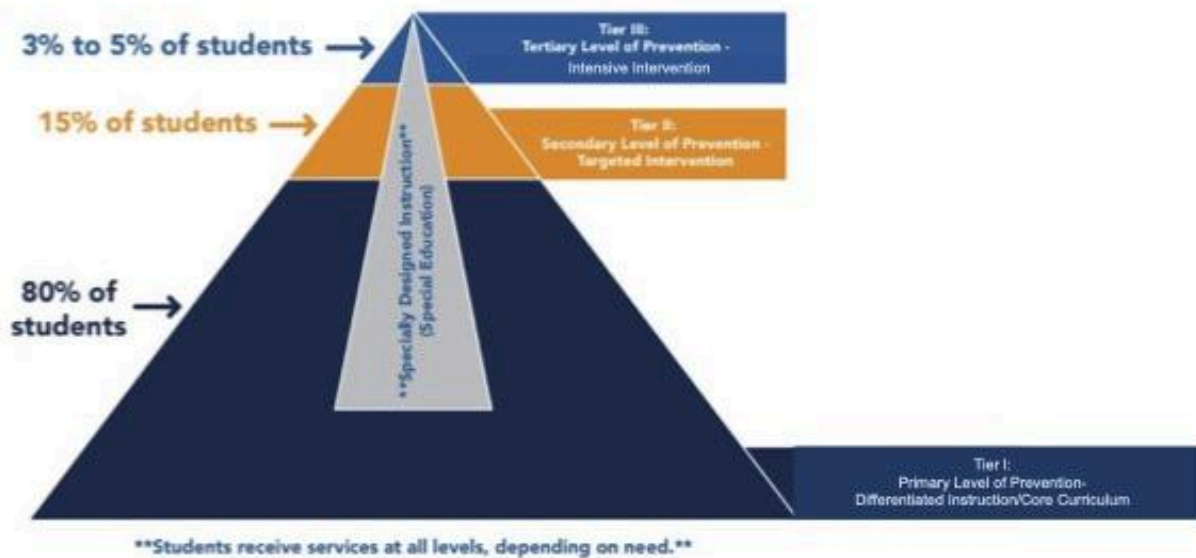


MTSS Essential Components: Multi-Tier Prevention System



Tier 1

Tier 1 is high-quality, universal instruction aligned to content standards appropriate for all students, including Bilingual and English Language Learners composed of 80-85% of the student population. This is essentially “great teaching” that all students receive in the classroom each day. The majority of learners should make sufficient growth in this tier. Teachers should use differentiated instruction and best evidence-based practices in Tier 1.

MTSS is a framework that improves student outcomes by ensuring the highest level of instructional expertise for teachers and service providers. Tier 1 instruction consists of high-quality, differentiated core instruction where teachers are using best strategies for 80-85% of students to be successful. Teachers should be trained first in best evidence-based practices and teaching strategies for whole group instruction. Subsequent support for Tier 1 instruction should focus on how to collect formative data during instruction and ways to differentiate instruction for struggling students and excelling students during lessons.

Tier 1 Initiatives

K-8 Character Assemblies, HS Partnership with Oakland County Sheriffs Department to recognize Scholar of the Month, PAWS Behavior Expectations, School Store

Tier 2

Tier 2 is more strategic and targeted support that includes specialized services for 10-15% of the population. These students are in need of supplemental resources that extend beyond the range of Tier 1 services. Students in Tier 2 have been identified through assessments as struggling in a particular area and should receive interventions in a small group with students based on that same need.

Educators should receive training in how to read, analyze, and action plan from data. Teachers need practice and support in determining what specific skills, strengths, and deficits different data sets show like word accuracy, segmentation, blending, calculation, frustration from being corrected for behavior in front of peers, etc. Districts need to train their staff in how to determine which intervention is necessary to support each student, resources needed, and small groups creation. This work is essential in identifying students early who need support to catch them up to their peers.

Tier 2 Interventions

AmeriCorps, K-5 Bulldog Pride Intervention Blocks, SEL Groups

Tier 3

Tier 3 includes the most intensive interventions and support services and is appropriate for about 1-5% of the student population. Here, students received more individualized 1-on-1 support suited for their unique needs with a teacher.

Tier 3 Interventions

Pull-out Math/ELA Intervention, Behavior Plans

MTSS Intensification Flow-Chart

Teacher and Teacher Aides

TIER I- Core Academics/Behavior/Attendance (80% of scholars)

- Problem Solving for All scholars in Academics or Behavior.
- Review Achievement Data, Discipline Data by Teacher, Grade-Level Teams, & Instructional Coaches.

Universal Screeners or Universal Screening Systems

- Used to measure fundamental skills needed to access the core.
- If core is less than 80% effective, measures need to be taken to improve core achievement, behavior, and attendance.
- Review Achievement Data & Discipline Data by District MTSS Team, School Improvement Team, Grade Level Teams, Departments.

Approximately 20% of scholars will not respond to changes in core and will need additional interventions.

Academic and Behavior Interventionists

TIER II- Intervention (15% of the population)

- Problem Solving by an Advanced Tiers and/or Child Study Team in response to classroom or common formative assessment data.

How is it documented?

- Through Teacher, Small Group, and Interventionist Logs, PLC minutes, & MTSS/Child Study Meeting Minutes
- Tier II Documentation (Tier 2 Action Plan, meeting logs, running records, assessments, etc)

Scholar shows progress:

- Document the success
- Continue or modify the intervention, monitor, revisit.
- Stop the intervention

Scholar shows minimal progress:

- How is the child doing compared to others receiving the intervention?
- Increase the frequency and intensity of the intervention.

- Change or modify the intervention.
- Document in the Tier Paperwork

Scholar shows no progress:

- Try a different research based intervention.
- Examine any additional data.
- How are the other scholars in the group responding?
- Bring to MTSS/Child Study Team for Tier III

TIER III- (About 5% of the scholar Population) This is not a Special Education Referral.

- Problem Solving by the MTSS/RTI Team in response to classroom /common formative assessment data/Benchmark data/Screeners, PBIS data, Attendance data, Summative Assessment data, previous evaluation data

How is it documented?

- Through Teacher, Small Group, and Interventionist Logs, MTSS/Instructional Coach Logs, PLC minutes, & MTSS/RTI Meeting Minutes
- Tier III Documentation (Tier 3 Action Plan, meeting logs, running records, assessments, etc)
- Behavior Intervention Plan
- Medical Referral
- 504 Consideration
- Special Education Referral

Scholar shows progress:

- Document the success
- Stop the intervention when there is data that support that skills are mastered or
- Continue the intervention, monitor, revisit.

Scholar does not show progress:

- Reconvene MTSS/Child Study Team and collect additional data

BA K-8 School Data Red Flag Criteria

Measure	Proficient Score (Tier 1)	At-Risk (Tier 2)	High Risk (Tier 3)	Person Responsible	Date(s) to Review
Office Managed Behavior Incidents	0 incidents in 20 school days	1 incidents in 20 school days	2+ incidents in 20 school days	Behavior Interventionists Coordinator	Bi-weekly
Staff+ Office Managed Behavior Incidents	0-2 incidents in 20 school days	3-4 incidents in 20 school days	5+ incidents in 20 school days	Behavior Interventionists Coordinator	Bi-weekly
Absences	Missing <10% of school days	Missing 10-19% of school days	Missing 20%+ of school days	Truancy Officer	Bi-Weekly
Tardy	<5 in 20 school days	5 or more in 20 school days	10 or more in a school year	Truancy Officer	Bi-Weekly
OSS	0	1	2	Behavior Interventionists	Monthly
Grades (Secondary example)	0 Failures	1-2 Failures	2-3 Failures	Grade-Level Teams	Monthly
Grades (Elementary example)	Standards based rubric scores of Proficient to <i>Satisfactory</i> in one or fewer areas	Standards based rubric score of <i>Unsatisfactory</i> in 1 academic areas	Standards based rubric score of <i>Unsatisfactory</i> 2+ academic areas	Grade-Level Teams	Monthly
Academic Benchmark Data: Math (NWEA)	>9th percentile	9th-2nd percentile	1st percentile	Systems Coordinator	3 times per year
Academic Benchmark Data: Reading (NWEA)	>10th percentile	10th-3rd percentile	2nd-1st percentile	Systems Coordinator	3 times per year