MVCA MTSS Manual

2016/2017

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***This MTSS K12, INC Model Handbook is to serve as a model for your school and is based on the National MTSS guidelines. Specific state requirements may have to be added to meet individual school needs.**

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Data Driven Instruction and Tiered System of Supports
Key Definitions

Data Meetings
Teacher and leadership led by grade and/or content to analyze data and determine action that will translate into instructional changes and increased student learning

Data Driven Instruction Framework
Data Driven Instruction is an instructional model, based on using formative and summative assessments to guide and inform instruction. It is a precise and systematic approach to improving student learning throughout the year.

Instructional Leaders
Head of School, Academic Administrator, Lead/Lead Master Teacher, Instructional Coach and/or Department Chair; facilitate teacher-leader data analysis meetings; maintain focus

Intervention
Intentionally becoming involved in an academic situation in order to improve it or prevent it from getting worse. The intervention process begins with identifying a problem and then using data in a team approach to develop a plan. The plan is then implemented and evaluated.

Intensity
Interventions can become more intense by changing: (a) group size, (b) amount of time, and (c) curriculum/instruction used.

Observation and Feedback
Instructionally coaching teachers to improve student learning by observing instruction and then providing feedback in bite-sized action steps that will allow a teacher to systematically grow

Professional Development
Introductory: what (assessments) and how (analysis and action)
Ongoing: aligned with data-driven calendar: flexible to adapt to students' learning needs

Rigor
Creating instructional opportunities in which each student is provided with rich learning experiences that promote high level thinking.

Re-Assess
Every 4-6 weeks; standards that appear on the first interim assessment appear again on subsequent interim assessment

Asynchronous delivery of instruction
Providing supplemental educational support – i.e. videos, resources, recording of sessions, etc.

Synchronous delivery of instruction
Live instruction

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Tiered System of Supports (MTSS/RTI)

Systemic process of meeting the educational needs of all students through professional accountability to ensure:

- Delivery of scientific, research based core curriculum and instruction
- Ongoing monitoring of student data to assess the effectiveness of instruction
- Determination and delivery of targeted and intensive individualized student supports
- Shared responsibility – all staff (general education teachers, special education teachers, Title I, MTSS Lead, administration and Instructional strategist)

Tier I

Research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject

Tier II

Small group or individual instruction that provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1; for students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1. Prescriptive, strategic, targeted

Tier III

Often individual instruction that provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2.

Tiered Instruction

An approach to organizing instruction and students used to efficiently differentiate instruction for all students. Utilizing increasing intensities of instruction and support using specific, research-based interventions matched to student need.

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Distinctions in *Multi-Tiered System of Supports*

***MTSS* Is …**	***MTSS* Is Not …**
A systemic process that aligns all school improvement goals	A special education initiative
Intent on ensuring all students meet or exceed proficiency standards	Intent on decreasing or increasing special education numbers
An instructional model designed to benefit all students through greater continuity of services	A product or kit to add on to the daily routine
Focused on effective instruction to enhance the academic learning of all students	Focused on documentation of evidence to remove a student from general education

MTSS greatly increases the likelihood of improved student achievement by identifying struggling students at the earliest grade levels and providing them with additional instructional time and intensity during the school day. With *MTSS*, students are monitored often to ensure they are progressing, and when they are not, they receive additional learning opportunities.

Ways to change an Intervention

- Ensure that instruction targets skill deficit
- Increased time engaged in instruction
- Extended length of tasks
- More examples and wider range of examples
- Breaking down tasks into smaller steps
- Multiple opportunities to participate and respond (written, verbal)
- Repeated opportunities for practice and review
- Drill, repetition, practice, and review made engaging
- Immediate correction and feedback
- Eliciting group and individual verbal responses from all students
- Use, then fade prompts

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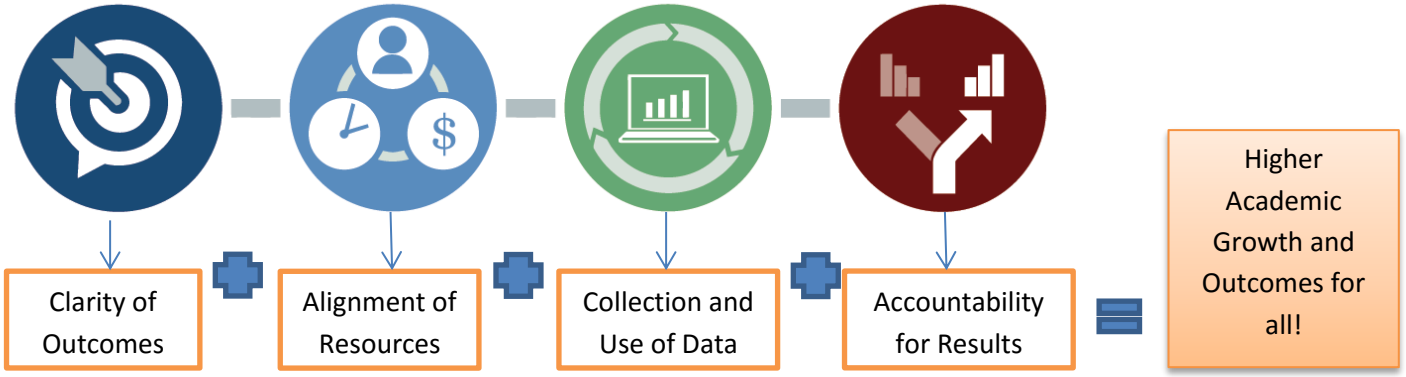
Distinctions in MTSS and Traditional Approaches

Traditional Approach	Multi-Tiered System of Supports
Students who are unsuccessful with the core curriculum are referred to and often placed in special programs that include instruction in pull-out classrooms.	When students are unsuccessful in the core curriculum or have demonstrated proficiency, their teachers review the student data and adjust instructional practices including intensity and duration to meet the students' goals.
Teachers primarily use the same instructional methods for all students.	Teachers modify, support, and extend instructional practices based on individual student goals/needs.
Student growth and needs are determined sporadically and/or over extended periods of time (e.g., end-of-semester exams).	Student growth and goals are measured weekly or biweekly through formative assessments and progress monitoring.
Data review and instructional decisions are made in isolation by individual teachers.	Data analysis and instructional decisions are made through discussions in school teams.
Special education teachers hold the main responsibility for students who are not succeeding in the core curriculum.	All teachers are responsible for meeting the goals of all students with program specific teachers (e.g., special education, Title I, ELL, special area, high ability, and instructional coaches) being integrated with classroom teachers to implement the tiers of instructional support.

Foundation of MTSS



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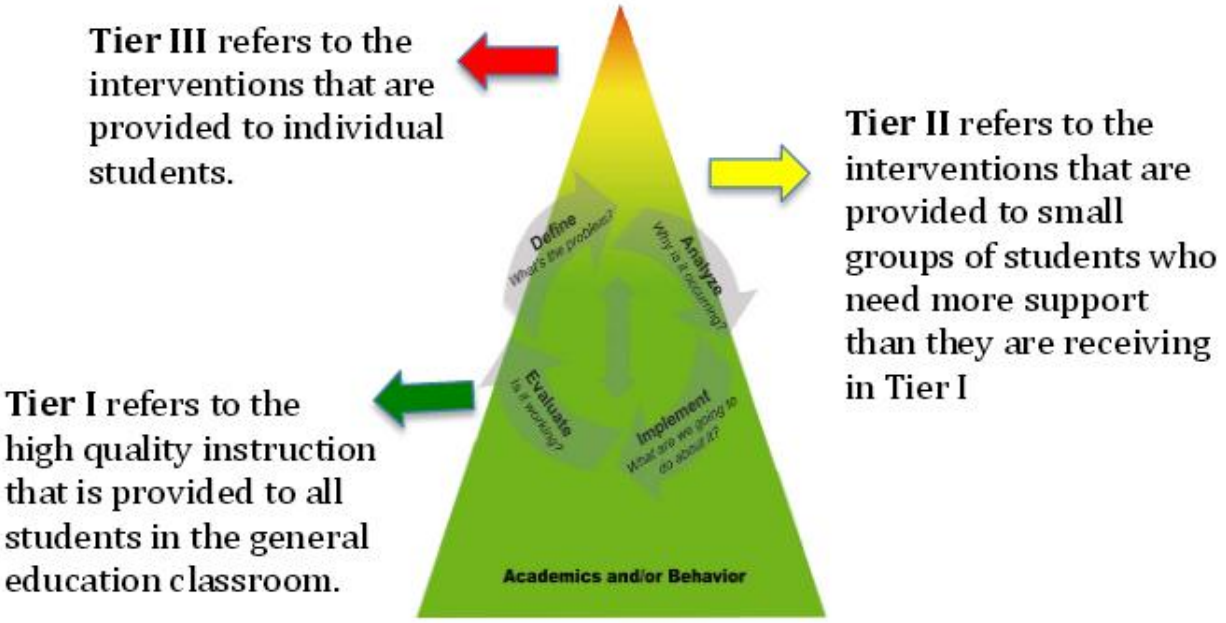
Maximizing Student Instruction

A. Three- Tier Instructional Model*

The *MTSS* framework consists of three levels or tiers that are fluid and overlapping. The tiers provide various levels of support to students in terms of duration and intensiveness. The more instructional support needed the higher up on the model the student moves. Teachers using *MTSS* utilize research-based instructional practices, targeted interventions, and curricular enhancements to support students in accomplishing their individual learning goals and include innovative scheduling and resource allocations. Fluidity between the instructional tiers is critical to students' receiving the supports they need. Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process, which results in differentiating instructional practices for all learners.



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***MTSS* Process – How it Works**

The *MTSS* Process has three purposes:

1. To review grade-level academic data and behavior in order to evaluate the effectiveness of core programs.

2. To screen and identify students needing additional academic and/or behavior support, prior to failing.

3. To apply a 4 step process: Identify the problem (academic or behavior), determine why the "problem" is occurring, design a plan, implement and modify interventions based on success for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.

Goals of a MTSS System include:

- For the school and staff to provide effective teaching that fits the needs of each student.
- For the school and staff to make sure the classroom environment is the best possible for every student.
- To help all students meet grade level standards.
- To use student data to identify students who may be struggling.
- *To "add to" general education instruction, not "replace" with something different.*
- To provide interventions ("help") as a natural, ongoing part of education that doesn't wait until the student is struggling.

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Tier Instruction

Tier 1: Core Classroom Instruction

Tier 1 Instruction refers to research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data drive differentiated instructional decisions based on evidence of proficiency or evidence of difficulty. Pre-assessment data are used to find additional students who need advanced instruction.

Tier 2: Targeted Instruction

Students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1 are considered in need of additional support in Tier 2. Tier 2 Instruction provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1. Data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary based on individual learning goals. For students performing below grade level, Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1.

Tier 3: Intensive Instruction

Tier 3 Instruction provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier I and in place of Tier 2 Instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.

*If a student has not made adequate progress after an appropriate period of time and has been provided with appropriate instruction, request for an educational evaluation may be initiated.

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Descriptions of Tier 1 Elements

Feature	Definition

Materials

• Research-based core curricula and differentiated instructional materials (including English language development, ELD, curricula for English language learning students)

• Above-grade-level materials used within advanced core

Grade	Content	Additional Tier I supports
K-12	**ELA Roadmap**	https://docs.google.com/spreadsheets/d/1ZYUTjabi-ZypANRGiE_Wpn7BGVJiwHk
K-12	**Math Roadmap**	https://docs.google.com/spreadsheets/d/1sucDxe6Y7CYwMqjKeXJ6FPMuOm2P

Instructional Organization

• Core, Universal Instruction and Supports
Academic and behavior instruction and supports designed and differentiated for **all** students in **all** settings.

• Differentiated groups determined by benchmark and progress monitoring data for application of skills, re-teaching, additional practice, compacting and/or challenge activities, and/or English language development instruction.

Instructional Responsibility

• Highly qualified classroom teacher with the training and background required to implement research-based practices for all learners, including students with needs below grade-level curriculum and those with limited English proficiency

• An ELL teacher *(as needed and required by DOE statute)* with specialized training to provide ELD instruction and who coordinates with classroom teachers to implement the tiers of instructional support

Universal Screeners are needed in order to plan instruction

K-2	Dibels, NWEA
3-8	NWEA
9-12	USATP

K-12 Interim assessment data, progress monitoring data, diagnostic assessment data, including assessments of above or below grade-level standards inform instruction

K-2	Dibels, NWEA
3-8	NWEA
9-12	USATP

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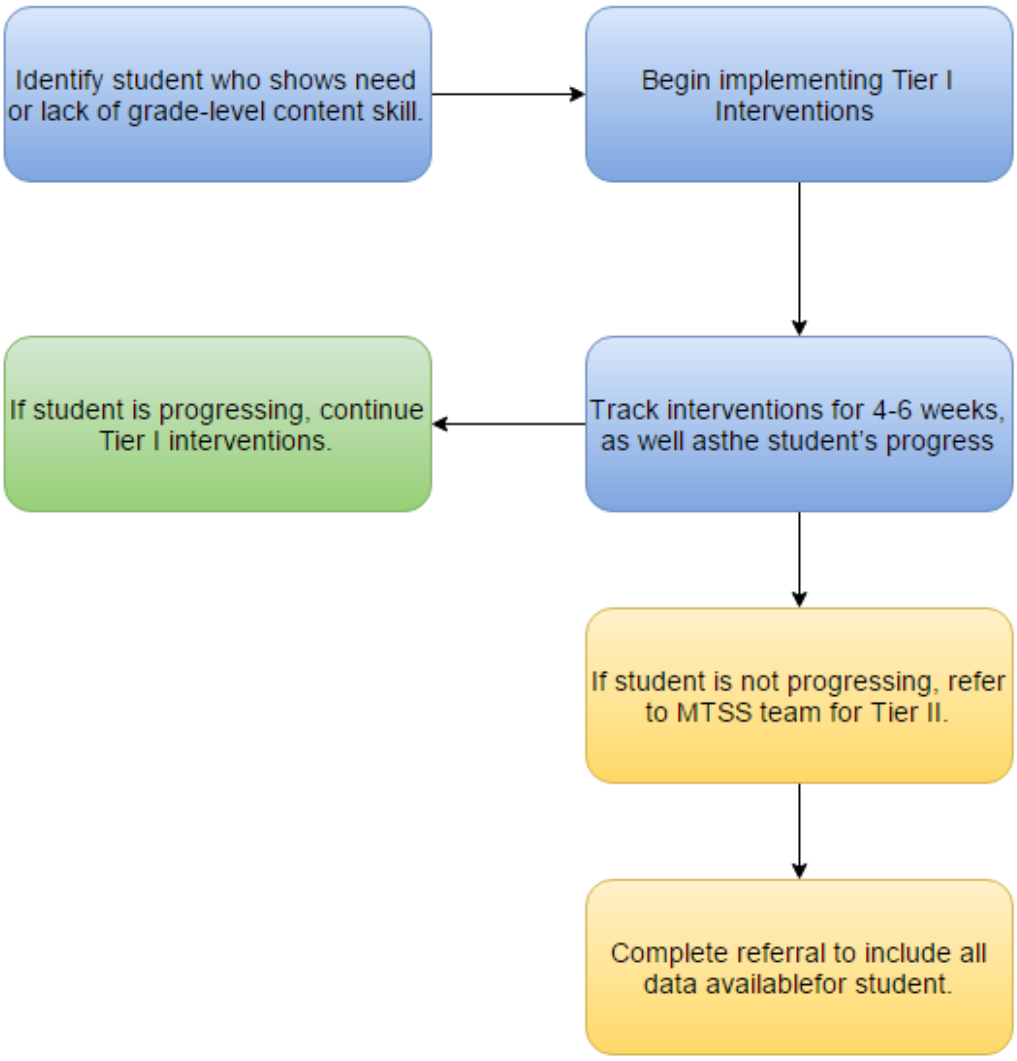
	• Summative and formative assessments are needed to determine student mastery and is one of the components for determining student grades • Students with an Individualized Education Program (IEP), English Learner Plan or 504 plan receive accommodations according to their plans
	• Consistent communication with parents regarding student progress and academic needs through report cards and parent teacher conferences.
Scheduling	• Tier 1 Instruction occurs daily in the general education classroom



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Tier 2: Targeted Instruction

Tier 2 instruction is scaffolded to provide additional research-based instruction beyond the core curriculum. The duration, intensity, and frequency of instruction are increased during this tier based on progress monitoring data. For students with learning difficulties or other special instructional needs such as English Language Learners (ELLs), Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1.

Descriptions of Tier 2 Elements

<table>
<tr><th>Feature</th><th>Definition</th></tr>
<tr><td>Materials</td><td>• Research-based and state aligned instructional materials aligned to Tier 1 core curriculum (e.g., for ELL students, ELD instructional materials designed to remediate language and content deficiencies).
<table>
<tr><th>Grade</th><th>Content Area Addressed</th><th>Examples of Supplemental Programs</th></tr>
<tr><td>K-8</td><td>ELA/ Math</td><td>iReady</td></tr>
<tr><td>9-12</td><td>All</td><td>USATP, Mastery Connect, etc</td></tr>
</table>
• Selected to match student need based on progress monitoring and other data</td></tr>
<tr><td>Instructional Organization</td><td>• Targeted, Supplemental Interventions and Supports
Individual or small group targeted instruction/intervention and supplemental supports <u>in addition to and aligned with</u> Tier 1 academic and behavior instruction and supports.

• Differentiated instruction increases in depth and intensity and is determined using benchmark and progress monitoring data

• Frequent opportunities for students to apply their learning

• Scaffolded critical and creative thinking

• For ELL students, the focus of ELD instruction is a continuation and intensification of Tier 1 to remediate language and content deficiencies</td></tr>
<tr><td>Instructional Responsibility</td><td>• Highly qualified teacher, in partnership with content and program area specialist, or other appropriate certified personnel

• Additional opportunities for support provided by trained personnel and supervised by licensed staff</td></tr>
</table>

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Assessment

• Diagnostic assessment and on-going progress monitoring to determine growth and make targeted instructional decisions

Grade	Frequency
K-8	Weekly (iReady)
9-12	Every 3 weeks (USATP)

Parent Communication

When student is identified as needing Tier II support, the student's general education teacher (K-5 homeroom teacher, 6-12 content teacher) will notify parents that he/she will be placing a MTSS referral based on data. This communication must be done before MTSS referral is submitted. Communication (using template included in the manual) must be done via kmail and saved as a note.

- If new student is being referred because of Universal Screener data (score under 30%), kmail (saved as note) to Learning Coach is sufficient and referral may be submitted.
- If student is being referred because of skill deficit or parent referral, kmail must be sent first, also saved as a note. If there is no reply to the kmail, teacher must make a call to Learning Coach. If there is no reply to the phone call within 3 business days, referral can then be submitted, regardless of no response from Learning Coach.

If a student is placed into Tier II as a result of MTSS referral, the Intervention Specialist must contact Learning Coach and Student via kmail (saved as note) within one week, as well as contacting Learning Coach and/or Student via phone within one week of being placed on caseload. Phone call must be documented in phone log in Total View.

If a student is being moved between Tiers/Phases, student and learning coach will be contacted by Intervention Specialist providing intervention immediately by kmail (saved as note).

Scheduling

Students who need reinforcement of skills or additional extension instruction, in addition to Tier 1 receive additional support according to the research-based program implementation

Grades K-8	Days per week	iReady per week	Instruction per week	Total time with students per week	Monitoring	Who
Tier II Phase I	3 days of instruction	60 minutes minimum	90 minutes	150 minutes	6 Weeks	Intervention Specialist
Tier II Phase II	4 days of instruction	60 minutes minimum	120 minutes	180 minutes	6 Weeks	Intervention Specialist
Tier II Phase III	5 days of instruction	60 minutes minimum	150 minutes	210 minutes	6 weeks	Intervention Specialist

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Grades 9-12	Days per week	Duration	Intervention High School	Monitoring	Who
Tier II	4 days of instruction	45 minutes per session	Small group (based on content class enrollment)	4 weeks	Intervention Specialist

• In secondary, students may receive additional time through a lab class, basic skills class, guided study, or an extended school day

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Tier 3: Intensive Instruction

Tier 3 Instruction involves research-based, intensive, targeted interventions for students with needs that are not adequately addressed in Tiers 1 and 2. For students with the greatest learning challenges, this requires explicit, intensive and specifically designed lessons. Frequent progress monitoring provides data that drives customized strategies to assure that the needs of these students are met.

Description of Tier 3 Elements

<table>
<tr><th>Feature</th><th>Definition</th></tr>
<tr><td>Materials</td><td>• Research-based instructional materials selected to meet individualized needs or needs of students with significantly low as defined by contrasting age-appropriate expectations to student level of performance
<table>
<tr><th>Grade</th><th>Content Area Addressed</th><th>Supplemental Program Name</th></tr>
<tr><td>K-8</td><td>Math, ELA</td><td>iReady, MasteryConnect, USATP, Etc</td></tr>
<tr><td>9-12</td><td>Math, ELA, Science</td><td>iReady, MasteryConnect, USATP, Etc</td></tr>
</table>
• Students significantly below grade level may need an intensive intervention program aligned to Tier I curriculum</td></tr>
<tr><td>Instructional Organization</td><td>• Intensive, Individualized Interventions and Supports
The most intense (increased time, narrowed focus, reduced group size) instruction/intervention based on individual student need provided in addition to and aligned with Tier 1 and 2 academic and behavior instruction and supports.

• Explicit, intense, and scaffolded instruction

• For secondary students, a specific course may be included during which intensive intervention is provided

• Incorporation of multisensory approaches as appropriate

• Critical and creative thinking appropriate in depth and intensity</td></tr>
<tr><td>Instructional Responsibility</td><td>• Highly qualified teacher</td></tr>
<tr><td>Assessment</td><td>• Diagnostic, ongoing progress monitoring that provides data to address intense need (weekly)</td></tr>
<tr><td>Parent Communication</td><td>If a student is being moved between Tiers/Phases, student and learning coach will be contacted by Intervention Specialist providing intervention immediately by kmail (saved as note).

When a student experiences academic difficulty and requires an intervention that is not provided to all students in the general education classroom, written notification to inform the parent(s)/guardian is required.</td></tr>
</table>

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If a student has not made adequate progress after an appropriate period of time and has been provided with appropriate instruction as described in IDEA: Parent Notification Pertaining to Intervention/Extension Instruction, a request for an educational evaluation may be initiated

Scheduling

• In addition to Tier 1Instruction, students receive additional support per area of need for

Grades K-1	Days per week	iReady per week	Instruction per week	Total time with students per week	Monitoring	Who
Tier III Phase I	4 days of instruction	60 minutes minimum	1:1 sessions, 30 minutes each	150 minutes	4 Weeks	Intervention Specialist

Grades 2-8	Days per week	iReady per week	Instruction per week	Total time with students per week	Monitoring	Who
Tier III	4 days of instruction	60 minutes minimum	1:1 sessions, 45 minutes each	180 minutes	4 Weeks	Intervention Specialist

Grades 9-12	Days per week	Duration	Intervention High School	Monitoring	Who
Tier III	1 day per week, in addition to Tier II sessions	45 minutes	1 to 1	4 weeks	Intervention Specialist

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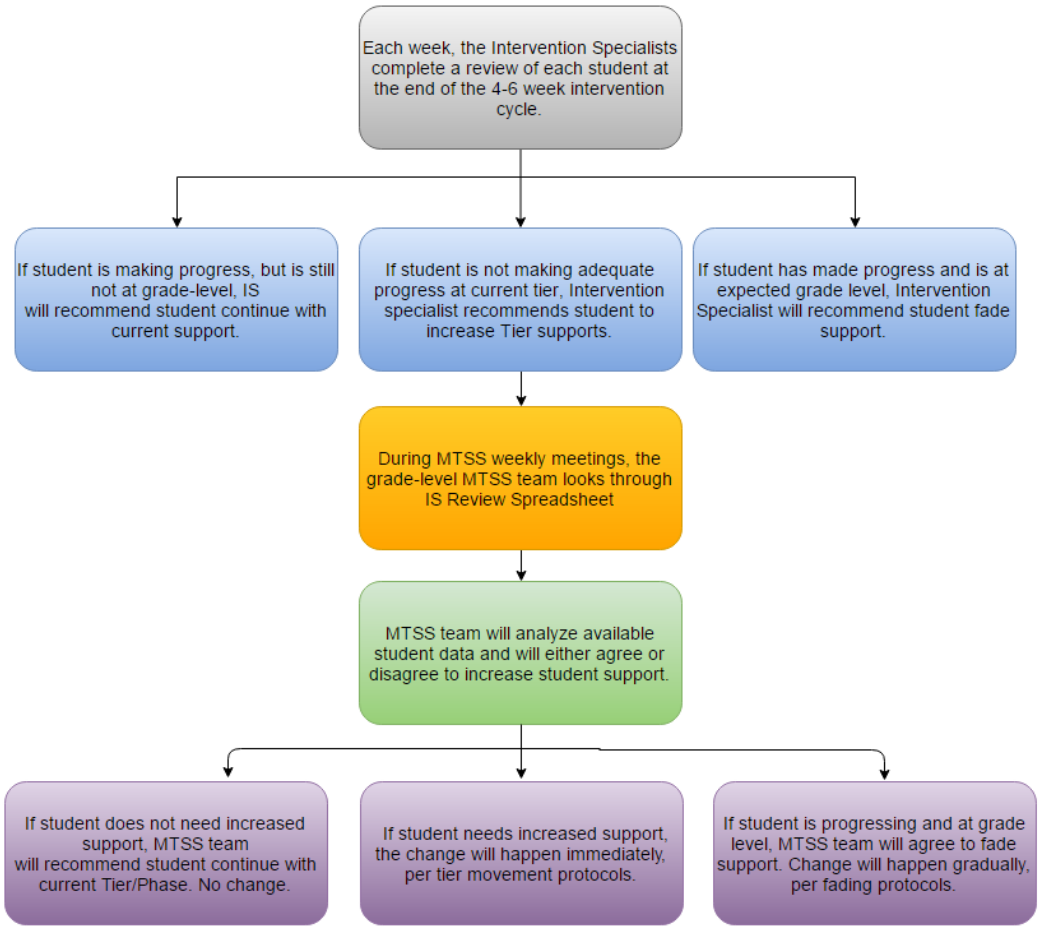
Increasing Tier Support

K-12

Each week, the Intervention Specialists complete a review of each student at the end of the 4-6 week intervention cycle. If student is not making adequate progress at current tier, Intervention specialist recommends student to increase Tier supports. This recommendation is made on the IS Review Spreadsheet.

During MTSS weekly meetings, the grade-level MTSS team looks through IS Review Spreadsheet, and depending on supporting data available for student, will either agree or disagree to increase student support. If student needs increased support, the change will happen immediately. Please see the following flowchart for how students are moved with increased Tier support.



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Fading Tier Support

K-8

1. Tier III → Tier II, phase 3
    a. 4 days a week 1:1s to 4 days a week small group
    b. Interventionist will decrease 1:1s to half time and half time small group (half time means 2 times a week 1:1s and 2 times a week small group)
    c. Monitor data bi-weekly and if student is continuously progressing then they can continue to fade to tier 2 phase 3. If student has questionable progress, student continues with half time fade listed above. If student is showing a decrease in progress, student returns to Tier 3.
2. Tier II, phase 3 → Tier II, Phase 2
    a. 4 days a week small group > 3 days a week small group
    b. Within Tier 2, if positive data supports, student can fade to Tier 2 phase 2. If negative data, student remains in Tier 2, phase 3.
3. Tier II, phase 2 → Tier II, phase 1
    a. 3 days a week small group > 2 days a week small group
    b. Within Tier 2, if positive data supports, student can fade to Tier 2 phase 1. If negative data, student remains in Tier 2, phase 2.
4. Tier II phase 1 → Tier I
    a. Student can stop attending Intervention small groups, and solely attend Homeroom.
    b. Monitor data bi-weekly and if student is continuously progressing then they can stay in tier 1. If student is showing questionable progress or a decrease in progress, student returns to Tier 2, phase 1 (2 days of small group with interventionist).

9-12

1. Tier III → Tier II
    a. Every four to six weeks, students are evaluated with determination based upon student progress in instructional specialist program. Adequate progress within program will progress student down to Tier II Phase 3
    b. Student will transition to lab class only, removing individual session.
2. Tier II → Tier I
    a. At each quarter, students receiving services will be evaluated to determine adequate progress.
    b. If adequate progress is met, intervention services will be removed. Student will be removed from lab class and awarded credit based on Credit/No Credit rubric.

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Written Identification Entrance and Exit Process for MTSS

K - 8

Referring Students:

Universal screeners, such as NWEA or DIBELS, are given to all students to determine student mastery. If a NEW student performs at 30% or less on the universal screener, they may be referred to the MTSS Team. If a returning student scores under 30%, the teacher needs to implement Tier I Intervention before referring.

Students who are receiving tier 1 instruction and are not making adequate progress may be referred to the MTSS team.

Students may also be referred to the MTSS team via parent referral. The parent will contact the homeroom teacher and the homeroom teacher will analyze student data. The homeroom teacher will submit the MTSS referral form, if data support supports the referral.

> *The MTSS team will evaluate all referrals on student progress, attendance, and behavior. They will make the decision on movement of tiers. Students placed in Tier II or III will have referral and supplemental documentation saved in student folders.

Exiting students:

Academic Growth: Intervention Specialists collect and review data on a weekly basis for 6 weeks. If student reaches grade-level expectations and consistently meets grade-level expectations in area of concern, Intervention Specialist will recommend fading support to Tier 1. The MTSS team will review Intervention Specialists' recommendations and supporting data to make a decision regarding student's participation in Tier 2 support.

Attendance Concerns: When a student's attendance reaches eight consecutive unexcused missed sessions, it is considered an implied opt-out of services. The parent can elect to continue or opt the student out of services at that time. If student is removed from services because of absences, student's homeroom or content teacher is notified to determine next steps. Attendance policy included in manual on page 21 of this manual.

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9 - 12

Referring Students:

Universal screeners, such as USA Test Prep, are given to all students to determine student mastery. If a NEW student performs at 30% or less on the universal screener, they may be referred to the MTSS Team. If a returning student scores under 30%, the teacher needs to implement Tier I Intervention before referring.

Students who are receiving tier 1 instruction and are not making adequate progress may be referred to the MTSS team.

Students may also be referred to the MTSS team via parent referral. The parent will contact the content teacher and the content teacher will analyze student data. The content teacher will submit the MTSS referral form, if data support supports the referral.

> *The MTSS team will evaluate all referrals on student progress, attendance, and behavior. They will make the decision on movement of tiers.

Exiting students:

Academic Growth: Intervention Specialists collect and review data on a weekly basis for an academic quarter. If student reaches grade-level expectations and consistently meets grade-level expectations, Intervention Specialist will recommend fading support to Tier 1. The MTSS team will review Intervention Specialists' recommendations and supporting data to make a decision regarding student's participation in Tier 2 support.

Credit/No Credit: If, at the end of a quarter, a student does not receive credit for the lab course (per the credit/no credit rubric) the student will be removed from the course.

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K-8 Attendance Policies for Tier II and III Intervention Caseload

Intervention Attendance Policy

Definitions

- Excused absence: Either student or learning coach makes Interventionist aware of absence ahead of scheduled meeting/session. In case of emergency, learning coach may excuse absence after scheduled meeting time, to the discretion of the Interventionist.
- Unexcused absence: Any absence that is not explained before or shortly after missing a session.

Absences

- After 5 consecutive unexcused absences, Interventionists will send a student and his/her learning coach a warning kmail (sample provided in Office365 "Communication Sample" folder).
    - If reply asks to remain on services, attend the next four sessions and maintain 75% attendance over the next two weeks.
        - If the attendance rate is not maintained for the next two weeks and throughout the remainder of time together, it is assumed the student does not wish to remain on the caseload.
    - If no reply, continue with student until his/she meets 8 consecutive absence policy (see next bullet).
- After 8 consecutive unexcused absences, Interventionist will send student and his/her learning coach a letter, assuming they are opting out of services.
    - If reply asks to remain on services, student must attend 4 sessions in a row to remain on caseload.
    - If no reply within 2 business days, student may be removed from IS caseload.

Sporadic Attendance:

- If student does not attend at least 75% of his/her required sessions within a two week time-span, and these absences are unexcused, the Interventionist will send a warning kmail (sample provided in Office365 "Communication Sample" folder). Student must attend the next four sessions and maintain 75% attendance over the next two weeks.
    - If the attendance rate is not maintained for the next two weeks and throughout the remainder of time together, it is assumed the student does not wish to remain on the caseload.

Participation Policy

If student does not participate in exit ticket/iReady/data collection, he/she will be marked as an unexcused absence for that intervention session. Absence policy will then apply.

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9-12 Attendance and Participation Policies for Tier II and III Intervention Caseload

Students in 9-12 grades, attended Intervention Lab Courses (Tier II and III intervention) are held to the attendance and participation policies outlined below:

Definitions

- Excused absence: Either student or learning coach makes Interventionist aware of absence ahead of scheduled meeting/session. In case of emergency, learning coach may excuse absence after scheduled meeting time, to the discretion of the Interventionist.
- Unexcused absence: Any absence that is not explained before or shortly after missing a session.

Credit/No Credit Attendance Policy

Students will be awarded Credit or No credit each quarter, based on three categories: Attendance, Participation, and Exit Ticket Completion.

Attendance: A student must attend the live Class Connect sessions, arriving within 5 minutes of start time and remaining present through dismissal. Arriving later than 5 minutes of start time or leaving before dismissal will result in an absence for the session.

Participation: A student must participate appropriately when encouraged/asked to do so by the teacher. Participation includes using tools available in Class Connect: microphone, whiteboard tools, chat box, activity completion, etc. If participation is not appropriate or not present, student will not receive participation credit for that session.

Exit Ticket Completion: The Intervention Specialist will be using exit tickets to collect data on student learning and mastery. It is vital that each time an exit ticket is given that the student completes the task to the best of his/her ability. Student will be awarded credit for participating in this exit tickets based on completion, not performance.

Each category is awarded 5 points, and the student's performance in that category elicits points. Each quarter, the Intervention Specialist will complete the following rubric, based on the student's performance during the quarter. The student will be awarded Credit or No Credit for the quarter based on the rubric. Credit is given to those who earn ≥60%, No Credit is given to those who earn <60%. See "Grades 9-12 Quarter Scoring Rubric" on page 22 of this manual.

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Grades 9-12 Quarter Scoring Rubric

Performance Category	Quarter Performance Metric	Awarded Points	Category Total	Quarter Score TOTAL	Credit/No Credit
Attendance	95% attendance or above	5		0	**Credit:** ≥60% (≥9 points) **No Credit:** Under 60% (≤8 points)
	85%-94% attendance	4			
	75%-84% attendance	3			
	65-74% attendance	2			
	55%-64 attendance	1			
	Under 54% attendance	0			
Participation/ Engagement	95% participation or above	5			
	85%-94% participation	4			
	75%-84% participation	3			
	65-74% participation	2			
	55%-64 participation	1			
	Under 54% participation	0			
Exit Ticket Completion	95% completion or above	5			
	85%-94% completion	4			
	75%-84% completion	3			
	65-74% completion	2			
	55%-64 completion	1			
	Under 54% completion	0			

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Homeless Student Procedures

When a student is identified as homeless via enrollment, the Homeless Liaison will explain and offer Intervention services to the family. The family can then choose to accept or opt out of Intervention services. If the family chooses to participate, the student will be added to the appropriate caseload. The assigned Interventionist will then communicate with the family.

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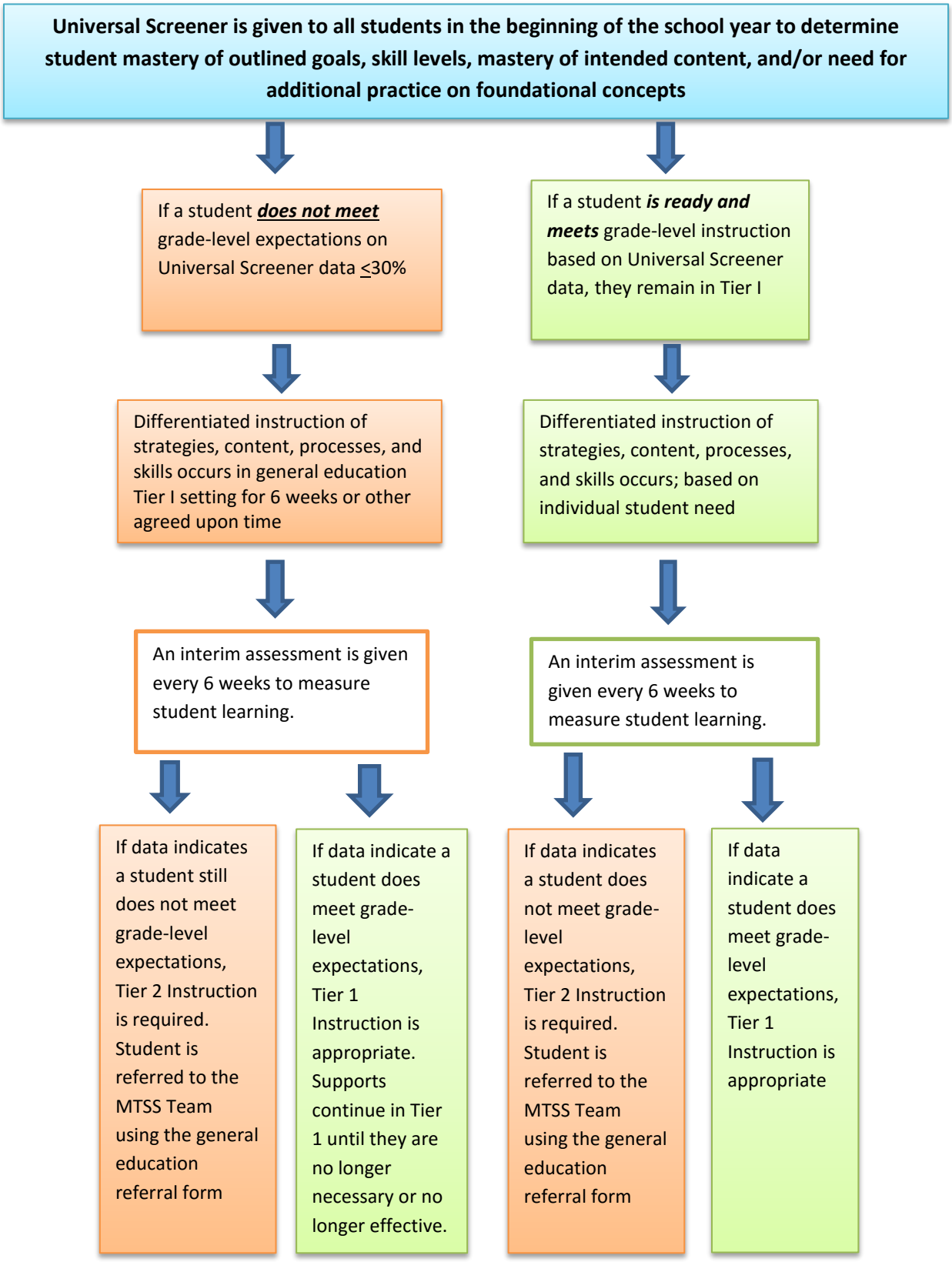
Tier I Core Instruction and Tier II: Decision Making Process



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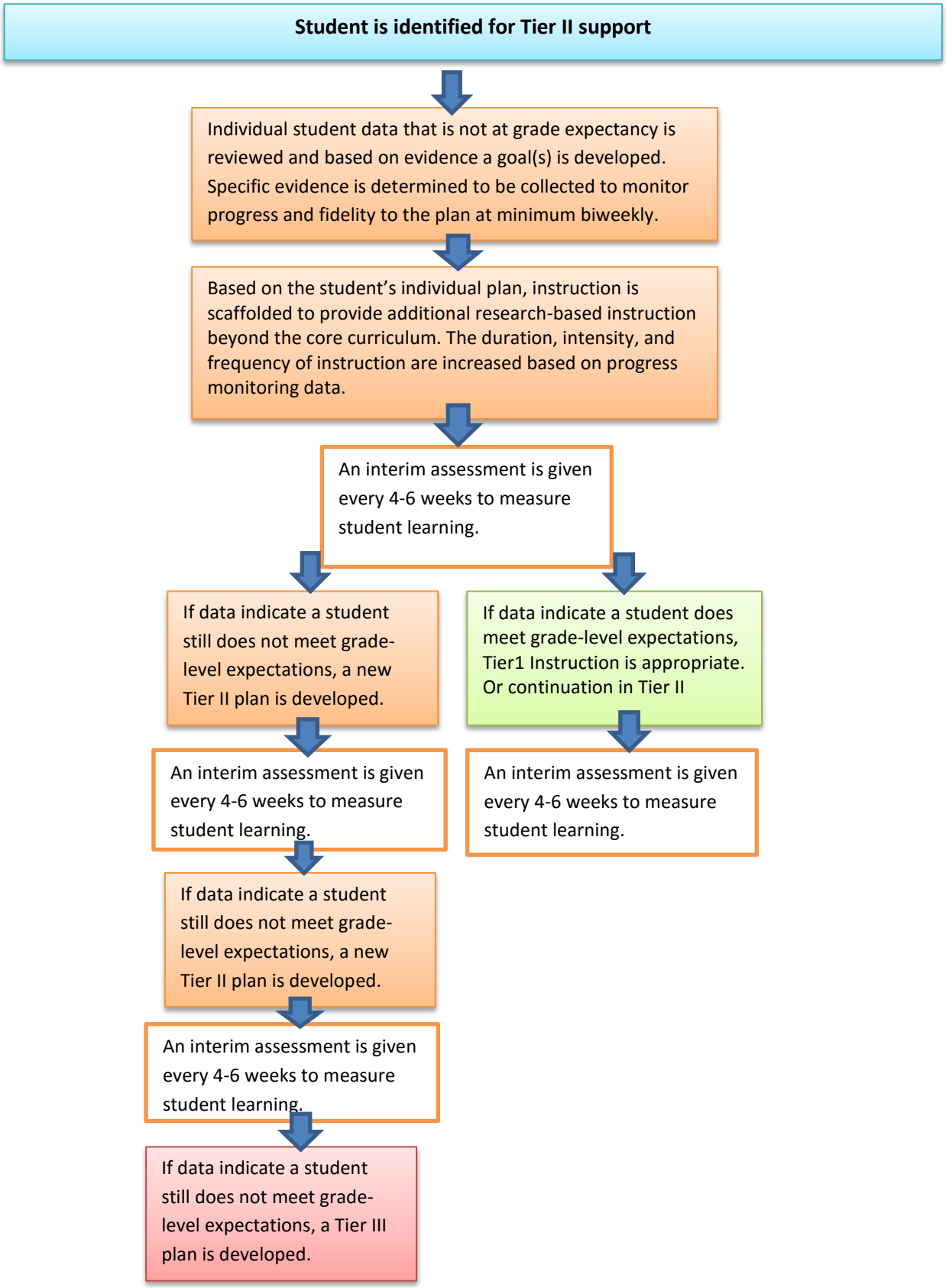
Tier II: Decision Making Process



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Tier III: Decision Making Process

Tier 3 Instruction involves research-based, intensive, targeted interventions for 4 weeks for students with needs that are not adequately addressed in Tiers 1 and 2. Progress monitoring data is collected weekly.

An interim assessment is given at 4-6 weeks to measure student learning.

If data indicates a student still **does not meet** grade-level expectations a related disability is suspected, a referral for educational evaluation will be appropriate.

If data indicates a student **does meet** grade-level expectations, the student can be served in Tier III or moved to Tier II if appropriate, and progress monitored regularly to ensure Tier III services are not needed for the student to remain at grade level.

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MTSS Team Decision Making Steps and Guiding Questions for Tier I, II and III

Decision Making Steps	Decision Making Questions	Guiding Questions
Problem Identification	*What is the problem?*	What is the expected outcome? What is the evidence that the problem exists? What is the context of the problem?
Problem Analysis	*Why is the problem happening?*	When and where does the problem occur? Is the problem a result of curricula, instruction, data, environment or behavior? Is the problem a result of limited content knowledge and/or lack of appropriate professional development? What are possible solutions to the problem?
Plan Development & Implementation	*What is the plan of action?*	Based on problem analysis, what is the goal of the plan? Based on problem analysis, what will be done differently? What evidence supports the plan? What evidence will be collected to monitor progress and fidelity to the plan? What resources are needed?
Plan Evaluation	*Did the plan work?*	Based on data, has adequate progress been made? Was the goal in the plan met? Is there a need to continue or modify the plan?

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Tier II and III Instructional Strategies

Explicit and Systematic Lessons: Many students in Tier 2 and 3 of *MTSS* will benefit from lessons that are explicitly and systematically taught (for remediation or enrichment). Academic failure can often be attributed to the erroneous assumption that all students know how to complete a task without explicit lessons. More than any other factor, explicit instruction is essential to student achievement. Research supports that skills, processes, strategies, and content must be explicitly and systematically taught. They must be modeled and practiced in multiple settings with a variety of materials. A gradual withdrawal of teacher support must follow until the student achieves the desired level of automaticity and is independent. Effective teachers understand the following sequential components of explicit instruction:

- **Direct Explanation**
  Teacher names and defines the skill, process, content, or strategy to be learned. This definition includes explaining why the skill or strategy is important and when it is used.

- **Teacher Modeling**
  Teacher overtly demonstrates a skill, process, content, or strategy that a student will learn.
  Through modeling, instruction becomes less vague and more concrete for students. Explicit instruction provides a greater likelihood that students will demonstrate mastery.

- **Guided Practice**
  Teacher provides students with support and guidance as they practice the skill or strategy independently or in small groups. Prompts, specific corrective feedback and praise related to the new skill, process, content, or strategy are provided. Teacher support gradually fades as the student takes responsibility for using the skill, process, or strategy independently.

- **Independent Practice**
  Students are provided with multiple opportunities to apply the newly acquired skill, process, content, or strategy on their own. Through independent practice, students' continue to review and practice the skills, processes, strategies, and content learned.

- **Progress Monitoring**
  Teacher monitors and evaluates student mastery of the new skill, process, content, or strategy. Future instruction is designed to target skills, process, content, and strategies that require additional review and practice.

- **Family and Community**

  One of the most important ways to maximize student instruction is the role of family and community. The hallmarks of effective home/school collaboration include open communication and involvement of the family in all stages of the learning process. This includes involving the family early on when a student is struggling; providing assistance for how parents can help their children at home; and meaningfully involving families at school. For parents who do not speak English, all meetings need to be interpreted and all written communications be translated.

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MTSS Team Responsibilities

1. Focus on classroom/core and targeted skills/intervention groups
2. Assist classroom teachers to
   - Review grade level data and core program
   - Identify students needing strategic support or enrichment
   - Identify students needing intensive support or enrichment
3. Schedule diagnostic assessments for strategic and intensive students in collaboration with grade level teams and teachers
4. Recommend allocation of intervention resources (e.g., time in addition to the core) for the lowest and highest populations 39% of students in the building
5. Use diagnostic information to place students in existing academic interventions or extension supports
6. Provide suggestions for adjusting instruction in core academics and behavior
7. Suggest adjustments for the behavior or academic interventions if the student is not making adequate progress.
8. Continue to monitor students who have moved to Tier II and Tier III supports
9. If parent requests an evaluation, the *MTSS* Team must present this information to the Special Education Lead immediately.

Team	Possible Members
MTSS	**Administrator** **General Education Teacher** **Special Education Teacher** **Speech Pathologist** **Title 1/ Reading Specialist** **ELL** **School Psychologist** **Lead Teachers** **FAST/FASL** **MTSS Lead**

MTSS Team Function

- Review grade level and core program data
- Use a planned agenda format to:
  - Review progress-monitoring data and recommend interventions/enrichment for students.
  - Determine referrals to *MTSS* support. One of six different decisions may be made for each student being reviewed*:
    1. The group intervention has been successful and the student has reached benchmark so the resources should begin to be faded.
    2. The group intervention has been successful but the student has not yet reached benchmark, so a new goal should be set.
    3. The intervention appears to be working for the student and should be continued as is.
    4. The group intervention is not working for the student and should be revised or refined.

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5. The group intervention is not working for the student, and the plan has been modified three times; therefore a more individualized plan is needed.
6. A student in Tier III is not making positive progress and may need to be referred to a special education referral.

*Refer to Tier I, II and III Decision Making Process charts

MTSS Weekly Meeting Guidelines

General Meeting Guidelines
Team Member Attendance: *MTSS* Members and Teachers as appropriate
When: Weekly (Monday for K-6, Thursday for 7-12)
Purpose: To sort students into profiles, select appropriate interventions, schedule intervention groups, and schedule progress monitoring.
Materials to Bring: Student Intervention Review forms, New MTSS referrals
Meeting Agenda 1. Review goals of MTSS team and meeting 2. Determine meeting roles (listed above) 3. Evaluate new student referrals 4. Review Intervention Specialist caseloads 5. Communicate with team, teachers, and IS with important information 6. Distribute meeting minutes **Minutes** Each week, the following form must be completed to collect MTSS meeting minutes: http://goo.gl/forms/JTLsia7IEZ

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K-12 Evaluation of Student Referral Process

Student will be first evaluated by the reason for referral (new student universal screener, skill deficit, parent request).

If the student is referred because of a universal screener, then the committee automatically accepts. Student will be placed into Tier 2 phase 1 and assigned to the interventionist according to the course content of need.

If the student is referred because of a skill deficit, the committee evaluates the data provided by the referring teacher from Tier 1 interventions. If the general education teacher has been providing a variety of documented interventions and the student is not making adequate progress, the student will be accepted and moved into Tier 2 interventions. If the teacher has been providing a variety of documented interventions and the student is showing progress, the student will not be accepted into Tier 2 intervention and will continue in Tier 1 interventions. If the general education teacher has not been providing adequate Tier 1 interventions or does not include documentation of intervention evidence, the student will not be accepted into Tier 2 interventions.

If the student is referred because of a parent request, the committee will evaluate the documentation of course grade, pretests, any applicable interim assessments, and behavior data to determine if the student would benefit from Tier 2 interventions. If the data indicates a skill deficit, the student will be accepted into Tier 2 interventions and an intervention will be assigned. If the student does not indicate a skill deficit based on the provided data, the student will continue in Tier 1 and will not be accepted into Tier 2.

K-12 Review of Intervention Specialist Caseload Process

MTSS team will review Intervention Specialists caseloads weekly. After reviewing Intervention Specialist's review of students, data will be collected and analyzed for student movement between Tiers/Phases. If movement is required, this will be communicated to the IS to be implemented immediately, following the fade or increase support processes.

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K12, INC MTSS Model MVCA
Letter to Parent regarding Initial Tier MTSS Referral

Date:

Re:

Dear Parent,

Your child's performance that has fallen below expectation in one or more targeted areas indicated by grade-level benchmark screenings administered to all students. The school would like to implement interventions selected for your child to increase the rate of learning in individually targeted academic areas (Tier 2 Intervention). The progress of each student participating in a Tier 2 Intervention will be closely monitored to determine individual rate of improvement.

Therefore, the school's building-based problem solving team has met to develop a more intensive and individualized intervention plan (Tier 2 intervention) that is intended to further increase your child's rate of learning as compared to grade level expectation. This plan may include increased intervention time, a different protocol of evidence-based intervention, and or participation in a smaller instructional group. Your child's progress will continue to be monitored closely during this time.

The Tier 2 Intervention Plan for your child is attached and includes the following information:

- The general education services that will be provided
- The evidence – based strategies and/or programs that will be used
- The amount and nature of student progress monitoring data that will be collected
- The target date for review of the progress monitoring data; and
- The goal for what is considered an acceptable rate of progress

If your child does not make adequate progress after participating in Tier 2 intervention for the designated period of time, the problem solving team, with your agreement, may elect to amend the plan and set a new target date for review. However, if adequate progress is not made, a Tier 3 Intervention Plan may be implemented with your permission.

Please feel free to contact me if you desire additional information or have questions or concerns.
Sincerely,

_____(Teacher Signature) _____(Date)

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K12, INC MODEL MVCA
Letter to Parent regarding Increased Support

Date:

Re:

Dear Parent,

As you know, your child has participated in an evidence based intervention plan (Tier 2 Intervention) that provides supplemental, targeted instruction in areas of performance that have fallen below expectation as indicated by grade-level benchmark screenings administered to all students. The interventions selected for your child were provided in small group settings and were selected to increase the rate of learning in individually targeted academic areas. The progress of each student participating in a Tier 2 Intervention plan has been closely monitored to determine individual rate of improvement, and the results for your child are attached.

Current progress monitoring data for your child indicate that he/she is not making progress at a rate sufficient to meet grade level expectation in the targeted areas. Therefore, the school's building-based problem solving team has met to develop a more intensive and individualized intervention plan (Tier 3 intervention) that is intended to further increase your child's rate of learning as compared to grade level expectation. This plan may include increased intervention time, a different protocol of evidence-based intervention, and or participation in a smaller instructional group. Your child's progress will continue to be monitored closely during this time.

The Tier 3 Intervention Plan for your child is attached and includes the following information:

- The general education services that will be provided
- The evidence – based strategies and/or programs that will be used
- The amount and nature of student progress monitoring data that will be collected
- The target date for review of the progress monitoring data; and
- The goal for what is considered an acceptable rate of progress

If your child does not make adequate progress after participating in Tier 3 intervention for the designated period of time, the problem solving team, with your agreement, may elect to amend the plan and set a new target date for review. However, if adequate progress is not made after completion of the intervention plan and the plan is not amended, the school is required, to initiate a request for an educational evaluation to determine your child's eligibility for special education and related services. In this instance, you would receive a written Notice of Evaluation describing the nature of the evaluation. This evaluation cannot occur without your informed consent.

Please note that at any time during the intervention process, you have the right to request an educational evaluation for your child. If he or she is participating in a Tier 3 Intervention plan and you request an evaluation prior to completion of the plan, the school is allowed 60 days to complete the evaluation and convene the case conference committee meeting to consider eligibility for special education services.

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Please feel free to contact me if you desire additional information or have questions or concerns.

Sincerely,

_____(Intervention Specialist) _____(Date)

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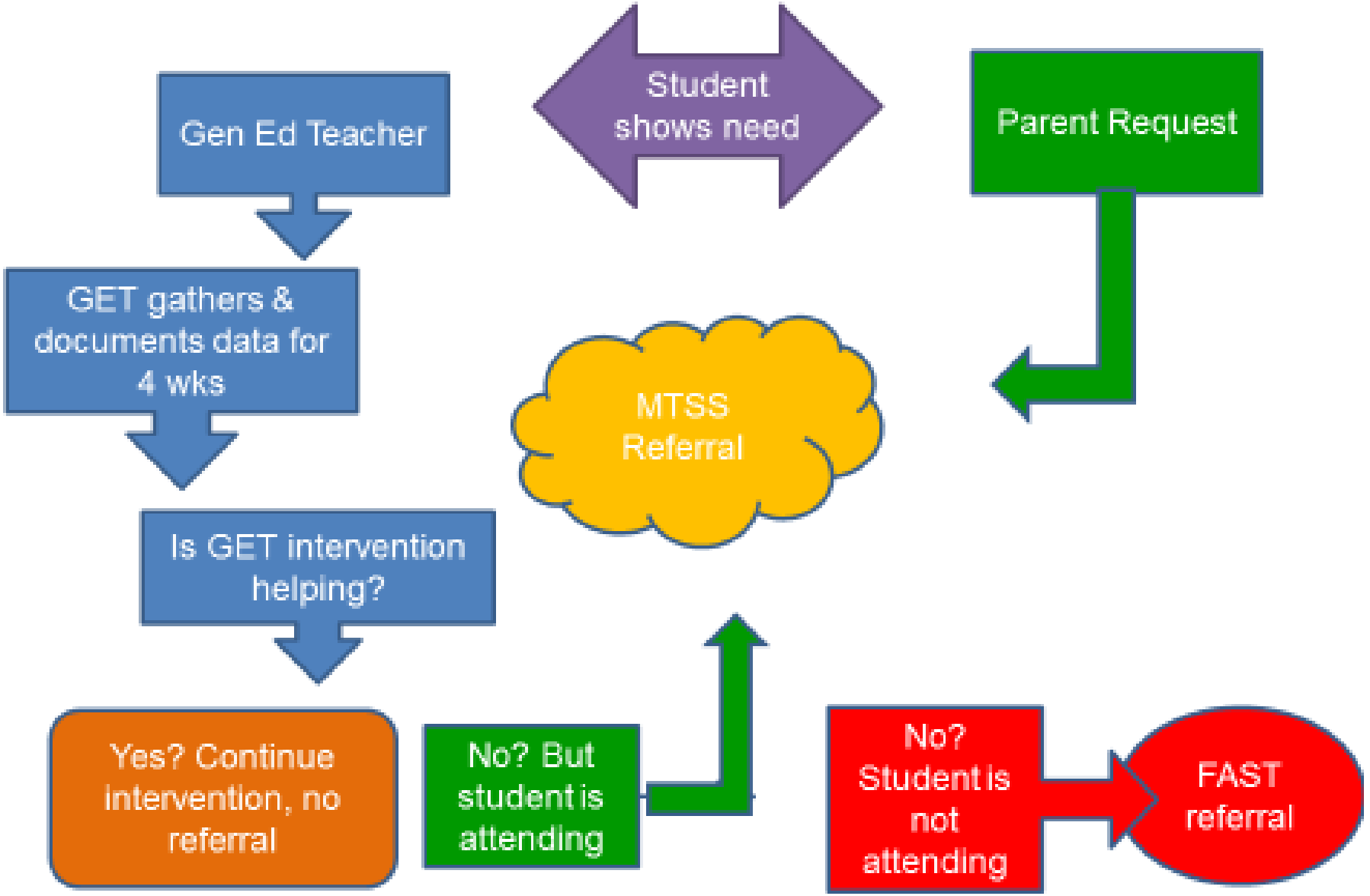
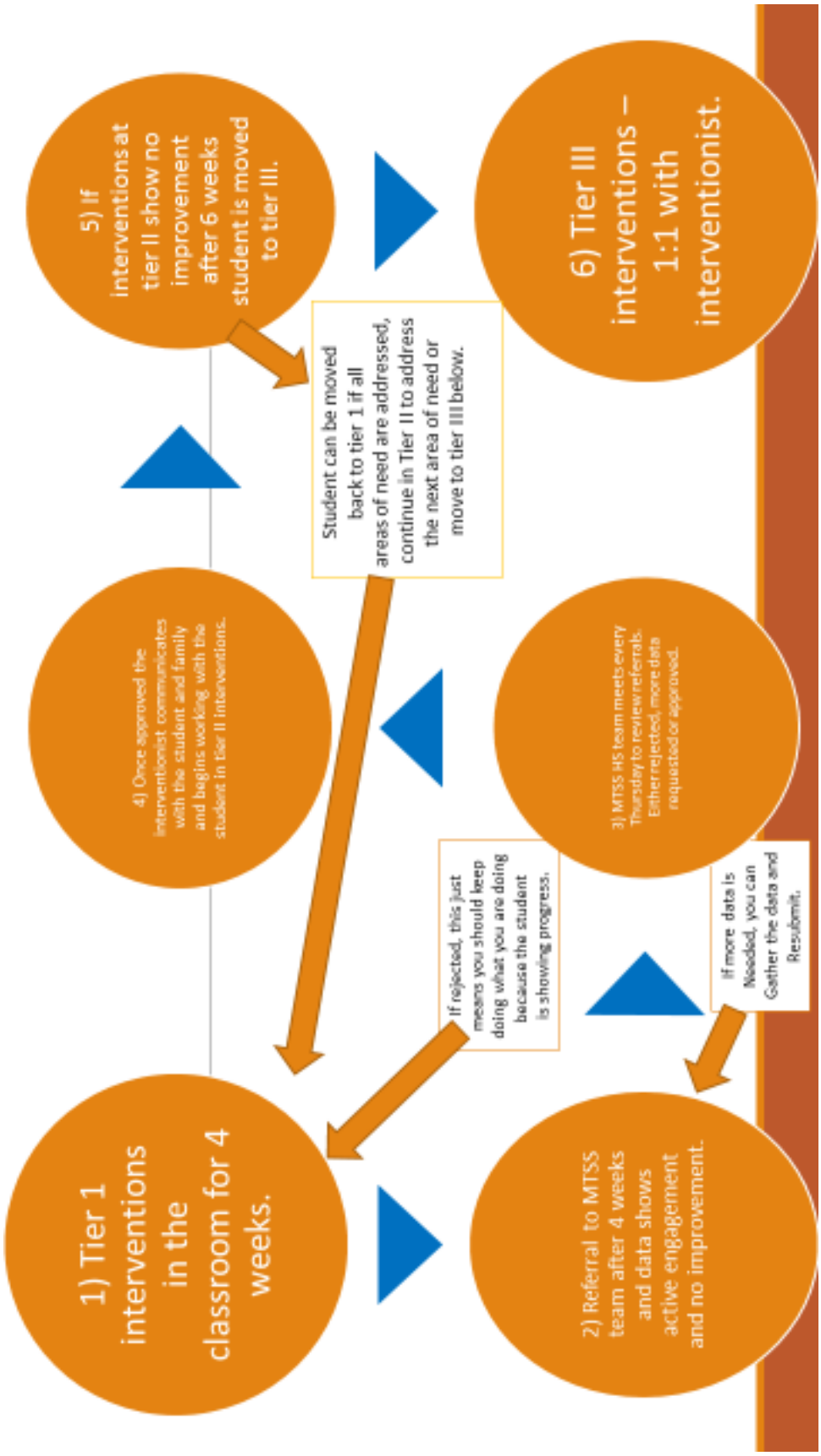
Who refers and when?





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Date

Dear **Parent Name**:

As a parent you have the right to opt your child out of additional academic services offered by MVCA a Title I school. Please know that by opting out your student from additional tutoring and instructional opportunities your child may not achieve at the same academic level as their same age and grade peers. This may hinder your child from attending their choice university or obtaining employment in their area of interest. MVCA values your student's education and believes that all educational programs designed for your specific child will help them meet their career and college goals.

If you feel that you still want to opt out your child from additional Intervention services available to your student at MVCA, please initial the two statements below, sign the form, and return this letter to your child's school teacher for placement in your child's file.

Sincerely,

_____I do not want MVCA to provide additional Title I academic support services, in addition to their daily classes.

_____ I understand that at any time I can contact the school and have the offered Title I academic support services reinstated.

Parent signature Date

Student's Name

Please return this form to:

This form will be maintained in the student's permanent record.

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