



MTSS Manual

Pataula Charter Academy/ Spring Creek Charter Academy

2024-2025

(Revised July 2024)

Introduction

Welcome to Pataula Charter/Spring Creek Charter Academy's Multi-Tiered System of Supports (MTSS) Guide. A Multi-Tiered System of Supports is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. When discussing MTSS specific to behavior it refers to a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior.

Our schools embrace the MTSS framework, part of educational law, as a system of service delivery that uses evidence-based instruction and interventions, progress monitoring, and evaluation to make informed decisions about students' educational and behavioral programming needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention.

Multi-Tiered System of Supports (MTSS) Tiers

Tier 1	All students receive core instruction and universal academic and behavior strategies.
Tier 2	Some students receive small group research-based targeted interventions for an additional thirty minutes two to three times per week.
Tier 3	Few students receive increased time in intensive research-based interventions.

Purpose

This guide is a tool to assist all education stakeholders in facilitating the implementation and evaluation of MTSS. Specifically, the contents of this guide can assist school level personnel, as well as stakeholders from other educational organizations, in their efforts to make informed decisions regarding MTSS implementation and its impact on important educational outcomes. This guide outlines the processes and requirements of an effective systemic approach to the monitoring of student Response to Intervention.

Understanding the Multi-Tiered System of Supports

MTSS is NOT	MTSS Is
<ul style="list-style-type: none">• The only way to identify students for Special Education services.• Paperwork• A checklist to complete• Seeing the student as the problem	<ul style="list-style-type: none">• Identifying student needs• Knowing when a student is not progressing• Teaching all students at the intensity needed based on student need• Intervening to increase learning• Tracking the effectiveness of instruction and intervention• Focusing on increasing student achievement• Seeing learning as the goal

Defining the Tiers

How do we define Tiers 1, 2, and 3?

Tier 1 is instruction that “all” students receive. Tier 1 core instruction is on grade-level and includes explicit, systematic, differentiated and multisensory instruction in both whole group and small group using core curriculum. Tier 1 focuses on the implementation of the school’s core curriculum and is aligned with the Georgia Standards.

Tier 1 Problem Solving Questions:

1. What percent of students are meeting grade level expectations and/or are “on-track” for promotion/graduation?
2. Is Tier 1 instruction for each grade level content or subject area effective (i.e. approximately 80% or more students are proficient or making significant growth)?
3. Which students demonstrate significant gaps between their current performances on Tier 1 assessments in relation to grade level expectations of performance for a given point in time?
4. What is the relationship between Tier 1 formative standards-based assessments and performance on summative measures (i.e. MAPS, EOC exams, etc.)?

Tier 2 is what “**some**” students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 2 services are more “targeted” and include more time, a narrower focus of instruction/intervention than Tier 1. Tier 2 services can be provided by trained professionals in a small group setting using a research-based intervention/strategy. The number of minutes of Tier 2 services is in addition to Tier 1.

Tier 2 Problem Solving Questions:

1. Which students require supplemental instruction or practice based on analysis of the current needs in relation to Tier 1 standards or performance?
2. How should students receiving supplemental instruction be grouped together for small-group instruction (e.g., based on skill/content/subject area of need)?
3. Which students will need modified interventions or more in-depth problem solving (particularly problem analysis) in order to ensure an appropriate match between the instruction/service supports and the students needs?
4. Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor responses to instruction/intervention?
5. Are most students within a given supplemental instructional group demonstrating a positive response to the instruction (i.e., is Tier 2 effective)?
6. What modifications are needed to increase positive student responses to instruction/intervention at Tier 2?
7. Which students may need more intensive services? And, which students may be ready to either address other areas of need or transition back to receiving Tier 1 instruction only?
8. Are students who are demonstrating progress at Tier 2 based on progress monitoring data also demonstrating progress on their Tier 1 assessments? If not, why not?

Tier 3 is what “**few**” students receive and is the most intensive level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower (intensive) focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established.

Tier 3 Problem Solving Questions:

1. Is the student appropriately matched to the intervention plan(s) developed for the student?
2. Does problem-solving address the “whole student” in that likely both academic and behavioral needs are significant?
3. If the student is demonstrating a positive response to the intervention(s), then is the student also demonstrating improvements in Tier 1 assessment performance? If not, why not? What next goals/needs should be targeted? Does the student need Tier 3 services anymore (they may still need Tier 2 services)?
4. If the student is not progressing, is fidelity a concern?

Data-Informed Problem Solving

How is data used to inform instruction at each tier and make adjustments to and from tiers?

Tier 1 - Data is collected at least 3-4 times during the school year and is used for screening and benchmarking for all students.

Tier 2 - Data is collected every 2 weeks to determine if the extra instruction and interventions are making a difference.

Tier 3 - Data is collected every week to determine if progress is being made.

*Referral for an Evaluation for Special Education Services should be considered after 12 weeks of data collection without progress.

How do we differentiate Tiers 1, 2, and 3?

The tiers are differentiated by the “intensity” of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as “more intensive instruction.” Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For instance, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency, vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or intervention that focuses on one or more of the five areas of reading, but not all. The “focus” would be

based on greatest need for the student. In general, a four-step process will help to define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the WHAT (instructional strategies) and WHERE will that additional instruction occur? Tier 3 will be the most “intensive” instruction the school can offer.

What does instruction look like in Tiers 1, 2, and 3?

Tier 1

Tier 1 The delivery of instruction in Tier 1 is focused on grade level/subject area/behavior standards using effective large and small group instructional strategies. Differentiated instruction occurs to a degree that is appropriate for the size and diverse learning abilities of the group and the instructional skills of the teacher. For instance, ninety minutes per day is the typical number of minutes that students in elementary grades receive instruction in literacy. Sixty minutes per day is the typical number of minutes of exposure to mathematics. The impact of Tier 1 instruction should result in approximately 80% of the students achieving grade-level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards.

Tier 2

The delivery of Tier 2 instruction is focused on skills that pose a barrier to the mastery of grade level standards. Typically, a “standard protocol” approach is used with Tier 2 instruction. Student centered data (benchmark, progress monitoring, group diagnostic, academic grades) are used to identify groups of students who share the same academic and/or behavior need. The evidence-based instruction must include multi-sensory strategies provided to students typically in a small group format. The determination of WHO provides the instruction and WHERE the instruction is provided is based on a four-step process: 1. HOW much time is needed each day to accelerate the skill development, 2. WHAT instruction/intervention will be provided during that time, 3. WHO will provide the instruction/intervention and 4. WHERE will the instruction occur? Tier 2 instruction could be provided in the general education classroom by the general education teacher, in the general education classroom by a supplemental instruction teacher, or outside of the general education classroom. **The instruction is targeted to the area of need and evidence-based interventions/practices supplement or add to the primary instruction. The interventions are closely aligned with and complementary to the core curriculum.**

Tier 3

The delivery of Tier 3 instruction is focused on the skills that pose the greatest barrier to the mastery of grade-level standards. Tier 3 instruction is characterized by increased time and intensity utilizing a research-based program that employs multi-sensory strategies. The instruction is provided to individual students or in very small groups. The same four questions are used to guide the development of the instruction (HOW MUCH, WHAT, WHO, WHERE). Instruction/intervention is developed using the four-step data-based problem-solving process applied to individual students (compared to problem-solving instruction for SKILLS in Tier 2). The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. Tier 3 is the most powerful instruction and is characterized by:

1. More instructional time
2. Smaller instructional groups (or individuals)
3. More precisely targeted at the appropriate level
4. Clearer and more detailed explanations are used during instruction
5. More systematic instructional sequences are used
6. More extensive opportunities for practice are provided
7. More opportunities for error correction and feedback are provided.

Tier 1: Universal Screening

- Teachers implement core curriculum and strategies for ALL students.
- Data analysis to identify trends in students falling below grade level expectations.
- Consultation with teachers regarding curriculum and instructional practices.
- Review classroom data and analyze progress of struggling learners with classroom-based assessments.

Decision Point: Identify students who continue to fall below grade level expectations and demonstrate a lack of progress to be placed in Tier 2 “Targeted Intervention”.

Tier 2: Targeted Interventions

- Use research-based interventions that employ multi-sensory strategies.
- Schedule interventions
- Implement interventions
- Monitor interventions

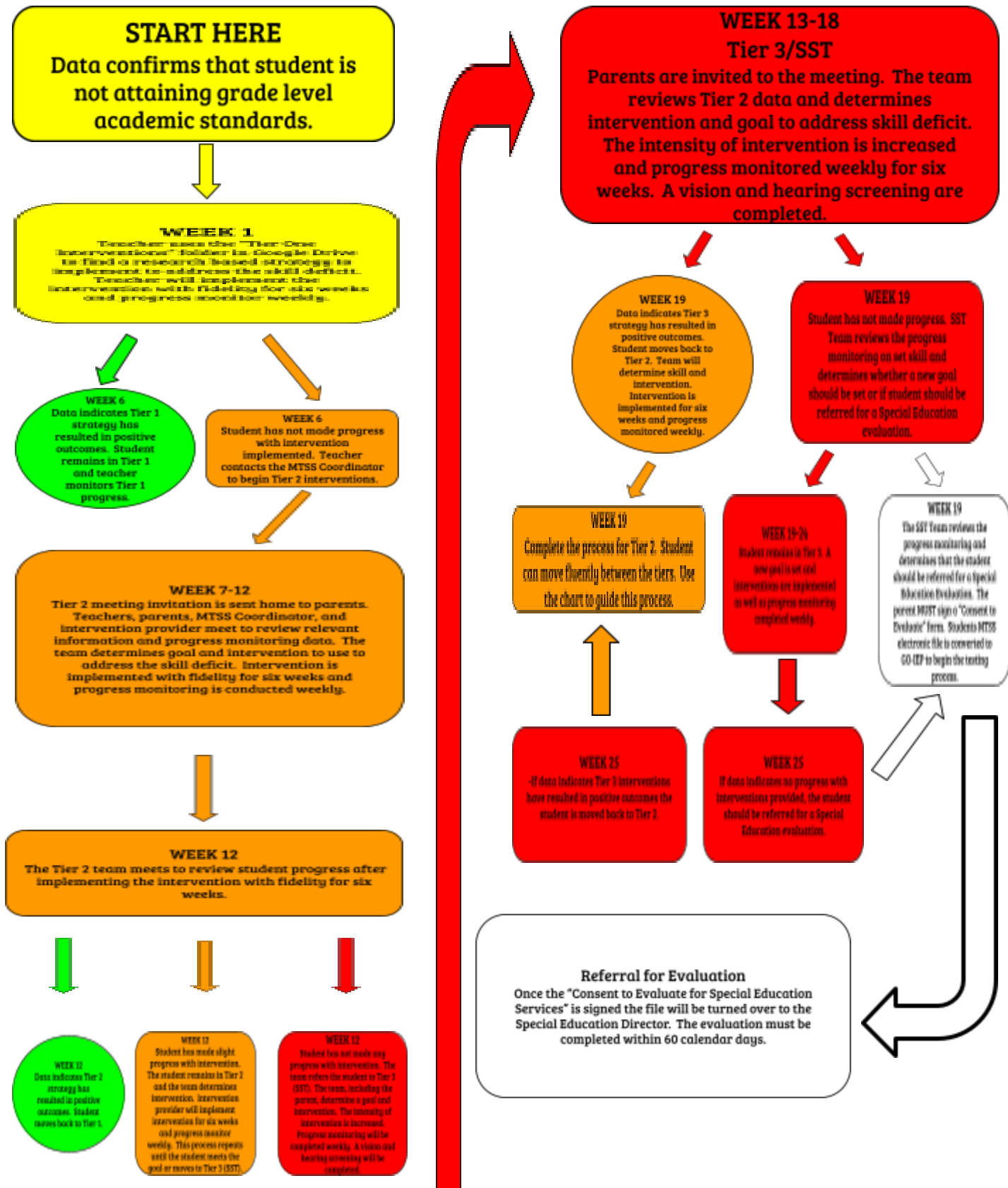
Decision Point: Use the problem-solving process to monitor Tier 2 intervention. Problem solve if intervention needs to be altered. Reconvene with MTSS team and analyze new data. If learning rate continues to fall significantly below that of peers, refer student to Tier 3. If student continues to make progress toward the targeted goal with continued intervention, continue Tier 2 intervention.

Tier 3: Intensive Interventions

- Increase time and/or intensity of intervention (frequency, duration, and method)
- Tier 3 intervention includes Tier 2 Targeted Intervention.
- Utilize research-based program that employs multi-sensory strategies.
- Track Tier 3 progress within in-program assessments.

Decision Point: If there is a positive response, continue intervention. However, if the student’s positive response does not equate to, or is far from, the targeted goal; then the team may consider referring the student for a comprehensive evaluation for possible Special Education Eligibility.

MTSS Flowchart



MTSS Placement Criteria

Tier 2 Intervention

Student Criteria Students must meet at least three criteria to qualify for MTSS.	Time	Research-Based Program or Intervention	Progress Monitoring	Certification
<p>-GA Milestones: Beginning Level Learner</p> <p>-MAPS Benchmark: Below 15th percentile</p> <p>-MAPS Fluency: Below 15th percentile</p> <p>-Classroom Performance: Below 70 in Math and/or ELA</p> <p>-Flag on Dyslexia screening tool</p> <p>-Tier 1 Progress Monitoring: Six weeks of progress monitoring on a specific goal verifying no progress.</p>	5-30 min sessions	<p>-SRA Early Intervention Reading</p> <p>-SRA Number Worlds</p> <p>-HELPS</p> <p>-Main Idea Maps</p> <p>- Ask, Read, Tell</p> <p>-Cover, Copy, Compare</p> <p>-Repeated Reading</p>	<p>-SRA Assessments</p> <p>-Teacher made probes</p> <p>-ESGI</p> <p>-CBM measures</p>	Teacher does not have to be reading endorsed or certified.

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**MTSS Behavior Intervention
Tier 2 Interventions**

Intervention	Monitoring	Documentation
<ul style="list-style-type: none"> -Apology Slip -Better Choices Sheet -Behavior Checklist 	<ul style="list-style-type: none"> -Teacher will monitor specific behavior for six weeks. 	<ul style="list-style-type: none"> -Apology slip will be completed by student. -Better Choices sheet will be completed and monitored. -Behavior checklist will be monitored daily.

Tier 3 Interventions

Intervention	Monitoring	Documentation
<ul style="list-style-type: none"> -Behavior Contract -Check In/Check Out 	<ul style="list-style-type: none"> -Behavior contract will be monitored weekly. -Check In/Check Out will be monitored weekly. 	<ul style="list-style-type: none"> -Discipline referrals -Check In/Check Out form will be completed daily.

MTSS Speech & Language

Intervention	Monitoring	Documentation
<ul style="list-style-type: none"> -Thumbs Up/Thumbs Down -Auditory Bombardment -Contextual Utilization -Contrast Therapy/Minimal Pairs -Placement of Phoneme 	<ul style="list-style-type: none"> -Teacher will progress monitor weekly. 	<ul style="list-style-type: none"> -Articulation checklist -Language checklist

MTSS School Infrastructure/Roles and Responsibilities

Implementation of Problem-Solving within an MTSS framework requires that all school staff change the way in which they have traditionally functioned. This change necessitates development of the motivation and capacities of educators to work collaboratively toward a common goal. Because of the broad impact of the MTSS model on the entire educational system, significant systemic changes will need to occur to implement with fidelity. The changes must be championed and monitored by leaders at all levels.

MTSS Coordinator:

- Guides and trains the school in the implementation of MTSS practices and processes.
- Guides data analysis process at the school, grade, and classroom level to determine qualification guidelines to participate in MTSS.
- Manage the school wide online system, GO MTSS/SST, by inputting the intervention list, student information, required documents, etc.
- Works with school administration, counselor, Speech and Language Therapist, and classroom teachers/intervention teachers in selecting appropriate research/evidence based intervention programs and strategies to implement in the MTSS process.
- Schedules and guides MTSS meetings.
- Leads MTSS/SST meetings by reviewing and documenting in GO MTSS/SST, progress monitoring and assists in the decision making process of “next steps” based on results of the progress monitoring. This includes appropriate intervention/strategy to use, student goal, and movement from one Tier to the next.
- Supports the implementation of interventions and feedback to teachers, coaches, and interventionists, so adjustments can be made to support student needs.

School Interventionists:

- Attend MTSS/SST meetings to assist in the planning and developing of student plans for Tier 2 and Tier 3.
- Assists in forming intervention groups based on data. Work as a team to make schedules, assigns students to groups, and ensure that interventions are taking place with fidelity.
- Implement interventions and collect progress monitoring on goals in MTSS/SST student plans.

Speech and Language Pathologist:

- Work with classroom teachers to identify students with speech and language deficits.
- Provide speech and language interventions to students as well as progress monitor to determine progress.

Classroom Teachers:

-Be knowledgeable in accessing/interpreting data reports at each interim assessment period to drive Tier 1 and Tier 2 instruction.

-Attend MTSS/SST meetings to assist in the planning and developing of student plans for Tier 2 and Tier 3.

-Implement with fidelity any interventions determined by team to be appropriate for classroom and collect progress monitoring data on goals in MTSS/SST student plans.