## MTSS at Edgewood City School District

Multi-tiered System of Supports (MTSS) - Student achievement and behavior/emotional wellness supports are optimized through the school's MTSS system. Ideally, the school's procedures ensure students gain the explicit interventions and enrichment they need for success, well before a student is labeled disabled.

MTSS describes the collective (and strength-based) practices used at your school to help learners become *the best versions of themselves*. Such systems of support may include: the open, fluid scheduling, events, use of space, funds, practices, roles, rituals, incentives, communication/clarity, and the 6 MTSS School Practices (see next page). The practices within your system collectively help all staff involved with a student understand their learners' needs and make informed and instructionally strategic decisions for the learning environment. We use software 1N5 to efficiently analyze data, student learning plans, progress monitor results, and identify if interventions are working. Also see: mtss4success.com.
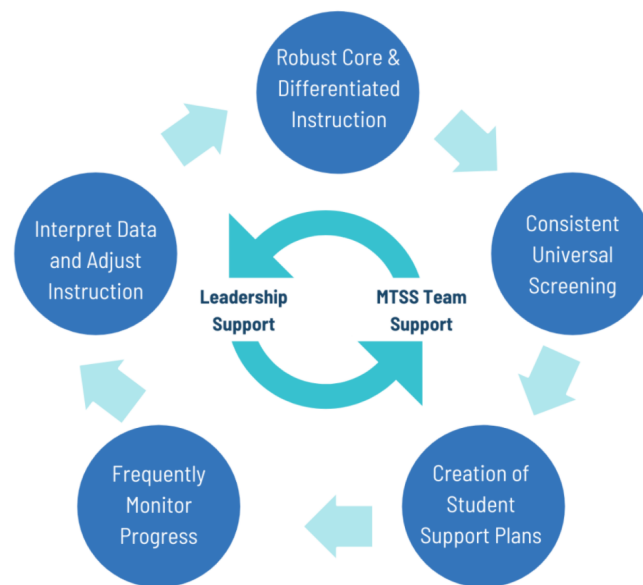
Then What Is RtI?

Response to Intervention (RtI) is a *general education practice* schools use when it's time to analyze data in a collaborative way and identify individual students for additional teaching/enrichment. RtI is: (1) analysis of data, (2) identifying who needs what modification of instruction, and (3) frequent progress monitoring

When a student is not responding, RtI teams hold a Problem Solving meeting to make recommendations for more intensive support.
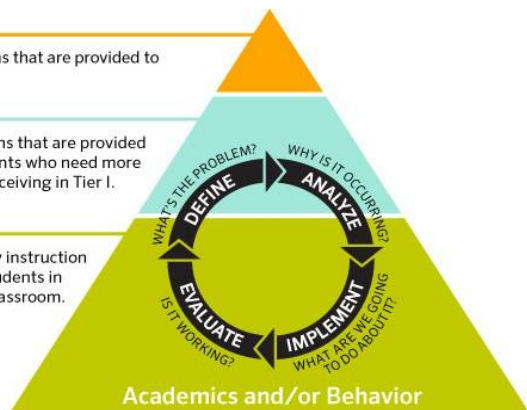

Each school has a defined school-wide MTSS plan clearly communicated to stakeholders.

If more than 20% of students are identified as at-risk by your universal screening process, conduct a root cause analysis of Tier 1.
Then identify and implement improvements to Tier 1 instruction and support.
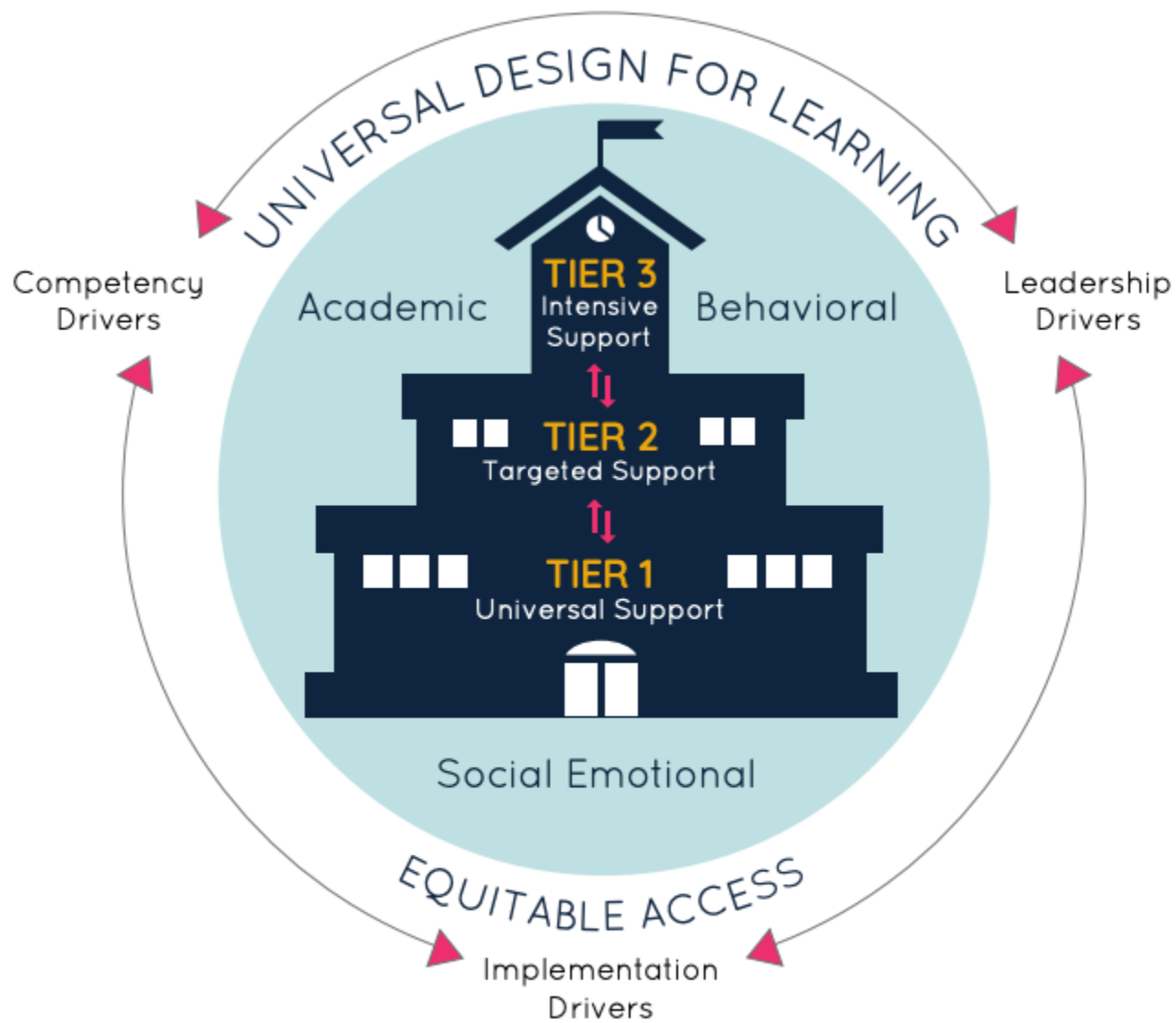
UNIVERSAL DESIGN FOR LEARNING

Competency Drivers

Leadership Drivers

Academic

TIER 3
Intensive Support

Behavioral

TIER 2
Targeted Support

TIER 1
Universal Support

Social Emotional

EQUITABLE ACCESS

Implementation Drivers

MULTI-TIERED
SYSTEM OF SUPPORT

6 Habits of Effective MTSS in Schools - Used to Evaluate MTSS in Each School

1	Systems and Infrastructure	Three levels of MTSS systems are in place at each school in order to improve social-emotional learning, academics, and behavior: 1. The School/District MTSS Team has a predictable process to review student data by grade level and student groupings and clearly communicate this to all staff. The school team decides to what degree student interventions or instruction is successful school-wide using the Tiered Report. 2. The Grade Level MTSS Team reviews progress monitoring data and reconsiders interventions that are not working. Grade Level teams meet 1-2 times/month to correct Tier I instruction needs and personalize plans/experiences for individual students. 3. An individual student problem-solving protocol that is clear and the team identifies the root cause of a student's issues. Teachers understand how to request a problem-solving meeting for a struggling student who is not responding to Tier II or Tier III interventions.

2	Universal Benchmark Screening	Universal screening assessments are conducted to identify students who may be at-risk.
		
		1. A universal screener is administered 2-3 times/year
		2. Current Inventory
		    a. Academics
		        i. Reading/Literacy
		            1. K - STAR Early Literacy
		            2. K-5 - DIBELS
		            3. 1-12 - STAR Reading
		        ii. Writing
		            1.
		        iii. Math
		            1. 1-2 enVision Math Screener
		            2. 9-12 - Algebra-Geometry-Algebra Assessments
		            3. K-12 - STAR Math
		    b. SEL/Behavior
		        i. Early Warning Indicators
		            1. Attendance
		            2. Office referrals
		            3. Academic Achievement
		        ii. 📄 Copy of ECSD SEL Framework
		    3. Determine tiered data: at/above the benchmark (80%), below the benchmark (15%), or well below the benchmark (5%).
		        a. The following cut-off scores for each assessment in order to determine which Tier they fall in.
		    4. Gaps and Ideas
		        a. Writing
		            i. Rubrics Noted Below This Document

		ii. Amplify Rubrics iii. The Writing Revolution Rubrics b. SEL/Behavior i. K-12 – 1N5 Needs Assessment/Staff Climate Survey

3	**Core Instruction (Tier 1)**	1. Implementation of an evidence-based core curriculum for Reading/Writing, Math, and Behavior/SEL (Second Step) is implemented with fidelity
		    a. Reading
		      i. K-5 Amplify [Amplify Fidelity Checklist](#)
		      ii. 6-8
		      iii. 9-12
		    b. Writing
		      i. K-12
		      ii. https://education.ohio.gov/Topics/Testing/Diagnostic-Assessments/New-Diagnostic-Assessments-List
		    c. Math
		      i. K-8 enVision [Envisions K-5 Fidelity Checklist](#), [Envisions 6-8 Fidelity Checklist](#)
		      ii. 9-12 enVision AGA [AGA Fidelity Checklist](#)
		    d. Social Emotional Learning
		      i. K-8 Second Step
		2. Fidelity checks occur by admininstars as a support tool (not an evaluation tool)
		3. Regular training for teachers on curriculum and differentiated instruction

4	**Intervention (Tier 2/3)**	1. The grade level MTSS Team will meet 1-2 times a month. At that meeting the Tier 2 and 3 students are determined by the universal screening data. Diagnostic assessments are used to verify the universal screening data and determine the target skill for that student. For students below and well below the benchmark, the team uses additional diagnostics to verify screener data before student interventions are prescribed.
		    a. List Diagnostic Assessments
		      i. Reading - DIBELS 8, PAST, Really Great Reading
		      ii. Math - enVisions
		      iii. Writing - TBD
		      iv. Behavior/SEL - TBD
		2. Interventions are provided for an adequate amount of time
		    a. Tier 2 = 5-6 students, 20-40 minutes, 3-5 times/week, Progress Monitoring 2-4 weeks
		    b. Tier 3 = 1-3 students, 30-60 minutes, daily, Progress monitoring 1-2 weeks
		    c. Behavior - TBD
		3. Establish an Evidenced Based Intervention Menu for teachers to utilize including training ☐ Intervention Menu
		4. WIN Time / EDGE Time (Common Intervention Time) in order to provide targeted instruction at that students instructional level

| 5 | Progress Monitoring (Tier 2 / 3) by Admin/MTSS Team | 1. Progress monitoring assessments are conducted for those receiving interventions at the Tier 2 and Tier 3 level
2. Progress monitoring data is shared with parents via email using the following [template](#).
3. At the grade level MTSS team meeting, the team will review progress monitoring data and determine next steps based on the rate of growth scores.
    a. The School Team analyzes the quality of interventions used at every meeting
    b. Views students by intervention needs and determines if there are more efficient systems across the school for serving students.
    c. If a student is consistently not showing growth despite intervention changes, the team may determine to hold an individual problem-solving meeting.
4. Interventions will be documented via Data Map using a template recorded by the teacher/case manager. |
| 6 | Meeting Quality | 1. Data is collected and reviewed <u>prior</u> to the Grade Level MTSS meeting.
2. Attendees understand expectations for outcomes and leave the meeting with a clear plan for next steps
3. Meeting outcomes/decisions are communicated to ALL necessary staff, including (but not limited to) related service providers, paraprofessionals, admin, counselors, psychologists, nurses, intervention specialists, teachers, etc. |

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