



MTSS Tiered Approach

Bishop Unified School District



ACADEMICS

Tiered Approach to

*** SpEd**
*** Intensive Interventions**
*** IEP or 504 Plan**

*** Students identified as needing skill-specific interventions placed in appropriate group - students participate in 6-week intervention groups based on DIBELS / Acadience and easyCBM assessment results.**

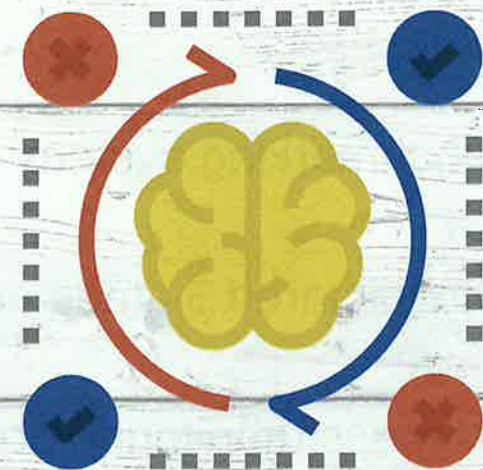
*** Continuous progress monitoring - collect data every 3 weeks
- share w/ team every 6 weeks.**

*** High quality instruction using research-based curriculum.**

*** Universal screening conducted 3x per year in the content areas of Math and English - September, December, & March.**

UNIVERSAL SCREENING AND COMMON ASSESSMENTS

Universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education (Jenkins, Hudson, & Johnson, 2007).



<http://www.rtinetwork.org/learn/research/universal-screening-within-a-rti-model>

COMMON ASSESSMENT MEASURES

ELA

Acadience

By design, the Acadience Reading measures are brief, powerful indicators of foundational early literacy skills that:

- are quick and efficient to administer and score;
- serve as universal screening (or benchmark assessment) and progress monitoring measures;
- identify students in need of intervention support;
- evaluate the effectiveness of interventions; and
- support the RtI/Multi-tiered model.



Home Street Middle School

COMMON ASSESSMENT MEASURES

ELA

D.I.B.E.L.S. Dynamic Indicators of Basic Early Literacy

- Benchmarking system for reading fluency and comprehension
- Administered 3 times annually
- Progress monitoring component
- MAZE assesses reading comp. and is administered whole-class, 5 minutes
- ORF (Oral Reading Fluency) administered one-on-one, 60 seconds
- Administered in Home Room



Biannual Writing Sample Coming 2021/2022!!

NEXT STEPS

What??

Skills-based intervention groups with progress monitoring!

How??

Possibilities include: deployment periods, usage of homeroom period, push-in sections, dedicated in-class RTI time each day, and ????

Who is Responsible?

Intensive

- Testing for SpEd services
- Formal Clinical Assessment

Sped Team
Behavior Support
Outside Agencies

Supplemental

- 6 week Behavioral Program - Indiv or group (Pre/Post Test Score)
- Continuous Progress Monitoring
- Referrals to office/admin, referral from teacher

Behavior Counselor
School Counselors
Admin

Core

- Common Assessment Measures (ACES), Behavior Referral
- Data, documentation, tracking of referrals/interventions
- Explicit expectations of behavior in the classroom/at school

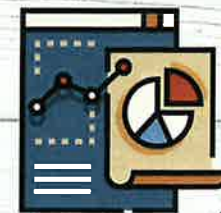
Gen Ed. Teachers
School Counselors
Admin

BEHAVIOR
Flowchart for

BEHAVIOR SPECIFIC INTERVENTIONS

- 6 week curriculum - Pre/Post Test (Ped Symptom Checklist/
potentially CGAS)
 - Individual or Group (currently only individual)
 - In Person or Virtual
 - Psychoeducation, skills, social skills
- Consultation with teachers, staff, administration, behavior
specialists





IMPLICATIONS FOR THE FUTURE

- Improve data collection processes - Tier 1 Interventions
- Identify Evidence Based SEL Curriculum for K-12 students
- Develop clear referral process between Tiers

