

*Allendale County School District*

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# Multi-Tiered System of Supports

## School Level Team Handbook

March 12, 2021

## Mission

The mission of Allendale County School District Multi-Tiered System of Supports (MTSS) is to employ a multi-tiered systematic approach that utilizes multi-source assessment data to allocate resources efficiently and to make data driven decisions in order to improve educational performance outcomes for all students, through a continuum of integrated support services of varying intensity levels that meet the academic, behavioral and socio-emotional needs of students.

## Critical Components

- Leadership
- Building Capacity & Infrastructure
- Communication & Collaboration
- Data-Based Problem Solving
- Three-Tiered Instructional/Intervention Model
- Data Evaluation

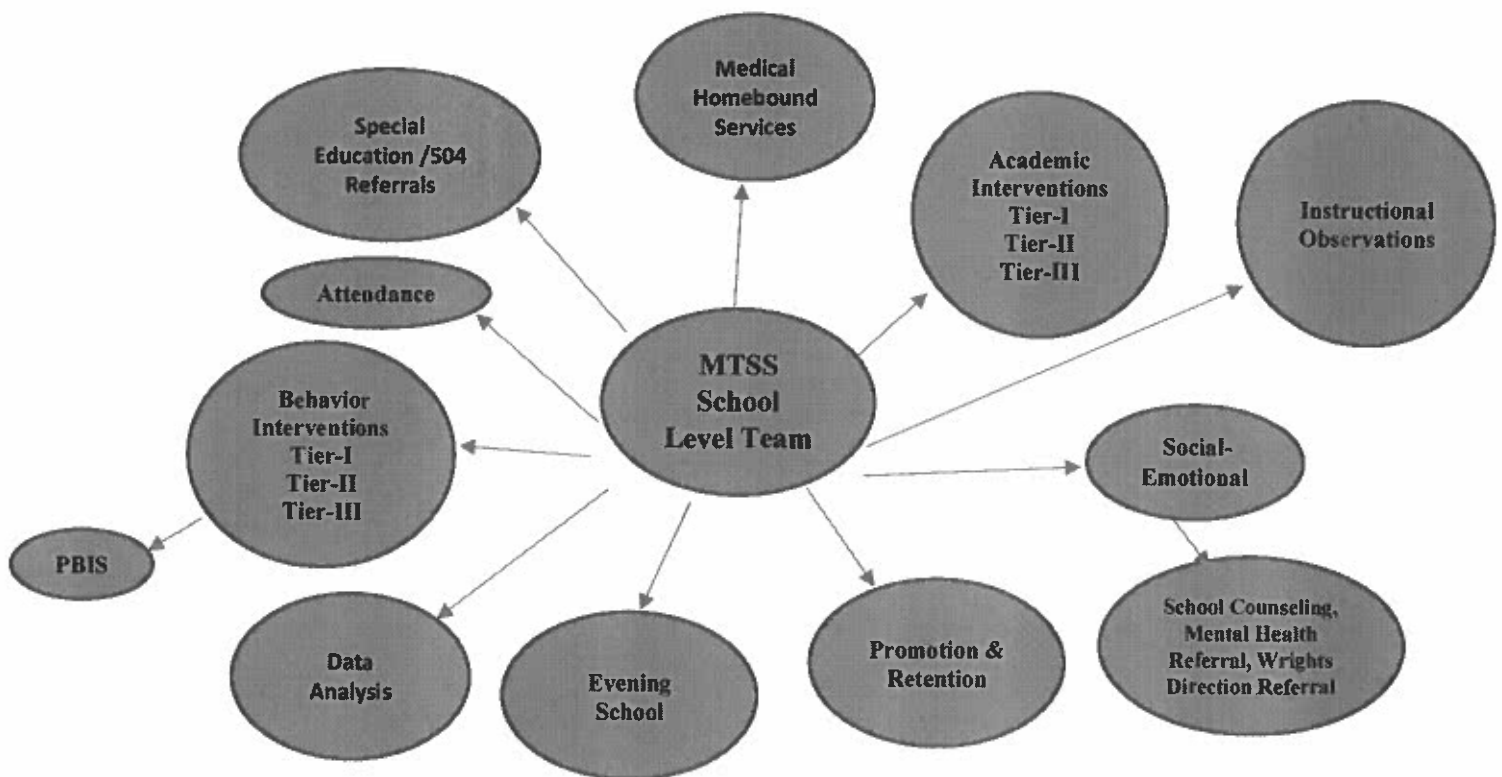


### *The MTSS School Level Team*

The MTSS School Level Team functions as the nervous system in the determination and the utilization of multi-sources of assessment data to allocate resources efficiently and to make data driven decisions in order to improve educational performance outcomes for all students. In order to accomplish this end, the team explores a continuum of integrated support services of varying intensity levels that are designed to meet the academic, behavioral and socio-emotional needs of students. Therefore, the MTSS Team’s function is to problem-solve, to analyze data, and to identify appropriate instruction, interventions, and support services for students.

What this means is that every aspect of the educational process falls within the scope of the team, such as retention and promotion, medical homebound, 504 Eligibility and Accommodation Plans, special education referrals, interventions, attendance, etc.... The team employs a data analytical and problem-solving approach to identify problems and to determine appropriate course of actions. The chart below illustrates the comprehensive scope of the team.

#### Support Systems Model: Multi-Faceted Systemic Approach



#### Team Level School Members:

The MTSS team is composed of the school level principal or the assistant principal, academic coaches, guidance counselors, designated teachers, interventionists, and other members as determined by the immediate matter before the team. For example, in cases involving 504 or medical homebound, the district school psychologist or nurse may be members of the team.

## Response to Intervention

A key component of the Multi-Tiered System of Supports framework is Response to Intervention (RtI). An intervention is a specific academic/behavioral strategy that differs from activities occurring in the student's classroom. It is designed to provide an at-risk student with the necessary skills and academic/behavioral supports to allow him/her to achieve grade-level expectations. A general education imperative, RtI encompasses the foundational principles of research-based effective instruction, ongoing progress monitoring, and modification of instruction based upon the progress monitoring data.

RtI begins with high-quality instruction and universal screening for all students. Whereas high-quality instruction seeks to prevent academic skill deficits, screening allows for early detection of difficulties if they emerge. Intensive interventions are then provided to support students in need of assistance with learning. Student responses to intervention are measured to determine whether they have made adequate progress and (1) no longer need intervention, (2) continue to need some intervention, or (3) need more intensive intervention. The levels of intervention are conventionally referred to as "tiers." Allendale County School District employs a three-Tiered Intervention model predicated upon (8) core features and non-negotiable principles.

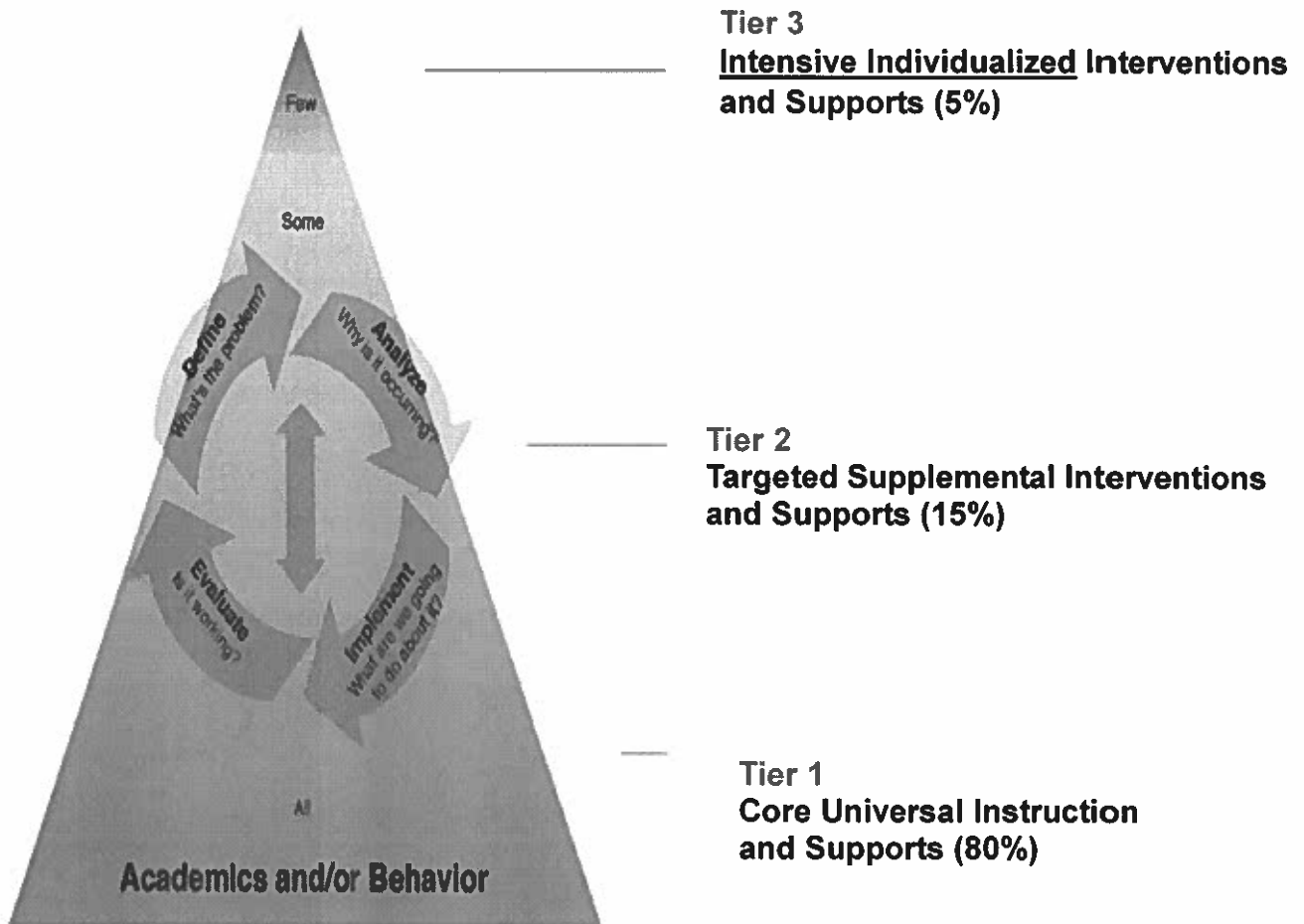
### Core Principles of Response to Interventions (RtI):

1. High quality classroom instruction
2. Research-based instruction
3. Classroom performance
4. Universal screening
5. Continuous progress monitoring
6. Research-based interventions
7. Progress monitoring during interventions
8. Fidelity measures

### ***Non-Negotiables in the RtI Process:***

- All retained students **MUST** be receiving at least Tier II intervention until progress monitoring and summative data indicate that the student is on grade level and not continuing to fall behind.
- If attendance is an issue, it must be addressed. If attendance does not improve, follow the guidelines of the school and district attendance policy. While academic and/or behavioral interventions may be in place, they cannot be delivered or monitored sufficiently if the student is not in attendance.
- Vision and Hearing **MUST** be checked prior to beginning Tier II intervention.
- A diagnostic (Reading, Math, and/or Behavior) must be administered prior to determining a hypothesis and designing a Tier II intervention.

## Tier-Intervention Model



### Elementary Level Grades (5K-5<sup>th</sup>)

At the elementary level, Allendale County School District intervention model is predicated upon a resource front loaded approach. In the skill area of reading, a Targeted Accelerated Growth process is employed from 1<sup>st</sup> grade to 3<sup>rd</sup> grade:

- 1) Diagnostic Testing (via I Ready)
- 2) Proportional Increases in Instructional Time
- 3) Focused teaching to the deficit sub-skills
- 4) Re-teaching to assure that learning has occurred

The process is predicated upon Universal Screening, which is a critical first step in the identification of students who are at risk for experiencing reading difficulties and who might need more instruction. *Universal Screening Process: Based upon the administration of the I-Ready Assessment, students are designated to a tier level.*

## **Middle School and High School Levels:**

### Middle School Level (6<sup>th</sup>-8<sup>th</sup> Grade)

At the middle school level, proficiency is measured by i-Ready results and SC Ready performance. Students who score below proficiency levels on state standardized test require intervention beyond normal classroom routine. While the problem solving process is not required to be started on each of these students, the following must occur:

- At the end of each nine weeks the school level MTSS Team reviews the achievement of each of these students.
- When these students are failing subjects, a data review is conducted.
- Parents are contacted whenever a student is failing. This goes beyond sending a report card home.
- An Intervention Plan is generated when necessary, and parents are contacted as directed on the plan.

### High School Level (9<sup>th</sup>-12<sup>th</sup> Grade)

At the high school level, students who failed course or do not pass the End-of-Course (EOC) examinations are deemed to be at risk. Schedules of these students are reviewed individually to assure that intervention needs are addressed, and each student's records are reviewed on a regular basis by the School level MTSS Team, which includes a teacher representative. Any student who is not on track for a full-option diploma is immediately placed in the Problem Solving Team Process.

**Allendale County School District Academic/Behavioral Intervention Flow Chart**

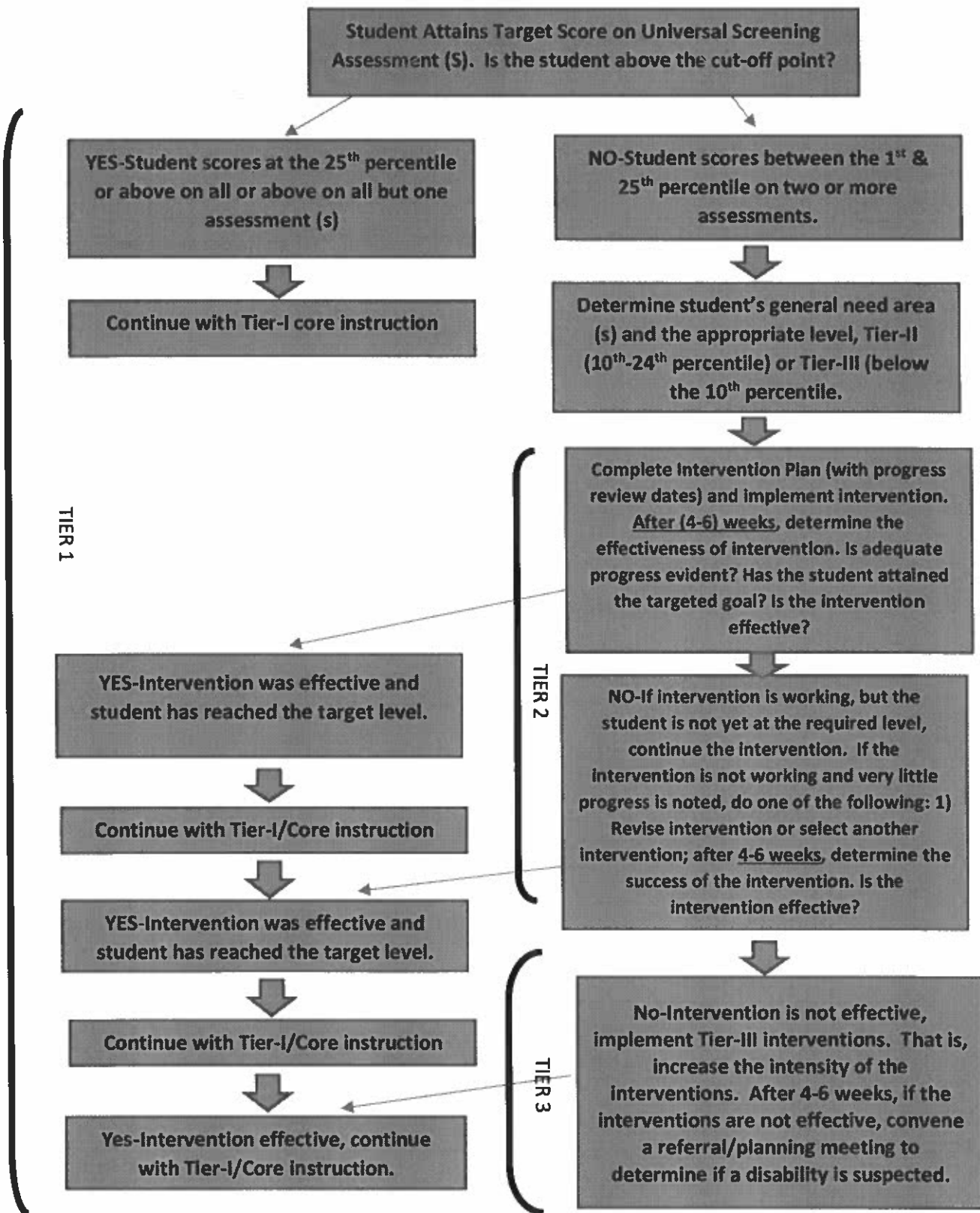


Chart Illustration

Tier I	Tier II	Tier III
<ul style="list-style-type: none"> <li>• Student scores at the 25th percentile or above on all or above on all but one assessment (s)</li> <li>• Tier I should meet the needs of 80%-90% of students. This means that instruction is differentiated including flexible grouping to meet diverse need of students in each classroom.</li> <li>• Tier I is the Core Instructional program provided to all students by the general education teacher in the general education classroom</li> <li>• <b>Group Size:</b> Whole Group</li> <li>• Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring. <b>Student scores at the 25<sup>th</sup> percentile or above on all or above on all but one assessment (s)</b></li> <li>• <b>Frequency of Progress:</b> Screening measures three times per year</li> </ul>	<ul style="list-style-type: none"> <li>• Student scores between the 24<sup>th</sup> &amp; 10<sup>th</sup> percentile on all or above on all but one assessment (s)</li> <li>• Tier II should have no more than 5%-15% of students who were not meeting the Tier I cut scores as identified by the district</li> <li>• Tier 2 intervention is <b>provided in addition</b> to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1.</li> <li>• <b>Frequency of Interventions:</b> Two or three times per week</li> <li>• <b>Group Size:</b> (3-5) students</li> <li>• <b>Frequency of Progress:</b> Every Two Weeks</li> <li>• <b>Duration</b>20-30 minutes of interventions</li> <li>• <b>Length of Interventions:</b> 4-6 wks.</li> </ul>	<ul style="list-style-type: none"> <li>• Student scores below the 10<sup>th</sup> percentile on all or above on all but one assessment (s)</li> <li>• Tier III is typically reserved for approximately 1%-5% of students in a class who will receive more intensive instruction in <b>addition to their Core Instruction</b></li> <li>• Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. This tier provides greater individualized instruction in a small group setting.</li> <li>• <b>Frequency of Interventions:</b> Four or Five times per week</li> <li>• <b>Group Size:</b> (1-3) students</li> <li>• <b>Frequency of Progress:</b> Every Week</li> <li>• <b>Duration</b>30-45 minutes of interventions</li> <li>• <b>Length of Interventions:</b> 4-6 wks.</li> </ul>



## Description of Tiers

### Levels of Intervention: Tier 1

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are part of the core program. A school/district's core program (Tier 1) should minimally include:

- core curriculum aligned to the standards;
- appropriate instruction and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- universal screening administered to all students in the general education classroom three times per year;
- weekly progress monitoring of students initially identified as at-risk for five or six weeks;
- differentiated instruction based on the abilities and needs of all students in the core program; and
- a daily uninterrupted 90 minute block of instruction in reading (Elementary Level).

#### Procedure for Tier 1:

- All students will be screened 3-4 times a year using the District universal screening instrument (i-Ready)
- The intervention plan targets a specific skill(s) based on data that shows that the student needs additional support.
- Classroom teacher/ interventionist utilizes scientifically research-based strategies through differentiated instruction.
- Classroom teacher/interventionist progress monitors as appropriate.
- If progress is being made, then continue to monitor the student in Tier 1 classroom setting providing additional support as needed.
- If progress is not being made, then Tier 2 services may be warranted based on data.

### Levels of Intervention: Tier 2

**Note:** If a significant number of students appear to be in need of Tier 2 instruction, the effectiveness of Tier I (core) instruction must be evaluated.

Tier 2 intervention is typically **small group (3-5)** supplemental instruction. This supplemental instructional intervention is **provided in addition** to, and not in place of, the core instruction provided in Tier 1. For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions two to three days per week. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1.

Therefore, students are often grouped according to instructional need. Approximately (5 to 10) percent of students in a class receive Tier 2 intervention. In Tier 2, direct, systematic instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1. The determination of a student's achievement is well defined and mastery is achieved before moving on to the next step in the sequence.

Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks to once a week using Curriculum-Based Measurements that measure targeted skills. Periodic checks to ensure that the delivery of instruction was provided in the way it was intended (fidelity checks) are conducted for the purposes of determining how closely the intervention or instruction is implemented to the way it was designed.

The recommended length of time a student spends in the second tier of intervention will vary from approximately **(4 to 6 weeks)**, depending on such factors as the skill set to be learned, rate of student's progress, whether the student is making adequate progress according to the standard protocol established prior to initiation of the intervention, the student's age and/or developmental level. When progress monitoring of a Tier 2 intervention indicates lack of adequate response, schools should consider adjusting the intervention in terms of intensity.

Procedure for Tier 2:

- Based on student data, Tier 2 services will be implemented.
- Parent Notification letter will be sent when the MTSS Team implements Tier 2 services.
- The classroom teacher/interventionist will implement scientifically research-based interventions based on student data to target specific skills.
- MTSS Team will progress monitor students in Tier 2 routinely to determine the level of progress.
- If progress is being made, continue to provide Tier 2 intervention services and monitor progress.
- If progress improves, student may be moved back to Tier 1.
- If progress is not being made, then Tier 3 services may be warranted based on data.

### **Levels of Intervention: Tier 3**

Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 is typically reserved for approximately one to five percent of students in a class who will receive more intensive instruction in addition to their core instruction. Tier 3 intervention is typically **small group (1-3)** supplemental instruction.

Tier 3 differs from Tier 2 instruction **in terms of such factors as time, duration, group size, frequency of progress monitoring and focus.** This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 45 minutes at a minimum of four days per week.

The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by school personnel. It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction. Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

**Note: Intensity is increased when instructional time is increased and group size is decreased.**

Procedure for Tier 3:

- Based on student data, Tier 3 services will be implemented.
- Parent Notification letter will be sent when the MTSS Team implements Tier 3 services.
- Intervention provider will implement scientifically research-based interventions based on student data to target specific skills.
- Interventions will be provided by a specialist in addition to core instructional time.
- Tier 3-intervention provider will progress monitor students in Tier 3 more frequently.
- If progress is being made, continue to provide Tier 3 intervention services and monitor progress.
- If progress improves, student may be moved back to Tier 2 or 1.
- A student need not be required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan, additional Tier 3 cycle).

504 or Special Education Eligibility Considerations:

If a student continues to be at risk despite sufficient and consistent interventions implemented with integrity, or if the team feels that a particular student will require a continued level of intensive intervention in order to achieve educational success throughout his/her school career, the team may suspect that the student has a disability and make a referral for evaluation. At this level there should be adequate documentation to suggest that despite interventions the student fails to demonstrate progress toward the target goal or behavior. If the team determines there is a suspected disability, they must follow and complete the Erich referral/planning procedural process.

## **Parent Notification**

When a student requires an intervention beyond that provided to all students and begins receiving Tier 2 intervention, parents must be notified in writing of the:

- amount and nature of data that will be collected and the general education services that will be provided;
- strategies to increase the student's rate of learning; and
- parent's right to request an evaluation for special education programs and/or services.

It is important that schools keep parents informed of the student's progress based upon progress monitoring data collected within each tier.

## Assessment Instruments

### Elementary Level Assessment Assessments:

- KRA
- I Ready
- Cog AT
- Iowa Assessment
- SC Ready

### Middle School Assessments:

- I-Ready
- SC Ready

### High School

- End-of-Course Assessment
- ACT/SAT
- Winn

## Multi-Tiered Systems of Supports: Analytical & Management Systems

- 1) **BrightBytes Clarity: Early Warning:** Data Analytical Decision Support Platform Identification: Based upon risk factors in Allendale County School District that lead to poor educational performance and drop-out. There are three functional elements: 1) Identification, 2) Connection, and 3) Monitoring. There are also (3) data domains: 1) Academics, 2) Attendance, and 3) Behavior.
- 2) **Frontline RTI/MTSS System**