Multi-Tiered System of Supports

Student Intervention Services

Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

©MDE – Board of Education Strategic Plan

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State Board of Education Goals
5-Year Strategic Plan for 2016-2020

- ✓ All Students Proficient and Showing Growth in All Assessed Areas
- ✓ Every Student Graduates High School and is Ready for College and Career
- ✓ Every Child Has Access to a High-Quality Early Childhood Program
- ✓ Every School Has Effective Teachers and Leaders
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes

Office of Student Intervention Services

Established February 2015

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Multi Tiered System of Supports

MDE Established the Office of Intervention Services to:

successfully implement and sustain a Multi-Tiered System of Supports,

accelerate and maximize student academic and behavioral outcomes through the application of collaborative data-based problem solving utilized by effective leadership at all levels of the educational system,

coordinate the implementation of policies and procedures related to State Board Policy 4300,

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Multi-Tiered System of Supports

MDE Established the Office of Intervention Services to:

provide professional development on “Multi-Tiered System of Support” for school based teams, administrators, staff, parents, and agencies,

offer guidance on appropriate intervention, data collection, data-based decision making, evaluation, and progress monitoring for students in need of supplementary intensive academic and behavioral supports in order to ensure all students graduate high school college and career ready.

Multi-Tiered System of Supports

Recruitment Update

Secured personnel to support the districts, schools, and teachers with the implementation of a Multi-Tiered System of Supports for academic and behavior interventions as well as the collection of data for ALL student populations

Bobby Richardson: General RtI
Laurie Weathersby Elementary Education and Reading
Secondary Support Staff: Vacant
Gifted Education: Jen

Revising the Process

Response to Intervention/Multi-Tiered System of Supports

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Terminology: Making the Shift

Three Tier Instructional Model: State Board Policy 4300

designed to meet the needs of every student and consist of three tiers of instruction

Consist of Tier I, Tier II, and Tier III

Response to Intervention (RtI)

focuses on students who are struggling and provides a framework for collaborative data-based decision making to strengthen student performances

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Terminology: Making the Shift

Multi Tiered System of Supports

Integration of RtI for academics and RtI for behavior into a unified model that recognizes the reciprocal influence academic performance and social/emotional/behavior have on each other

Focuses on all students in education contexts

Systematically addresses supports for all students in education contexts

Terminology: Making the Shift

Multi Tiered System of Supports

Focuses on aligning the entire system of initiatives, supports, and resources

Promotes district participation in identifying and supporting systems for alignment of resources as well as site and grade level

Enables a paradigm shift for providing supports and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of RtI and intensive intervention

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Terminology: Making the Shift

Multi Tiered System of Supports

Endorses Universal Design for Learning instructional strategies so ALL students have the opportunity for learning through differentiated content, processes, and product.

Integrates instructional and intervention support so that systematic changes are sustainable and based on CCRS-aligned classroom instruction

Challenges all school staff to change the way in which they have been typically working across the school system

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MTSS Similarities to RtI

MTSS incorporates many of the same components of RtI

Supports high-quality standards and research-based, culturally and linguistically relevant instruction with the belief that **ALL** students can learn, including students of:

Poverty
Disabilities
English Language Learners (ELL)
All ethnicities

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MTSS Similarities to RtI

MTSS incorporates many of the same components of RtI

Integrates a data collection and assessment system, including universal screening, diagnostic and progress monitoring, to inform decisions appropriate for each tier of service delivery

Relies on a problem-solving systems process and method to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of supports

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MTSS Similarities to RtI

MTSS incorporates many of the same components of RtI

Seeks and implements appropriate research-based interventions for improving student learning

Utilizes school-wide and classroom research-based positive behavioral supports for achieving important social and learning outcomes

Implements a collaborative approach to analyze student data and working together in the intervention process

Implementing
Multi-Tiered System of Supports

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MTSS: Goal

Being prevention oriented: knowing who needs support as early as possible each year and putting those supports in place

Implementing evidenced based interventions for all students and tailoring interventions based on student's needs.

Using progress monitoring data to know when to make changes in instruction

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MTSS: What Does it Take

Leadership
Professional Development
High Quality Core Curriculum Assessment and Instruction
Empowering Culture
Common Language about MTSS
Shared Vision
Staff Support
Acceptance of Principles/Practices

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Process of Implementing a Multi-Tiered System of Supports

Phases of Creating Your Blueprint

- Building Support
- Develop a Plan
- Implement Your Plan
- Evaluate Effectiveness
- Sustainability

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Multi-Tiered System Of Supports

April 28, 2015	**RtI Taskforce Convened**	**Stakeholders Identified the challenges and potential resolutions and recommendations for the RtI process**
June 9, 2015	Taskforce reviewed electronic documents	Taskforce reviewed and made recommendations to the documents that were developed based on feedback: Quick Reference Guide, RtI Flow-Chart, and MTSS Documentation Packet
June 12, 2015	Taskforce reviewed electronic documents	Taskforce reviewed and made recommendations to the documents that were developed based on feedback: RtI Parent Guide Glossary of Terms, and RtI one-pager
July 9, 2015	Taskforce convened	Taskforce reviewed the changes made recommended additional points of clarification needed to all documents
August, 2015	MDE internal reviews and comments	MDE offices reviewed documents to ensure consistency with language and processes
September 2015	Revising documents	Currently making the final edits to all documents and expect to release in November.

State Board Policy 4300

September 2015

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State Board Policy 4300

State Board Policy 4300 was adopted January 21, 2005 and (Revised September, 2015)

1. The Mississippi Department of Education shall require every school district to follow the instructional model which consist of (3) three tiers of instruction:

Tier 1: Quality classroom instruction based on Curriculum Frameworks
Tier 2: Focused supplemental instruction
Tier 3: Intensive interventions specifically designed to meet the individual needs of students

State Board Policy 4300: Addition

A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

Phonological awareness and phonemic awareness;
Sound symbol recognition;
Alphabet knowledge;
Decoding skills;
Encoding skills; and
Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.

Site with a sample screener: msdta.org

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State Board Policy 4300: Change

All students in Kindergarten and grades 1 through 3 shall ~~may~~ be administered a state- approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

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State Board Policy 4300

Failure to make adequate progress following Tier 1 and Tier II, students will be referred to the TST if any of the following events occur:

1. Grades 1–3: A student has failed one (1) grade;
2. Grades 4–12: A student has failed two (2) grades;
3. A student failed either of the preceding two (2) grades and has been suspended or expelled for more than twenty (20) days in the current school year; or
4. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi statewide accountability system,
5. A student is promoted from grade 3 to 4 under a good cause exemption of the Literacy Based Promotion Act.

State Board Policy 4300

After referral, the TST must develop and begin implementation of an interventions within two weeks.

TST Review
1st Review – No later than 8 weeks (determine success of intervention)
2nd Review – No later than 16 weeks (determine success of intervention)
If the intervention is unsuccessful, then the student will be referred for a comprehensive assessment.

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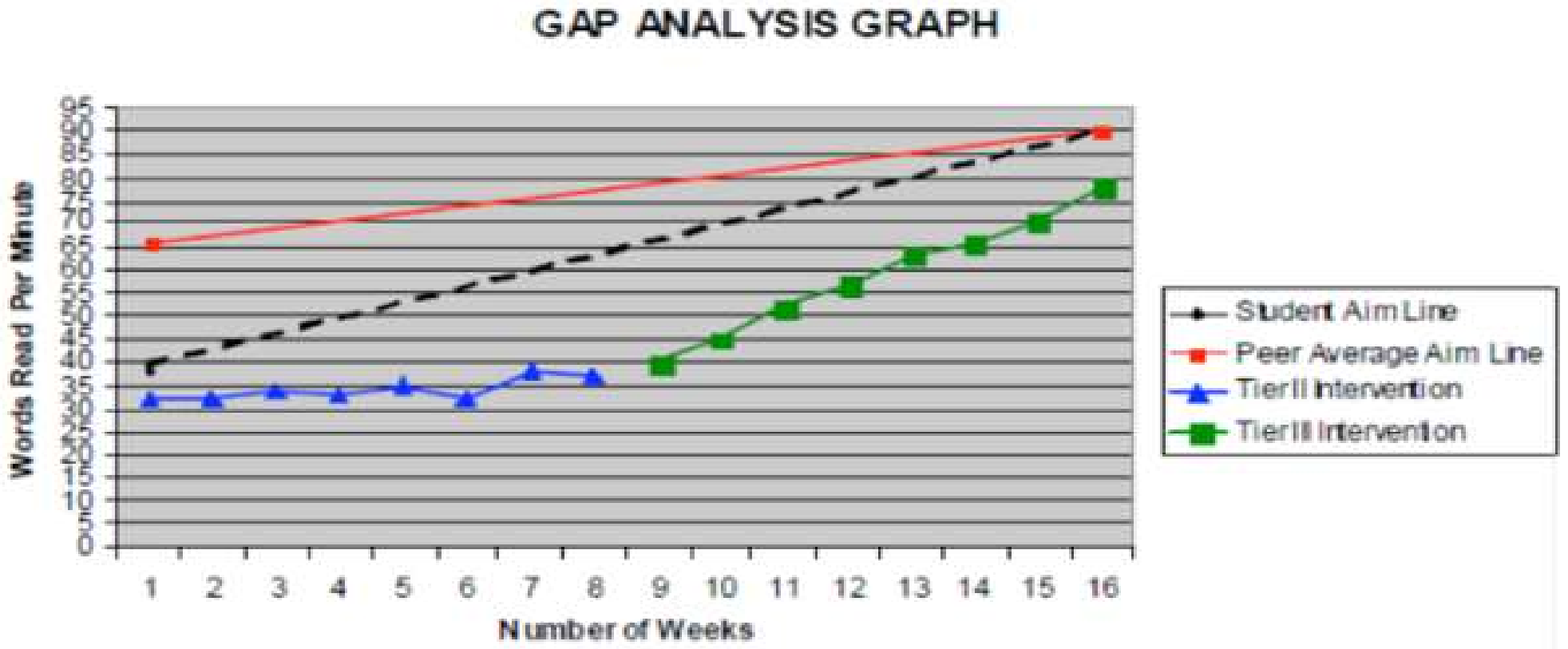
Sufficient Progress With Intense Intervention



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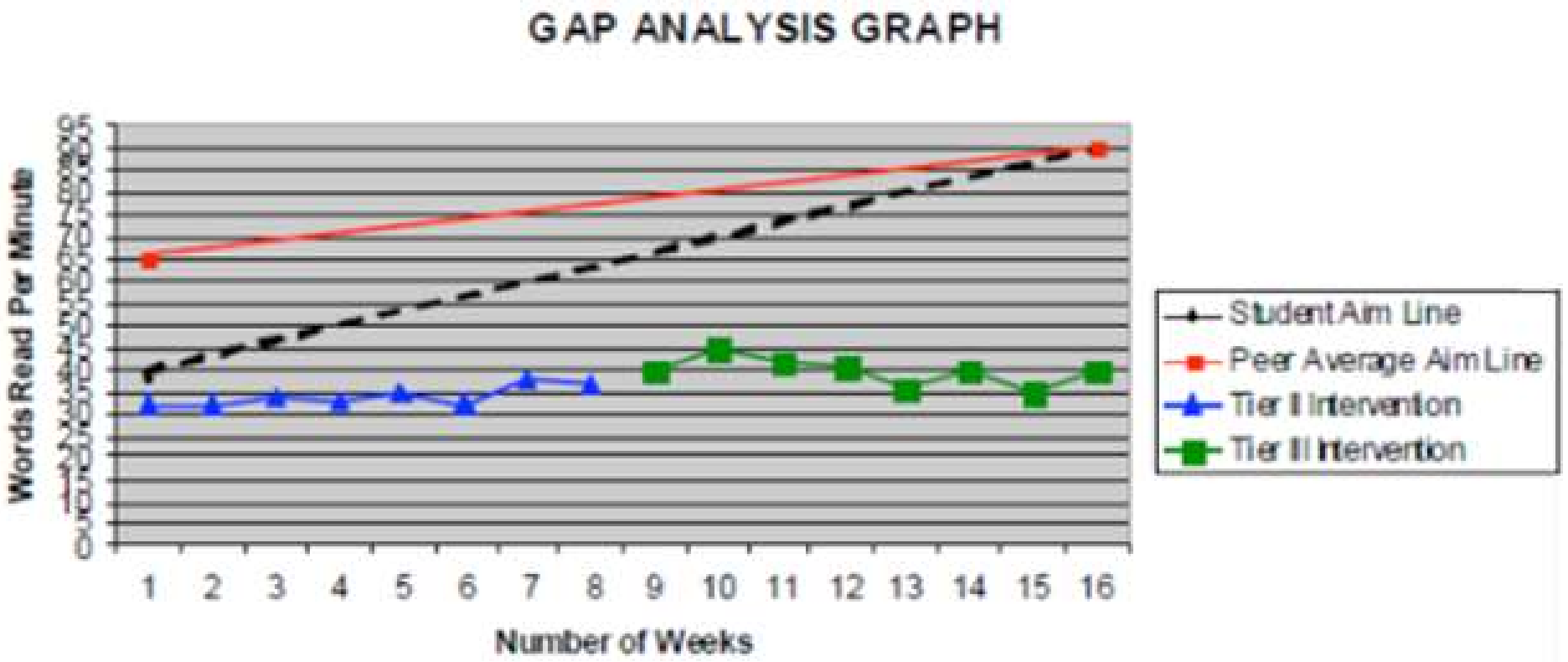
Insufficient Progress with Intense Intervention



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State Board Policy 4300

In accordance with the Literacy-Based Promotion Act of 2013, each student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

performance on reading screener approved or developed by MDE, or
through locally determined assessments and teacher observations conducted in Kindergarten and grades 1 through 3, or
through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3,

must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency.

Interventions for Students with Good Cause Exemptions

A student who is promoted to Fourth Grade with a good cause exemption shall be provided:

intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted.

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Retained Third Graders

Third graders who are retained who fail to pass the 3rd grade summative assessment and do not qualify for a good cause exemption must be provided:

Intensive instructional services

Progress monitoring

90 minutes of researched based reading instruction in the five components of reading

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Process Standard 20

Process Standard 20 was approved for revisions to ensure that we address the following requirements:

- Literacy Based Promotion Act
- State Board Policy 4300

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Standard 20

20. The school district meets the following instructional management requirements {MS Code 37-3-49(2)(a-c) and 37-3-49(5)} (SB Policy 4300):

20.1 The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school.
20.2 The instructional management system includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

Note: Districts Meeting the Highest Level of Performance is defined as A and Performance Classifications.

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Standard 20 Compliance Questions

a. Has the instructional management system been approved by the local school board? Date approved by the local school board? _____

b. Does the instructional management system include the competencies required in the curriculum frameworks approved by the State Board of Education as well as suggested teaching strategies, assessment strategies resources and supports available to teachers for selection and use in teaching the required competencies?

c. Does the instructional management system include a tiered instructional model that provides teachers with the necessary supports and strategies to incorporate academic and behavioral interventions as well as the requirements of the Literacy-Based Promotion Act?

Student Intervention Services

New Resources

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2015-2016 New Resources

RtI Flow-Chart
Multi-Tiered System of Supports Documentation Packet
RtI Quick Reference Guide
Links to RtI Resources
Parent Family Guide to RtI (coming soon)
English Language Learners
Classroom Teacher Manual
Administrator Resource Manual
RtI Resource Manual

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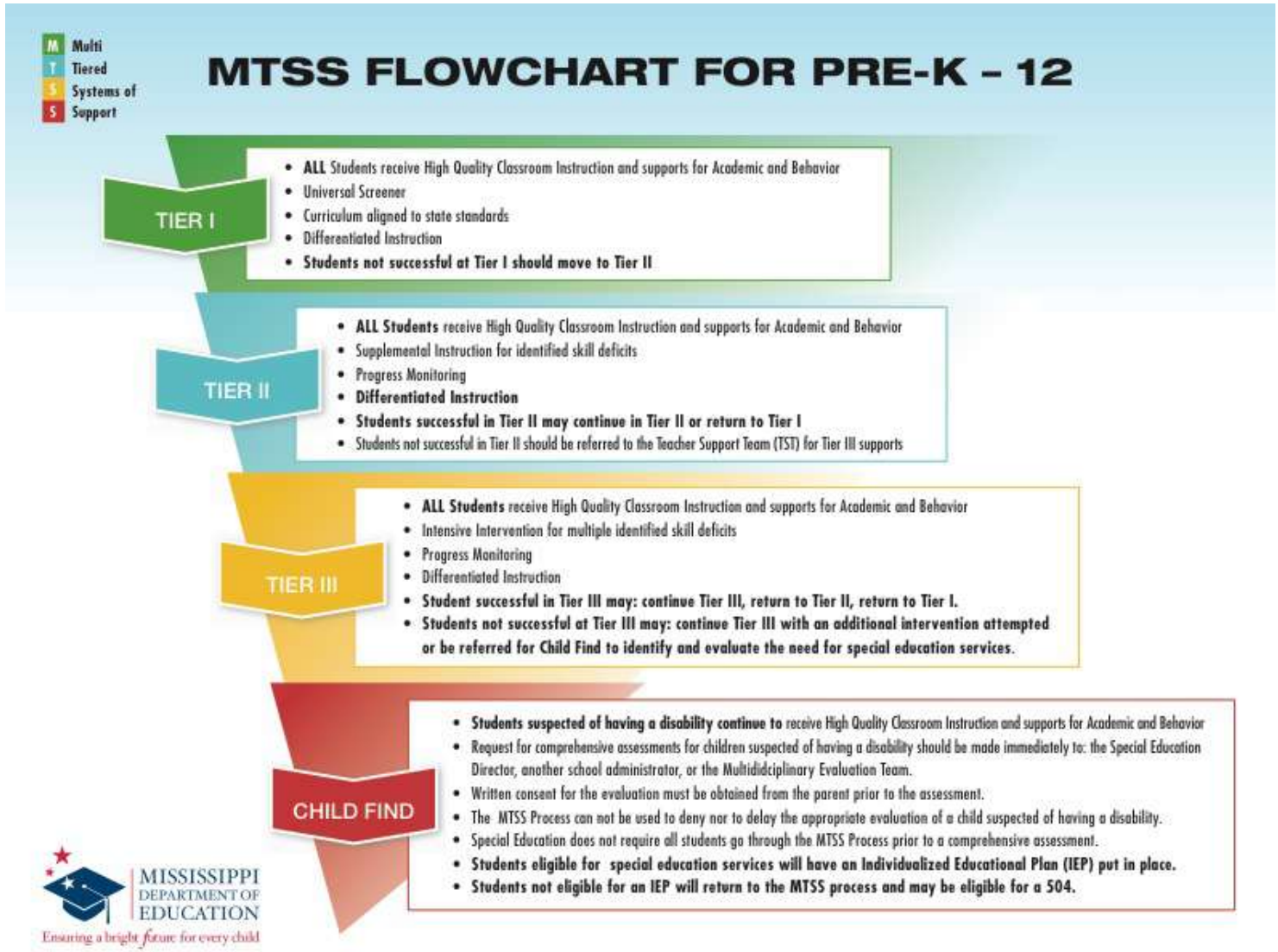
MTSS Flow Chart for Pre-K - 12



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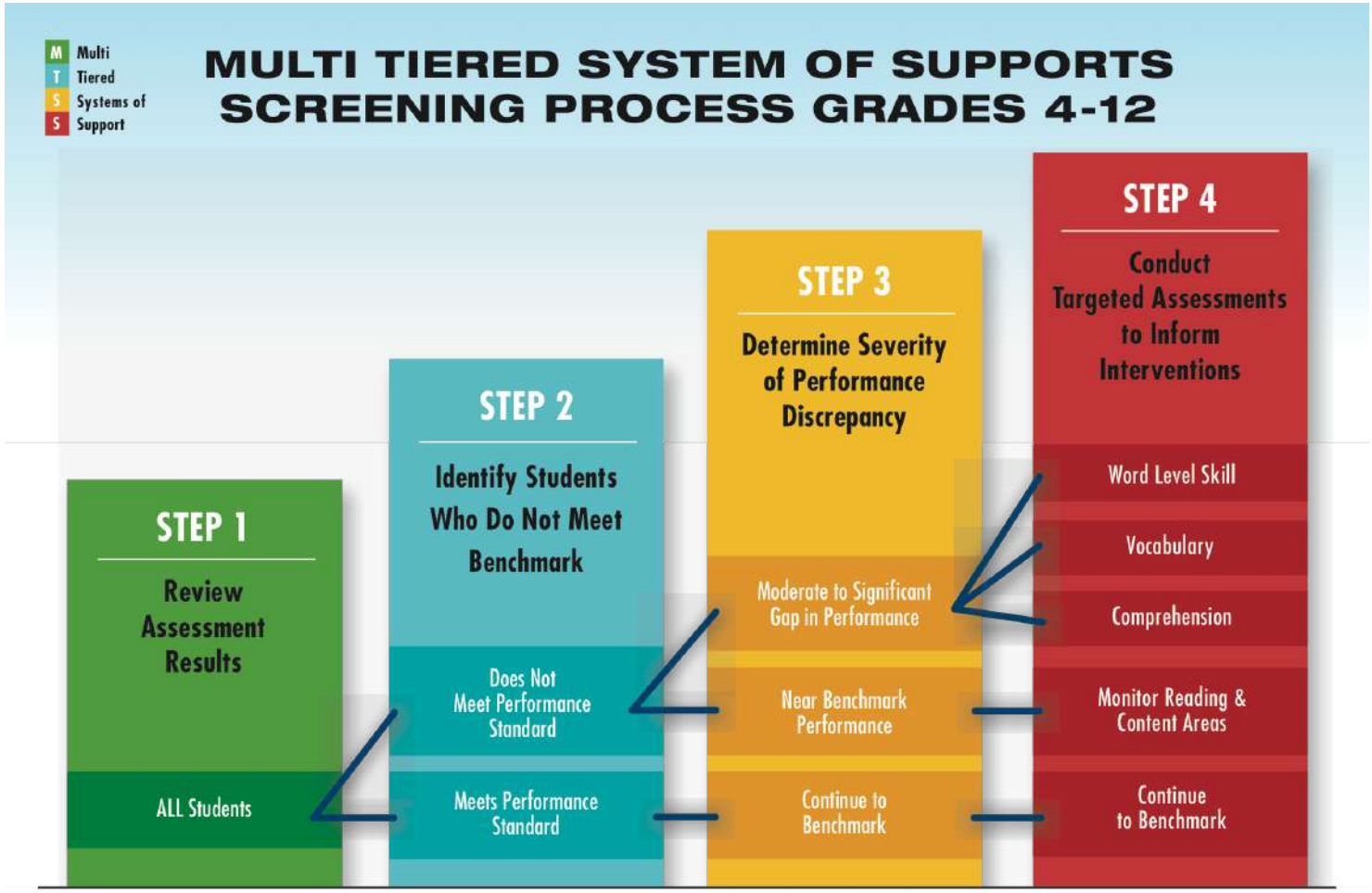
MTSS Screening Process 4 - 12



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Multi-Tiered System of Supports

Multi-Tiered System of Supports

Documentation Packet

Intervention Services
Office of Elementary Education and Reading
Published 2015

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Multi-Tiered System of Supports

The all Inclusive Intervention Documentation Packet was developed to:

Assist districts, schools, and educators with the process of implementing and documenting interventions for **ALL** students

Provides the means to collect data to improve Pre-K – 12 student outcomes

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Multi-Tiered System of Supports

Recommendations are included for districts, schools, and teachers in selecting the appropriate forms needed to document Pre-K – 12 intervention:

Tier 1 High Quality Classroom Instruction
General Education Students Tier II
General Education Students Tier III
Special Education Students Intensive Reading Interventions
K - 4
Dyslexic Students
English Language Learners

Multi-Tiered System of Supports

Organization of Intervention Services Documentation Packet

Student Profile (Pre-K and K-12)

Tier I

Tier II

Teacher Support Teams

Tier III

Appendix

Phase I – Section 1A: Student Profile

Phase I – Student Profile: Data Collection and Review

Course Performance
Behavior
Attendance
Retention
Special Population
Universal Screener Results
Retention
Medical information
Hearing and Vision Screener

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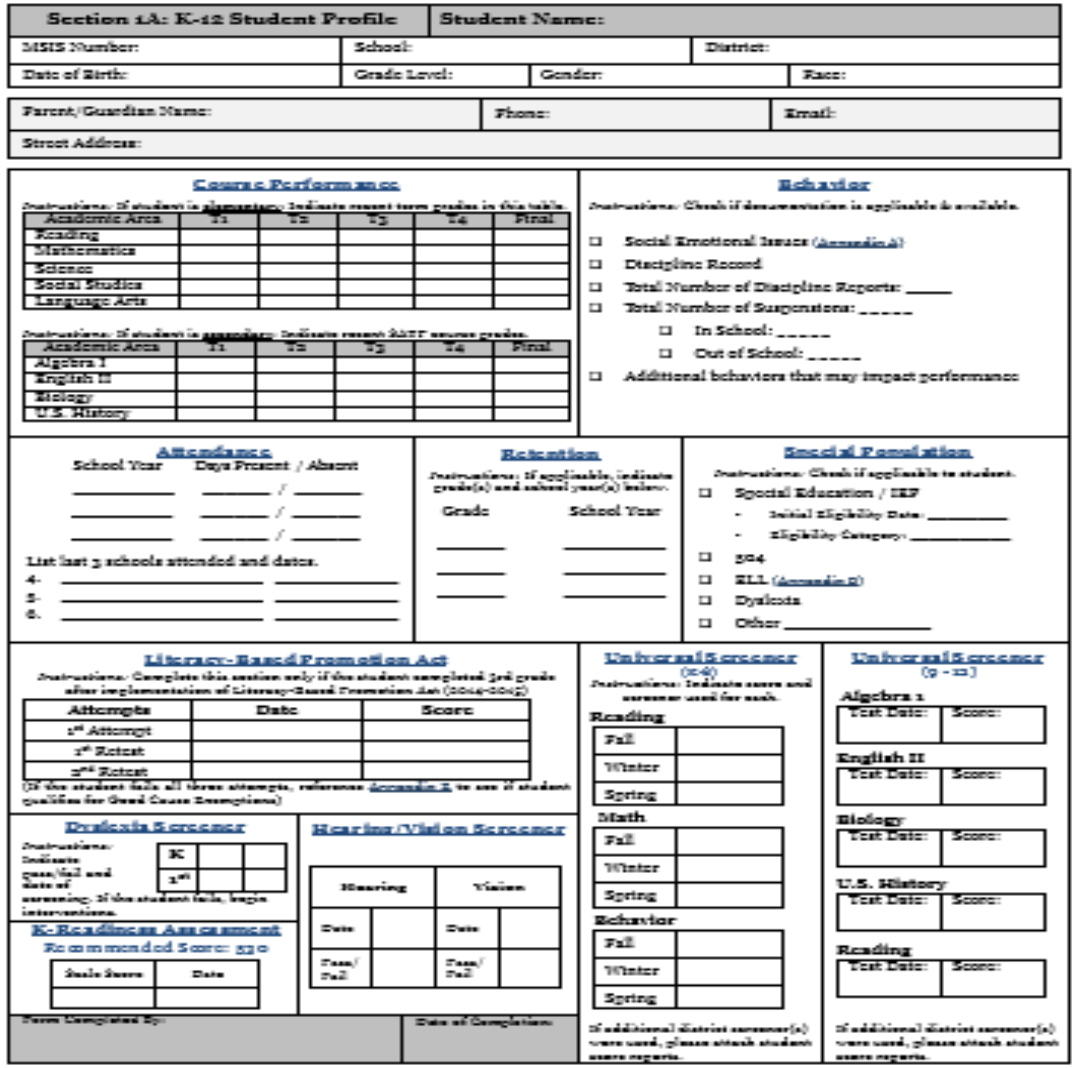
Phase I - Student Profile Sheet

- Complete Profile only on students that need additional support



Section 1A: K-12 Student Profile | **Student Name:**

MSIS Number:	School:		District:
Date of Birth:	Grade Level:	Gender:	Race:

Parent/Guardian Name:	Phone:	Email:
Street Address:		

Course Performance

Instructions: If student is elementary, indicate current term grades in this table.

Academic Area	T1	T2	T3	T4	Final
Reading					
Mathematics					
Science					
Social Studies					
Language Arts					

Instructions: If student is secondary, indicate current EOCT course grades.

Academic Area	T1	T2	T3	T4	Final
Algebra I					
English II					
Biology					
U.S. History					

Behavior

Instructions: Check if documentation is applicable & available.

- ☐ Social Emotional Issues (Appendix A)
- ☐ Discipline Record
- ☐ Total Number of Discipline Reports: _____
- ☐ Total Number of Suspensions: _____
  - ☐ In School: _____
  - ☐ Out of School: _____
- ☐ Additional behaviors that may impact performance

Attendance

School Year	Days Present / Absent
_____	_____ / _____
_____	_____ / _____
_____	_____ / _____

List last 3 schools attended and dates.

4. _____ _____
5. _____ _____
6. _____ _____

Retention

Instructions: If applicable, indicate grade(s) and school year(s) below.

Grade	School Year
_____	_____
_____	_____
_____	_____

Special Population

Instructions: Check if applicable to student.

- ☐ Special Education / IEP
  - Initial Eligibility Date: _____
  - Eligibility Category: _____
- ☐ 504
- ☐ ELL (Appendix B)
- ☐ Dyslexia
- ☐ Other _____

Literacy-Based Promotion Act

Instructions: Complete this section only if the student completed 3rd grade after implementation of Literacy-Based Promotion Act (2014-2015)

Attempts	Date	Score
1st Attempt		
2nd Retest		
3rd Retest		

(If the student fails all three attempts, reference Appendix E to see if student qualifies for Good Cause Exemptions)

Universal Screener (K-8)

Instructions: Indicate score and screener used for each.

Reading	
Fall	
Winter	
Spring	
Math	
Fall	
Winter	
Spring	
Behavior	
Fall	
Winter	
Spring	

If additional district screener(s) were used, please attach student score reports.

Universal Screener (9 - 12)

Algebra I	Test Date:	Score:
English II	Test Date:	Score:
Biology	Test Date:	Score:
U.S. History	Test Date:	Score:
Reading	Test Date:	Score:

If additional district screener(s) were used, please attach student score reports.

Dyslexia Screener

Instructions: Indicate pass/fail and date of screening. If the student fails, begin interventions.

K		
1st		

Hearing/Vision Screener

Hearing		Vision	
Date		Date	
Pass/Fail		Pass/Fail	

K-Readiness Assessment

Recommended Score: 530

Scale Score	Date

Form Completed By: | Date of Completion:

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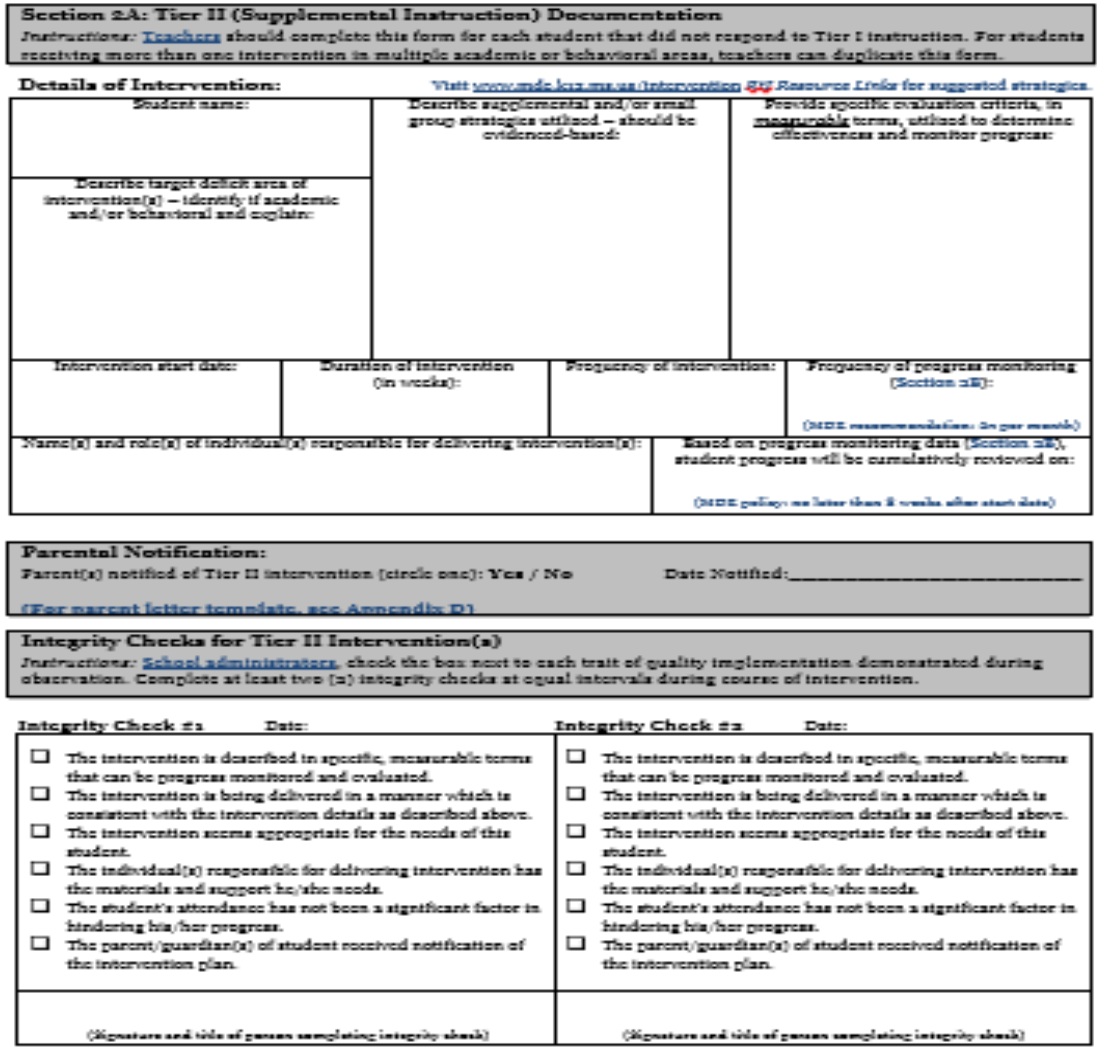
Phase II – Section 2A: Supplemental Instruction

Phase II – Supplemental Instruction within the Regular Classroom

Review Student Profile
Determine Deficit
Determine duration and frequency of intervention
Implement Tier II Interventions to address specific weaknesses of students
Monitor progress to determine next next steps (possible further assessments or specific intensive interventions needed)

Phase II – Section 2A: Supplemental Instruction

- Target Deficit Area of Intervention Identified - What is the student having difficulty with specifically?
- Supplemental Instruction Utilized - What supplemental instruction or small group strategies will be used to address the identified deficiency?
- Specific Evaluation Criteria in Measurable terms - What is the student expected to evidence to determine effectiveness of the intervention?



Section 2A: Tier II (Supplemental Instruction) Documentation

Instructions: Teachers should complete this form for each student that did not respond to Tier I instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form.

Details of Intervention: Visit www.mde.k12.ms.us/intervention RtI Resource Links for suggested strategies.

Student name:	Describe supplemental and/or small group strategies utilized – should be evidenced-based:	Provide specific evaluation criteria, in measurable terms, utilized to determine effectiveness and monitor progress:
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:		

Intervention start date:	Duration of intervention (in weeks):	Frequency of intervention:	Frequency of progress monitoring (Section 2B): (MDE recommendation: 2x per month)

Name(s) and role(s) of individual(s) responsible for delivering intervention(s):	Based on progress monitoring data (Section 2B), student progress will be cumulatively reviewed on: (MDE policy: no later than 9 weeks after start date)

Parental Notification:

Parent(s) notified of Tier II intervention (circle one): Yes / No Date Notified:_____

(For parent letter template, see Appendix D)

Integrity Checks for Tier II Intervention(s)

Instructions: School administrators, check the box next to each trait of quality implementation demonstrated during observation. Complete at least two (2) integrity checks at equal intervals during course of intervention.

Integrity Check #1 Date:	Integrity Check #2 Date:
☐ The intervention is described in specific, measurable terms that can be progress monitored and evaluated. ☐ The intervention is being delivered in a manner which is consistent with the intervention details as described above. ☐ The intervention seems appropriate for the needs of this student. ☐ The individual(s) responsible for delivering intervention has the materials and support he/she needs. ☐ The student's attendance has not been a significant factor in hindering his/her progress. ☐ The parent/guardian(s) of student received notification of the intervention plan.	☐ The intervention is described in specific, measurable terms that can be progress monitored and evaluated. ☐ The intervention is being delivered in a manner which is consistent with the intervention details as described above. ☐ The intervention seems appropriate for the needs of this student. ☐ The individual(s) responsible for delivering intervention has the materials and support he/she needs. ☐ The student's attendance has not been a significant factor in hindering his/her progress. ☐ The parent/guardian(s) of student received notification of the intervention plan.
(Signature and title of person completing integrity check)	(Signature and title of person completing integrity check)

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Sample Tier II Group

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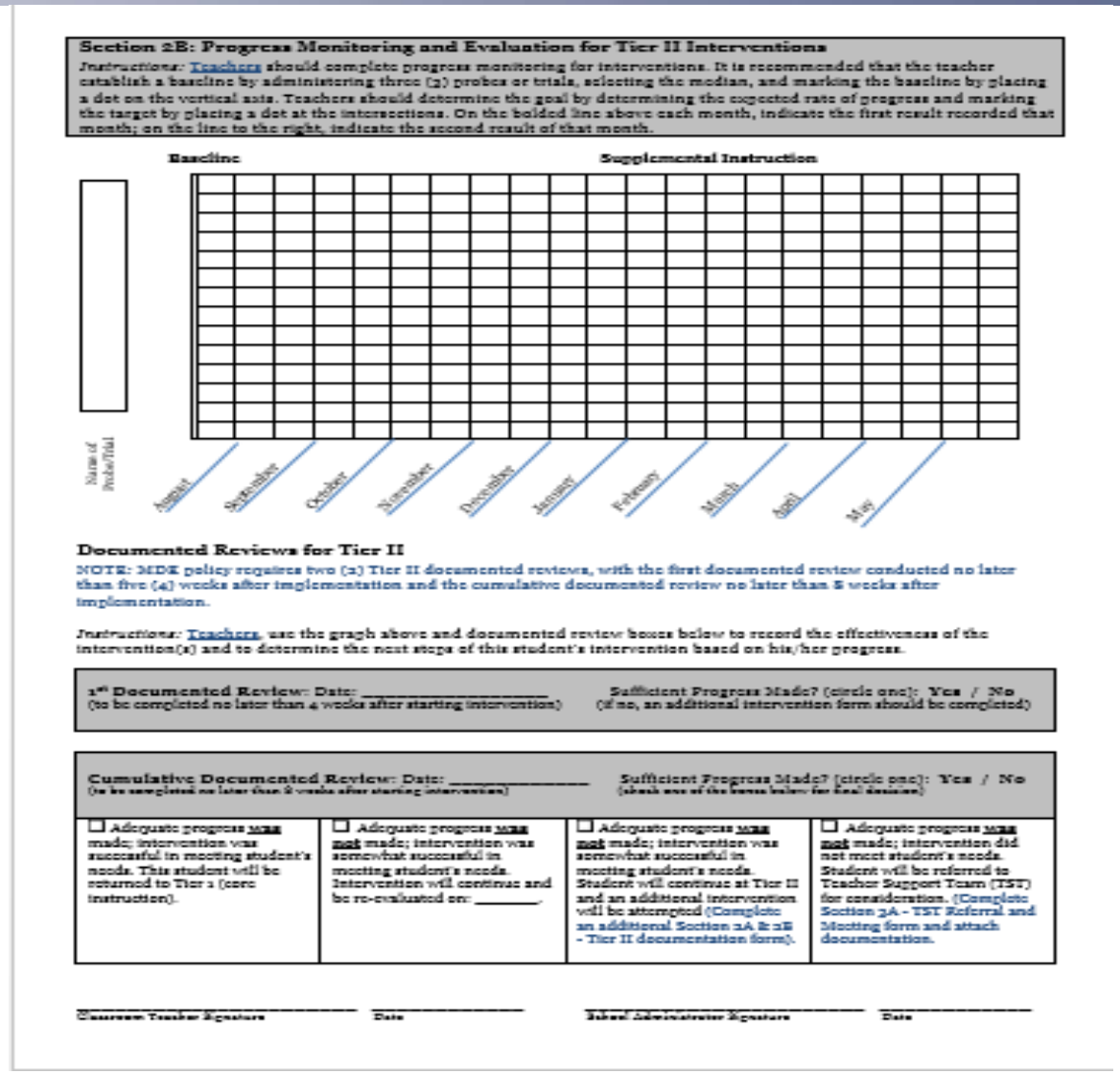
Phase II – Section 2A: Supplemental Instruction – Progress Monitoring

- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations based on data



Section 2B: Progress Monitoring and Evaluation for Tier II Interventions

Instructions: Teachers should complete progress monitoring for interventions. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

Baseline | Supplemental Instruction

Name of Probe/Trial

August | September | October | November | December | January | February | March | April | May

Documented Reviews for Tier II

NOTE: MDE policy requires two (2) Tier II documented reviews, with the first documented review conducted no later than five (5) weeks after implementation and the cumulative documented review no later than 8 weeks after implementation.

Instructions: Teachers, use the graph above and documented review boxes below to record the effectiveness of the intervention(s) and to determine the next steps of this student's intervention based on his/her progress.

1st Documented Review: Date: _____ (to be completed no later than 4 weeks after starting intervention) | Sufficient Progress Made? (circle one): Yes / No (if no, an additional intervention form should be completed)

Cumulative Documented Review: Date: _____ (to be completed no later than 8 weeks after starting intervention) | **Sufficient Progress Made? (circle one): Yes / No** (check one of the boxes below for final decision)

☐ Adequate progress **was** made; intervention was successful in meeting student's needs. This student will be returned to Tier 1 (core instruction).	☐ Adequate progress **was not** made; intervention was somewhat successful in meeting student's needs. Intervention will continue and be re-evaluated on: _____.	☐ Adequate progress **was not** made; intervention was somewhat successful in meeting student's needs. Student will continue at Tier II and an additional intervention will be attempted (Complete an additional Section 2A & 2B - Tier II documentation form).	☐ Adequate progress **was not** made; intervention did not meet student's needs. Student will be referred to Teacher Support Team (TST) for consideration. (Complete Section 3A - TST Referral and Meeting form and attach documentation.

Classroom Teacher Signature _____ Date _____ School Administrator Signature _____ Date _____

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High Quality Classroom Instruction

Section 1B: Tier I High-Quality Classroom Observation Form (Aligned with MSTAR)

Instructions: Prior to students entering Tier II, school administrators should complete this form by placing a check mark only in the boxes by the traits that are observed. It is recommended that this form be completed a minimum of three (3) times per school year. This form may be reproduced as needed.

Teacher Name: _____ Grade/Subject: _____

Observed by: _____ Date of Observation: _____

Classroom Instruction	Differentiated Instruction	Classroom Management
☐ Students actively engaged in material. **Domain 3, Standard 5** ☐ Content is at instructional level. **Domain 3, Standard 5** ☐ Students answering questions correctly. **Domain 3, Standard 9** ☐ Students ask questions. **Domain 4, Standard 13** ☐ Teacher communicates expectations of lesson. **Domain 3, Standard 11** ☐ Teacher questioning measures students' understanding of the prerequisite concepts. **Domain 3, Standard 7** ☐ Teacher questioning measures students' understanding of new concepts **Domain 3, Standard 9** ☐ Teacher encourages students to think critically concerning previous concepts. **Domain 3, Standard 9** ☐ Teacher encourages students to think critically concerning new concepts. **Domain 3, Standard 9** ☐ Teacher reviews prerequisite knowledge needed for the lesson. **Domain 3, Standard 7**	☐ Teacher uses activities to support instruction (i.e., advanced organizer, intro to lesson, or closure). **Domain 3, Standard 10** ☐ Teacher aligns tasks to learning goals. **Domain 3, Standard 7 (mostly measured in planning domain)** ☐ Teacher engagement with students varies as the needs of the students differ. **Domain 3, Standard 5** ☐ Teacher provides guided practice and modeling in learning new concepts. **Domain 3, Standard 10** ☐ Teacher uses concepts to support instruction (i.e., broad based ideas or principles). **Domain 3, Standard 7** ☐ Teacher uses content to support instruction (i.e., incremental steps to an objective). **Domain 3, Standard 7** ☐ Teacher groups students to work on instructional component. **Domain 3, Standard 5** ☐ Teacher provides prompt feedback to students concerning performance. **(Addressed in Domain 5 – not observed domain) Domain 3, Standard 9** ☐ Teacher assists students in preparation for assignments, long-range projects, and tests. **Domain 4, Standard 15**	☐ Use of smooth transitions: providing transition activities for students. **Domain 4, Standard 14** ☐ Rules are communicated in the classroom. **Domain 4, Standard 16** ☐ Procedures are communicated in the classroom. **Domain 3, Standard 11** ☐ Use of active supervision component: scanning to monitor student behavior. **Domain 4, Standard 16** ☐ Use of active supervision component: moving around the room to monitor student behavior. **Domain 4, Standard 11 and 16** ☐ Use of active supervision component: interacting to monitor student behavior. **Domain 4, Standard 16** ☐ Consequences for positive behavior. **Domain 4, Standard 16** ☐ Consequences for negative behavior. **Domain 4, Standard 16**

Observation Summary

Instructions: School administrators, check the appropriate box below and identify recommendations if needed.

☐ Teacher demonstrated traits of high-quality classroom instruction.
☐ Teacher demonstrated some traits of high-quality classroom instruction, and should implement the following recommendation(s) to enhance Tier I Instruction:

Description of recommendation(s):	Date to begin recommendation(s):
	Date to evaluate recommendation(s):

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Phase III – Section 3A: Teacher Support Team Referral and Meeting

Phase III – Data gathered in Phase I and Phase II of the Intervention Process reviewed by TST team

Request
Referral based on State Board of Education 4300 criteria for Tier III
Referral Meeting Details
TST Recommendations

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Phase III – Section 3A: Teacher Support Team Referral and Meeting

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- Request
- Referral based on State Board of Education 4300 criteria for Tier III
- Referral Meeting Details
- TST Recommendations

Section 3A: Teacher Support Team Referral and Meeting

Instructions: Teachers, complete this form if progress monitoring data does not show adequate student progress at the end of the scheduled Tier II intervention(s) and further support is needed. Attach completed Section 1A, 1B, 2A & 2B

TO: Teacher Support Team Chair or LSC

I request that _____ [student name] be reviewed by the TST to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s):

- ☐ Academic performance, low or failing grades
- ☐ Behavior and/or discipline
- ☐ Other, specify _____

OR

Referral of the student is made based upon Mississippi State Board Policy 4300. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:

- ☐ Grades 1–3: Student has failed one grade.
- ☐ Grades 4–12: Student has failed two grades.
- ☐ Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- ☐ Student scored at the "lowest level" on the grade 3 or grade 7 state assessment.
- ☐ A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix E)

Signature of teacher submitting referral:	Signature of TST Chair acknowledging receipt:	Date of receipt of referral:	Date of TST Meeting to discuss referral (must be within 5 weeks):

Referral Meeting Details:

NOTE: By signing here, TST members agree that all information discussed pertaining to the TST process will be held in strict confidence. They shall neither contact anyone outside the official function of this TST process nor make any notes or copies of any documents utilized during the process.

Summary of Discussion (continue on back if needed):	Signature of TST Members	Title
		Principal

TST Recommendations:

- ☐ Contact parents
- ☐ Implement academic Tier III intervention in area(s) needed: Reading _____ / Math _____ Language Arts _____ / Other _____
- ☐ Implement behavior Tier III intervention
- ☐ Conduct student conference
- ☐ Perform behavior observation
- ☐ Intervention(s) not successful
- ☐ Modify current plan and continue intervention(s) in Tier II
- ☐ Other:

- ☐ Return to Tier I general education classroom
- ☐ Continue instructional intervention(s) in General Education Classroom (Tier II)
- ☐ Administer developmental screener (3 yr. old, in-school)
- ☐ Administer hearing/vision screening
- ☐ Request medical follow-up
- ☐ Refer to school counselor
- ☐ Refer to community agency
- ☐ Complete Teacher Narrative Packet
- ☐ Refer for Child Study (Multidisciplinary Evaluation Team chairperson will determine meeting date.)

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Phase III – Section 3A: Teacher Support Team Referral and Meeting

TST Responsibilities

Functions as a problem solving unit
Reviews all available data
Provides intervention support
Determine resources necessary to implement and evaluate the intervention
Evaluates the success of the intervention
Determines next steps

Phase IV – Section 3B & 3C: Tier III Intensive Intervention Documentation

If it is determined by the TST that the student needs intensive interventions, Phase IV - Tier III Intensive Intervention begins.

It is recommended that Section 3B & 3C documentation be completed on K-4 Special Education students receiving intense reading intervention

Phase IV – Section 3B & 3C: Tier III Intensive Intervention Documentation

Target Deficit Area of Intervention Identified

What is the student having difficulty with specifically?

Supplemental Instruction Utilized

What supplemental instruction or small group strategies will be used to address the identified deficiency?

Specific Evaluation Criteria in Measurable terms

What is the student expected to evidence to determine effectiveness of the intervention?

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Phase IV – Section 3B & 3C: Tier III Intensive Intervention Documentation

Target Area

Marcus lacks prerequisite decoding skills and fluency and accuracy is below fall benchmark expectations. Fluency score is 98 with less than 95% accuracy and therefore he does not meet the fall benchmark expectations of 127 with 95% accuracy. He is below the acceptable level of performance of 127 wcpm.

Supplemental Instruction/Description of Intervention

Corrective Reading

Measurable Goals

After 30 sessions of small group intervention Marcus will increase his fluency by at least 4 words correct per minute. His fluency scores will increase to 102 - 116 wcpm with 95% accuracy.

Progress Monitoring Tool

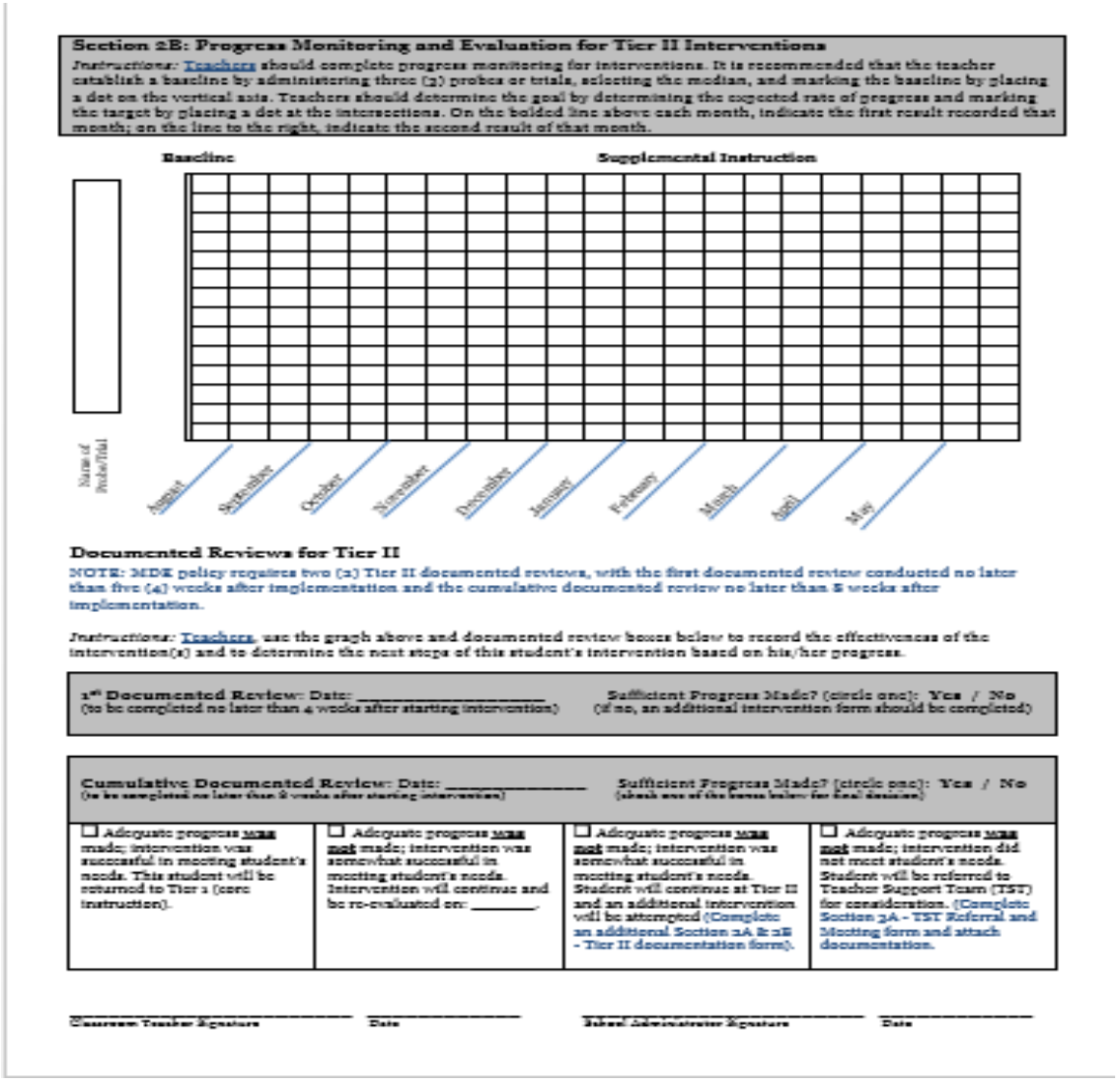
Easy CBM (PRF) at Instructional Level

Phase IV – Section 3B & 3C: Tier III Intensive Intervention Documentation

Intervention Start Date
Duration of Intervention
Frequency of Intervention
Frequency of Progress Monitoring
Parental Notification
Integrity Checks

Phase IV – Section 3B & 3C: Tier III Intensive Intervention PM Documentation

- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations Based on Data



Section 2B: Progress Monitoring and Evaluation for Tier II Interventions

Instructions: Teachers should complete progress monitoring for interventions. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

Baseline | Supplemental Instruction

Name of Probe/Trial

August | September | October | November | December | January | February | March | April | May

Documented Reviews for Tier II

NOTE: MDE policy requires two (2) Tier II documented reviews, with the first documented review conducted no later than five (5) weeks after implementation and the cumulative documented review no later than 8 weeks after implementation.

Instructions: Teachers, use the graph above and documented review boxes below to record the effectiveness of the intervention(s) and to determine the next steps of this student's intervention based on his/her progress.

1st Documented Review: Date: _____ (to be completed no later than 4 weeks after starting intervention) | Sufficient Progress Made? (circle one): Yes / No (if no, an additional intervention form should be completed)

Cumulative Documented Review: Date: _____ (to be completed no later than 8 weeks after starting intervention) | **Sufficient Progress Made? (circle one): Yes / No** (check one of the boxes below for final decision)

☐ Adequate progress was made; intervention was successful in meeting student's needs. This student will be returned to Tier 1 (core instruction).	☐ Adequate progress was not made; intervention was somewhat successful in meeting student's needs. Intervention will continue and be re-evaluated on: _____.	☐ Adequate progress was not made; intervention was somewhat successful in meeting student's needs. Student will continue at Tier II and an additional intervention will be attempted (Complete an additional Section 2A & 2B - Tier II documentation form).	☐ Adequate progress was not made; intervention did not meet student's needs. Student will be referred to Teacher Support Team (TST) for consideration. (Complete Section 3A - TST Referral and Meeting form and attach documentation.

_____ _____ _____ _____

Classroom Teacher Signature | Date | School Administrator Signature | Date

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Tackling the Issue of Time and Resources

- Utilize non-instructional personnel, recruiting tutors from outside the school setting, or even making use of public-school students
- A useful exercise for the school is to review the building personnel roster and compile a list of those staff with non-instructional or special-area assignments. The work schedules and duties of each staff member on the list would then be reviewed to determine if that staff member has any open time to deliver small-group or individual interventions.

Special-area and non-instructional personnel.
school psychologists,
guidance counselors
special-area teachers
paraprofessionals

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Tackling the Issue of Time and Resources

Adult volunteers

Schools can develop a cadre of adult volunteers as another means to expand the interventionist pool.

Parents, community-service organizations, and graduate training programs that seek school placements for their students are all potential sources for adult volunteers.

The HELPS program (Begeny, 2009) is an example of a free, effective intervention package to promote reading fluency that could be used by both non-instructional school personnel and volunteer tutors. Training and teaching materials for HELPS are available at **http://www.helpsprogram.org.**

Tackling the Issue of Time and Resources

Public-school students

Schools should not overlook their own students who can serve as cross-age or same-age peer tutors.

Cross-age peer tutors are older students who work with younger children. An example of a cross-age peer tutoring program is described in the free *Kids as Reading Helpers* manual (Wright, 2004), available at **http://www.interventioncentral.org/index.php/downloads. Same-age tutors are usually recruited to work with other students in the same classroom or grade. One well-known evidence-based program that uses same-age peers as tutors in reading and math is *Peer-Assisted Learning Strategies* (PALS) (e.g., Sáenz, Fuchs, & Fuchs, 2005; What Works Clearinghouse, 2007).**

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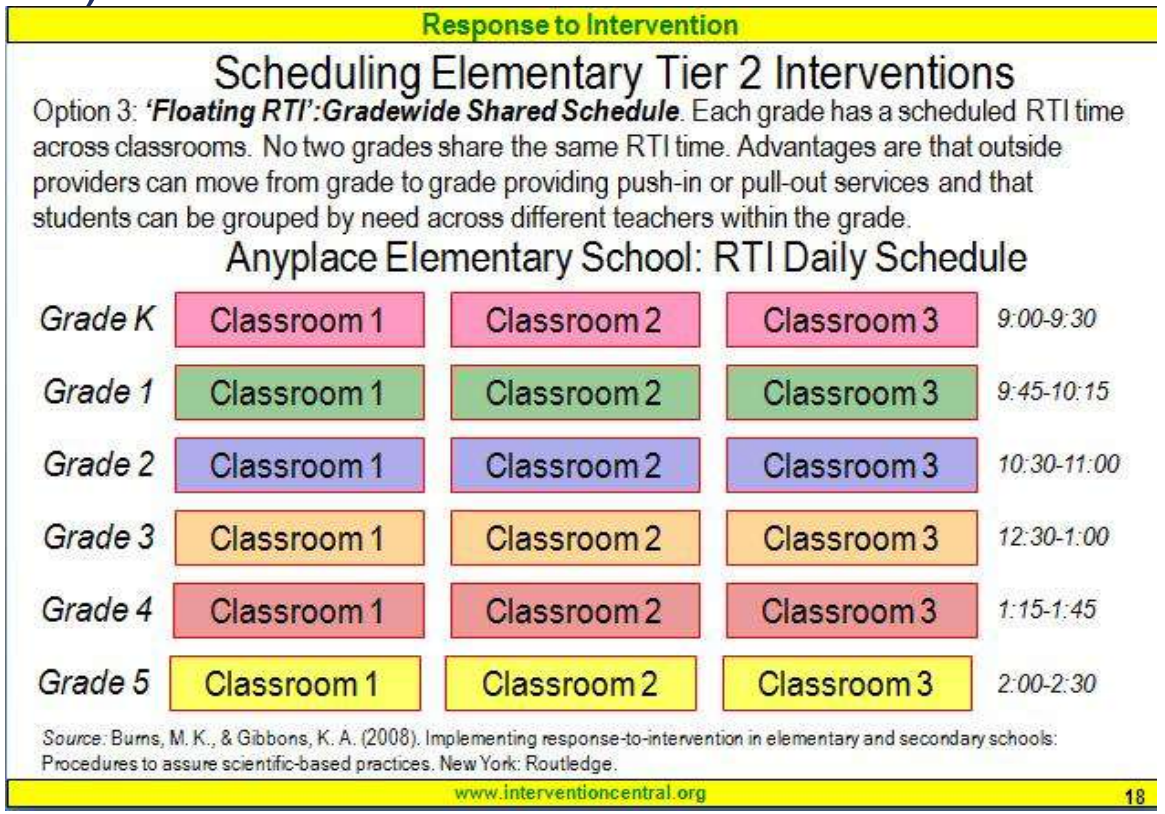
Tackling the Issue of Time and Resources

Use a 'floating RTI' schedule to coordinate interventions and employ staff more efficiently. (Burns & Gibbons, 2008)

Group students by need across the level

Strong content area teachers can across the grades

Provide enrichment activities for not requiring intervention



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Recommended vs. Required

Required

Follow the MDE Tier III Instructional Model that consist of the following:

- Tier 1: Quality classroom instruction based on Curriculum Frameworks
- Tier 2: Focused supplemental instruction
- Tier 3: Intensive interventions specifically designed to meet the individual needs of students

Administer state approved screener within first 30 days of school to K -3, repeat at mid year and end of year to identify reading deficiencies

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Recommended vs. Required

Required

Administer Dyslexia Screener to **all** Kindergarten students in the Spring and **all** 1st grade students in the Fall that includes the following components:

Phonological awareness and phonemic awareness;
Sound symbol recognition;
Alphabet knowledge;
Decoding skills;
Encoding skills; and
Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.

Provide Intensive Reading Interventions according to the LBPA

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Recommended vs. Required

Required

Teacher Support Teams

Refer to TST for the following

Grades 1-3: A student has failed one (1) grade;

Grades 4-12: A student has failed two (2) grades;

A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR

A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.

A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

Refer within the 1st 20 days of school if any of the following above occur

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Recommended vs. Required

Required

Follow Child Find Procedures

Child Find is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.

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Recommended vs. Required

Recommended

Utilize the MTSS Documentation Packet
Review available school-wide interventions
Provide school-wide training on available interventions
When determining duration and frequency of intervention, utilize the selected Intervention recommendations
Progress Monitor Bi-Weekly/Weekly

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Sample Intervention Chart

Intervention	Subject	Grades	Computer based	Tier	Limitations/Restrictions	Focus Area
Symphony Math symphonylearning.com	Math	K-5	Yes Web-based	II or III	10 students access per campus at one time	All Math
Foundations Options Publishing	Math	2	T-D	III	None	Basic Math
Intervention Toolkit People's Education	Math	3-6+	T-D	III	Includes Turbo Math, Count on It, Building Stamina	All Math
Accelerated Math Renaissance Learning. renlearn.com	Math	6-12	Yes Network	II or III	None	All Math
Neufeld Math Understanding Numeration Neufeld Learning Systems	Math	K-3 or higher	Yes Network	II or III	60 users per campus at one time	All Math
Neufeld Math Understanding Math Neufeld Learning Systems	Math	4-10 or higher	Yes Network	II or III	60 users per campus at one time	All Math
Stepping Stones to Literacy Sopris West	Reading	K-1	T-D	II or III	None	Listening, conventions, phonological awareness, phonemic awareness, serial processing
Headsprout headsprout.com	Reading	K-2	Yes Web-based	II or III	Individual student licenses	Accuracy
My Reading Coach mindplay.com	Reading	2-8 (or higher)	Yes Network	II or III	Unlimited use per license (1 user at a time)	Accuracy
Read Naturally readnaturally.com	Reading	1-8 (or higher)	Yes Network	II or III	None	Fluency, Comprehension, and Vocabulary
Lexia Early Reading **www.lexialearning.com**	Reading	Pre K-1 (ages 4-6)	Yes	II or III	None	Phonemic Awareness and Alphabetic Knowledge
Lexia Primary Reading	Reading	K-3 (ages 5-8)	Yes	II or III	None	Accuracy and Comprehension
Lexia Strategies for Older Students	Reading	4-8 (ages 9-adult)	Yes	II or III	None	All 5 areas of reading
Read Well K and 1 sopriswest.com	Reading	K-2	T-D	III	None	All 5 areas of reading
Rewards sopriswest.com	Reading	4-12	T-D	II or III	None	Accuracy and Vocabulary
Dyslexia Training Program	Reading	K-8	T-D	III	Video taped program	All 5 areas of reading
Soar to Success Houghton Mifflin	Reading	3-6	T-D	III	None	All 5 areas of reading

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Resources

Response to Intervention Resources

General

Mississippi Department of Education Response to Intervention web site:
http://www.mde.k12.ms.us/ESE/links/response-to-intervention-teacher-support-team

National Center on Response to Intervention
http://www.RTI4Success.org

This site has a variety of resources including information about universal screeners, progress monitoring, interventions, papers and presentations on RtI topics and a discussion forum.

Understood.org: https://www.understood.org/en/school-learning/special-services/rti

Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide
http://www.ed.gov/rschstat/research/pubs/rigorousevid/index.html

Center On Instruction:
http://www.centeroninstruction.org/files/DISTRICT.pdf
http://www.centeroninstruction.org/files/Framework_for_RTI.pdf

This publication provides action steps for building a strategy to implement RtI district-wide and provide support to schools.

Doing What Works
http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml

This site is dedicated to helping educators identify and make use of effective teaching practices.

Promising Practice Network:
http://www.promisingpractices.net

This site provides quality evidence-based information about what works to improve the lives of children, families, and communities. A wide variety of programs are reviewed including academic, behavioral, physical and mental development, after school, and mentoring.

National Center on Student Progress Monitoring
http://www.studentprogress.org/chart/chart.asp

National Center for Culturally Sensitive Educational Systems
http://www.nccrest.org/publications/tools.html

Interventions

Best Evidence Encyclopedia (BEE):
http://www.bestevidence.org/

What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/

Intervention Central: http://www.interventioncentral.org

Early Childhood

National Association for the Education of Young Children:
http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf

National Center for Learning Disabilities: http://www.ncld.org/wp-content/uploads/2014/11/roadmaptoprektri.pdf

Literacy

Florida Center for Reading Research: http://www.fcrr.org/

Interventions for Struggling Readers:
http://www.fcrr.org/interventions/index.shtm

Response to Intervention:
http://www.fcrr.org/interventions/RTI.shtm

Selecting Research-Based Reading Programs
http://www.fcrr.org/profDev/profDevSelectingPrograms.shtm

Early Literacy Resources (primarily for Tier 1 and Tier 2)
http://www.free-reading.net

Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Grades 4–12)
http://ies.ed.gov/ncee/wwc/publications/practiceguides/#adlit_pg

Behavior

Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center: http://www.pbis.org/

PBIS Videos – This page contains several videos that are useful for staff introduction and training on PBIS http://www.pbis.org/media/videos

Functional Behavior Assessment http://cecp.air.org/fba/

Reducing Behavior Problems in the Elementary Classroom
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

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The Office of Intervention Services website is currently being updated to reflect changes and the development of new documents.

www.mde.k12.ms.us/intervention

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Resources

http://www.mde.k12.ms.us/ESE

http://www.mde.k12.ms.us/ESE/dyslexia

http://www.mde.k12.ms.us/ESE/links/response-to-intervention-teacher-support-team

http://www.mde.k12.ms.us/ESE/literacy

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