

## 2016-2017 Quick Reference Road Map for Multi-Tiered System of Supports (MTSS)

### TIER I

Beginning the first day of school, decisions should be made regarding any students that were populated on the MSIS Intervention Screen. The school TST Committee should look at all available data to determine the appropriate supports for these students. The \*\*20 Day MSIS Intervention Form with copies of data used to make decisions attached should be completed for each case. Then, the MSIS Intervention Screen should be updated accordingly. Schools have a maximum of 20 days to make the initial decision and update this screen.

- **Update MSIS Intervention Screen with decisions from screening data by September 2, 2016**
  - Grades 1-3 any student that has failed 1 year
  - Grades 4-12 any student that has failed 2 years
  - Any student who has failed one of the previous 2 years AND they have 20 or more suspensions in the current school year
  - A student scores at the Level 1 on any part of the grade 3 or Grade 7 Mississippi Assessment Program
  - Any student that qualified for **MKAS Good Cause Exemption**
- Conduct screeners in reading and math of all students K-10, and those taking SATP minimum of 4 intervals per year
- Review data from screeners (baseline assessments) and keep documentation of findings following (F.I.T.) process
- Based on findings, implement a research-based interventions/strategies to remediate the problems
- Interventions/strategies should be implemented for minimum of 6 weeks
- Update School At-Risk List - quarterly
- Monitor the progress of students and communicate progress to students and parents

**Students at or below the 25<sup>th</sup> percentile rank on STAR screening data or other reliable diagnostic assessments must receive interventions.**

### TIER II

**Consider students scoring within the 25<sup>th</sup> to 10<sup>th</sup> percentile rank on STAR data or other reliable diagnostic assessments.**

If the student continues to exhibit learning problems after targeted differentiated instruction or interventions at Tier I, the following will occur:

- Teachers will be asked to complete the following for each student in Tier II and/or Tier III:
  - \* MTSS Student Profile Sheet ( Section1A)
  - \* Social/Emotional Worksheet ( Appendix A)
  - \* Hearing and Vision Results
  - \* Teacher Narrative
  - \* Parent Interview
- Student will be placed in a Tier II research based interventions and/or programs (**Academy of Reading or Math [Grades 2-10], Read 180 [Middle Schools - First 20 students per grade level falling below the 25<sup>th</sup> percentile] ,Think Through Math [Middle Schools - 20 per each grade level, 60 for General Math, and 30 for Compacted Math/Algebra - First 20 students falling below 25<sup>th</sup> percentile], [All grades - specific interventions using STAR Instructional Plan & resources, basal text intervention supports/resources]**)
- Implement interventions/strategies and document on the Tier II Form (**Section 2A: Tier II Supplemental Instruction Documentation**)
- Measure progress at least every 2 weeks and document on the **Tier II Section 2B: Progress Monitoring and Evaluation for Tier II Interventions (STAR Reading or STAR Math)**

### TIER III

- ☐ Those students who are not progressing appropriately with Tier II interventions will need to move to Tier III.
- ☐ Students scoring below the 10<sup>th</sup> percentile on STAR assessments or other reliable diagnostic assessments (**Basal text interventions [Journeys Intervention, Go Math], Fast ForWord, Academy of Reading, Academy of Math, and specific interventions developed from STAR Instructional Plan aligned with MS-College Career Readiness Standards**)
  - The school TST Committee should be notified and a problem solving meeting using all relevant data must be conducted to develop interventions.
  - Documentation of Tier I and Tier II interventions and supporting data should be analyzed
  - Student will be placed in Tier III research-based interventions or programs (**Fast Forward** - this will serve as the primary intervention, students in this program will not need **Academy of Reading or Math**)
  - Implement interventions/strategies and document on the Tier III Forms **Individual Reading Plan, Individual Math Plan** and/or (**Section 2B: Tier III Intensive Intervention Documentation**)
  - Measure progress at weekly and document on the **Tier III Section 3C: Progress Monitoring and Evaluation for Tier III Interventions** and/or the **Individual Reading** or the **Individual Math Plan**.
  - Student Intervention Portfolios will be developed and maintained for each student in intervention, and parents will be notified of intervention services being provided as well as provided progress monitoring updates
  - Progress monitor weekly (**STAR Reading, STAR Math**)
  - If the student continues to exhibit learning and/or behavior problems, a Request for Assistance should be completed and given to the TST chairperson (interventionist) for consideration of MET Review.