

# The Purpose of Multi-Tiered Systems of Support (MTSS)

**A multi-tiered system of support** or **MTSS** is a framework with a **tiered infrastructure** that uses data to help match academic and **social-emotional behavior** assessment and instructional resources to each and every student's needs.

In this tiered, data-informed framework, educators work to ensure that the majority of students respond to **core instruction**. Students who need additional supports for enrichment or remediation are identified by data and provided that support with the right focus and intensity.

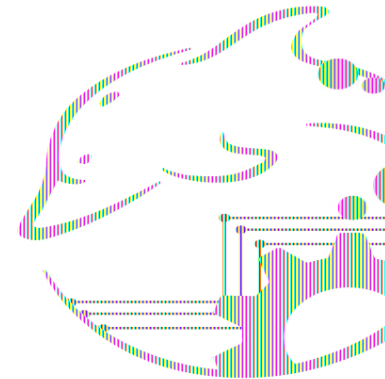
# What are tiers?

Levels of Instruction:

Tier 1 - also known as Core Instruction - grade level standards that all students are taught.

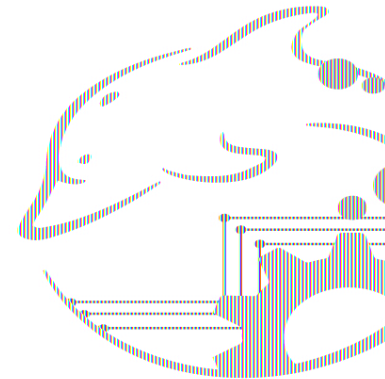
Tier 2 - also known as supplemental instruction - extra support on grade level standards.

Tier 3 - also known as intensive instruction - direct, explicit instruction on below grade level standards



# How do we know what to do?

- We use screening data to help us determine if a student may need extra help.
- These are the same tools across the grade level to ensure we are looking at the same information.
- We do this quickly when we receive new students AND when we have new data.



### Kindergarten

- Language for Learning
- [PAST](#) - Syllable Levels D-E2(BOY) E3 (MOY) plus Onset-Rime

### First Grade

- Language for Learning
- [PAST](#) - Levels D-I
- [Core Phonics Survey](#)
- [Number Knowledge Assessment](#)

### Second Grade

- [PAST](#) - Levels D-L
- [Core Phonics Survey](#)
- [Number Knowledge Assessment](#)

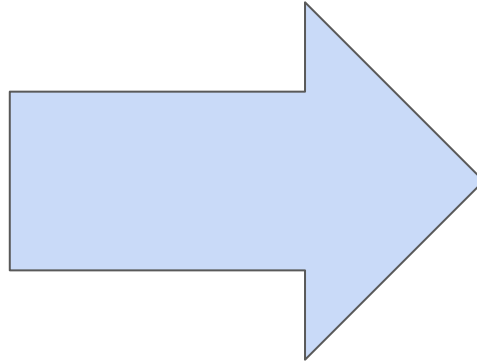
### Third Grade

- [PAST](#) - Levels D-M
- [Core Phonics Survey](#)
- [Number Knowledge Assessment](#)

### Fourth-Fifth Grade

- [Core Phonics Survey](#) (if low in area A-K, give PAST also)
- [Number Knowledge Assessment](#)

## Screening Requirements for **NEW STUDENTS**



1. Within the first 5 days of school, these assessments are to be given to every NEW student to PES.  
  
(For Kindergarten, this means all of them.)
2. Upload results in spreadsheet for [NEW STUDENTS](#) by Day 5.
3. Team reviews data by Day 7 and places into any necessary intervention group.
4. Parent phone call is made and [intervention notification letter](#) is sent home for parent. A second copy is placed in student cumulative file.

**Expected Levels - Below this Threshold = Potential Intervention Placement**

<b>Kindergarten</b>	Language for Learning - Pass Part 1 <u>and</u> Part 2 at BOY(scores should be 0-2 for each) Pass Part 1, 2, 3 at MOY and EOY (scores should be 0-2 for each)
	PAST - Pass Level D <u>and</u> E2 at BOY Pass thru F MOY-EOY
	CORE Phonics Survey - Levels A and B at BOY Levels A - E at MOY to EOY
	Number Knowledge - Level 0

<b>First Grade</b>	Language for Learning - Pass Part 1, 2, 3 (scores should be 0-2 for each)
	PAST - Pass Level D, E, F at BOY Pass Levels D-I at MOY thru EOY
	CORE Phonics Survey - Pass Levels A-E at BOY Pass Levels A-K at MOY Pass A-L at EOY
	Number Knowledge - Level 1

<b>Second Grade</b>	PAST - Pass Levels D-J at BOY - Pass Levels D-L at MOY and EOY
	Core Phonics Survey - Pass A-K at BOY Pass A-L at MOY and EOY
	Number Knowledge - Level 2

<b>Third Grade Fourth Grade</b>	PAST - Pass D-M at BOY
	CORE Phonics Survey - Pass A-L BOY to EOY
	Number Knowledge - thru Level 2

<b>Fifth Grade</b>	PAST - Pass D-M at BOY - given only if needed
	CORE Phonics Survey - Pass A-L BOY to EOY
	Number Knowledge - thru Level 3

# CORE Phonics Scores

Level	Strategic (Yellow, <b>Tier 2</b> Small Group in Class for first skill that is below)	Intensive (Red, <b>Tier 3 during</b> Intervention Block for first skill that is low)
A-D. Letter Names/Sounds	65-82	0-64
E. Short Vowels in CVC	10-13	0-9
F. Consonant Blends w/short vowels	10-13	0-9
G. Short Vowels, Digraphs, -tch trigraph	10-13	0-9
H. R-controlled vowels	10-13	0-9
I. Long Vowel Spellings	10-13	0-9
J. Variant Vowels	10-13	0-9
K. Low frequency vowel & consonant spellings	10-13	0-9
L. Multisyllabic Words	15-20	0-14



# Progress Monitoring

- Red Subtest - Every 5th Day - recommend every Friday for consistency
- Yellow Subtest - Every 21st Day - recommend Friday for consistency
- No need to PM more than the ONE subtest that is being intervened on

## Reading

- mClass K-3
- Grades 4-5 Easy CBM for Red

## Math

- Do the Math Assessments for Tier 3

# Problem-Solving Meetings

- Progress Monitoring Updates PRIOR to the meeting
- Come prepared with new concerns
- Data must show steady progress on the skill (typically 3 data points) before changing intervention to new skill
- Data that shows little change in relation to the cohort in the intervention requires further review at the student level - is the student in the correct group, should we increase intensity, lower the ratio, change the intervention?
- Document ALL changes made in the meeting in the Problem-Solving document
- Contact parent with any changes - send appropriate intervention letter home