

# Multi-Tiered System of Supports

## Student Intervention Services



## Vision

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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

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

# *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



## **MDE Established the Office of Student Intervention Services to:**

- successfully implement and sustain a Multi-Tiered System of Supports,
- accelerate and maximize student academic and social emotional 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,

# 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.

## Recruitment

Currently interviewing and recruiting 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

- General Rtl with Special Education Experience
- Elementary Support Staff
- Middle School and Secondary Support Staff, and
- English Language Learner Support Staff

# Revising the Process

Response to Intervention/Multi-Tiered System of Supports



## Multi Tiered System of Supports

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

## Phases of Creating Your Blueprint

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

# 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

## 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

# 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 hope to have all available in October.

# State Board Policy 4300

September 2015



# 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](http://msdta.org)

## 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:

# 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

# State Board Policy 4300

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.

*Note: Students who do not make adequate progress following Tier I and Tier II should be referred to TST and can be pulled into the screens by the district users.*

# State Board Policy 4300

For the first two criteria:

1. Grades 1–3: A student has failed one (1) grade;
  2. Grades 4–12: A student has failed two (2) grades;
- MSIS will pull from month 9 any student who meets the criteria above if their Sped indicator is set to N (exception to this rule is the Language Speech only students that can be populated or pulled into the screen).
  - MSIS will populate these students at the beginning of each school year.

*Note: Referrals to the TST must be made within the first (20) school days of a school year if the student meets any of the criteria listed.*

# State Board Policy 4300

For the third criteria:

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
- MSIS will run a procedure each weekend to check for any suspensions or expulsions to populate these students to the screen.
  - Users should check at the beginning of each week for any of these students.

*Note: These students won't populate before the 20<sup>th</sup> day school is in session.*

For the fourth criteria:

4. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test.
  - MSIS will populate these students at the beginning of each school year once test scores are received at MDE
  - Users have 20 school days from the beginning of school to refer these students to TST for intervention

# Good Cause Exemption Promotion

For the fifth criteria:

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

*Note: These students will need to be entered by the district appointed individual*

# State Board Policy 4300

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

– TST Review

- 1<sup>st</sup> Review – No later than 8 weeks (determine success of intervention)
- 2<sup>nd</sup> 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.

# 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

# Intensive Acceleration Class & Transitional Class

Forthcoming MDE Guidance



## Transition classes are:

- designed for students with identified reading deficiencies
- established for students not promoted
- intended to provide intensive instruction and intervention
- designed to produce learning gains sufficient to meet the current grade level performance standards
- Designed to remediate the reading deficiency so the student can advance to the next grade

§ 37-177-15. Intensive acceleration class for certain students purpose.

- For students retained in Grade 3 who were previously retained in Kindergarten or Grades 1 through 3
- To increase student's reading level at least two (2) grade levels in one (1) school year
- Should provide instruction and intervention for the majority of the student contact each day
- Incorporates opportunities to master the Grade 4 state standards in other core academic areas

# Student Intervention Services

New Resources



- Rtl Flow-Chart
- Multi-Tiered System of Supports Documentation Packet
- Rtl Quick Reference Guide
- Rtl Resources
- Parent Family Guide to Rtl
- English Language Learners
  - Classroom Teacher Manual
  - Administrator Resource Manual
  - Rtl Resource Manual

# Multi-Tiered System of Supports: Documentation

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

# 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

The Intervention Services Documentation Packet is organized according to the following:

- Student profile
- Tier 1
- Tier II
- Teacher Support Teams
- Tier III
- Appendix



# 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/rigorousvid/index.html>

**Center On Instruction:**  
<http://www.centeroninstruction.org/files/DISTRICT.pdf>  
[http://www.centeroninstruction.org/files/Framework\\_for\\_RTI.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.html>  
*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.shtml>

**Response to Intervention:**  
<http://www.fcrr.org/interventions/RTI.shtml>

**Selecting Research-Based Reading Programs**  
<http://www.fcrr.org/profDev/profDevSelectingPrograms.shtml>

**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](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](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf)

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](http://www.mde.k12.ms.us/intervention)

# Office of Elementary Education and Reading Contacts

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