



MTSS Handbook

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MTSS Handbook Overview

Purpose

This handbook is intended to support district and campus staff in the planning for and implementation of the district's Multi-Tiered Systems of Support (MTSS) framework.

Athens ISD is committed to the success of every student and recognizes that because each student is unique, a "one size fits all" educational program is insufficient to meet the needs of all of our students. Some students will need different supports than others, and fulfilling this charge will necessitate a team-work and "all in" approach. The research is clear - problem-solving and data-based decision-making in collaboration with colleagues is the most effective approach to improve outcomes for diverse student populations (Fullan, 2016).

With a focus on creating life-long learners and contributing members of the community, we assume the responsibility for the growth and development of the whole child, understanding that academic, behavioral and social-emotional instruction all play critical roles in the long-term success of our students.

MTSS Vision

Every student will receive the educational support needed to grow and achieve at a high level.

MTSS Principles

There are four essential principles that guide the MTSS framework in AISD (Buffom, Mattos, and Weber, 2012):

1. **Collective Responsibility.** Every AISD stakeholder...

- believes that all students deserve and have the ability to learn at a high level.
- assumes responsibility for ensuring that each student learns at a high level.

"Our purpose is student learning."

2. **Concentrated Instruction.** Curriculum is designed to create learning pathways that enable all students to master essential knowledge and skills aligned to the TEKS or Texas Prekindergarten Guidelines.

"What is it we want our students to learn?"

3. Convergent Assessment. Multiple sources of data are routinely collected for review and analysis to determine the learning needs of each student and the effectiveness of the curriculum and instruction in meeting those needs.

“How will we know if the students are learning?”

4. Certain Access. Each student’s growth on the learning continuum will guide planning and implementation of appropriate next steps in support to ensure that each student’s potential is maximized.

“What will we do for students who are not making progress?”

“What will we do for students who already demonstrate proficiency?”

Multi-Tiered Systems of Support (MTSS) is a whole-child approach that integrates academic, behavioral, and social-emotional instruction and support. MTSS optimizes student growth through a proactive, preventative framework comprised of multiple layers, or tiers, aligned to the varying needs of our students. Tier 1 effective school-wide systems and differentiated core instruction, Tier 2 targeted intervention, and Tier 3 intense and individualized intervention form the pillars of this integrated continuum of student supports (Buffom, Mattos, & Weber, 2010).

As a framework, MTSS establishes intentionality and efficient organization of all district and campus services offered for both students and staff. It aligns our work and facilitates a focus on collaboration, growth, and multi-faceted approaches to student support. With implementation fidelity, MTSS has the power to close achievement gaps and address the critical needs of all students including those served by special programs such as Bilingual, Gifted and Talented (GT), English Language Learners (ELL), 504/Dyslexia, and Special Education.

RTI vs. MTSS

	RTI	MTSS
Students	Students identified as “at risk or being considered for special education evaluation	All students, including those already being served by programs such as 504/Dyslexia, Bilingual, Special Education, etc.
Supports	Academic	Academic, Behavioral, Social Emotional
Purpose	Remediation & Intervention	Prevention, Differentiation, & Intervention
Focus	Isolated - academic needs are discussed in isolation	Integrated - academic, behavioral, and social-emotional needs are discussed together. The whole child is considered.
Collaboration	Teachers of at-risk students, special education teachers, Psychological Services, Campus Administrators	All campus and district staff
Campus Management	A campus administrator(s)	Teachers, grade level/content teams (PLC), and an MTSS Campus Team

Others interpret RTI as a subset, or component of MTSS, referring to only the academic intervention systems in place to support students, separate from any other intervention systems such as those for behavior, social-emotional learning, and health.

MTSS Pyramid

Academics/Speech

Behavior

- Intensive and individualized
- Research or evidence-based interventions
- Individual or small group (1-5 students)
- Interventions provided daily
- Classroom or pull out
- Provided by teacher and/or interventionist
- Progress monitor weekly
- Review and analyze data every 4-6 weeks

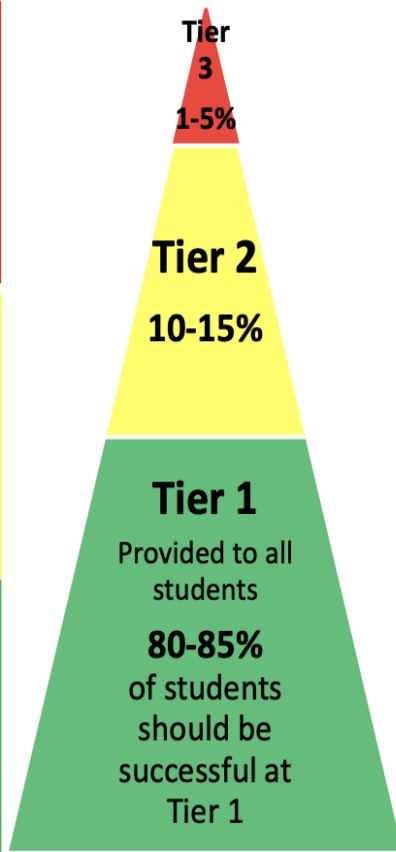
- Intensive and individualized
- Interventions based on behavior function
- Focus on teaching social and behavior skills
- Interventions provided daily
- Classroom based w/pull out support as needed
- Provided by teacher and campus staff
- Progress monitor at least 4x/day
- Review and analyze data weekly

- Targeted and standardized
- Research or evidence-based interventions
- Small group (3-10 students)
- Intervention provided 3+ times/week
- Classroom or pull out
- Provided by teacher and/or interventionist
- Progress monitor weekly or bi-weekly
- Review and analyze data every 4-6 weeks

- Targeted and standardized
- Research or evidence-based interventions
- Individual or small group
- Interventions provided daily
- Classroom based
- Provided by teacher and/or campus staff
- Progress monitor daily
- Review and analyze data every 4-6 weeks

- Universal and core instruction
- TEKS based curriculum/PK Guidelines
- Whole group and small group
- Provided by classroom teacher
- Instruction and differentiation provided daily
- Universal screener and benchmark data collected
- Screen and analyze data every 9-12 weeks

- Universal and core instruction
- SEAD campus and classroom behavior systems (e.g. PBIS, RJ/RP, Conscious Discipline)
- Whole group and small group
- Provided by classroom teacher
- Instruction and differentiation provided daily
- Universal screener and behavior data collected
- Screen and analyze data every 9-12 weeks



Tiered Systems in a MTSS Framework

TIER 1 - UNIVERSAL

Tier 1 is the least intensive level of the MTSS framework and typically includes the core curriculum and instructional practices used for all students. Tier 1/core instruction generally includes: A core curriculum that is research-based and aligned to identified “priority standards” Instructional practices that are culturally and linguistically responsive Universal screening to determine students’ current levels of performance Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) to address individual needs Accommodations to ensure all students have access to the instructional program Problem-solving to identify interventions, as needed, to address behavior problems that prevent students from demonstrating the academic skills they possess Students who require interventions continue to receive instruction in the core curriculum.

TIER 2 - TARGETED

Tier 2 (secondary prevention) typically involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration, and frequency of instruction. Tier 2 instruction usually consists of adult-led small-group instruction using validated interventions implemented with fidelity. Tier 2 supports are expected to benefit most students who do not respond to effective Tier 1 instruction. When data indicates students are not benefiting from Tier 2 interventions, more intensive instruction or an individualized form of intervention should be delivered through Tier 3 supports and services.

TIER 3 - INTENSIVE

Tier 3 (tertiary prevention) is the most intensive of the three levels and is individualized to target each student’s area(s) of need. At Tier 3, the teacher often begins with a more intensive version of the intervention program used in secondary prevention (e.g., longer sessions, smaller group size, more frequent sessions). However, the teacher does not presume it will meet the student’s needs. Instead, the teacher conducts frequent progress monitoring (i.e., at least weekly) with each student. These progress monitoring data quantify the effects of the intervention program by depicting the student’s rate of improvement over time. When the progress monitoring data indicate the student’s rate of progress is unlikely to achieve the established learning goal, the teacher engages in a problem-solving process. That is, the teacher modifies components of the intervention program and continues to employ frequent progress monitoring to evaluate which components enhance the rate of student learning. By continually monitoring and modifying (as needed) each student’s program, the teacher is able to design an effective, individualized instructional program.

Tiered Systems

The concept of tiered systems has been around for many years and is widely used in education and public health to describe effective organization and delivery of services and supports (Frieden, 2010). In general terms, the largest tier forms the base of the support model and establishes best practices that will have the largest effect on the greatest number of people, with a minimal per-person resource requirement. The middle tier(s) offers additional support and services to those who need more assistance to reach program goals, and requires the allocation of moderate resources. The highest tier(s) offers intense support and services to those few who need significant assistance to reach program goals, and requires the greatest allocation of resources per person. Athens ISD has adopted three tiers:

Tier 1: Core Instruction and Universal Systems

Tier 2: Targeted Intervention

Tier 3: Intense and Individualized Intervention

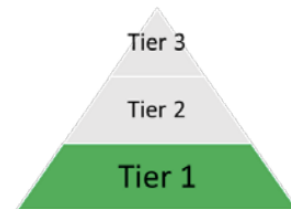
These tiers are created with the understanding that a shift from an instruction paradigm to a learning paradigm is essential if we are to support the success of our students (Barr & Tagg, 1995). The following model depicts the similar concept posed by Buffom, Mattos, and Weber (2009): When time and instruction are held constant...

When time and instruction are held constant....learning outcomes for students vary.

When time and instruction are variable....learning is held constant

Tier 1

Tier 1 includes the core instruction and universal systems that serve as the foundation for behavior, academic, and social-emotional learning. Examples of high quality tier 1 practices include curriculum aligned to TEKS or Pre-K Guidelines and locally identified “priority standards”, evidence-based instructional practices such as the Gradual Release of Responsibility (GRR), Social, Emotional, and Academic Development (SEAD) elements (culture and climate, explicit instruction, and integration) such as Positive Behavior Intervention and Supports (PBIS), Restorative Justice (RJ), and Conscious Discipline, differentiation, and supplementary resources aligned to core instruction. Progress monitoring is essential to determine if the Tier 1 instruction and systems are effective.



Differentiation

As unique individuals, students bring to school different strengths, prior knowledge and experiences, home languages, interests, cultures, and learning preferences. It is important to validate these differences and differentiate instruction by modifying content, process, and product in our planning. To ensure that every student grows, some students may need re-teaching opportunities, scaffolding, spiraling, or extra time to process new concepts. Some students may need curriculum compacting or enrichment opportunities such as an independent study project. Some students may need cultural and linguistic support to successfully access the curriculum. Building relationships with students and families, and analyzing data from universal screeners are best practices that help to determine the specific needs of each student, guiding instructional design and the formation of flexible groups.

It is important to consider the whole child, as academic, behavior, and social-emotional competencies together determine the learning trajectories of our students. Tier 1 core instruction and universal systems that address behavioral and social-emotional needs are an integral part of daily curriculum and instruction. School-wide behavior expectations, classroom behavior expectations, and social skills need to be explicitly taught, modeled, and practiced with students of all ages. Through the development of school cultures that embody safety, respect, and responsibility, we establish learning environments that support the social and academic success of all students.

Example Scenario:

Ms. Padilla just finished a 2-day lesson and reflects on the progress and support needs of her students. Throughout the lesson, she used formative assessment in

the form of active observation, fist-to-five and response cards; at the end of day two, she had students complete an exit ticket. Because more than 80% of her students demonstrated mastery, she deduces that her instruction was effective. She considers the four students who did not demonstrate mastery: students 1 and 2 are English Language Learners (ELLs), student 3 has been diagnosed with ADHD, and student 4 usually picks up on new concepts quickly.

Students 1 & 2: Ms. Padilla decides to add a pre-teach component to future lessons for key vocabulary words. She knows that including visuals will enhance the effectiveness of the strategy, and that adding this component will assist not only the ELLs in her classroom, but also her struggling readers.

Student 3: Ms. Padilla notes that this student is already seated in the least distracting part of the room, so she commits to regular check-ins with this student during partner and individual work to offer positive encouragement and chunk the work, “[Student 3], great job getting started. I will be back in five minutes to see how you did on the first part of this activity.”

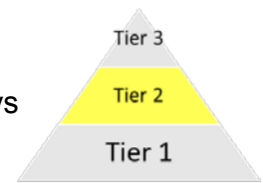
Student 4: Ms. Padilla examines this student’s exit ticket more carefully to determine what skill deficit or misconception is acting as a barrier to growth in this area. She then plans for an appropriate time to address her findings with the student. Ms. Padilla finishes her reflection by scheduling time to re-teach identified key elements of the lesson to the four students, keeping their individual needs in mind as she selects evidence-based materials and resources to support their mastery.

Tier 1 Key Features:

1. Universal Screeners
2. Data-Based Decision-Making
3. Evidence-Based Academic Core Instruction aligned to TEKS/Pre-K Guidelines, driven by identified “priority standards”.
4. Evidence-Based Behavior Instruction aligned to PBIS principles (e.g. School-wide and classroom behavior expectations, activity expectations, etc.).
5. Differentiation
6. Flexible Grouping
7. Progress Monitoring

Tier 2

For students who do not maximize their potential with Tier 1 instruction, Tier 2 intervention plans that target specific needs are created. Tier 2 support is always in addition to Tier 1 support and is meant to supplement, not supplant, core instruction. Intervention is delivered in small groups using evidence-based materials and resources, and may occur in the classroom or outside of the classroom. Intervention may be delivered by the classroom teacher, specialist, counselor, administrator, or other staff member as appropriate. Some of the most effective intervention models involve student-sharing across a single or multiple grade levels in order to address a wider breadth of student needs.

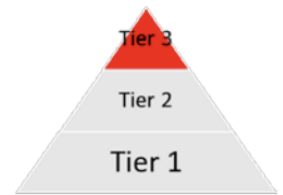


At the tier 2 level of support, authentic assessment data informs the target area of the intervention plan; classroom observations, discipline/behavior logs, student work samples, state assessment results, curriculum-based measures (CBMs), cognitive ability assessments, and other formative and summative assessments help narrow the focus to the determine the most impactful goal(s) to set for the student. The intervention plan is implemented and progress monitoring data is collected regularly to inform appropriate changes to the plan to ensure the student is making adequate progress.

1. Data-Based Decision-Making
2. Intervention Plan Creation
3. Evidence-Based Intervention Delivery
4. Progress Monitoring

Tier 3

Tier 3 supports are individualized and intense. This level of support is appropriate for students who do not make adequate progress with Tier 2 supports, and for students who are significantly above or below grade level in academic, behavioral, or social skills. It is not required that students receive Tier 2 support before receiving Tier 3 support; rather, intensity of support should always be aligned to intensity of need.



The key difference between Tier 2 and Tier 3 is intensity. Students receiving this level of support who are performing below grade-level receive intervention at a higher frequency and/or longer duration each week, in a smaller group size. For example, at Tier 2 a student may receive academic intervention 3 times a week for 20 minutes each session in a small group of six, and at Tier 3 a student may receive academic intervention 4 times a week for 30 minutes each session in a small group of three. It is important to note that frequency and duration will vary by target area, age, and developmental appropriateness.

Students receiving this level of support who are performing above grade-level or show a potential to learn above grade level may receive curriculum and instruction that greatly differs from that of their peers. For example, a student who has already demonstrated mastery of a specific concept may receive enrichment to push their thinking and mastery to higher levels (Tier 2). A student who demonstrates mastery in an area several grade levels above their peers may receive a longer-term independent project that requires application of advanced knowledge and skills, investigation, and creation of a product to show growth on the learning continuum or be accelerated to a higher grade level for a specific content area (campus purview) or moved to the next grade level through district grade advancement procedures (Tier 3).

1. Data-Based Decision-Making
2. Intervention Plan Creation
3. Evidence-Based Intervention Delivery
4. Progress Monitoring

Frequently Asked Questions Regarding MTSS

What does MTSS stand for?

MTSS is an acronym for Multi-Tiered Systems of Support. What is the purpose of MTSS at the campus level? MTSS is a framework for all instruction and support within a school and includes components to improve outcomes for all students—those who are struggling academically and/or behaviorally, those who are progressing within normal limits, and those who exhibit gifted/talented characteristics in one or more areas. Supports are developed and assigned in layers, or tiers, based on intensity of student need. Using a MTSS framework is intended to maximize instruction for all students by engaging in a continuous process of problem-solving based on data.

What is the purpose of MTSS at the district level?

The MTSS framework aligns and organizes supports across all district departments to optimize effective campus support for students and staff across academics, behavior, social-emotional needs, mental and physical health, and much more. The district framework mirrors the campus framework, with support and resources for campuses layered (tiered) based on intensity of need.

Is MTSS primarily for students who are struggling academically?

No. MTSS is for all students—those who are struggling as well as those who need accelerated or enriched instruction. MTSS is a framework to maximize instruction for all students.

Why should schools use a common framework?

A common MTSS framework will strengthen implementation by helping schools engage in continuous problem-solving based on data to provide increasingly intensive supports and interventions. This helps schools develop and classify practices as primary (Tier 1), secondary (Tier 2), or tertiary (Tier 3.) These distinctions will help campus administrators and teachers assign staff, allocate resources, and create schedules in the most effective and efficient way.

How is MTSS different from RtI?

While RtI and MTSS are both structured into three tiers and sometimes used interchangeably, RtI has traditionally referred to academic interventions while PBIS referred to behavior interventions. MTSS is a comprehensive system that includes consideration of the whole child—academically, socially, emotionally, and behaviorally. Examining all components of instruction is necessary; students whose academic needs are not being met may display behavior issues to mask those needs, and students whose behavior needs are not being met may begin to develop academic concerns. It is important to consider the many facets of learning, growth, and development to address all students most effectively.

Which students are impacted by MTSS?

Because MTSS includes core instruction and practices, all students are impacted. At Tier 1, school staff engage in a continuous process of data collection and analysis to maximize

core instruction, improve instructional practices, and provide differentiation strategies across the campus. A quality MTSS framework will improve instruction for all students

What is universal screening?

NCRTI defines universal screening as brief assessments that are valid, reliable, and predict which students are likely to develop learning or behavioral problems. Screeners are conducted with all students to identify those who are at risk and may need intervention to supplement primary prevention (i.e., the core curriculum) and those who are performing above grade level and may need enrichment.

What is student progress monitoring?

NCRTI defines student progress monitoring as repeated measurement of performance over time to inform instruction of individual students. These tools must be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction. Progress monitoring is conducted at least monthly to measure rates of improvement and identify students who are not showing adequate progress.

What is student differentiation?

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is NOT the same as providing more intensive interventions to students who are performing significantly below grade level.

What is the MTSS Framework?

The MTSS Framework is a three-tiered system for delivering increasingly intensive interventions when students are not having their educational needs met. Tier 1 is considered "universal" and includes the quality academic, social-emotional, and behavior instruction and expectations for all students on a campus. Tier 2 provides "targeted" interventions to some students, usually in small groups. Tier 3 is intensive and individualized for the few students who have demonstrated a need for the most support.

Is MTSS primarily for students who may need a special education evaluation?

No. The purpose of MTSS is to engage in a continuous cycle of problem-solving based on data to provide immediate support when student growth is not as predicted. When effective, MTSS reduces the need for more restrictive educational placements for many students by intervening early. For students performing below grade-level, effective intervention that accelerates learning and results in movement to less intensive Tiers is the ultimate goal, when appropriate to the needs of each student. All school staff (teachers, administrators, counselors, social workers, interventionists, specialists, etc.) should work together to implement the MTSS framework for the benefit of all students on a campus.

Can students receive different levels of support in different areas at the same time?

Yes. Students should move back and forth across the levels (tiers) based on their

demonstrated success or difficulty at the intervention level, based on data. Also, students can receive intervention at one level while also receiving intervention or instruction at another level in a different area. For example, a student may receive Tier 2 intervention for reading, Tier 1 instruction for math, and Tier 3 behavior support.

Is MTSS a process where students progress sequentially from tier to tier?

Not necessarily. Movement among tiers should be fluid and based on level of need. A student with acute needs does not have to progress through the tiers to get intensive, individualized support. The level of intervention should match the level of need. Important to note is that tier 2 and tier 3 are always in addition to Tier 1; a student who is performing below grade level and needs additional support should not miss the core instruction provided in Tier 1. How do students “qualify” for Tier 2 and Tier 3 supports and services? Students are identified for intervention support through a careful process of problem-solving using data. School staff analyze results from universal screeners and diagnostic tests to determine students who need additional academic and/or behavioral support to maximize their potential. Depending on the student’s level of need and how they have responded to previous efforts, the problem-solving team decides to continue at Tier 1 with differentiation and extra support, begin a Tier 2 (targeted) intervention, or begin a more intensive and individualized Tier 3 intervention. The decision is made by campus staff and based on student need.

How long should a student receive Tier 2 or Tier 3 support?

A student should receive intervention as long as there is a demonstrated need. Some students will require intervention for a short period and return to Tier 1 support. Other students may need Tier 2 or even Tier 3 interventions for an extended period of time. One of the main components of an effective MTSS system is the on-going cycle in which school staff engage in a continuous process of problem-solving based on data. As students receive interventions, teachers periodically collect data to measure their response. For students who are performing below grade-level - when data indicates a student has reached a proficiency level that no longer needs the current intervention, the campus team will implement a less intensive intervention or return the student to Tier 1 support only. If data indicates the student is making reasonable, slow, or no progress, the team will continue, adjust, or intensify interventions as appropriate. There are no set time limits for receiving interventions, however, if a student makes slow or no progress despite intensive intervention over nine weeks or longer, the MTSS Campus Team will consider the student’s need for a referral to additional services and supports.

Campus Timeline for MTSS Activities

Month	<i>Suggested Actions</i>
August	<ul style="list-style-type: none"> ● Provide MTSS Training for campus staff ● Schedule MTSS Teacher Team and Campus Team meetings on the Master calendar. ● Ensure MTSS expectations and procedures are reflected in staff handbook ● Schedule intervention time into the master schedule. ● Each campus creates and communicates PBIS plan, including campus policies and procedures. ● Provide training on campus behavior plan to ensure consistency and alignment. ● Provide small group problem-solving expectations to faculty (schedule, frequency, duration, document). ● Identify students considered at-risk at end of previous year and ensure they are scheduled correctly to maximize intervention effectiveness ● Review students with attendance issues and set up proactive plan for monitoring ● Create/update academic Campus Intervention Matrix. ● Administer universal screeners. <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> ● BrM - verify student, teacher, and admin team accounts ● BrM - indicate student IEP status for specific content areas ● BrM - ensure campus-accessible paid resources are visible to teachers in the resource library.
September	<ul style="list-style-type: none"> ● Finish administering universal screeners ● Ensure MTSS Teacher Teams/PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small group intervention plans and monitor progress. ● Ensure MTSS Campus Team engages in problem-solving for highest need students, creates Tier 3 intervention plans as needed, and monitors student progress. ● Monitor classroom expectations through classroom observations for Tier 1 and II behavior management, instructional systems and strategies. ● Plan for ongoing professional development related to behavior, intervention planning, data analysis, etc. ● Inventory campus academic, behavioral, and attendance interventions ● Monitor attendance and create plans for students with high absences/tardies. <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> ● BrM - set student tiers based on universal screener and relevant data ● BrM - set student performance levels for each topic/content area ● BrM - model, support, and monitor the creation of intervention plans

	<p>(goal+progress monitor+materials/strategies)</p> <ul style="list-style-type: none"> ● BrM - if student-sharing, grant teacher access to additional students ● BrM - monitor and support staff “Current To-Dos” and “Overdue To-Dos”
<p>October</p>	<ul style="list-style-type: none"> ● Ensure MTSS Teacher Teams/PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. ● Ensure MTSS Campus Team engages in problem-solving for highest needs students, creates Tier 3 Intervention plans as needed, and monitors student progress. ● Plan for ongoing professional development related to behavior, intervention planning, data analysis, etc. ● Monitor attendance and create plans for students with high absences/tardies. ● Observe classrooms and common areas to assess campus and classroom management plans and instructional systems. ● Attend teacher/parent conferences of students with significant concerns. ● High Schools: Ensure credit audit for all students. Create plans for credit recovery and document interventions in Branching Minds. Request problem-solving meeting for students with multiple concerns. ● Observe classrooms and common areas to assess campus and classroom management plans and instructional systems ● Attend teacher/parent conferences of students with significant concerns ● High Schools: Ensure credit audit for all students. Create plans for credit recovery and document interventions in Branching Minds. Request problem-solving meeting for students with multiple concerns <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> ● BrM - support progress monitoring documentation for all intervention plans ● BrM - ensure meeting and family communication documentation is current/accurate ● BrM - monitor and support staff “Current To-Dos” and “Overdue To-Dos” ● BrM - support and monitor revision of existing or creation of new intervention plans ● BrM - generate, save, and send home intervention letters (SB 1153) by <u>Oct 28th</u> <p style="text-align: center;">*BrM data collected for PEIMS Snapshot to TEA on <u>Oct 16th</u></p>
<p>November</p>	<ul style="list-style-type: none"> ● Ensure MTSS Teacher Teams/PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small group intervention plans and monitor progress. ● Ensure MTSS Campus Team engages in problem-solving for highest need students, creators Tier 3 intervention plans as needed, and monitors student progress. ● Plan for ongoing professional development related to behavior,

	<ul style="list-style-type: none"> intervention planning, data analysis, etc. ● Monitor attendance and create plans for students with high absences/tardies ● Observe classrooms and common areas to assess campus and classroom management plans and instructional systems ● Attend teacher/parent conferences of students with significant concerns. ● High Schools: Review credit recovery plans <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> ● BrM - support progress monitoring documentation for all intervention plans ● BrM - ensure meeting and family communication documentation is current/ accurate ● BrM - monitor and support staff “Current To-Dos” and Overdue To-Dos” ● BrM - support and monitor revision of existing or creation of new intervention plans.
December	<ul style="list-style-type: none"> ● Ensure MTSS Teacher Teams / PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. ● Ensure MTSS Campus Team engages in problem-solving for highest need students, creates Tier 3 intervention plans as needed, and monitors student progress. ● Plan for ongoing professional development related to behavior, intervention planning, data analysis, etc. ● Monitor attendance and create plans for students with high absences/tardies. ● Observe classrooms and common areas to assess campus and classroom management plans and instructional systems. ● Attend teacher/parent conferences of students with significant concerns. ● For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for services (e.g. counseling, home visit, speech consult, 504/dyslexia, special education). ● High schools: Review credit recovery plans <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> ● BrM – support progress monitoring documentation for all intervention plans ● BrM – ensure meeting and family communication documentation is current/accurate ● BrM – monitor and support staff “Current To-Dos” and “Overdue To-Dos” ● BrM – support and monitor revision of existing or creation of new intervention plans

January	<ul style="list-style-type: none"> ● Administer middle of year (MOY) screeners. ● Refocus on campus and classroom behavior system with booster training. ● Ensure MTSS Teacher Teams / PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. ● Ensure MTSS Campus Team engages in problem-solving for highest need students, creates Tier 3 intervention plans as needed, and monitors student progress. ● Plan for ongoing professional development in target areas. ● Monitor attendance and create plans for students with high absences/tardies. ● Attend teacher/parent conferences of students with significant concerns. ● For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for services (e.g. counseling, home visit, speech consult, 504/dyslexia, special education). ● High schools: Review credit recovery plans and update credit audit information. <p style="text-align: center;">~~~~~</p> <ul style="list-style-type: none"> ● BrM – Campuses determine whether they want to re-tier using BrM after MOY universal screener. ● BrM – support and monitor revision of existing or creation of new intervention plans ● BrM – support progress monitoring documentation for all intervention plans ● BrM – ensure meeting and family communication documentation is current/accurate ● BrM – monitor and support staff “Current To-Dos” and “Overdue To-Dos”
February	<ul style="list-style-type: none"> ● Ensure MTSS Teacher Teams / PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. ● Ensure MTSS Campus Team engages in problem-solving for highest need students, creates Tier 3 intervention plans as needed, and monitors student progress. ● Plan for ongoing professional development related to behavior, intervention planning, data analysis, etc. ● Monitor attendance and create plans for students with high absences/tardies. ● Observe classrooms and common areas to assess campus and classroom management plans and instructional systems. ● Attend teacher/parent conferences of students with significant concerns. ● For students receiving intervention with fidelity for longer than 9 weeks

	<p>and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for services (e.g. counseling, home visit, speech consult, 504/dyslexia, GATE, special education).</p> <ul style="list-style-type: none"> ● High schools: Review credit recovery plans ~~~~~ ● BrM -By end of February, ensure that STAAR testing accommodations are documented in BrM for RTI and EL students. ● BrM – support progress monitoring documentation for all intervention plans ● BrM – ensure meeting and family communication documentation is current/accurate ● BrM – monitor and support staff “Current To-Dos” and “Overdue To-Dos” ● BrM – support and monitor revision of existing or creation of new intervention plans ● BrM – generate, save, and send home intervention letters (SB 1153) by Feb 28th
March	<ul style="list-style-type: none"> ● Ensure MTSS Teacher Teams / PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. ● Ensure MTSS Campus Team engages in problem-solving for highest need students, creates Tier 3 intervention plans as needed, and monitors student progress. ● Plan for ongoing professional development. ● Monitor attendance and create plans for students with high absences/tardies. ● Observe classrooms and common areas to assess campus and classroom management plans and instructional systems. ● Attend teacher/parent conferences of students with significant concerns. ● For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for services (e.g. counseling, home visit, speech consult, 504/dyslexia, GATE, special education). ● High schools: Review credit recovery plans ~~~~~ ● BrM – support progress monitoring documentation for all intervention plans ● BrM – ensure meeting and family communication documentation is current/accurate ● BrM – monitor and support staff “Current To-Dos” and “Overdue To-Dos” ● BrM – support and monitor revision of existing or creation of new intervention plans

April	<ul style="list-style-type: none"> ● Ensure MTSS Teacher Teams / PLCs engage in regular problem-solving to identify high priority students and skills using data (screeners, benchmarks, etc.), create small-group intervention plans and monitor progress. ● Ensure MTSS Campus Team engages in problem-solving for highest need students, creates Tier 3 intervention plans as needed, and monitors student progress. ● Plan for ongoing professional development ● Monitor attendance and create plans for students with high absences/tardies. ● Attend teacher/parent conferences of students with significant concerns. ● For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for services (e.g. counseling, home visit, speech consult, 504/dyslexia, GATE, special education). ● High schools: Review credit recovery plans ~~~~~ ● BrM – support progress monitoring documentation for all intervention plans ● BrM – ensure meeting and family communication documentation is current/accurate ● BrM – monitor and support staff “Current To-Dos” and “Overdue To-Dos” ● BrM – support and monitor revision of existing or creation of new intervention plans
May	<ul style="list-style-type: none"> ● Ensure MTSS Teacher Teams and MTSS Campus Team review status of all students receiving interventions. ● Administer end of year screeners and analyze data. ● Compile a list of “red flag” students who will need continued intervention and attention at the beginning of the next school year. ● Prioritize professional development needs for the summer and beginning of the next school year. ● Identify staff for various professional development opportunities and invite. ● Attend teacher/parent conferences of students with significant concerns. ● For students receiving intervention with fidelity for longer than 9 weeks and experiencing little or no growth despite adjustments to current plan, consider increasing intensity of intervention (tier) or referring for services (e.g. counseling, home visit, speech consult, 504/dyslexia, GATE, special education). ● High schools: Review credit audits for all students. Create credit recovery plans in collaboration with students. ~~~~~ ● BrM – ensure progress monitoring documentation is complete for all intervention plans ● BrM – ensure meeting and family communication documentation is

	<ul style="list-style-type: none"> complete ● BrM – support staff to clear out all “To-Do” items ● BrM – For grades 3, 5, 8, document ALC Plans and notify parents. ● BrM – For high school, document IGC
June/July	<ul style="list-style-type: none"> ● Schedule MTSS Teacher Team and Campus Team meetings on Master calendar for following school year. ● Ensure MTSS expectations and procedures are reflected in staff handbook. ● Schedule intervention time into the master schedule. ● Create campus behavior plan with clear expectations

The Data-Based Problem Solving Approach

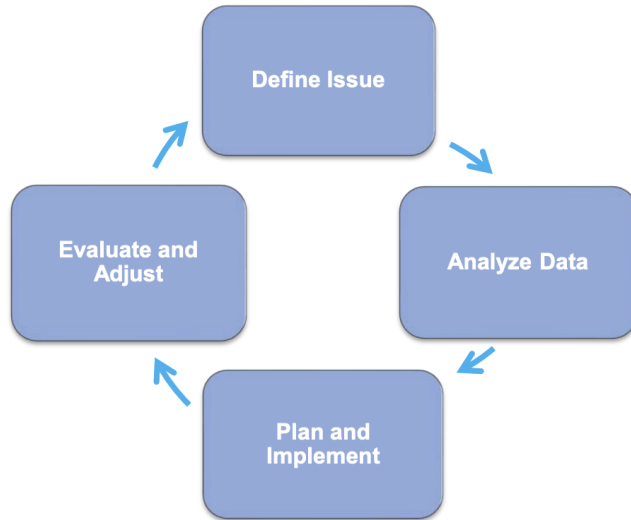
The Problem-Solving Approach used in MTSS focuses equal attention on the learner, the environment, and the curriculum. The process is used to analyze issues and concerns at each tier to make informed decisions based on data. This process is not linear but rather matches instructional resources and services to individual and system needs.

There are four components to this ongoing process:

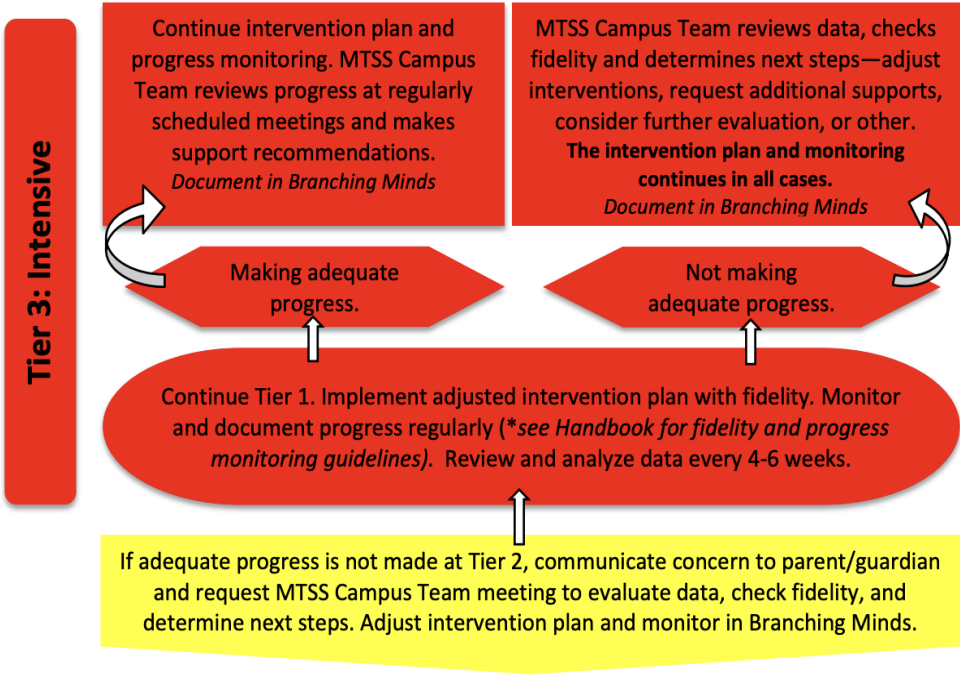
- 1. Define**—identify the issue or concern
- 2. Analyze**—use multiple sources of data to determine the cause of the issue or concern. Data to be analyzed may include universal screeners, progress monitoring, parent and teacher information, work samples, etc. Campus data may be analyzed for systems level problem-solving.
- 3. Implement a Plan**—determine a goal and create a plan that will be implemented with a high degree of fidelity. The plan should include:
 - An observable and measurable goal
 - The instruction or intervention that will address the situation or concern - How progress will be monitored
 - A timeline for review
- 4. Evaluate**—Collect and analyze school-wide, small group, and individual data to evaluate

if the plan is working or if changes are needed.

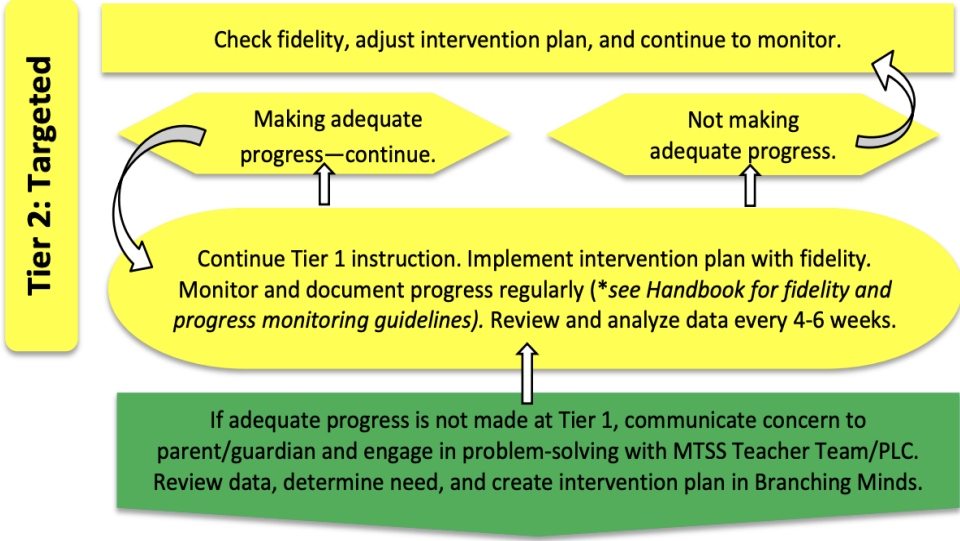
Problem-Solving Process



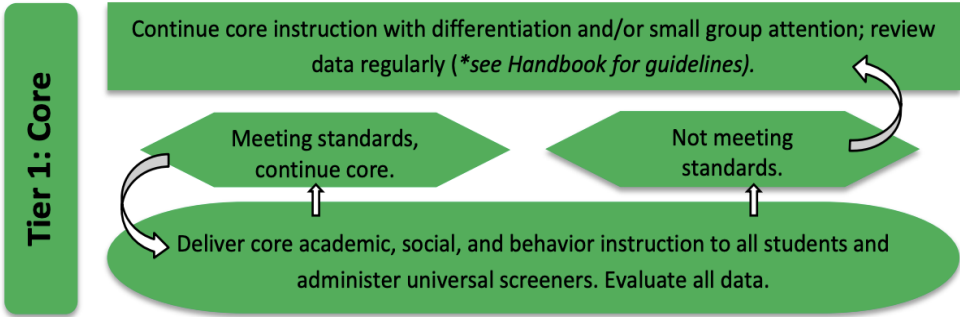
In rare cases where a severe or medical need exists, refer to SpEd or 504 guidelines.



If data reveals dyslexia indicators, begin Dyslexia Referral Checklist.

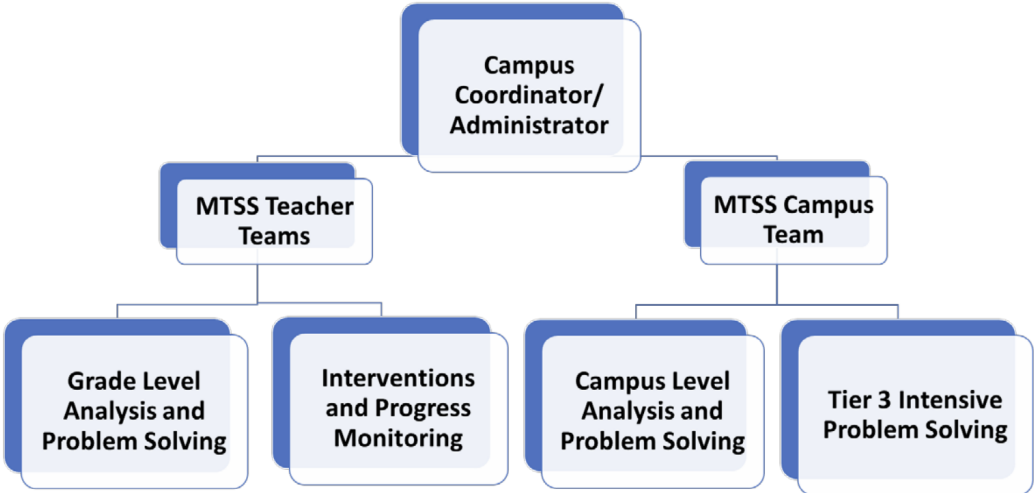


If more than 20% of class does not meet standard, adjust core instruction.



AISD MTSS WorkFlow Example

Multi-Tiered Systems of Support is truly a best practice educational approach and school improvement model that exemplifies collective responsibility and encompasses a very broad scope of work. The MTSS Campus Coordinator will provide training to staff, serve as the campus expert/contact, and work with campus and district instructional leaders to address campus structures and protocols, meetings, data analysis, problem-solving, and documentation; MTSS necessitates a team approach that includes the leadership and collaboration of all instructional leaders and educational professionals



AISD Tiered Problem-Solving Groups

	Tier 1 Teacher Teams	Tier 2/3 Teacher Teams	Tier 3 Campus Team
Purpose	Data review Identify successful practices Identify adjustments needed to core instruction ID students who need additional support/differentiation ID curricular supports/resources	Review student data and prioritize need Identify goal(s) Design interventions to address needs/goal ID resources needed Review progress monitoring data and fidelity of implementation Adjust plan as needed	Review data for growth Review fidelity of implementation Consider intensifying or adding intervention Consider need for outside services Identify resources needed Adjust plan as needed
Team Members	Teacher Team (PLC—grade level, dept, etc.) Instructional Coaches/Specialists When needed: - Administrator - Counselor - Instr. Coaches/Specialists	Teacher Team (PLC—grade level, dept, etc.) When needed: - Administrator - Counselor - Instr. Coaches/Specialists	Campus Team: Teachers Campus MTSS Coordinator Administrator Counselor Parent (invited) When needed: - Nurse, SLP, LSSP, Diagnostician, Bilingual/ESL
Frequency	Meet every 2-4 weeks to plan/adjust core instruction and explore best practices	Meet every 2-4 weeks to review small-group intervention progress	Meet every 2-4 weeks to review individual student progress
Meeting Resources	Instructional materials Campus data (screeners, benchmarks, behavior, etc.) Technology	Student data, Progress monitor data (academic, behavior, attendance), Information from parent Behavior data	Student data, Progress Monitor data (academic/behavior/attendance), Health information Speech screeners/SLP
Meeting Documentation	Meeting agendas and minutes per campus protocol. Family notification via standard parent conferences, documented in Branching Minds.	Meeting agendas and minutes per campus protocol. Family notification via standard parent conferences, documented in Branching Minds. Meeting agendas and minutes per campus protocol; intervention plans, family communication and intervention letters in BrM. For highest priority students, capture brief meeting notes in BrM	Meeting agendas and minutes per campus protocol. Family notification via standard parent conferences, documented in Branching Minds. Meeting agendas and minutes per campus protocol; intervention plans, family communication and intervention letters in BrM.

DATA - Based Decision-Making Guide

Possible Data Outcomes	Possible Decisions on Future Interventions
Progress monitoring chart shows great success, and student is now on grade level or meeting benchmarks.	Discontinue the intervention; student continues participation in core instruction.
Progress monitoring chart shows some success, but student is not yet on grade level or meeting benchmarks.	Continue the intervention for an additional grading period; student continues participation in core instruction. or Modify intensity (frequency and/or duration) of the current intervention without otherwise changing it. or Move student to a more intensive intervention and continue participation in core instruction
Progress monitoring chart shows little or no positive growth on targeted skills.	Move student to a more intensive intervention and continue participation in core instruction. or Consider moving the student forward to a MTSS Campus Team meeting for more intensive staffing. Consider 504/Dyslexia eligibility. *always continue support while waiting on the assistance of another team.

Adapted from *Beyond the RTI Pyramid* by William Bender

Problem-Solving Meeting Sample Agendas

There are multiple ways to arrange and document MTSS meetings, however it is important for teams within a campus to choose a similar format in order to enhance professional learning, build consistency, and strengthen systems. Each campus should develop a common agenda and way of documenting PLC / MTSS teacher team work. Similarly, each MTSS Campus Team (Tier 3) should develop an agenda and documentation format. To effectively examine data and engage in productive problem-solving, meetings at all tiers should be thoroughly recorded and organized by date.

The following pages contain examples of team agendas, templates, and other documents to assist MTSS teams with organization. It does not matter which format a campus uses as long as they use the same general format. Forms can be found here in the handbook as well as in the electronic materials.

Note that Branching Minds supplies the following prompts when entering meeting notes:

Student History:

Family Input:

Support Plan Focus:

Progress Updates:

Plan Updates:

Next Meeting Date:

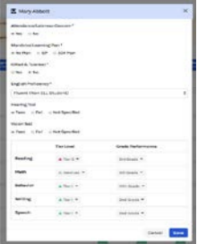
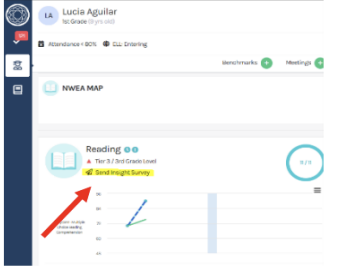
These prompts are intended to guide discussion and ensure that the whole-child is considered and the meeting is action-oriented on responses and supports for student success. Use of all prompts may not be appropriate for every meeting; these prompts are not required and may be adjusted as needed.

Tier 3 Campus Team Meeting Guide

This is a meeting guide for Tier 3: MTSS Campus-Level Team meetings during which individual students will be discussed. This model is recommended for students with the most intense needs, and those who are not growing through their intervention plans.

It is recommended that campuses use a group-based model (through PLC/grade-level/content teams) for planning, monitoring, and adjusting both students with tier 2 needs and students with tier 3 needs who are growing along their personal learning continuums

Before 1st Tier 3/MTSS Campus-Level Team Problem Solving Meeting

<p>1) Review Student Details:</p>	<p>Guiding question:</p> <ol style="list-style-type: none"> 1. Is the student information correct and ready for the first meeting? <p>Action:</p> <ol style="list-style-type: none"> 1. On My/All Students page, select the “...” at the end of the student card, and select Edit Student 2. Check that student information is correct (ELL level, IEP status, grade level performance, etc.) 
<p>2) Invite Team Members</p>	<p>Guiding question:</p> <ol style="list-style-type: none"> 1. Who are integral team members to invite? Consider campus staff, parent/guardians, service providers, etc. <p>Action:</p> <ol style="list-style-type: none"> 1. For parent/guardian: from the Student’s Overview page, select the plus icon to add a family communication <ul style="list-style-type: none"> • Select “Meeting Invitation”; Generate the letter and save. Deliver letter (email, mail, in-person) 2. For staff: send calendar invite
<p>3) Collect Teachers’ Insights About Student</p>	<p>Guiding question:</p> <ol style="list-style-type: none"> 1. What are teachers seeing? <p>Action:</p> <ol style="list-style-type: none"> 1. On My/All Students page, click on the student to open their Overview page 2. From the Student’s Overview page, scroll to the topic needed, click on Send Survey 3. In the Survey Invite Modal, type in the names of the teachers you would like to invite- – include the date the survey should be completed by in the message. 

At 1st Tier 3/MTSS Campus-Level Team Problem Solving Meeting

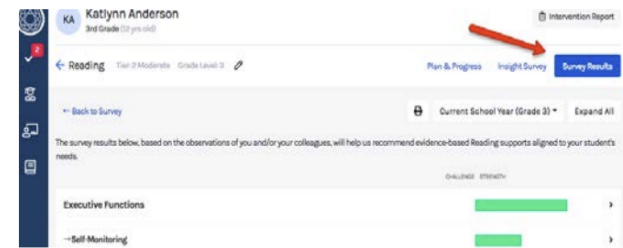
**1)
Review Insight
Survey Results:**

Guiding questions:

1. What are the student's strengths and challenges?
 - a. Is there agreement/disagreement?
2. Are there other factors impacting student's school success?
3. Which challenge(s) should we target?

Action:

1. From **My/All Students** page, select the student.
2. Select the topic of concern,
3. Click on the **Survey Results** tab.



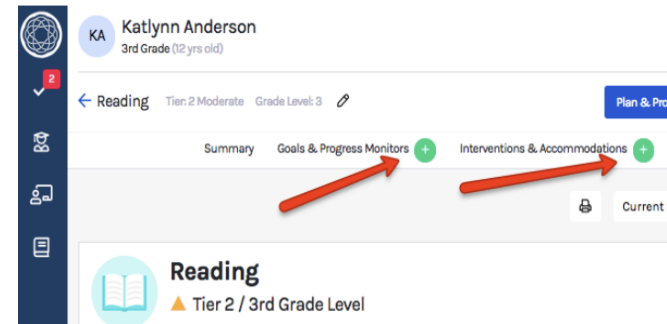
**2)
Create a
Collaborative
Intervention
Plan (or
update/tweak
existing plan):**

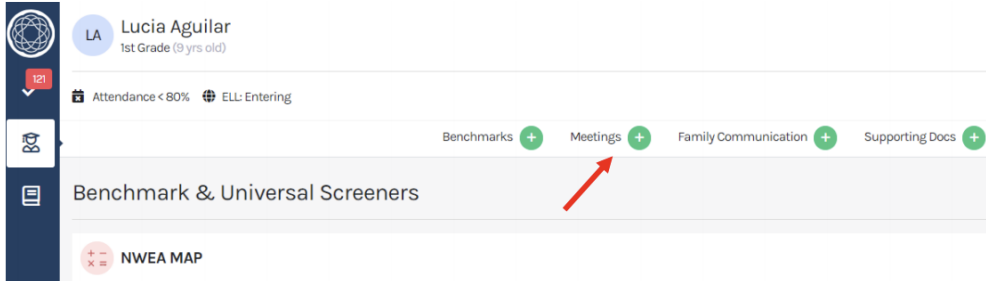
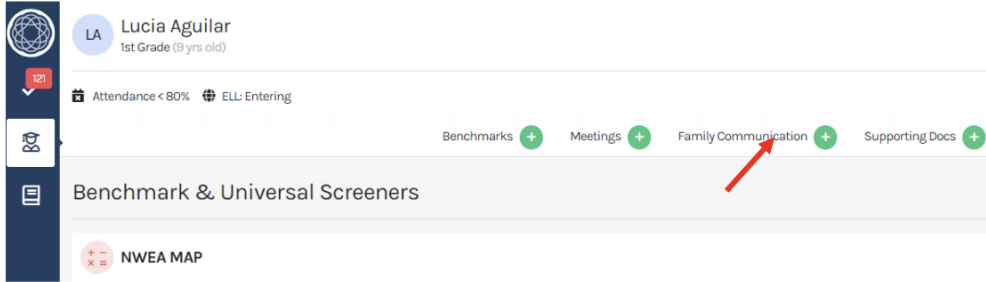
Guiding questions:

1. What are our goals for this student?
 - a. How will we measure the progress?
2. Who is available to support this student? In what settings can they receive support (interventions/accommodations)?
 - a. Which interventions and accommodations should we add to the plan?

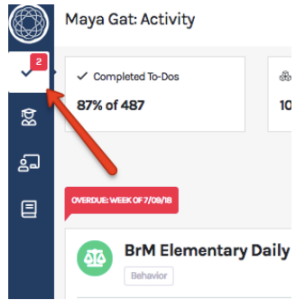
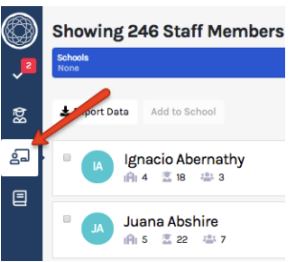
Action:

1. From **My/All Students** page, select the student,
2. Select the topic of concern,
3. From the student's **"Topic Plan & Progress"** tab, click on the green plus buttons to add:
 - goal(s) & progress monitors
 - intervention(s) & accommodation(s)



<p>3) Record “Meeting Summary”</p>	<p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What did we decide? <p>Action:</p> <ol style="list-style-type: none"> 1. From the Student’s Overview page, scroll down to the Meeting section 2. Select the plus icon to add a meeting 3. Fill out a brief summary of details in the meeting modal <p>**Not intended to restate plan details but to provide a high-level summary of decisions/next steps</p>  <p>The screenshot shows the 'Student's Overview' page for Lucia Aguilar, 1st Grade (9 yrs old). It displays attendance at 80% and ELL status as 'Entering'. A navigation bar includes 'Benchmarks +', 'Meetings +', 'Family Communication +', and 'Supporting Docs +'. The 'Meetings' tab is highlighted with a red arrow. Below the navigation bar, there are sections for 'Benchmark & Universal Screeners' and 'NWEA MAP'.</p>
<p>4) Share Updates</p>	<p>Guiding questions:</p> <ol style="list-style-type: none"> 1. Were all integral team members present? (parent/guardian, service providers, etc.) If not, are there changes we should communicate with the family and other campus staff? <p>Action:</p> <ol style="list-style-type: none"> 1. From the Student’s Overview page, select the plus icon to add a family communication 2. Select “Intervention Letter” or “Log Other Communication” 3. Generate the letter or “other communication” and log it 4. Follow through with family and staff communication  <p>The screenshot shows the 'Student's Overview' page for Lucia Aguilar, 1st Grade (9 yrs old). It displays attendance at 80% and ELL status as 'Entering'. A navigation bar includes 'Benchmarks +', 'Meetings +', 'Family Communication +', and 'Supporting Docs +'. The 'Family Communication' tab is highlighted with a red arrow. Below the navigation bar, there are sections for 'Benchmark & Universal Screeners' and 'NWEA MAP'.</p>

In Between Tier 3/MTSS Campus-Level Team Problem Solving Meetings

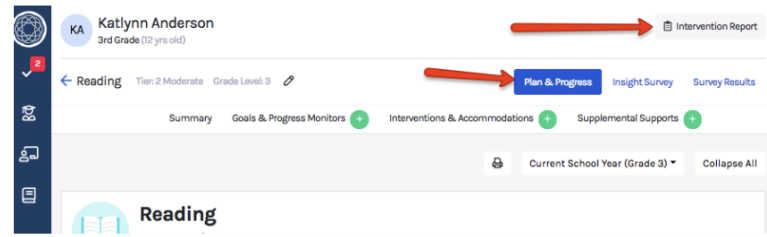
<p>1) All Participating Teachers: Log To-Do's</p>	<p>Teachers with assigned work on BrM log in weekly to review their "To-Do's," to both preview what's coming up and check off what's been completed:</p> <ol style="list-style-type: none"> 1. Select the To-Do's button, and view what's "overdue," due "this week," and "coming up." 2. Check off any completed To Do's, modify or add notes as needed <p>* BrM sends emails every Friday to remind educators of their To Do's.</p>	
<p>2) MTSS Coordinator: Monitor Plan Implementation</p>	<p>From the top of My/All Students page, BrM will alert you to students who are tier 2 or 3 but don't have plans, or students whose plans have overdue to-do's.</p>	
<p>3) MTSS Coordinator: Check on Students' Progress</p>	<p>From My/All Students page click on any student's name and then either from their Overview page, their Intervention Report, or the specific Topic page, to review their progress.</p>	
<p>4) MTSS Coordinator: Check in on Teachers' Progress</p>	<p>From Staff Members page, you can see an overview of each teachers' to-do's that are either current or overdue.</p> <p>To see more details about a teacher's to-do's, click on the teacher's name.</p>	

At Following Tier 3/MTSS Campus-Level Team Problem Solving Meeting

**1)
Review Student
Progress**

Guiding questions:

1. Was our support successful?
 - a. Was the support delivered with fidelity?
(delivered as intended and with sufficient intensity)
 - b. Is the student making sufficient growth?
(see district guidelines)



Action:

1. From **My/All Students** page, select a student's name.
2. Then either select the **"Intervention Report,"** or view from the student's **Topic Plan/Progress** page.

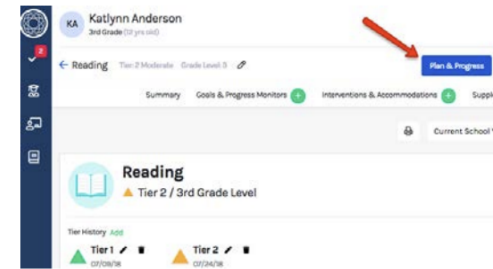
**2)
Re-think Tier &
Intervention
Plan(s)**

Guiding question:

1. What are we doing next?

Action:

1. From the **"My/All Students"** page, select the student's topic of concern.
2. Then from the student's **"Plan/Progress"** page, reconsider the tier and add any tier decision
3. Revise goals/progress monitors, interventions/accommodations by selecting the pencil icon on the right side of each plan element.
4. Add new plan elements by clicking the green plus button on the top of the page.



**3)
Record "Meeting
Summary"**

Same as first meeting.

**4)
Share Updates**

Same as first meeting.

Documentation – Meetings & MTSS Work

The primary purpose of MTSS is to ensure quality instruction that maximizes student learning in all areas. While instruction is the focus, proper documentation of all components of the problem-solving process is essential. Not only is it necessary to keep a record of discussions and actions taken, but it is important that information is able to be shared across stakeholders. During problem solving conversations, having information about previous interventions, strategies, and services provided will enable the team to move forward in a more efficient and productive way. Starting from scratch each year or when the student changes schools impedes the intervention process and delays the delivery of quality supports. For these reasons, proper documentation is essential.

What	Who	Where
Tier 1 System/Data Reviews	MTSS Campus Team PLC/Teacher Teams	Per campus protocol
Tier 2/3 Problem-Solving meetings	PLC/Teacher Teams	Agendas/minutes per campus protocol For students who are not growing, please document brief meeting notes in Branching Minds
Tier 3 Problem-Solving meetings	MTSS Campus Team	Branching Minds
Intervention Plans <ul style="list-style-type: none"> • Goal • Intervention materials and strategies • Frequency/duration • Progress monitoring schedule and data 	Individual teachers PLC/grade level teams MTSS Campus Team	Branching Minds
Progress Monitoring Data	Classroom teachers Specialists/interventionists	Branching Minds
Referral for Additional Services or Evaluation	MTSS Campus Team	In Branching Minds, document that the referral was made, then follow documentation protocols based on the requested program

Universal Screeners

Universal screening is the Tier 1 assessment of all students on integral success and mastery indicators based on national norms. Universal screeners are typically administered three times a year, at the beginning of the year (BOY), middle of the year (MOY), and end of year (EOY). Data from universal screeners are used to: 1. Inform instruction by providing educators valuable data on what learners are ready to learn next. 2. Measure growth from one testing event to the next. 3. Track growth over time and predict each student's expected learning trajectory.

Pre-K: The CIRCLE Progress Monitoring System is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time. The data used to support the reliability and validity of the CIRCLE Progress Monitoring System came from numerous research studies conducted by the Children's Learning Institute over a five-year span.

K-10: NWEA's Measures of Academic Progress (MAP)

The MAP assessment is used to screen and document individual, class, campus, and district skill development for AISD's Kindergarten to 10th-grade students. Each computer-based content assessment is adaptive, beginning with an on-grade level question, then progressively refining each student's current level of mastery. Content area assessments are administered as follows:

K-2nd: TX-KEA - Reading

K-1st: MPG (Map for Primary Grades) – Math

2nd: MPG (Map for Primary Grades) – Math Language Usage (optional)

3rd: Reading, Language Usage, Math

4th-8th: Reading, Language Usage, Math, Science

9th-10th: Reading, Language Usage, Math

Assigning Tiers

Academic, emotional, social, and behavioral development is not always synchronous; it is common for students to need different levels of support across content or developmental areas to maximize their potential. Assigning tiers and aligning resources to the tiers efficiently organizes services and ensures that each student has the necessary supports to be successful.

Tiers should always be assigned for each content or developmental area separately, using a data-based approach that includes the review of multiple data points. The district uses the following entrance/exit criteria as a starting point for tier assignment:

	Tier 2	Tier 3
MAP	40%	20%
STAAR	Approaches	Did not Meet

The Branching Minds MTSS platform utilized by the district supports an automated “first look” at assigning tiers. Campus staff with manager accounts can “manage tier levels” by submitting one or both of the above entrance/exit criteria for reading, math, science, and social studies. Assigning tiers to all students is currently required for math and reading, and optional for science and social studies.

Getting Started Setting Tiers Based on Student Need.

Auto-Tier. The majority of campuses elect to use MAP universal screener data to auto-tier in Branching Minds, then manually adjust tiers as needed based on their data meetings. Please see the Auto-Tier Guide.

Assigning Tiers: Q & A

Q1): I used MAP data to auto-tier and some of these assigned tiers are not accurate!

A MAP score is one data point. We understand that some students have test anxiety, were sick on test day, were bored, are historically not great at taking tests, etc. If you have other data points that indicate a student is closer to or further away from on-grade level performance, the tier should be manually adjusted.

(Q2): What is the procedure for manually changing a tier?

A member of the admin team may change the tier after presented with 2 or more data points that clearly demonstrate a different level of need than the MAP score indicates. This process can quickly and easily be integrated into existing data and instructional planning meetings.

(Q3): If I change a tier, will it stay that way?

No. After each MAP testing window, the new scores will be uploaded to BrM; once you auto-tier with this new data, manually assigned tiers are over-written. The first MAP testing window closes September 19th.

(Q4): I auto-tiered in BrM and am so overwhelmed. It says we need 300 plans!

Do not create 300 individual plans. This is not realistic or feasible. All students who are receiving the same intervention may be documented through a single group intervention plan. The plan will automatically populate under each student's individual profile. Above all, if faced with an astronomical number of Tier 3 needs on your campus, prioritize those students with the greatest needs and continue to refine Tier 1 and Tier 2 systems.

Senate Bill 1153 and PEIMS

Senate Bill 1153 requires the district to PEIMS code / report on which students are receiving intervention. Please ensure that every student's math and reading needs/tiers are set in Branching Minds and facilitate the creation, implementation, and monitoring of intervention plans to support students in need of Tier 3 (intensive) support by **October 16th**.

Writing Effective Goals

Intervention Plan Component 1: Writing Effective Goals

The measurable goal is an important part of the intervention plan. The goal is the target and the skill that is measured with data in the progress monitoring phase. When reading a completed goal, it should be clear to anyone exactly what skill is being measured and what target is expected for mastery. Whether writing a goal for a small group at Tier 2 or writing an individualized goal for a student in Tier 3, it is important to carefully consider guiding questions, use relevant data, and ensure your goal is written in a S.M.A.R.T. format.

Guiding Questions

- What do we want the student to know or do?
- Why can't the student do this now? What skills are missing?
- What CAN the student do now?
- How is this relevant to this student's learning?
- How can we measure this knowledge, skill, or behavior?

Data

Kinds of Data	Sources of Data
<ul style="list-style-type: none">• State Assessments• Universal Screeners• Benchmarks• Content-Based Assessments (CBAs)• Attendance Data• Discipline Data	<ul style="list-style-type: none">• STAAR/EOC• MAP, Circle• TFAR• TX-KEA

Determine the Goal

1. Identify the highest skill the student CAN do and write a goal to measure the next step.
2. Determine a missing skill that would make a significant difference if achieved and write a goal to address that skill.
3. Identify a desirable behavior that would increase the student's ability to be successful and write a goal to increase that behavior.

S.M.A.R.T. Goals

Specific—clearly focused; answers who, what, where, when, etc.

Measurable—establishes concrete criteria for measuring progress

Attainable—reasonable chance of being achieved

Relevant—achievement will make a significant difference to the student’s ability to make progress

Timely—the goal has a begin date and time frames for progress monitoring and data review (from the work of George T. Doran, Paul J. Meyer, and others)

“The student will (verb)...” is a good way to start a goal.

Measurable Verb Examples (Bloom)

- Remembering: tell, label, describe, list, define, show
- Understanding: explain, summarize, identify, locate
- Applying: solve, perform, complete, sketch, perform
- Analyzing: calculate, analyze, categorize, quantify
- Evaluating: compare, measure, review, investigate
- Creating: build, create, develop, organize, revise

Things to Keep in Mind

- Goals are skill based, not standards or grade based.
- Good goals are reasonable but ambitious.
- Measure progress, review fidelity and results, and adjust as needed.
- Be judicious—each goal must be measured regularly. Don’t overwhelm yourself with too many goals.
- To measure progress, plan for multiple data points, gathered at least every other week. Measurements taken less frequently (BOY/MOY/EOY, DRA, etc.) are not good tools for short term goals.

Writing Measurable Goals

Grade-Level	Non-Example	Example
Kinder	Rosa will demonstrate appropriate classroom behaviors.	Rosa will stay in her seat during academic work periods as measured by the student's point sheet. or Rosa will raise her hand and wait to be called on when wanting to speak during classroom activities as measured by the student's point sheet.
1st Grade	Chris will improve phonics skills.	Chris will identify letter sounds for all 26 letters of the alphabet (short vowel sounds) with 95% accuracy as measured using letter/sound flashcards
3rd Grade	Gustavo will get better at adding and subtracting two-digit numbers.	Gustavo will determine the correct operation and solve problems requiring addition and subtraction of two-digit numbers with and without regrouping, with 80% accuracy, as measured on teacher made assessments.
5th Grade	Maria will improve in reading.	Maria will read 2- and 3-syllable words from the 3rd grade list accurately and fluently by reading at least 80% (16 of 20) of words correctly within 30 seconds.
Middle School	Julio will master probability and statistics TEKS.	Julio will determine whether problems are permutations or combinations, choose the correct formulas and solve problems with and without visual representations, with 80% accuracy, as measured on teacher made assessments.
Middle School	Manuel will improve his study skills.	After assistance creating an organization system, Manuel will complete and turn in assigned work on time, as measured by scoring a weekly average of 3 or better on a 4- point teacher feedback sheet.
High School	Emma will be able to read quickly and accurately	Given a 7th-grade instructional level text (DRA 60 / Lexile 850-950 / F&P W), Emma will read 80 words per minute with 85% accuracy.
High School	Angel will learn how to write equations and understand what a function is.	Given a graph, table, word problem, or set of points, Angel will be able to accurately determine if each relation is a function and write an equation for each function. Target score is 4 out of 5 on a teacher-made assessment of consistent difficulty.

Progress Monitoring

Intervention Plan Component 2: Progress Monitoring

Progress monitoring is a critical component of the intervention plan used to determine if the intervention is effective for the student by –

1. Measuring a student’s growth toward mastery of a skill or concept
2. Establishing a rate of improvement (ROI) - is the student on a trajectory to catch up with peers?
 - at this rate, how many years of growth will the student progress this year – one? two?
3. Determining the effectiveness of selected resources and strategies for the student(s).
 - are all students in the same intervention demonstrating strong growth toward the goal?
 - are some students growing more quickly than others? Which resources or strategies might be added to help all students demonstrate strong growth?
 - are few or no students demonstrating strong growth? What else do we know about these students as learners? What are other approaches, strategies, and resources that might be a better fit?

Scope

Progress Monitors are very narrow in scope, and capture progress toward the single targeted skill or concept written in the goal. In the case of intervention, they are not intended to capture on-grade-level progress. If the target skill is above or below grade level, the progress monitor should be appropriately aligned. Choosing the right progress monitor helps to answer an essential MTSS question - if we meet students where they are at during intervention, what level of growth might be achieved?

Progress Monitor Examples

- * alphabet arc used to assess letter recognition or letter sounds
- * leveled texts of equal rigor used over time to assess wcpm
- * multiple versions of a short quiz over a narrow skill (math, science)
- * flash cards (sight words, math facts)

Progress Monitor Non-Examples

- * Broad CBAs/CBMs
- * Unit Quizzes & Tests over core instruction
- * MAP results
- * Reading levels (F&P, DRA, LM, etc.)
- * anecdotal notes
- * STAAR / EOC

Progress Monitoring Resources

Progress Monitors may be teacher-made, may come from an intervention set, kit, or program, or may be selected from a progress monitoring database such as easycbm.com. Whatever the source, it is important the assessment is tightly aligned to the goal and the intervention strategies and resources.

All educators have access to EasyCBM Lite as a resource for progress monitors. This resource provides nine versions of select progress monitors for reading and math grades K-8 over needs such as letter names, letter sounds, word fluency, passage fluency, phoneme segmenting, comprehension, geometry, numbers operations and algebra.

To start your account with Easycbm:

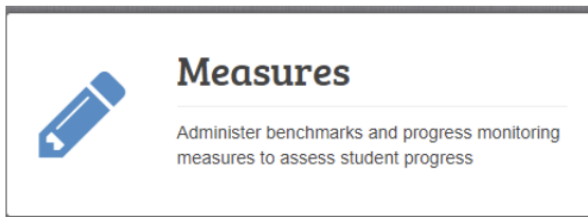
– Go to easycbm.com , click “Get Started Now”, and create your free account:

Lite

Start measuring progress now. No strings attached. No credit card required.

Get Started Now

After logging in, click on “Measures” to explore the available progress monitors



Tiered Interventions: Campus Logistics

Tiered Interventions Campus Logistics

After analyzing data to determine the needs of students, needs demonstrated by the majority of students are addressed by adjusting core instruction, while the more unique needs of some students are addressed through small group intervention. Student intervention groups are created based on like needs and intensity of need. Many campuses struggle with the logistics of meeting the number of unique needs identified through academic universal screening measures. The importance of the identified skill to long term success, available instructional minutes, staff, and materials are all important considerations when planning for intervention groups. Outlined below are several levels of intervention implementation that exemplify feasible and increasingly effective evidence-based models. While many campuses choose to start at level one and work their way up, implementing a level 2 model does not supplant, or replace, a level 1 model; a strong campus framework includes two or more layers of intervention implementation.

Primary Implementation Logistics (for students performing below grade level)

Level 1 – The campus schedule includes protected intervention time during which each teacher facilitates intervention groups for his or her own students in the classroom.

Level 2 – The campus schedule includes protected intervention time during which teachers share students across their grade level in order to facilitate more unique intervention groups than they could each facilitate alone.

Level 3 – The campus schedule includes protected intervention time during which teachers share students across their grade level and across other grade levels as needed, in order to maximize the number of unique intervention groups available for student support.

Secondary Implementation Logistics (for students performing below grade level)

Level 1 – The campus schedule includes frequent and consistent opportunities for students to receive on-going intervention before school, after school, or during Saturday sessions, as well as accessible credit recovery options. and The campus schedule includes EOC preparation support for students who are approaching grade-level mastery.

Level 2 – The campus schedule includes intervention courses for students who are performing significantly below grade level.

Level 3 – The campus schedule includes Flex Time multiple times a week during which all students receive instruction that supports growth on their learning continuums.

Intervention Materials

The district has many resources available for campuses to support all levels of instruction (see the district intervention matrix located on pp.48-50). Often, individual campuses have additional materials that were previously purchased through grants, special programs, or with campus funds, or may have a unique need for which they would like to purchase materials. To assess the quality and alignment of current or proposed materials, intervention selection criteria have been provided below.

Intervention Selection Criteria

It is important to select strategies, materials, and programs that have a strong research-base or evidence-base. Locally evidenced interventions that have proven effective with demographically similar students should be given first consideration. In order to ensure that students receive the most relevant and effective learning opportunities, examine the following additional characteristics of potential interventions before selection or purchase:

- Is it TEKS-based and aligned to our Tier 1 core curriculum?
 - Does it address the specific skill area(s) needed?
- Is it culturally relevant and responsive to the target group?
- What is the effect size?
 - How must the intervention be delivered to achieve this effect size?
 - *Minutes per session
 - *Days per week
 - *Group size

- Is the intensity flexible to accommodate both Tier 2 and Tier 3 needs?
- What are the associated costs (e.g. professional development, coaching, materials)?
- What resources are needed to effectively deliver the intervention (e.g. computers/tablets, software, paper products, writing utensils, dry erase boards & markers)?

MTSS Academic Intervention Matrix

Subject	Grade	Tier 1	Tier 2/3		
		Resources	Interventions	Tier 2 Practices	Tier 3 Practices
Reading/ELAR	PK				
	K-2			Skill specific Small group ≤ 8 3-4 times/week 15-20 minutes/day Progress Monitoring: every other week	Skill specific Individual or small group ≤ 3 4-5 times/week 20-30 minutes/day Progress Monitoring: every other week
	3-5			Skill specific Small group ≤ 8 3-4 times/week 20-30 minutes/day Progress Monitoring: every other week	Skill specific Individual or small group ≤ 3 4-5 times/week 30-45 minutes/day Progress Monitoring: every other week

Subject	Grade	Tier 1	Tier 2/3		
		Resources	Interventions	Tier 2 Practices	Tier 3 Practices
Reading/ELAR	6-8			Skill specific Small group ≤ 8 3-4 times/week 20-45 minutes/day Progress Monitoring: every other week Or Flex-Time Model	Skill specific Individual or small group ≤ 3 4-5 times/week 30-60 minutes/day Progress Monitoring: every other week Or Intervention Course Model
	9-12			Skill specific Small group ≤ 8 3-4 times/week 30-45 minutes/day Progress Monitoring: every other week Or Flex-Time Model	Skill specific Individual or small group ≤ 3 4-5 times/week 30-60 minutes/day Progress Monitoring: every other week Or Intervention Course Model

Subject	Grade	Tier 1	Tier 2/3		
		Resources	Interventions	Tier 2 Practices	Tier 3 Practices
Math	PK				
	K-2			Skill specific Small group ≤ 8 3-4 times/week 15-20 minutes/day Progress Monitoring: every other week	Skill specific Individual or small group ≤ 3 4-5 times/week 20-30 minutes/day Progress Monitoring: every other week
	3-5			Skill specific Small group ≤ 8 3-4 times/week 20-30 minutes/day Progress Monitoring: every other week	Skill specific Individual or small group ≤ 3 4-5 times/week 30-45 minutes/day Progress Monitoring: every other week

Subject	Grade	Tier 1	Tier 2/3		
		Resources	Interventions	Tier 2 Practices	Tier 3 Practices
Math	6-8			Skill specific Small group ≤ 8 3-4 times/week 20-45 minutes/day Progress Monitoring: every other week	Skill specific Individual or small group ≤ 3 4-5 times/week 30-60 minutes/day Progress Monitoring: every other week
	9-12			Skill specific Small group ≤ 8 3-4 times/week 20-45 minutes/day Progress Monitoring: every other week	Skill specific Individual or small group ≤ 3 4-5 times/week 30-60 minutes/day Progress Monitoring: every other week

Tiered Academic Plans

Tiered Academic Plan (TAP):Tier 1



Administer Universal Screener - Measures of Academic Progress (MAP)

IF there are areas in which more than 20% of students are behind grade level...

THEN use the data to enhance core instruction: incorporate skill-driven lessons that fill gaps integral to grade-level success.

And/Or

IF there are areas in which up to 20% of students are behind grade level...

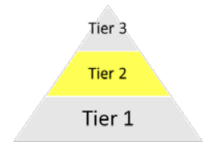
THEN consult the TAP for Tiers 2/3

Provide evidence-based core instruction that includes differentiation, scaffolding, and re-teach opportunities.

Tiered Academic Plan (TAP):Tier 2

Evaluate multiple sources of data for each student needing Tier 2 support:

- Measures of Academic Progress (MAP)
- Curriculum-Based Assessments (CBAs)



Create flexible intervention groups of 3-10 students designed by specific learning target area of need to be supported during regular intervention time.

Choose appropriate intervention to target the needs of each group and determine how progress will be monitored.

Grade	Duration (minutes)	Group Size	Frequency	Total Time Per Week	Progress Monitoring	PM Data Review
PK-K	10-20	3-5	1-2 x day, 3-4 x week	60+ minutes	Every week	Every 2-3 weeks
1-2	15-25	4-6	1-2 x day, 3 x week	60+ minutes	Every other week	monthly
3-5	20-30	4-8	3 x week	60+ minutes	Every other week	monthly
6-8	20-45	4-12	3 x week	60+ minutes	Every other week	Every 4-6 weeks
9-12	20-45	4-12	3 x week	60+ minutes	Every other week	Every 4-6 weeks

(Stecker, Fuchs, and Fuchs 2008)

Duration over time: Implement intervention for 6-12+ weeks

If Dyslexia is suspected...Then talk with Campus Counselor.

Tiered Academic Plan (TAP): Tier 3

Evaluate multiple sources of data for each student needing Tier 3 support:

- Measures of Academic Progress (MAP)
- Curriculum-Based Assessments (CBAs)
- iStation’s Indicators of Progress (ISIP)



Administer diagnostic tool included with the selected intervention program to further isolate need, if possible.

Create flexible intervention groups of 1-5 students designed by specific learning target / area of need to be supported during regular intervention time.

Choose appropriate intervention to target the needs of each group and determine how progress will be monitored.

Tier 3 Intervention Delivery Table by Grade

Grade	Duration (minutes)	Group Size	Frequency	Total time per Week	Progress Monitoring	PM Data Review
PK-K	10-20	1-3	1-2 x day, 3-5 x week	90+ minutes	Every week	Every 2-3 weeks
1-2	15-25	1-4	1-2 x day, 3-5 x week	90+ minutes	Every other week	monthly
3-5	20-30	1-5	3-5 x week	90+ minutes	Every other week	monthly
6-8	30-45	3-8	3-5 x week	90+ minutes	Every other week	Every 4-6 weeks
9-12	30-60	3-8	3-5 x week	90+ minutes	Every other week	Every 4-6 weeks

Duration over time: Implement intervention for 6-12+ weeks

Speech/Language Developmental Skills

Grade	Listening Skills	Speaking Skills
K	<p>Follow 1-2 simple directions in a sequence</p> <p>Listen to and understand age-appropriate stories read aloud</p> <p>Follow a simple conversation</p>	<p>Be understood by most people</p> <p>Answer simple "yes/no" questions</p> <p>Answer open-ended questions (e.g., "What did you have for lunch today?")</p> <p>Retell a story or talk about an event</p> <p>Participate appropriately in conversations</p> <p>Show interest in and start conversations</p>
1st	<p>Remember information</p> <p>Respond to instructions</p> <p>Follow 2-3 step directions in a sequence</p>	<p>Be easily understood</p> <p>Answer more complex "yes/no" questions</p> <p>Tell and retell stories and events in a logical order</p> <p>Express ideas with a variety of complete sentences</p> <p>Use most parts of speech (grammar) correctly</p> <p>Ask and respond to "wh" questions (who, what, where, when, why)</p> <p>Stay on topic and take turns in conversation</p> <p>Give directions</p> <p>Start conversations</p>
2nd	<p>Follow 3-4 oral directions in a sequence</p> <p>Understand direction words (e.g., location, space, and time words)</p> <p>Correctly answer questions about a grade-level story</p>	<p>Be easily understood</p> <p>Answer more complex "yes/no" questions</p> <p>Use increasingly complex sentence structures</p> <p>Clarify and explain words and ideas</p> <p>Give directions with 3-4 steps</p> <p>Use oral language to inform, to persuade, and to entertain</p> <p>Stay on topic, take turns, and use eye contact during conversation</p> <p>Open and close conversation appropriately</p>
3rd	<p>Listen attentively in group situations</p> <p>Understand grade-level material</p>	<p>Speak clearly with an appropriate voice</p> <p>Ask and respond to questions</p> <p>Participate in conversations and group discussions</p> <p>Stay on topic, use eye contact, and take turns in conversation</p> <p>Summarize a story accurately</p> <p>Explain what has been learned</p>
4th	<p>Listen to and understand information presented by others</p> <p>Form opinions based on evidence</p> <p>Listen for specific purposes</p>	<p>Use words appropriately in conversation</p> <p>Use language effectively for a variety of purposes</p> <p>Understand some figurative language</p> <p>Give accurate directions to others</p> <p>Summarize and restate ideas</p> <p>Organize information for clarity</p> <p>Make effective oral presentations</p>
5th	<p>Listen and draw conclusions in content area learning activities</p>	<p>Make planned oral presentations appropriate to the audience</p> <p>Maintain eye contact and use gestures, facial expressions, and appropriate voice during group presentations</p> <p>Participate in class discussions across content areas</p> <p>Summarize main points</p> <p>Report about information gathered in group activities</p>

American Speech-Language-Hearing Association.

www.asha.org/public/speech/development/communicationdevelopment/

Developmental Articulation Norms

Sound	Age at which 90% of children acquire the sound		Age at which considered delayed	
	Females	Males	Females	Males
p b m	3 years	3 years	3 years 6 months	3 years 6 months
n	3 years 6 months	3 years	4 years	3 years 6 months
h-	3 years	3 years	3 years 6 months	3 years 6 months
w-	3 years	3 years	3 years 6 months	3 years 6 months
d	3 years	3 years 6 months	3 years 6 months	4 years
k	3 years 6 months	3 years 6 months	4 years 6 months	4 years 6 months
g	3 years 6 months	4 years	4 years 6 months	5 years
f- (as in fan)	3 years 6 months	3 years 6 months	4 years 6 months	4 years 6 months
y (as in yes)	4 years	5 years	4 years 6 months	5 years 6 months
t	4 years	3 years 6 months	4 years 6 months	4 years
th (voiced as in this)	4 years 6 months	7 years	5 years 6 months	8 years
l- (as in lemon)	5 years	6 years	6 years	7 years
-f (as in leaf)	5 years 6 months	5 years 6 months	6 years	6 years
v	5 years 6 months	5 years 6 months	6 years 6 months	6 years 6 months
th (voiceless as in thumb)	6 years	8 years	7 years	8 years 6 months
sh/ch/j (as in jump)	6 years	7 years	7 years	8 years
-l (as in ball)	6 years	7 years	7 years	8 years
s z	7 years	7 years	8 years	8 years
ng	7 years	7 years	7 years 6 months	7 years 6 months
r- (as in run)	8 years	8 years	8 years 6 months	8 years 6 months
-er (as in water)	8 years	8 years	8 years 6 months	8 years 6 months
Initial Clusters	Age at which 90% of children acquire the sound		Age at which considered delayed	
tw kw	4 years	5 years 6 months	5 years	6 years 6 months
pl bl kl gl fl	5 years 6 months	6 years	6 years 6 months	7 years
sp s tsk s msn sw sl skw spl	7 years	7 years	8 years	8 years
pr br tr dr kr gr fr	8 years	8 years	8 years 6 months	8 years 6 months
thr (as in throw) spr str skr	9 years	9 years	9 years 6 months	9 years 6 months

Adapted from Smit, Hand, Frellinger, Bemthal, & Bird (1990). *Journal of Speech and Hearing Disorders*, 55, 779-798.

*Note regarding sound positions:

- m refers to beginning, middle, and ending word positions;
 - h- refers to initial word positions;
- f refers to middle and final word positions.

Behavior Interventions

Current research indicates that behavior interventions are most effective when delivered in an instructional format, like academic interventions. Research conducted over the past decade clearly shows that the most popular responses to school-based behavior have not had the intended result of improved behavior. In fact, the opposite is often true—punitive responses often result in decreased behavior competency. The best results occur when Tier 1 behavior systems are strong and directly taught throughout the year and students who need more intensive support have access to direct, explicit behavior interventions at Tier 2 and Tier 3.

In one study, classroom-based interventions led by teachers or paraprofessional which focused on self-monitoring reduced problems with teachers, discipline and suspension rates, and increased on-task learning behavior for students with emerging mental health problems (Wyman, Cross, Brown, Yu, Tu, & Eberly, 2010).

MTSS Behavior Intervention Matrix

	Tier 1	Tier 2		Tier 3	
	Instructional Practices /PBIS Strategies	Interventions	Progress Monitoring	Interventions	Progress Monitoring
Elementary & Secondary	<ul style="list-style-type: none"> • School-wide expectations • Classroom expectations (no more than 5) <ul style="list-style-type: none"> ○ Direct & explicitly taught ○ Visually presented ○ Developmentally appropriate • Classroom procedures and routines, directly taught, modeled, practiced, and reviewed • 3:1 ratio of acknowledgments and corrections • Opportunity for movement • Periodic brain breaks • Opportunities for purposeful peer talk <ul style="list-style-type: none"> ○ Think, pair, share ○ Shoulder partner ○ Turn & talk • Active Monitoring • Behavior Narration • Think aloud problem-solving • Fluid Redirection • Positive Reinforcement • Brief Redirection • Offering choices • Opportunities to respond • Opportunities to redo • Age appropriate instructional chunks • • ≤2 minute transitions • Use of attention signals (multi-sensory) • Avoid power struggles 	<p>Check in/Check Out</p> <ul style="list-style-type: none"> • Mentor may see up to 10 students • Standardized DBRC • Standardized CICO <p>Social Skills Instruction</p> <ul style="list-style-type: none"> • Weekly lessons • Groups of <10 <p>Daily Behavior Report Card (DBRC)</p> <ul style="list-style-type: none"> • Standardized • Based on school-wide expectations • Includes feedback loop 	<p>DBRC data collected daily during each period of the day. Analyze data every 4-6 weeks</p> <p>DESSA</p> <p>SECA (6-12)</p>	<p>Check in/Check Out</p> <ul style="list-style-type: none"> • Mentor may see up to 5 students • Individualized DBRC • Individualized CICO <p>Social skills Instruction</p> <ul style="list-style-type: none"> • Daily Lessons • Groups <5 <p>Daily Behavior Report Card (DBRC)</p> <ul style="list-style-type: none"> • Individualized • Based on behavior function • Includes feedback loop 	<p>DBRC data collected daily during each period of the day. Analyze data every 2-3 weeks.</p> <p>DESSA</p> <p>SECA (6-12)</p>

Check In/Check Out Overview

Check In/Check Out (CICO) at Tier 2 is designed to be a group-oriented intervention, designed especially for students with problem behaviors who:

- Have been unresponsive to Tier I strategies and systems
- Do not require more immediate individualized interventions
- Exhibit problem behaviors across multiple settings or contexts

Because CICO at Tier 2 is a group-based, standardized intervention, it is efficient and requires few resources. For example, the program can accommodate many students who can begin the process at any point during the year. Important considerations for CICO:

- Requires staff who are consistently available at the beginning and end of the day • Replaces other before and after school staff duties
- No more than 10 students for each mentor (fewer is better).
- Requires brief training with students to introduce mentor and explain process

Benefits of Check In/Check Out (CICO)

- Provides non-contingent positive adult contact
- Addresses events or situations that occur outside of school (setting events)
- Supports positive adult/student relationships
- Embeds social skills training and implementation into the school day
- Links to school-wide behavior goals and expectations (ex. Safe, Respectful, Responsible)
- Encourages goal-setting with regular feedback
- Encourages and reinforces student reflection and self-monitoring

Research Basis

Research conducted on CICO and similar programs has consistently shown a decrease in problem behaviors, discipline referrals, and referrals for special education evaluation. Research also shows clearly that CICO is most effective when Tier 1 positive behavior systems and practices are well-established and fully implemented within the school.

Check-In Check-Out Daily Routine

1. Student checks in with designated CICO staff member each morning to review goals and set positive tone for the day. It's important to have consistent mentor and check in location.
2. CICO mentor inquires about the student's previous evening and morning.
3. Student and staff review expectations and set a goal together.
4. Staff ensures student has necessary items, (including DBRC) for a successful day.
5. At end of day, student checks out with CICO mentor.
6. Student talks about the day and shares a high/low.
7. Staff collects/reviews DBRC and discusses strategies for improvement.
8. Staff ensures student has necessary items for homework.

Daily Behavior Report Card (DBRC) Overview

A Daily Behavior Report Card can be designed as a Tier 3 or Tier 2 intervention. At Tier 3, goals and behavior scales are individualized to each student. At Tier 2, goals and behavior scales are standardized to match school-wide expectations. Students needing Tier 2 supports at a campus use a standardized DBRC making it efficient, inexpensive, and time-effective. Use of a DBRC is appropriate for students in Pre-K through high school who:

- Have been unresponsive to Tier I strategies and systems
- Do not require more immediate individualized interventions
- Exhibit problem behaviors across multiple settings or contexts

DBRC also provides built-in systems for:

- Monitoring student progress
- Evaluating fidelity of implementation
- Transitioning to self-management
- Communicating with parents/guardians

Benefits of Daily Behavior Report Card

- Links to school-wide behavior goals and expectations (ex. Safe, Respectful, Responsible)
- Provides frequent student feedback
- Includes daily progress monitoring data
- Embeds social skills training and implementation throughout the day
- Supports regular home-school communication
- Encourages and reinforces student improvement and self-monitoring
- Provides framework for goal setting and CICO conversations

Research Basis. Research conducted on DBRC use has consistently shown a decrease in problem behaviors, discipline referrals, and referrals for special education evaluation. Research also shows that DBRC is most effective when Tier 1 positive behavior systems and practices are well-established and fully implemented within the school.

Daily Behavior Report Card (DBRC) Daily Routine

1. Student receives DBRC each morning from designated staff member (usually CICO mentor), reviews strategies, and sets goal for the day.
2. Teachers provide specific behavior feedback at designated times throughout the day.
3. Teachers mark numerical rating corresponding with each student's behavior.
4. At the end of the day, student checks out with staff member, reviews DBRC data and goals.
5. Points are tallied, and reinforcement/reward provided based on behavior.
6. DBRC ratings are entered into progress monitoring system for analysis and documentation.
7. Student takes DBRC home for parent signature and positive feedback.

Daily Behavior Report Card

Tier 2
Standardized Example

Student Name: _____ Teacher: _____ Grade: _____ Date: _____

Expectations	3	2	1
Safe	*Stays in assigned area *Respects personal space *Uses materials appropriately	*Remains in classroom, but out of assigned area *Behavior infringing on others' work space *Misuse of materials or classroom equipment	*Leaves designated area(s) without permission *Is physically aggressive or engages in unsafe behavior towards self or others including materials
Respectful	*Uses appropriate tone, volume and language Listens to others and talks in turn	*Uses negative language, raises voice or yells *Makes disruptive comments, talks out of turn	*Uses profanity, makes threats or bullying behaviors *Frequently talks over others
Responsible	*Brings necessary materials and personal items *Participates in classroom activities and focuses on work completion consistently	*Does not bring materials or other personal items *Participates in classroom activities or attempts assignments with or without support at 50% effort	*Refuses to bring/use materials, vandalism, theft *Refuses to participate or attempt to work

Class Periods	1	2	3	4	5	6	7	8	9	Points
Safe										
Respectful										
Responsible										
Point Totals:										

Things I did well:	Something to work on:	What reinforcement I'm working towards:
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Student Signature: _____ Staff Signature: _____ Parent Signature: _____









Daily Behavior Report Card

ECE MTSS Social & Emotional Tracker
Please refer to Social & Emotional Domain of the Texas Pre-K Guidelines

Teacher: _____ Campus: _____ Student: _____ ID: _____

Social & Emotional PK Guideline: _____

Social & Emotional PK Guideline: _____

Day of the Week		Greeting Time	Circle Time AM	Centers	Small Group Time	Gross Motor	Transitions	Family Style Meals	Circle Time PM
									
Monday Date:									
Tuesday Date:									
Wednesday Date:									
Thursday Date:									
Scoring Legend: D = Developed SD = Still Developing NI= Needs Improvement									
Teacher Use Only	D	Developed	3	MTSS Team Reflections: What can I do to prevent the behavior? What strategies am I using? What can I do if the behavior occurs? What new skills					
	SD	Still Developing	2						
	NI	Needs Improvement	1						

**ECE Tier 2 MTSS
Daily Behavior Report Card
Feedback Examples**

***Helpful tip:** Positive intent is seeing the best in others and creating teachable moments through conflict. We have a choice to see the best or worst. Positive intent increases trust & safety.*









DBRC Feedback Examples	
<p>Developed Teacher enthusiastically gives immediate, brief, specific, positive feedback</p>	<p>“You did it! You ____ so _____. That was helpful!”</p>
<p>Still Developing Teacher gives positive and brief corrective feedback that acknowledges the positive intent of the student’s behavior:</p>	<p>You did it! You ____ so _____. That was helpful! You wanted ____ so you _____. You didn’t know what else to do. Next time _____. That will help keep our classroom safe.”</p>
<p>Needs Improvement Teacher gives brief corrective feedback that acknowledges the positive intent of the student’s behavior</p>	<p>“You wanted ____ so you _____. You didn’t know what else to do. That was hard. Next time _____. That will help keep our classroom safe. You can do it! You got this!”</p>





DBRC Feedback NON-Examples	
<p>Developed No specific feedback on what the student did well</p>	<p>“Good job”</p>
<p>Still Developing All feedback is given at the end of the day or week, instead of after each activity</p>	<p>“Yesterday...” “A few hours ago...”</p>
<p>Needs Improvement Feedback is negative</p>	<p>“This is terrible.”</p>

Daily Behavior Report Card

Student: _____ Date: _____

Goal: Keep hands, feet, and objects to self.

Morning Routine	Reading Writing Table	Shared Reading	Math Group	Specials	Math Table	Science/SS	Wrap Up
							

<p>4=Excellent</p>  <p>Kept hands, feet, and objects to self</p>	<p>3=Good</p>  <p>Moved around but did not touch others</p>	<p>2=Getting there</p>  <p>Touched others but did not hurt anyone</p>	<p>1=Not ok</p>  <p>Hurt others</p>
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Student Signature: _____ Staff Signature: _____ Parent Signature: _____

Daily Behavior Report Card

Student Name: _____ **Grade:** _____ **Date:** _____

Behavior	1	2	3	4	5
Avoids work by being disruptive (loud talking, noises, walking around, touching others, destroying materials, leaving classroom)	Student destroys materials or leaves classroom.	Student walks around, talks loudly, or makes noises during work time.	Student attempts work for 10 minutes then takes 5-minute break in the classroom.	Student attempts work and request break/help from teachers when needed.	Student work consistently on tasks.

Classes	Hornet Time	Math	History	Science	PE	English	Band	Computer	Total
Score									
								Daily Average:	

Things I did well:	Something to work on:	What reinforcement I'm working towards:

Student Signature: _____ **Staff Signature:** _____ **Parent Signature:** _____

Social Skills Instruction Overview

The ability of students to interact effectively with peers and adults is crucial to their development and success at school. Studies show a strong correlation between poor social skills and low academic achievement. Strengthening social skills usually results in improved academic outcomes.

Social Skills Instruction provides direct, explicit instruction to students experiencing behavior challenges at school. Lessons address communication, self-monitoring, problem-solving, and goal setting and provide opportunities for students to discuss and practice strategies in a supportive environment. Addressing social skills throughout the school day “in the moment” is not sufficient for students experiencing challenging behaviors. Participating in a social skills class is appropriate for students who:

- Have been identified as “at risk” by a behavior screener,
- Have been unresponsive to Tier I strategies and systems,
- Exhibit problem behaviors across multiple settings or contexts,
- Benefit from direct instruction, hands-on activities, and opportunities to practice, and
- May be reluctant to participate in large group social lessons.

Benefits of Social Skills Instruction

- Links to school-wide behavior goals and expectations (ex. Safe, Respectful, Responsible)
- Is an effective, research-based behavior intervention
- Allows opportunities to practice strategies and build on existing skills
- Provides time to address issues and concerns that arise throughout the school year
- Encourages and reinforces student improvement and self-monitoring
- Includes students who may have problem behaviors that are not considered “disruptive.”
- Allows flexibility to target specific skill deficits or student issues that arise.

Research Basis. Research shows that direct social skills instruction results in a decrease in problem behaviors and discipline referrals. Social Skills Instruction is most effective when paired with Tier 1 positive behavior systems and practices throughout the school.

Social Skills Instruction Key Points

1. Social skills lessons should be planned, focused, and scheduled within the school day.
2. Lessons should follow a standard lesson structure—warm up, direct instruction, practice, wrap up—with opportunities for extension activities.
3. Tier 2 lessons should occur at least weekly; Tier 3 lessons should occur daily.
4. Lessons should be at least 20 minutes for elementary students and at least 30 minutes for secondary students.
5. Students should be grouped based on behavior need (i.e., safe, respectful, responsible)

Behavior Intervention Logistics and Fidelity Checks

Logistics

For any intervention to have the desired effect, it must be provided consistently and with fidelity. Because Tier 2 and Tier 3 behavior interventions are partially provided by staff other than the classroom teacher, ample planning and preparation is necessary before implementation. Consider the following Guiding Questions before beginning Tier 2 behavior interventions:

- How many students will be receiving Tier 2 supports?
- How many CICO mentors are needed?
- Is there time in the master schedule for delivery of Tier 2 supports?
- What qualities are important for staff who provide behavior interventions?
- Which staff members exhibit those qualities?
- When will staff receive training on behavior interventions?

There are multiple ways to provide all interventions. While the locations and time of day may look different from one school to another or from one grade level to another, it's important for each campus to think through the process and determine a structure that works for them. The table below gives examples of possible providers, times, and locations for the various essential behavior interventions.

Intervention	Possible Providers	Possible Time	Possible Locations	Other Considerations
Check in/ Check Out	Paraprofessional Counselor Interventionists Support Staff	Upon arrival/at dismissal During morning routine/meeting/breakfast 4 minutes before dismissal	Counselor's Office Teacher's classroom Hallway station/location Cafeteria Library Bus Lane	CICo serves as am/pm duty assignments Plan for mentor absences No more than 8-10 students per mentor
Daily Behavior Report Card	CICO mentor	At Check in/Check Out	At Check in/Check Out	Provide DBRC and review at Check in/Check out Staff training of Feedback Loop required
Social Skills Instruction	Counselor Paraprofessional Interventionists	Lunch Hornet Time	Counselor's Office Conference room Library Unused classroom	Consider grouping by skill deficit or need May group by grade level age

Fidelity Checks

To be effective, interventions must be provided with consistency and fidelity. Fidelity simply means delivering the intervention in the way it was designed. It is not reasonable to expect any intervention to work if it is delivered inconsistently or without all the necessary components.

The following checklists are provided to increase fidelity of implementation of the essential behavior interventions previously described. They should be used in the following ways:

- Referenced during staff training of behavior interventions
- Provided to all staff who deliver interventions to assist with implementation
- Used periodically by campus administration to spot check fidelity

Check in	Check out
<ul style="list-style-type: none"><input type="checkbox"/> Occurs prior to the start of the school day<input type="checkbox"/> Mentor asks about morning and previous evening<input type="checkbox"/> Distribute new DBRC and review goals<input type="checkbox"/> Review the skills and strategies needed to meet goals<input type="checkbox"/> Check for supplies<input type="checkbox"/> Send to first class with positive message	<ul style="list-style-type: none"><input type="checkbox"/> Occurs at the end of day<input type="checkbox"/> Mentor asks how the day went<input type="checkbox"/> Student turns in DBRC<input type="checkbox"/> Mentor looks for missing data and scans scores<input type="checkbox"/> Discuss skills used to earn high scores<input type="checkbox"/> Discuss what choices led to low scores<input type="checkbox"/> Check for supplies needed at home<input type="checkbox"/> Send home with positive message<input type="checkbox"/> Mentor records data in spreadsheet or Branching Minds

DBRC Feedback

- Teacher requests form from student
- Teacher states behavior observed and records number using DBRC scale
- If behavior is less than the goal, teacher states the goal and behavior needed to achieve goal
- If behavior is at the goal, teacher provides positive acknowledgement
- Teacher speaks discreetly using an instructional tone.

Social and Behavior Skills: A Developmental Timeline

Age	Emerging Social Skills	Behavior Skills to Teach
4 years	<p>Enjoy doing new things Like to play “house” Are more creative with make-believe play Would rather play with other children than by themselves Cooperative with other children Can’t tell what’s real and what’s make believe often Talk about likes and interests Understand the idea of “same” and “different” Play board or card games</p>	<p>Listening Waiting for adult’s attention Following directions Interrupting appropriately Using nice words Ignoring Asking for help Dealing with teasing Waiting for one’s turn Dealing with losing Dealing with consequences</p>
5 years	<p>Want to please and be like their friends Are more likely to agree with rules Like to sing, dance, and act Show concern and sympathy for others Are aware of gender Can tell what’s real and what’s make believe Are sometimes demanding and sometimes very cooperative</p>	<p>Listening Waiting for adult’s attention Following directions Interrupting appropriately Using nice words Ignoring Asking for help Dealing with teasing Waiting for one’s turn Dealing with losing Dealing with consequences</p>
5-7 years	<p>Develop greater empathy Establish and maintain positive relationships Start developing a sense of morality/right-wrong Able to control impulsive behavior Can identify and manage emotions better Forming a positive self-concept and self-esteem</p>	<p>Listening Waiting for adult’s attention Following directions Interrupting appropriately Ignoring distractions Asking for help Dealing with teasing Dealing with losing Dealing with consequences</p>
7-8 years	<p>Are more aware of other’s perceptions May complain about friends and other kids’ reactions Want to please but aren’t as attentive to directions Try to express feelings with words, but may resort to aggression when upset. Have moments of extreme insecurity and need encouragement Change between being helpful and upbeat to being rude and selfish Enjoy being part of a team or group More easily influenced by peers</p>	<p>Listening Waiting for adult’s attention Following directions Interrupting appropriately Ignoring distractions Asking for help Dealing with teasing Dealing with losing Apologizing Dealing with consequences Contributing to discussions Answering classroom questions</p>

Testing Accommodations

Sometimes it is necessary to provide assessment accommodations based on the unique needs of a student in order to accurately assess the student's level of mastery. When a teacher is providing assessment accommodations to a student in a grade or content area that is tested by STAAR, it is important to determine if the accommodations are used routinely, independently, and effectively, and are therefore appropriate testing accommodations for state assessments. Per 2TEA TETN-Event #43407 policy:

Routinely

- *The student should routinely receive the accommodation during classroom instruction and testing.*
- *The student has used the accommodation often enough that he or she is comfortable using it on the day of the state assessment.*
- *This does not necessarily mean that the accommodation must be used every day during instruction.*

Independently

- *The student should be able to use the accommodation independently, when applicable, during the state assessment.*
- *For accommodations where independence is applicable, there should be no need for teacher assistance when using the accommodation.*

Effectively

- *Educators should collect and analyze data pertaining to the use and effectiveness of accommodations (e.g., assignment/test scores with and without the accommodation, observational reports).*
- *This data will show whether the student still needs the accommodation or whether it is now unnecessary.*

If the testing accommodations meet these general criteria, the teacher should submit evidence to the campus MTSS Campus Team (per TEA policy). The MTSS team will then review the evidence and the accommodation-specific criteria to determine eligibility, complete district documentation, and assign appropriate testing accommodations for STAAR. Specific eligibility criteria for each accommodation (i.e. locally approved designated supports) are updated by TEA each year. Training on MTSS/AISD assessment accommodation policy updates will be provided by the MTSS department; documents will be housed in Branching Minds.

Multi-Tiered Systems of Support (MTSS) - Student Inventory

Reference Only: Generate through BrM

Student Name:

ID:

Grade:

Teacher:

Tier 1: Student Strengths & Weaknesses (highlight all that apply)				
	Strengths		Challenges	
Academic	Appropriate academic level	Oral language	Appropriate work pace	Oral reading
	Appropriate work pace	Oral reading	Assessment performance	Organization
	Assessment performance	Organization	Attendance	Phonics
	Attendance	Phonics	Auditory learner	Problem Solving
	Auditory learner	Problem Solving	Class preparation	Quality Work
	Class preparation	Quality Work	Comprehension strategies	Readiness
	Comprehension strategies	Readiness	Consistent academic growth	Reading comprehension
	Consistent academic growth	Reading comprehension	Follows instructions	Reading fluency
	Follows instructions	Reading fluency	Global learner	Seeks help when appropriate
	Global learner	Seeks help when appropriate	Grades Homework completion	Self-correction rate
	Grades	Self-correction rate	Kinesthetic learner	Spelling
	Homework completion	Spelling	Knowledge of skills	Test taking skills
	Kinesthetic learner	Test taking skills	Listening skills	Vocabulary
	Knowledge of skills	Vocabulary	Math computation	Word by word reading
	Listening skills	Word by word reading	Math reasoning	Word Recognition
	Math computation	Word Recognition	Motivation	Work completion
	Math reasoning	Work completion	Oral language	Written language
	Motivation	Written language		Understands language/content concepts
		Understands language/content concepts		
	Strengths		Challenges	
Behavior	Able to sit and attend to a task	Interacts appropriately with others	Able to sit and attend to a task	Interacts appropriately with others
	Accepts Responsibility	Listens	Accepts Responsibility	Listens
	Age Appropriate Behaviors	Non-aggressive	Age Appropriate Behaviors	Non-aggressive
	Aggressive	Obeys rules	Aggressive	Obeys rules
	Appropriate language	On Time to class	Appropriate language	On Time to class
	Appropriately behaved w/o supervision	Participates in class	Appropriately behaved w/o supervision	Participates in class
	Attendance	Patience	Attendance	Patience
	Choices	Physical aggression	Choices	Physical aggression
	Compliant	Self-initiates	Compliant	Self-initiates
	Demonstrates appropriate feelings	Shows respect for others	Demonstrates appropriate feelings	Shows respect for others
	Establishes friendships	Shows respect for self	Establishes friendships	Shows respect for self
	Even tempered	Shy	Even tempered	Shy
	Excessive talking	Staying with task to completion	Excessive talking	Staying with task to completion
	Exercises Judgement	Task completion	Exercises Judgement	Task completion
	Follows school routines	Verbal aggression	Follows school routines	Verbal aggression
	Follows school rules	Withdrawn	Follows school rules	Withdrawn
	Follows teacher directives	Working alone	Follows teacher directives	Working alone
	Frustration level	Working in a quiet environment	Frustration level	Working in a quiet environment
	Horseplay	Works cooperatively	Horseplay	Works cooperatively
	Includes others	Works cooperatively with others	Includes others	Works cooperatively with others

Student Inventory: Reference Only - Generate through BrM

	Strengths		Challenges	
Language	Appropriate phonics Articulation Can make their point Expressive language Fluency Grammar Oral expression Participates verbally	Penmanship Receptive language Sentence structure Spelling Stays on topic Vocabulary Voice	Appropriate phonics Articulation Can make their point Expressive language Fluency Grammar Oral expression Participates verbally	Penmanship Receptive language Sentence structure Spelling Stays on topic Vocabulary Voice

Tier 1: Effective Strategies (Highlight all that apply)				
Adaption of Material	Alteration of Assignments	Behavior Management	Modification of Environment	Modification of Instructions
Altered Format of Materials Assignment Sheets/Notebook Colored Overlays Copy of Class Notes ESL Material Highlighted Materials Outlines and Study Guides Peer notetaking Peer to Read Materials Study Aids/Manipulatives Supplemental/High Interest Materials Taped texts Use of Computer	Assistance in class discussions Copy of Lecture/Notes Emphasis on major points Exemption from Reading Before Peers Extra Time for Assignments Group Projects Hands-On Projects Individual Contracts Opportunity to Respond Orally Prioritized assignments Reduced Assignments Taped Assignments/Lecture Simplify Vocabulary Short Answer	A ratio of 3 positive or non-contingent interactions: 1 corrective action is used consistently Class-wide motivation system is in place Attention signals contain both a visual and auditory component and are portable Behavior management system clearly displayed Behavior management system consistently implemented Behavior Specialist teacher consultation for classroom management Classroom routines are used consistently Classroom rules are clearly posted Classroom rules are taught and/or reviewed/retaught at least once every two weeks Cues Expectations for tasks and transitions are clearly stated before being executed Fluid correction procedures Pre-correction Private correction Prompts Proximity control School-wide rules are taught and reviewed/retaught at least once every two weeks Changes implemented appropriate for age	Minimize auditory distractions One to One Instruction Preferential Seating Reduce Visual Stimuli Small Group Instruction Study Carrel Use of Quiet Area Use of Teacher Assistant Small Group Testing	Auditory Aids Check for Understanding Differentiated Instruction Encourage Participation Extended "wait time" Extra time for Oral Response Extra Time for Written Response Frequent and Immediate Feedback Leave Class for Specialized Assistance Multisensory Information Opportunity to Repeat Instructions Opportunity to Write Instructions Oral Exams Peer Tutoring Preview Test Questions Provide opportunities for guided practice Short Instructions Study Sheets/Preview Summaries STAAR Remediation Use of Computer Use of web page as a resource Visual Aid Written Instructions Written review for exams

Tier 1: Learning Preferences (Highlight all that apply)									
Auditory Learner	Choices	Feedback from teacher or adult	Sound or music when working	Flexible Seating	Kinesthetic Learner	Learning analytically	Working alone	Working with bright light	Working with peer or buddy
Needs breaks while working	Needs movement while learning	Snacking or eating while studying	Staying with task to completion	Structure, guidelines, & timelines	Tactical Learning	Visual Learner	Working in a quiet environment	Working with low or shaded light	Working with teacher or adult

