

# Multi-Tiered System of Supports

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## Quick Reference Guide



**Office of Elementary Education and Reading**  
**Student Intervention Services Pre-K - 12**  
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# MTSS FLOWCHART FOR PRE-K - 12

## TIER I

- **ALL** Students receive High Quality Classroom Instruction and supports for Academic and Behavior
- Universal Screener
- Curriculum aligned to state standards
- Differentiated Instruction
- **Students not successful at Tier I should move to Tier II**

## TIER II

- **ALL Students** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Supplemental Instruction for identified skill deficits
- Progress Monitoring
- **Differentiated Instruction**
- **Students successful in Tier II may continue in Tier II or return to Tier I**
- Students not successful in Tier II should be referred to the Teacher Support Team (TST) for Tier III supports

## TIER III

- **ALL Students** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Intensive Intervention for multiple identified skill deficits
- Progress Monitoring
- Differentiated Instruction
- **Student successful in Tier III may: continue Tier III, return to Tier II, return to Tier I.**
- **Students not successful at Tier III may: continue Tier III with an additional intervention attempted or be referred for Child Find to identify and evaluate the need for special education services.**

## CHILD FIND

- **Students suspected of having a disability continue to** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Request for comprehensive assessments for children suspected of having a disability should be made immediately to: the Special Education Director, another school administrator, or the Multidisciplinary Evaluation Team.
- Written consent for the evaluation must be obtained from the parent prior to the assessment.
- The MTSS Process can not be used to deny nor to delay the appropriate evaluation of a child suspected of having a disability.
- Special Education does not require all students go through the MTSS Process prior to a comprehensive assessment.
- **Students eligible for special education services will have an Individualized Educational Plan (IEP) put in place.**
- **Students not eligible for an IEP will return to the MTSS process and may be eligible for a 504.**

# Tier I: Quality Classroom Instruction

MDE	District	School	Teacher
<p><b>MDE will provide implementation guidance and training on the following:</b></p> <ul style="list-style-type: none"> <li>- Essential components of RtI</li> <li>- Mississippi College- and Career-Readiness Standards (MCRSS)</li> <li>- MCCRS scaffolding documents</li> <li>- Universal screening assessments and tools</li> <li>- Standards for Professional Learning</li> <li>- Literacy professional development (PD)</li> <li>- District requested trainings to support State Board of Education goals</li> <li>- State MSIS database</li> </ul> <p><b>MDE will coordinate services offered within the state agency to meet district needs.</b></p>	<p><b>Districts should:</b></p> <ul style="list-style-type: none"> <li>- Establish District Leadership Team</li> <li>- Follow State Board Policy 4300</li> <li>- Ensure universal screening of all students in reading, mathematics, state-assessed courses, and behavioral-emotional areas, three (3) times a year at equal intervals</li> <li>- Provide diagnostic screeners</li> <li>- Establish benchmark standards for proficiency</li> <li>- Ensure adherence to all testing policies</li> <li>- Analyze district data to ensure core curriculum meets the needs of students</li> <li>- Develop instructional management plan using research-based strategies</li> <li>- Develop district-wide behavioral support plan</li> <li>- Implement positive behavior intervention &amp; supports (PBIS)</li> <li>- Provide training on formative and summative assessments and classroom observation</li> <li>- Provide data-based PD</li> <li>- Ensure curricula and instructional materials are aligned to CCRS</li> </ul>	<p><b>Schools should:</b></p> <ul style="list-style-type: none"> <li>- Support State Board Policy 4300</li> <li>- Implement district instructional management plan</li> <li>- Coordinate screening of all students K-8 and those who will be/are taking state-assessed content courses</li> <li>- Develop school-wide behavioral support plan</li> <li>- Implement PBIS</li> <li>- Track office discipline referral (ODR) patterns</li> <li>- Conduct classroom observations a minimum of three (3) times per year and provide feedback to teachers</li> <li>- Implement data-based PD</li> <li>- Provide resources needed to support interventions</li> <li>- Assist with scheduling minimum 30-minute intervention block(s)</li> <li>- Review universal screening data to identify students scoring below benchmark</li> <li>- Maintain parental/family and community involvement</li> <li>- Communicate needs to the school district</li> </ul>	<p><b>Teachers should:</b></p> <ul style="list-style-type: none"> <li>- Implement State Board Policy 4300</li> <li>- Provide high-quality classroom instruction aligned to the MCCRS</li> <li>- Conduct universal screening of academics and behavior three (3) times per year</li> <li>- Identify students who have discrepancy from peers</li> <li>- Identify students at or below the recommended percentile of the universal screener</li> <li>- Identify student deficits</li> <li>- Adapt instruction to meet the needs of students that require additional support</li> <li>- Administer formative and summative assessments</li> <li>- Differentiate instruction</li> <li>- Communicate regularly with school administrators and families on student progress</li> <li>- Provide PBIS</li> <li>- Analyze all data sources to identify students in need of Tier II/Tier III interventions</li> </ul>

## Tier II: Supplemental Instruction

MDE	District	School	Teacher
<p><b>MDE will provide:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Screening tools chart</a> and resources for research-based intervention strategies</li> <li>- PD resources for Tier II interventions supported by scientifically-based research (SBR)</li> <li>- Recommended best practices for implementing Tier II interventions</li> <li>- All-Inclusive Intervention Documentation (AID) packet for model documentation forms at Tier II</li> <li>- PD on the appropriate implementation</li> <li>- <a href="#">Resource document for selecting research-based interventions</a></li> <li>- PD on data analysis</li> </ul>	<p><b>Districts should:</b></p> <ul style="list-style-type: none"> <li>- Establish District Leadership Team</li> <li>- Require implementation of research-based intervention strategies</li> <li>- Provide PD for Tier II interventions supported by SBR</li> <li>- Require schools to have a minimum 30-minute intervention block for Tier II</li> <li>- Review implementation integrity through systemic analysis of implementation data</li> <li>- Analyze district data in order to provide needed resources to schools</li> </ul>	<p><b>School Administrators should:</b></p> <ul style="list-style-type: none"> <li>- Select research-based intervention strategies that target students' needs</li> <li>- Designate interventionist(s) or small group instruction</li> <li>- Observe and document implementation integrity through systematic observations at least two (2) times during 10-week period</li> <li>- Analyze school data to determine proper allocation of resources</li> <li>- Participate in documented reviews of students receiving Tier II</li> <li>- Ensure behavioral support plan addresses the components of positive behavior support (PBIS) for Tier II students</li> <li>- Establish and maintain school Teacher Support Team (TST)</li> <li>- Motivate staff and build teacher buy-in</li> <li>- Provide extra time for collaboration and planning</li> <li>- Revise master schedule to reflect minimum 30-minute intervention blocks</li> <li>- Organize delivery of interventions (who/when/where)</li> </ul>	<p><b>Teachers should:</b></p> <ul style="list-style-type: none"> <li>- Provide high-quality Tier I core instruction</li> <li>- Conduct hearing and vision screening</li> <li>- Complete student profile for students in need of Tier II intervention [Section 1A of AID packet]</li> <li>- Provide small group interventions for a 10-week period (recommended) to eliminate gaps between present achievement and grade level expectations</li> <li>- Collaborate with interventionist (if applicable)</li> <li>- Complete Supplemental Instruction intervention details [Section 2A of AID packet]</li> <li>- Monitor Student progress on target skills twice per month [Section 2B of AID packet]</li> <li>- Communicate with school leaders and families on student progress [Appendix D of AID packet]</li> <li>- Refer students to the Teacher Support Team (TST) for Tier III consideration if adequate progress is not made after 10 weeks [Section 3A of AID Packet]</li> </ul>

## Tier III: Intensive Interventions

MDE	District	School	Teacher
<p><b>MDE will provide guidance to districts, schools, teachers, and support personnel on:</b></p> <ul style="list-style-type: none"> <li>- Utilizing data to make decisions,</li> <li>- Selecting appropriate interventions, and</li> <li>- Progress monitoring student outcomes</li> </ul> <p><b>MDE will provide the Multi-Tiered System of Supports Documentation Packet for model documentation forms at Tier III</b></p> <p><b>MDE will provide training on the MCCRS scaffolding documents</b></p>	<p><b>Districts should:</b></p> <ul style="list-style-type: none"> <li>- Schedule Leadership Team meetings regularly</li> <li>- Require implementation of research-based intervention strategies</li> <li>- Review implementation integrity through systemic analysis of implementation data</li> <li>- Record the number and percentage of students referred to TST</li> <li>- Analyze types of referrals to determine if there are patterns best addressed at the group level</li> <li>- Provide professional development for Tier III interventions supported by SBR</li> </ul>	<p><b>School Administrators should:</b></p> <ul style="list-style-type: none"> <li>- Establish Teacher Support Team (TST) <b>[Section 3A of AID packet]</b></li> <li>- Provide a system of instructional supports for staff</li> <li>- Provide data driven PD</li> <li>- Allocate resources according to school needs</li> <li>- Analyze student data to assess effectiveness of interventions and PD</li> <li>- Select research-based intervention strategies that target students' needs</li> <li>- Schedule TST meetings</li> <li>- Schedule Tier III intervention time into the master schedule</li> <li>- Designate individual(s) responsible for Tier III implementation</li> <li>- Notify parents/families at start of Tier III process <b>[Appendix D of AID packet]</b></li> <li>- Conduct and document intervention integrity observations <b>[Section 3C of AID packet]</b></li> <li>- Establish behavioral support plan that addresses the components of positive behavior support</li> </ul>	<p><b>Teachers should:</b></p> <ul style="list-style-type: none"> <li>- Continue to provide highly-effective Tier I core instruction</li> <li>- Provide intensive interventions designed for up to 16-week period</li> <li>- Use progress monitoring information to:               <ul style="list-style-type: none"> <li>◇ determine if students are making adequate progress</li> <li>◇ identify students as soon as they begin to fall behind, and</li> <li>◇ modify instruction early enough to ensure each student gains essential skills</li> </ul> </li> <li>- Maintain communication with school leaders and families on student progress</li> <li>- Meet with TST to examine universal screening, progress monitoring and current data such as formative assessments, classroom assessments and benchmark data necessary to select intensive intervention(s)</li> </ul>

# Response to Intervention Resources

## General

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

*This site describes the role of the Department of Intervention Services and includes general information on the RtI process. It also contains RtI Resources for teacher and school use.*

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

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

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

*This site includes basic resources on RtI (information about the three tiers, what RtI should and should not include, and questions to ask your school about RtI). It also has a “Parenting Coach” that gives parents practical ideas for social, emotional, and behavioral challenges based on the child’s issue and grade level.*

**Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide:**

<http://www.ed.gov/rschstat/research/pubs/rigorousvid/index.html>

*This site links to publications that provide educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.*

**Response to Intervention Blueprints: School Level:** <http://www.centeroninstruction.org/files/SCHOOL.pdf>

*This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the school level.*

**Response to Intervention Blueprints: District Level:** <http://www.centeroninstruction.org/files/DISTRICT.pdf>

*This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the district level.*

**A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners:**

[http://www.centeroninstruction.org/files/Framework\\_for\\_RTI.pdf](http://www.centeroninstruction.org/files/Framework_for_RTI.pdf)

*This pdf document discusses the benefits of the RtI process for ELLs.*

**Promising Practice Network:** <http://www.promisingpractices.net>

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

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

*This site includes a chart detailing the results of the review of progress monitoring tools for General Outcome Measures (GOMs) and Mastery Measures (MMs), as well as supplemental resources on RtI.*

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

*This site contains links to the Mississippi Cultural Responsivity Matrix – A Teacher’s Self-study Guide for Culturally Responsive Teaching Practices in Grade K-6 and Equity in Special Education Placement: A School Self- Assessment Guide for Culturally Responsive Practice, as well as other links meant to support equity for all students.*

## Interventions

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

*This site includes detailed program overviews and reviews, broken down into categories: Mathematics programs, Reading programs, Science programs, Comprehensive School Reform programs, and Early Childhood programs. In each program category, there are program ratings; you can find top-rated programs for school or district use – these have strong or moderate evidence of effectiveness – as well as limited evidence programs and other programs.*

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

*This site publishes reviews on the research of different programs, products, practices, and policies in education and tries to answer the question “What works in education?” based on high-quality research. The goal of the site is to provide educators with the information they need to make evidence-based decisions.*

**Intervention Central:** <http://www.interventioncentral.org>

*This site includes ideas for both academic and behavioral interventions, as well as information on curriculum-based measures and a Behavioral Intervention Planner.*

## Early Childhood

**Frameworks for Response to Intervention in RtI: *Description and Implications*** <http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf>

*This pdf document defines the frameworks for RtI in Early Childhood Education and was made to promote a broad understanding and discussion of the topic.*

**Roadmap to Pre-K RtI:** <http://www.florida-rti.org/Resources/docs/roadmaptoprekrTI.pdf>

*This pdf document details the implementation of RtI in pre-k classrooms in order to prevent early delays from becoming language, literacy, and academic learning difficulties.*

## Literacy

**Florida Center for Reading Research (FCRR):** <http://www.fcrr.org/>

*The FCRR site explores all aspects of reading research – basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.*

**FCRR Interventions for Struggling Readers:** <http://www.fcrr.org/interventions/index.shtm>

*This site details progress monitoring to improve reading instruction and interventions for struggling readers.*

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

*This site is intended to assist educators in choosing reading and professional development programs. The resources can be used at the school and district level.*

**Early Literacy Resources:** <http://www.free-reading.net>

*This site contains activities and intervention materials for the following early literacy skills, including: print concepts, phonological awareness, letter sounds, sounding out, word recognition, etc. The site is primarily useful for Tier 1 and Tier 2 interventions.*

**Improving Adolescent Literacy: Effective Classroom and Intervention Practices [Grades 4–12]:** <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

*This site links to a pdf document that presents strategies for classroom teachers and specialists to use in increasing the reading ability of adolescent students.*

## Behavior

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

*This site is meant to define, develop, implement, and evaluate PBIS frameworks and emphasizes the impact of implementing PBIS on social, emotional, and behavioral outcomes for students with disabilities.*

**PBIS Videos:** <http://www.pbis.org/media/videos>

*This page contains several videos that are useful for staff introduction and training on PBIS.*

**Functional Behavior Assessment:** <http://cecp.air.org/fba/>

*This site has resources needed to understand functional behavioral assessments (FBAs) and behavioral intervention plans (BIP), as well as their impact on addressing students' problem behaviors.*

**Reducing Behavior Problems in the Elementary Classroom:** [http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf)

*This site links to a pdf guide that is designed for elementary school educators and school- and district-level administrators. It offers prevention, implementation, and school-wide strategies that can be used to reduce problem behaviors.*