MTSS Decision Making Process

Universal Screening: ALL students

FastBridge:

Reading:	Math:
• aReading	• aMath
• CBMR	• CBMMath Auto
• EarlyReading	• EarlyMath

Classroom Assessments

If data is inconsistent:

Gather additional data until a consistent theme for at risk status can be identified.

General Rules

Tier I

Fast Bridge Screening: 50th Percentile or above

Classroom Assessments: Proficient/Advanced

Progress Monitor bi-weekly to monthly

Tier II

Screening: 20th—49th Percentile

Classroom Assessments: Basic

Progress Monitor weekly

Tier III

Screening: 19th Percentile & Below

Classroom Assessments: Below Basic

*****Diagnostic Assessments*****

Progress Monitor twice a week

Tier I: WHOLE CLASS

- ALL students receive Tier 1
- Utilize differentiated instruction
- At risk students work in small groups
  - ◊ 2-3 times per week

Tier II: SMALL GROUP INTERVENTIONS

- Receives regular, class-wide instruction
- Small group intervention
  - ◊ Daily intervention
  - ◊ In ADDITION to class-wide instruction

Tier III: INTENSIVE INTERVENTION

- Receives regular, class-wide instruction
- Small group intensive intervention
  - ◊ Daily intervention (at least 4times/week)
  - ◊ Focused on specific skills
  - ◊ May need additional support

Add student to MTSS Student of Concern List

MTSS Referral Process

Referral to the MTSS Team → **Add to Student of Concern Worksheet** → **Note date of MTSS Referral** → **Identify Areas of Concern**

MTSS Referral - Decision Making Process

Step 1:

- Where is the student in receiving interventions?
- What intervention data is available?
- Data Collection and Reporting
- Suggest next intervention steps (when appropriate)

Step 2: MTSS Team Meeting with all needed participants including classroom teacher.

- Intervention plan is determined and implemented
- If articulation is a concern, referral is sent to SLP

Step 3: Assign Intervention

Tier II

Intervention Questions:

- What tier 2 supports would help the student access Tier 1/Core instruction?
- Do Tier 2 supports align with Tier 1 instruction?
- Will student be able to generalize skills learned in tier 2 to tier 1 curriculum?
- Will student be able to learn needed skill and return to lower level of support in a reasonable amount of time?
- What additional staff needs to be involved in the conversation? Who will deliver intervention?
- Have non-academic concerns been considered?
  - Vision
  - Hearing
  - Other Health Impairment
  - 504

Tier III

Intervention Questions:

- What Tier 3 supports does the student need?
- Do Tier 3 supports align with Tier 1 instruction?
- Will student be able to generalize skills learned in tier 3 to tier 1 curriculum?
- Will student be able to learn needed skill and return to lower level of support in a reasonable amount of time?
- What additional staff needs to be involved in the conversation? Who will deliver intervention?
- Have non-academic concerns been considered? (vision, hearing, other health impaired, 504 plans, etc)

On-Going Monitoring by MTSS Team

Step 4: MTSS Reviews Progress through MTSS Students of Concern Spreadsheet every 3 weeks during MTSS meeting.

Step 5: Evaluate student response to intervention

- Making progress: continue intervention and monitoring
- Not making adequate progress: determine new direction of intervention
  - ◊Frequency
  - ◊Intensity
  - ◊Duration