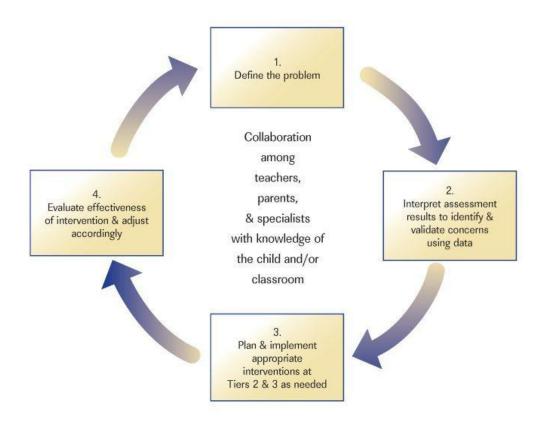
Multi-Tiered Systems of Support District Procedure

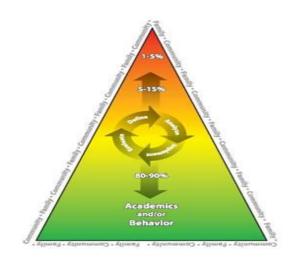
Multi-Tiered Systems of Support (MTSS) is a process of documenting changes in behavior or learning as a result of evidence-based interventions. It is an ongoing process of using student performance and other data to guide instructional and behavioral decisions. Multi-Tiered System of Supports utilizes a multi-tiered problem-solving approach for service delivery. Escambia County School District utilizes the 4-step problem-solving model:

- Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).
- Step 2: Identify possible reasons why the desired goal(s) is not being attained.
- Step 3: Develop and implement a well-supported plan involving evidence-based strategy to attain the goal(s) (based on data that verified the reasons identified in Step 2).
- Step 4: Evaluate the effectiveness of the plan in relation to stated goals.



Tiered Interventions

The decision-making process seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of **ALL** students to achieve and/or exceed proficiency. Instruction and interventions are delivered to students in a tiered-model by varying intensities based on student need.



Tier 1

School-level data analysis is conducted to determine patterns which may suggest instructional strengths and weaknesses. Every school within the District will use its data analysis or leadership team to conduct this review. The data analysis team includes the principal and his/her assigned staff members. Tier 1 is not individual student specific, but instead is focused on systemic changes to facilitate improved achievement in groups of students identified through analysis of screening and evaluation data (Star 360, End of Course exams, FSA, FSAA, curriculum-based measurements, discipline data, etc.) who are performing below acceptable levels. The District's early warning system data will also serve to provide universal screening data based upon attendance, course failures, and behavioral documentation. MTSS is designed to address concerns illuminated by this data. Interventions could be Tier 1 interventions if data suggests a systemic issue that needs to be addressed or could be specific to students requiring individualized interventions and support.

Tier 2

The school-based problem-solving team should be following the problem-solving model to analyze student data to determine appropriate interventions and intensity based on student need. School-based problem-solving teams may include but not limited to, teacher(s), administrator, school-based MTSS facilitator, school counselor, school psychologist, speech and language specialist, academic and/or behavioral coach, and parents/guardians. The 4-step problem-solving process is expected to be uniform in each school such that an intervention plan is created on District-approved forms with agreed upon timelines for data review and follow-up meetings. School based teams should consult district intervention decision trees or subject area websites for evidenced based interventions.

District guidelines suggest these data points for baseline: a minimum of once every week for academic concerns and daily for behavioral concerns. It is recommended that Tier 2 academic data will be graphed and contain a minimum of six (6) data points and thirty (30) data points for behavioral concerns. Data will be graphed and compared to benchmark data. Data is reviewed weekly by classroom teacher and formally reviewed by school-based problem-solving team

based on recommended guidelines and more frequently if needed or requested. Progress monitoring at Tier 2 may consist of data analysis of repeated screening tools (STAR 360 assessments, curriculum-based assessments, assessment tools built within remediation programs, or data charting targeted behaviors). Tier 2 RTI meetings may occur as often as necessary to review data and make changes to the intervention plan. If a student has made progress such that the gap between student progress and benchmark is closed, interventions should be faded out. If a student is making gains toward closing the gap, continue Tier 2 interventions. If a student is not progressing, Tier 3 interventions should be considered.

Tier 3

At Tier 3, interventions are expected to increase significantly in duration and intensity from the core curriculum and Tier 2 interventions. This often involves supplemental curriculum changes, core curriculum changes, or more intensive behavioral plans. School based teams should consult district intervention decision trees or subject area websites for evidenced based interventions. It is recommended that Tier 3 academic data will be graphed and contain a minimum of nine (9) data points for academics and forty (40) data points for behavioral concerns. Data will be graphed and compared to benchmark data and peers. Data is reviewed weekly by classroom teacher and formally reviewed by school-based problem-solving team based on recommended guidelines and more frequently if needed or requested. School-based problem-solving teams use progress monitoring data compared to benchmark and peers as the decision criteria to determine if a referral for an evaluation is needed. If a student is not progressing in closing the gap toward the skill between class average and benchmark or the level of effort required is of such intensity that it cannot be maintained in general education, the team must determine whether the student may be a student with a disability for whom a referral for evaluation and consideration for eligibility for Exceptional Education is appropriate.

Despite uniform recommendations, it is expected that the problem-solving process be sensitive to individual student situations and unique needs, thus allowing teams to consider moving students to the appropriate level of intensity for interventions (i.e., moving a student to Tier 3 interventions when the severity of the problem indicates the appropriateness of such action). Fidelity of the problem-solving process and delivery of interventions, at either Tier 2 or Tier 3, is monitored by school-based administration or assigned staff such as instructional coaches. Occasional monitoring of the problem-solving process is done by District staff when concerns are brought forward by team members, school-based administration, parents or in self-assessment audits.