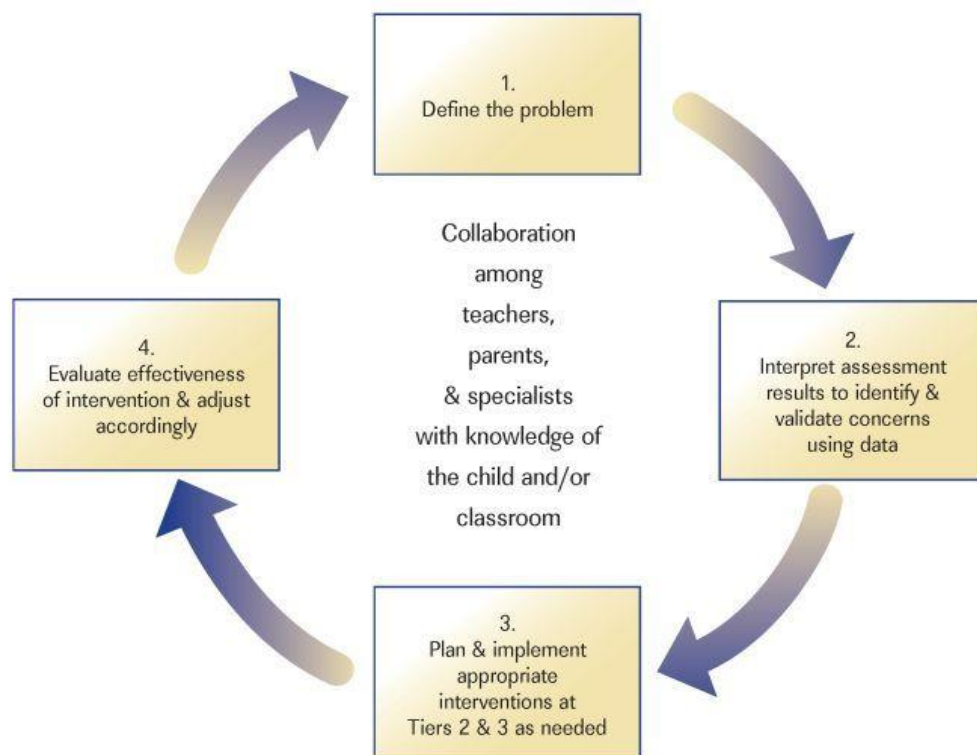


Multi-Tiered Systems of Support District Procedure

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.



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.