

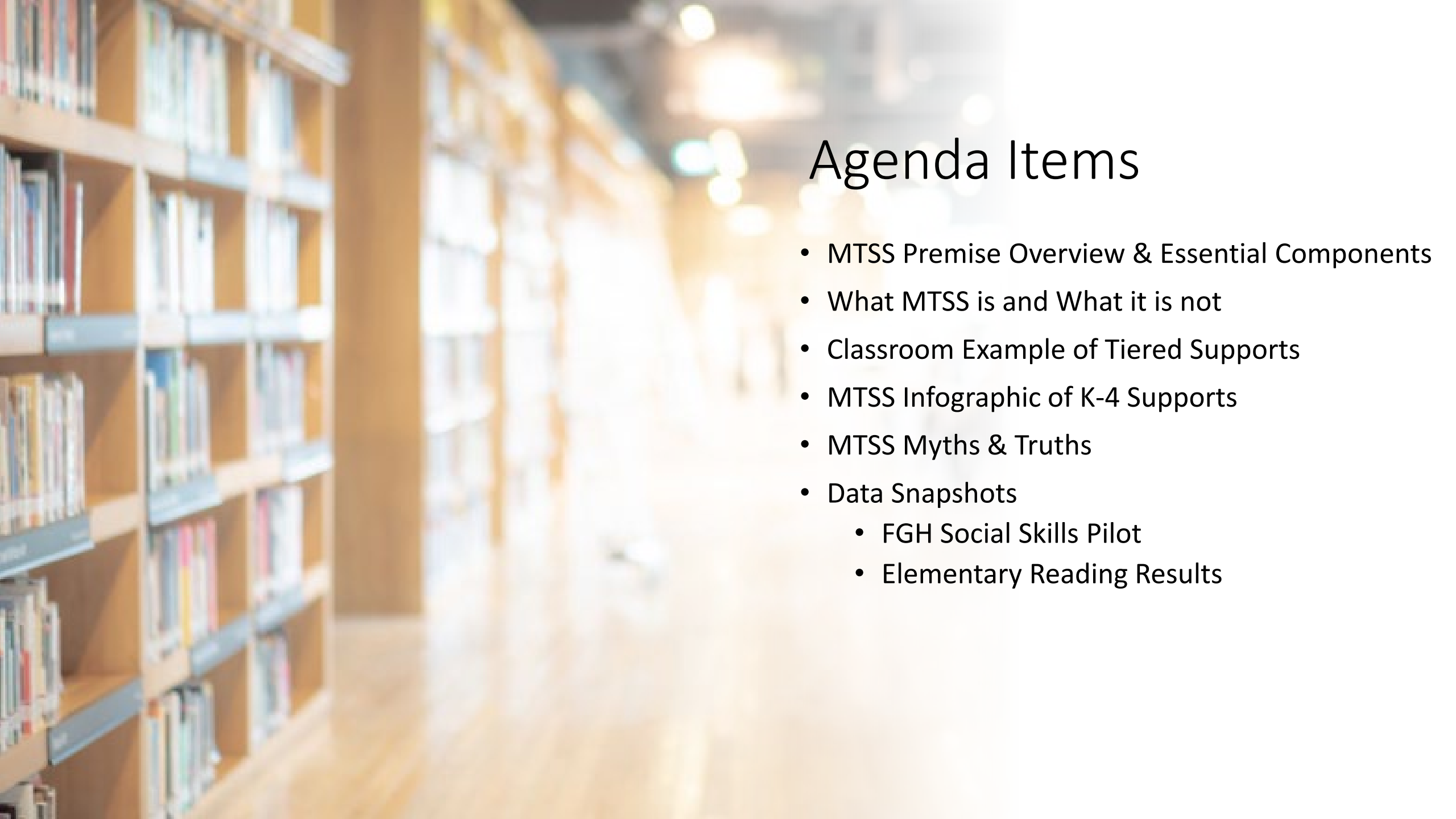


What is Multi-tiered System of Supports (MTSS)?

Dover School District

March 25, 2024





Agenda Items

- MTSS Premise Overview & Essential Components
- What MTSS is and What it is not
- Classroom Example of Tiered Supports
- MTSS Infographic of K-4 Supports
- MTSS Myths & Truths
- Data Snapshots
 - FGH Social Skills Pilot
 - Elementary Reading Results

Essential Components of MTSS



Multi-level Prevention System



Professional Learning Communities (PLCs)



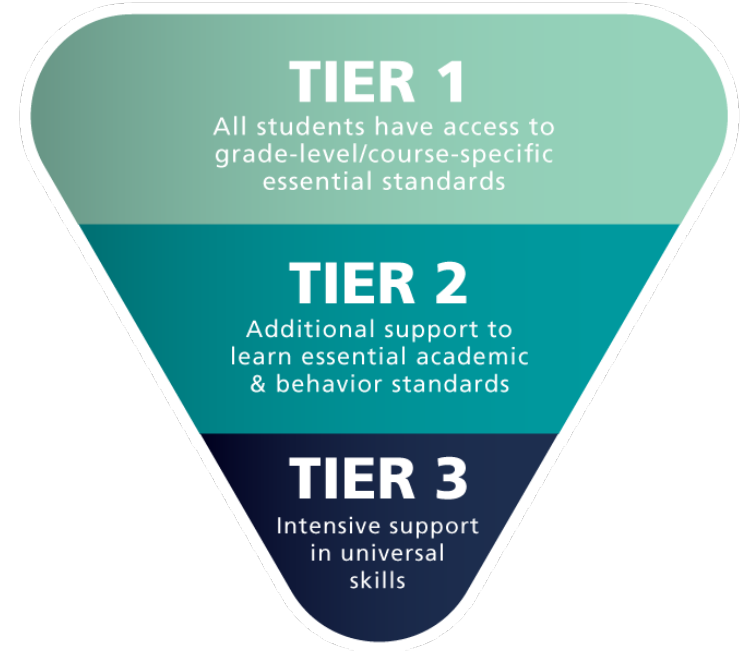
Screening (e.g., aimswebPlus, Star, NHSAS)



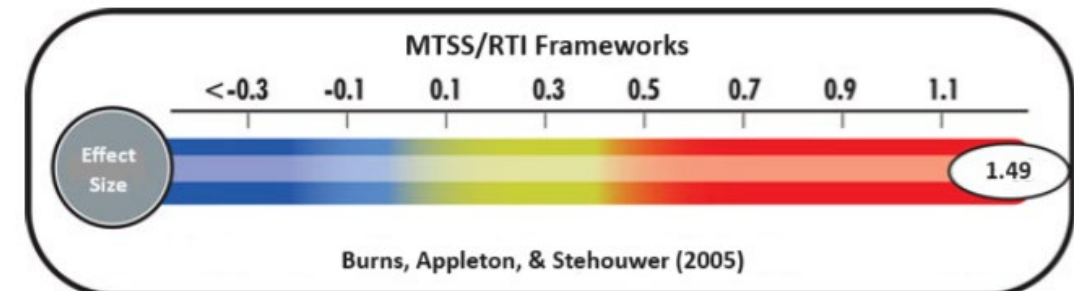
Data-Informed Decision Making



Progress Monitoring



© Solution Tree



What MTSS is... and What it is not

What MTSS is...

- A prevention framework for student success made up of essential components
- For all students, including those students in need of enrichment
- Flexible for schools and districts to customize to meet their unique contexts
- Collaborative and incorporates a team-based approach (PLCs)
- Data informed, using multiple valid and reliable data sources
- A framework that can be used to assist with special education decisions

What MTSS is not...

- A program or canned curriculum
- Just for struggling students or students with disabilities
- A one-size-fits-all prescriptive model
- The responsibility of one teacher, specialist, or administrator
- Based on assumptions or unreliable data
- Pre-referral process for special education

Classroom Implications: Grade 4 Math Example



Tier 3: Intensive Support

Provide explicit instruction in foundation skills (broken into smaller steps), such as placing fractions on the number line and mathematical vocabulary.

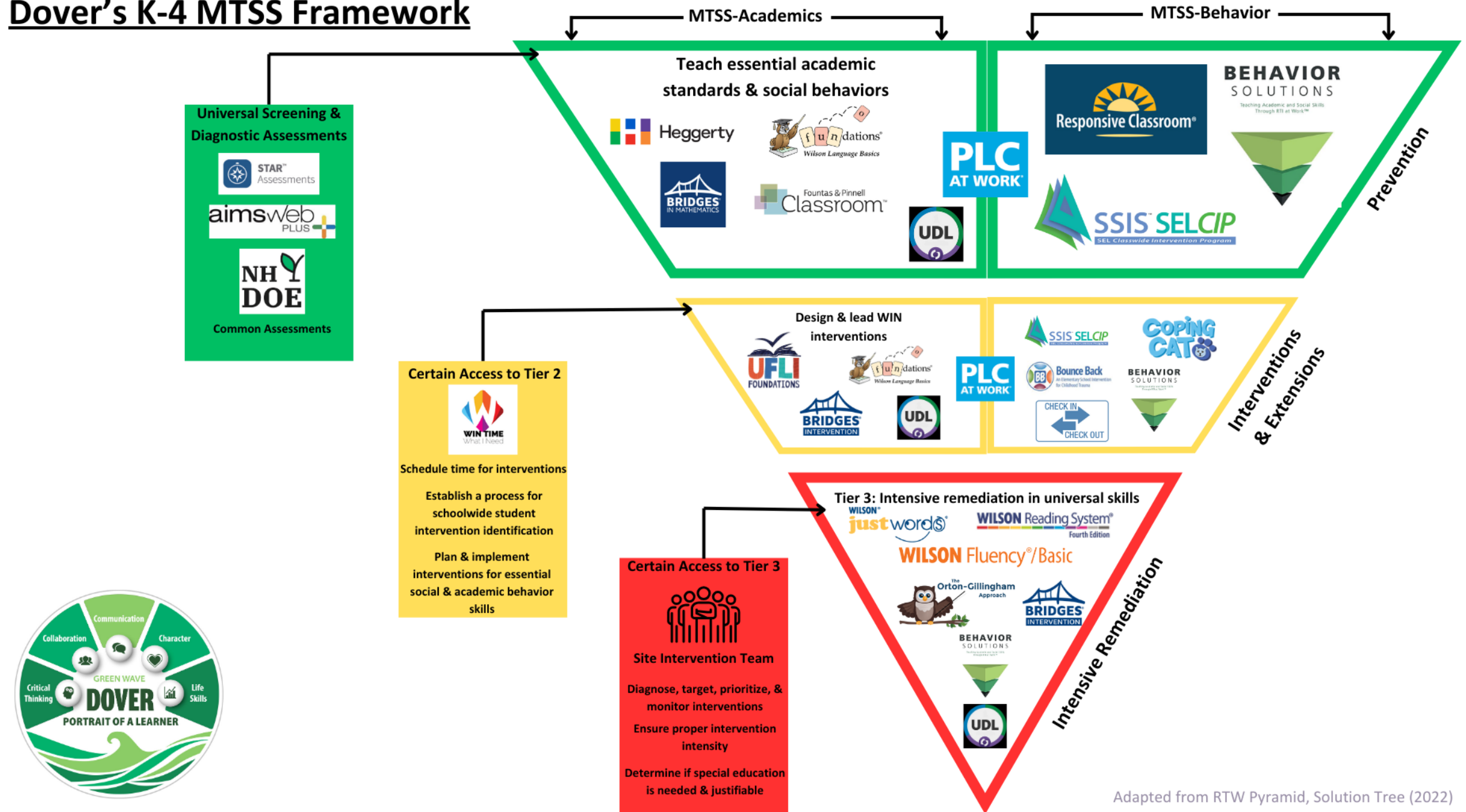
Tier 2: Supplemental Program

Provide explicit instruction in and practice with underlying skills (e.g., understanding equivalence, reading and writing fractions).

Tier 1: Core Program

Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$). Explain why the fractions are equivalent (CCSS 3.NF.3.b)

Dover's K-4 MTSS Framework



Adapted from RTW Pyramid, Solution Tree (2022)

MTSS Myths & Truths

Myth #1: MTSS is “one more thing” our district/school must do.

Truth: MTSS organizes and aligns all initiatives and priorities in a school and district.

Myth #2: Districts can implement MTSS without changing current practices.

Truth: MTSS emphasizes iterative adjustments to existing structures, rather than a complete overhaul, leveraging the academic and behavioral foundations already present in most schools.

Myth #3: MTSS has a starting point and a stopping point.

Truth: MTSS is a collaborative, iterative approach that optimizes how resources are organized and allocated for improved student outcomes. Because of this, MTSS does not have a starting or stopping point, it is simply a way of work.



MTSS Myths & Truths (Cont.)

Myth #4: The tiers describe students (Tier 2 Students/Tier 3 Students)

Truth: As part of an MTSS framework, instruction, interventions, and supports are labeled Tier 1, Tier 2, or Tier 3 to communicate the level of intensity of supports. Students access supports and services but are not referred to as Tier 1, Tier 2, or Tier 3 students.

Myth #5: MTSS is just Tier 2 and Tier 3 interventions for students who struggle.

Truth: MTSS includes structured problem-solving by PLC teams which drives the delivery of multiple tiers of instruction and intervention. This includes ensuring the effectiveness of Tier 1, which alone should serve the needs of approximately 80% students.

Myth #6: Students have to get through Tier 1 and Tier 2 before they can get Tier 3.

Truth: MTSS offers targeted intervention based on need. Students performing well below grade level can bypass Tier 2 and go straight to Tier 3 (intensive) support or receive both Tier 2 (supplemental) and Tier 3 (individual) help at once.

FGH Pilot: Tier 1 Social Skills

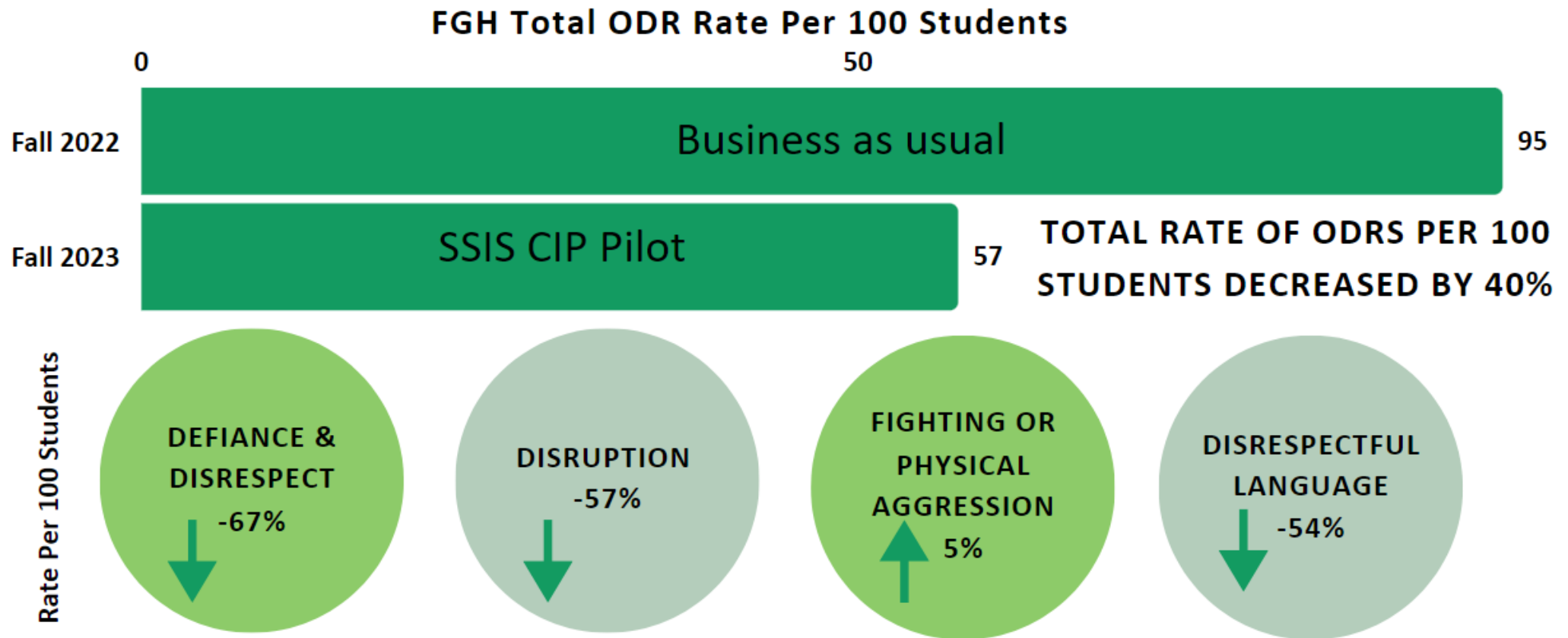


- FGH introduced a 10-week social skills intervention program at Tier 1. The aim was to enhance essential social and academic behavior skills for all students using a Multi-Tiered System of Supports (MTSS) approach.
- The **Social Skills Intervention System Classwide Intervention Program** (SSIS CIP) provides a lesson-based approach to enhance social and academic behavior skills, which can be taught by classroom teachers.
- Skill Units are comprised of three lessons per week and require 25-30 minutes to teach
- Lessons include scripted PowerPoints and downloadable materials, which minimizes teacher preparation and protects instructional time.
- Each lesson follows an effective Tell-Show-Do-Practice-Monitor Progress-Generalize format.
- The program is primarily used for Tier 1 instruction (all students) or for smaller groups of students in need of Tier 2 (some students) or Tier 3 (a few students) services.
- The SSIS CIP is recognized by What Works Clearinghouse and CASEL as an evidence-based intervention.

A photograph of a teacher and five children sitting in a circle on a large, colorful rug. The teacher, a woman with long dark hair and glasses wearing a yellow sweater, is in the center. Five children of diverse backgrounds are around her. A small black dog is lying in the middle of the circle, and the children are reaching out to touch it. The rug has large sections of yellow, blue, and green with black outlines. The background shows a wooden floor and a red storage bin.

FGH Skill Units Taught

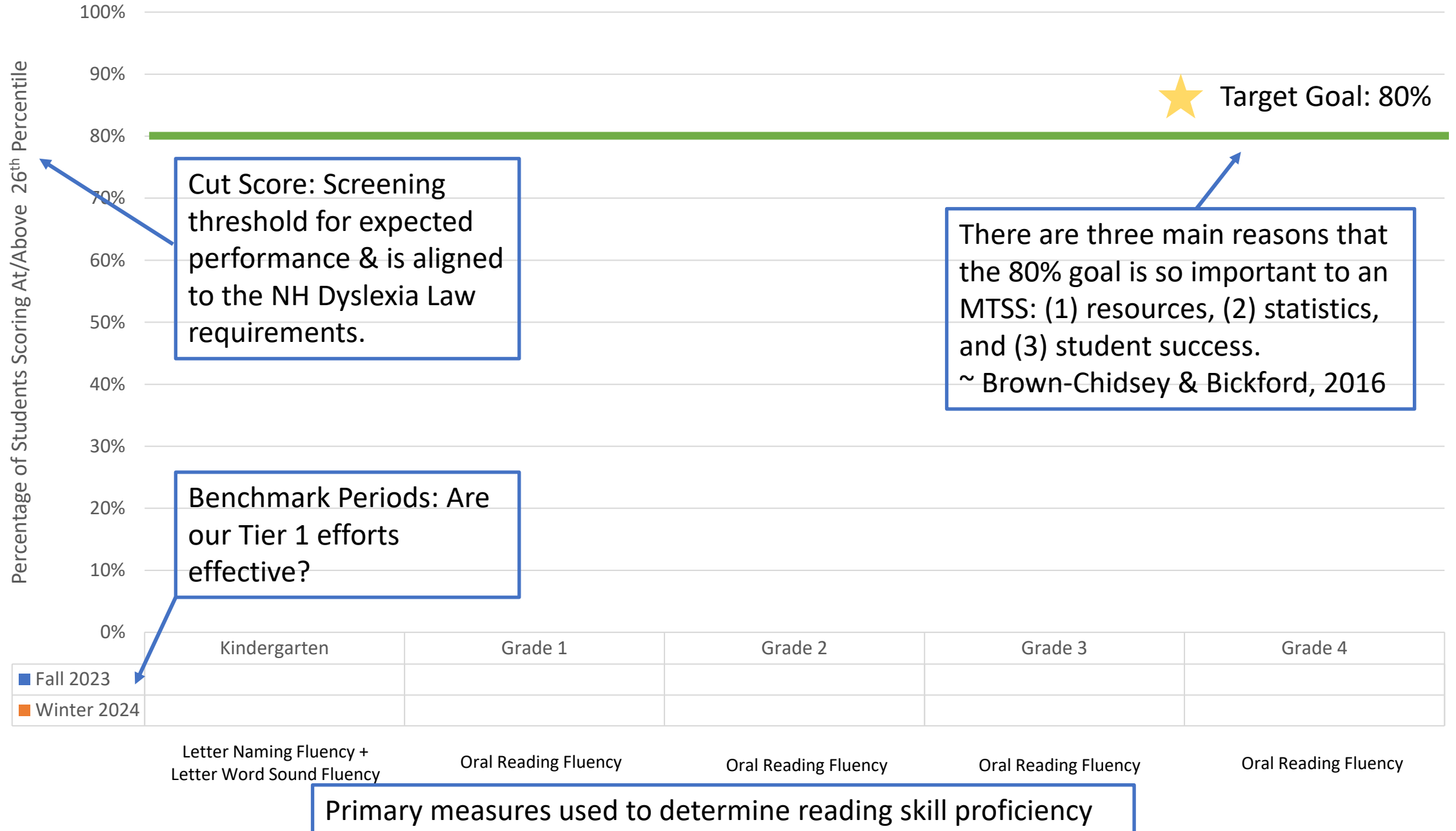
1. Listen to others
2. Say please and thank you
3. Follow the rules
4. Pay attention to your work
5. Ask for help
6. Take turns when you talk
7. Get along with others
8. Stay calm with others
9. Do the right thing
10. Do nice things for others



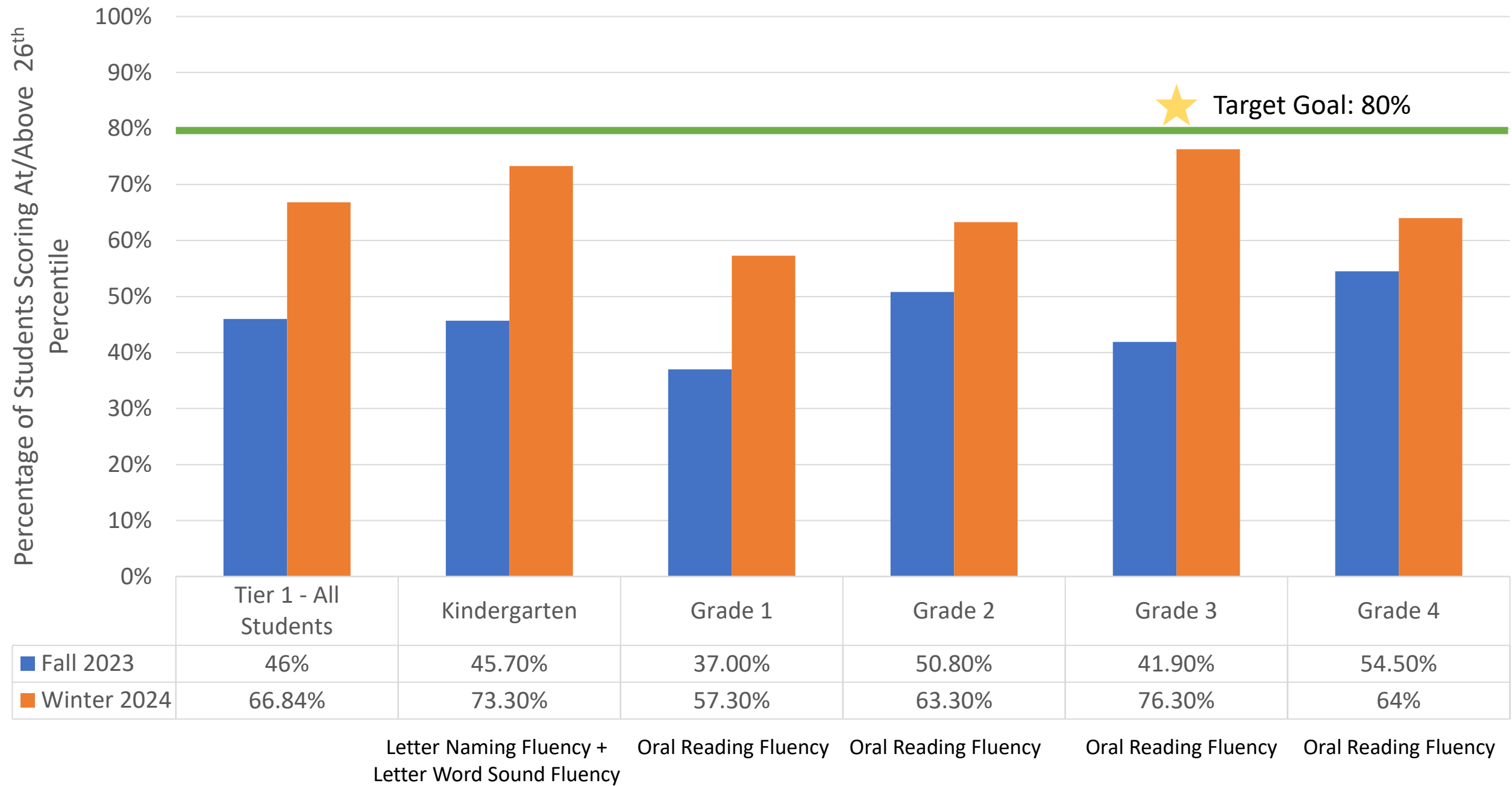
FGH Pilot Data & Financial Implications

- Cost-benefit research indicates for every dollar invested in social and academic behavioral skill programming, there is an \$11 return from costs not incurred (Belfield, Bowden, Klapp, Levin, Shand, and Zander, 2015)
- FGH Pilot Costs: \$4300.00 for a 12-month, digital, schoolwide subscription
- **Costs Not Incurred Savings: \$47,300.00**

District Reading Screening Data - Title Format

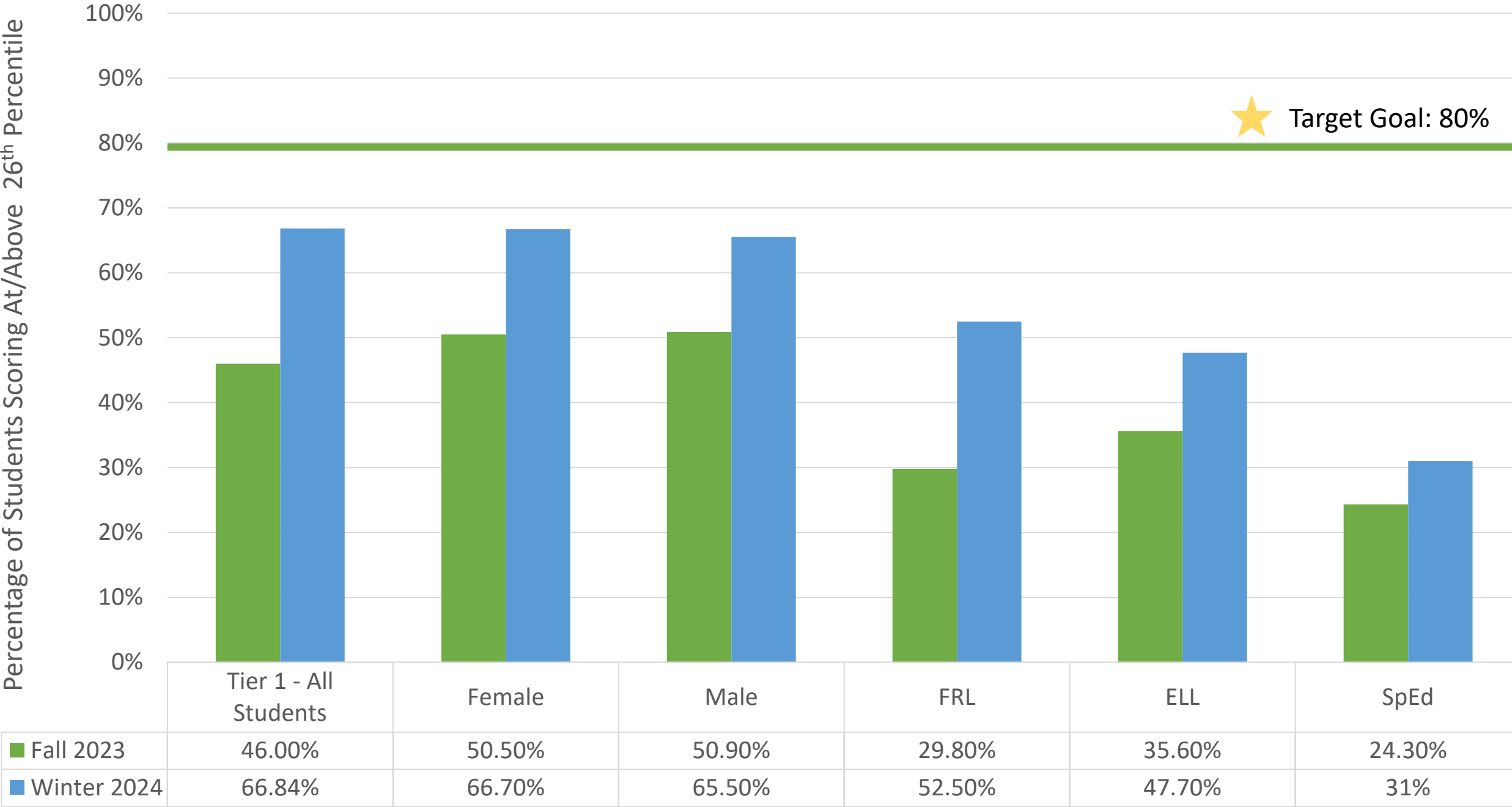


District Elementary aimswebPlus Word-Level Reading Skill Proficiency



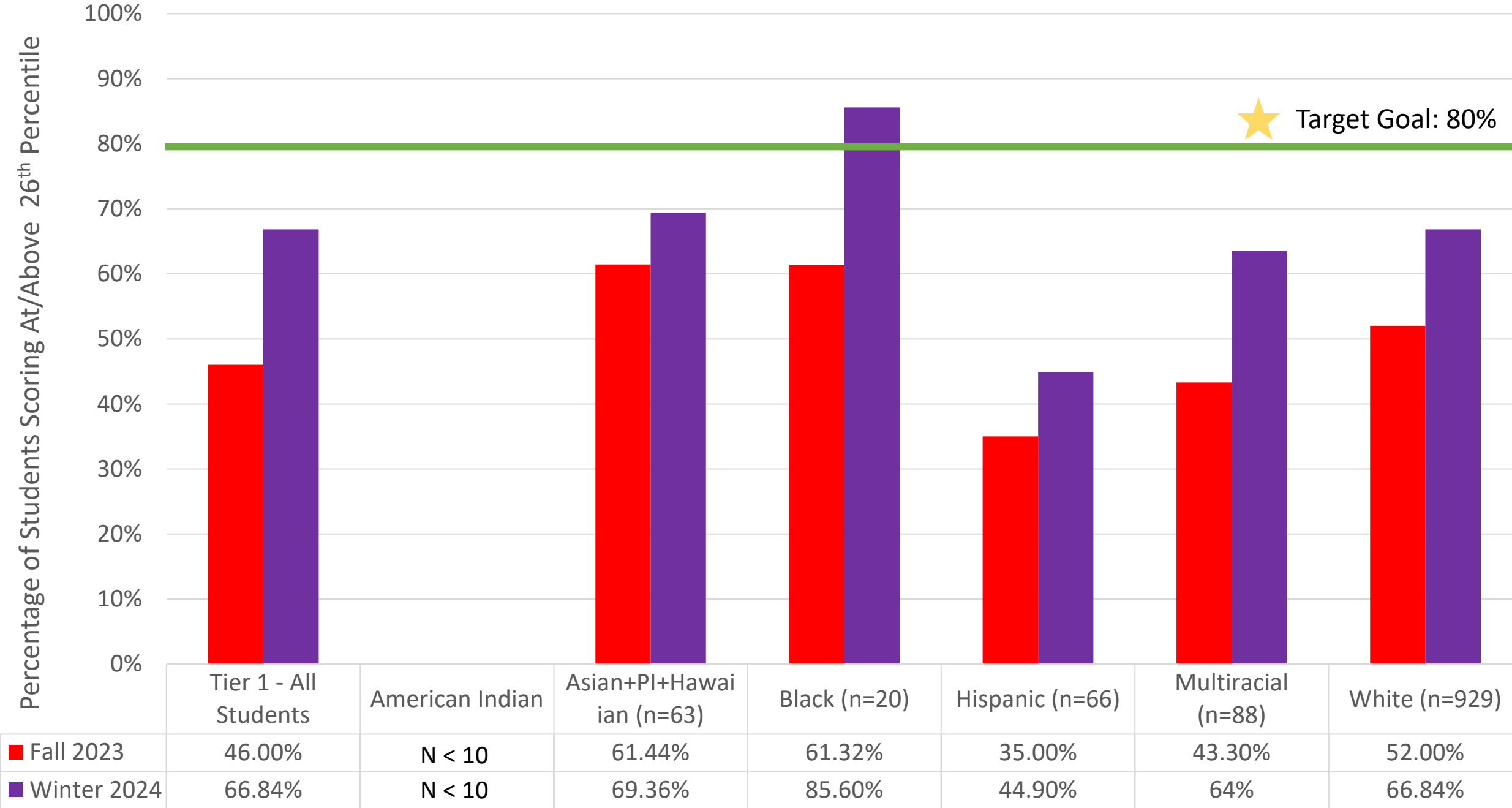
Special Populations: District Elementary aimswebPlus Word-Level Reading Skill Proficiency

Percentage of Students Scoring At/Above 26th Percentile



★ Target Goal: 80%

Race/Ethnicity: District Elementary aimswebPlus Word-Level Reading Skill Proficiency



- K-8 English Language Arts Adoption
- DMS Social Studies Adoption
- DMS Science Adoption
- Panorama Student Success Platform – MTSS Data Analytics
- K-8 Responsive Classroom Training
- Universal Design for Learning Cohorts
- Support for Students Exposed to Trauma Training

