

Curriculum, Instruction, and Assessment Summit

Massachusetts Tiered System of Support
MTSS – Academic - AM

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Agenda

- ★ MTSS Overview
- ★ Content Overview
- ★ Universal Design for Learning (UDL)



The Massachusetts Tiered System of Support (MTSS)

*MTSS focuses on **system level change** across the **classroom, school, and district** to meet the **academic and non-academic needs of all students, including students with disabilities, English language learners, and students who have already demonstrated mastery of the concepts and skills being taught.***



Massachusetts Tiered System of Support (MTSS)

RTI

- ★ *Response to Intervention (RTI) is a **multi-tiered approach** to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.*

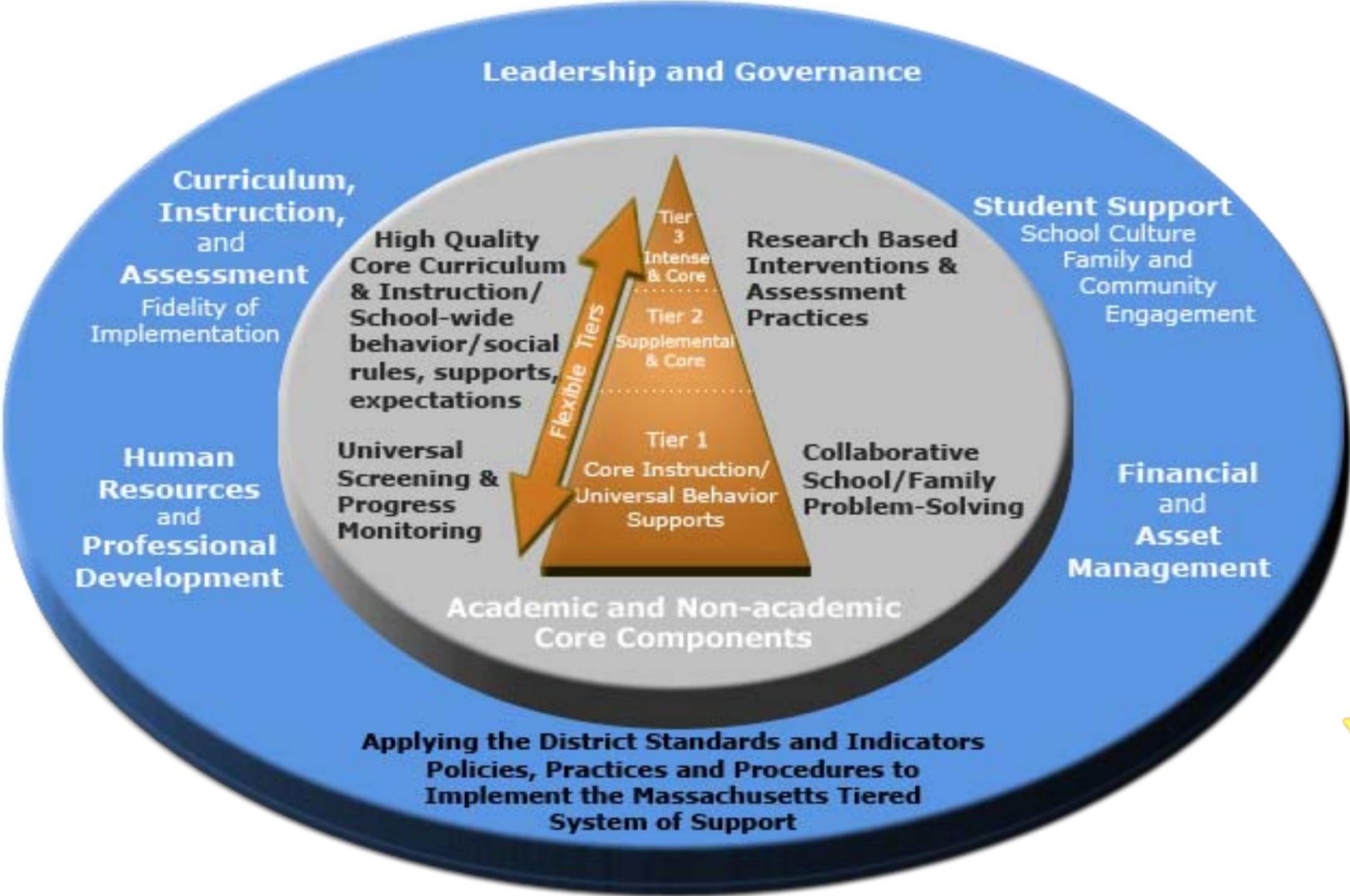
★ *From the RTI Action Network*

MTSS

- ★ Creates successful and sustainable systems change and provides the most effective instruction for all students.
- ★ Creates a single system that provides a continuum of multiple supports (academic and behavior) for all students.



Blueprint for the Massachusetts Tiered System of Support



Website

★ <http://www.doe.mass.edu/mtss/>



Interrelated Non-academic and Academic Supports

Academic Supports

Academic

Non-academic

Non-academic Supports

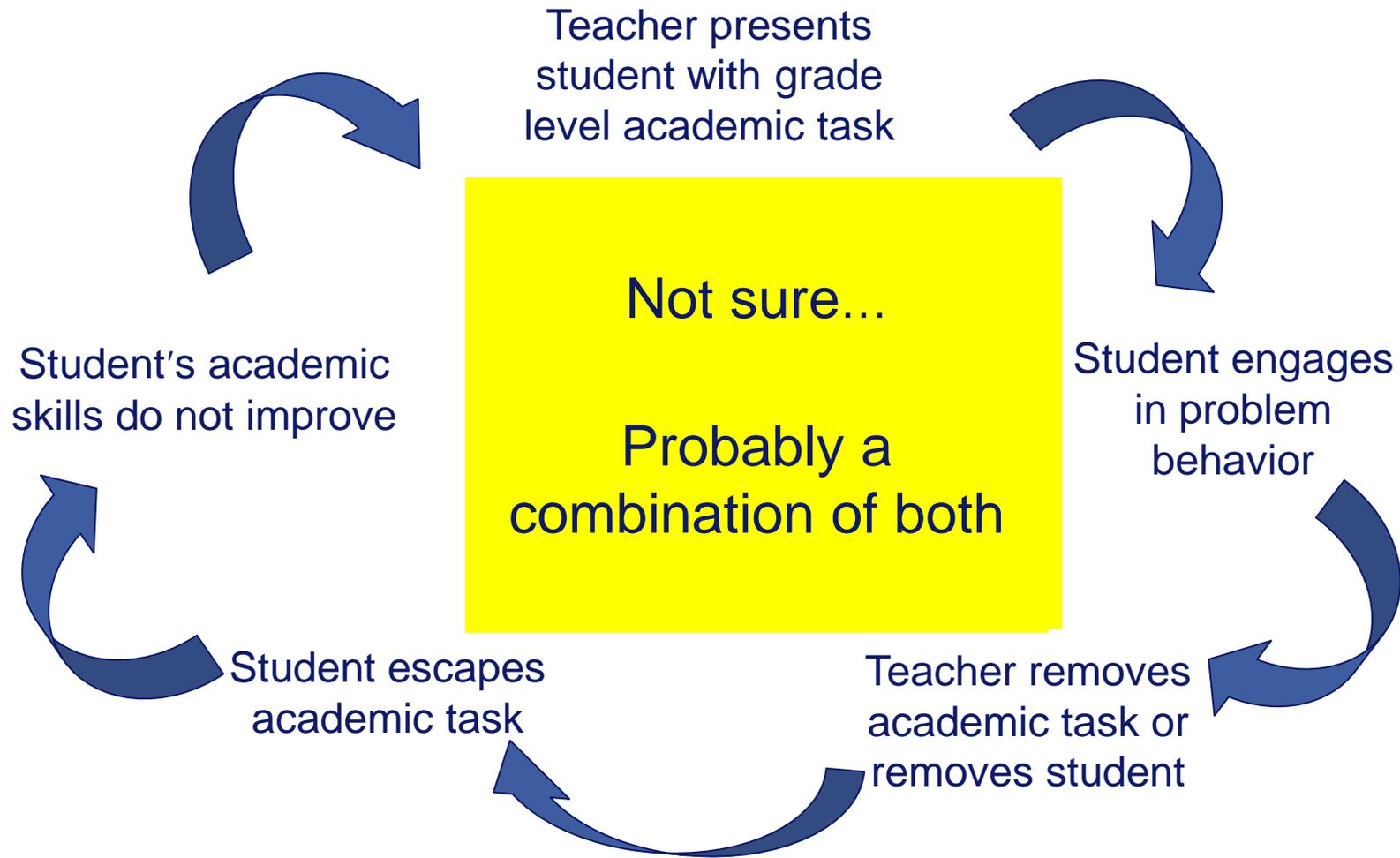
Non-related Non-academic and Academic Supports



Visible Ties
in the
SS



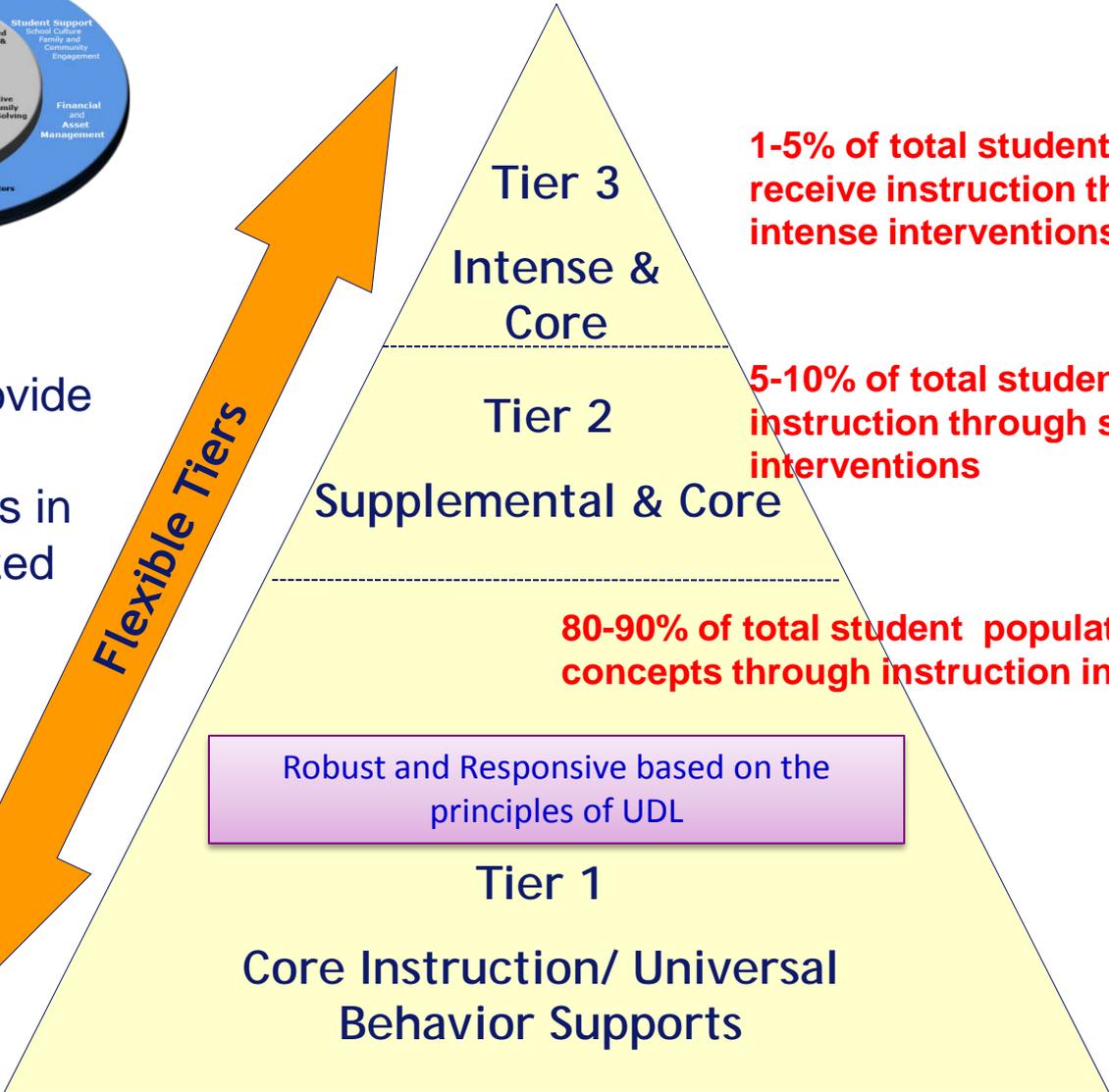
Cycle of Academic and Behavioral Responses





Increase progress monitoring and provide targeted instruction/supports in a more individualized way.

Flexible Tiers



1-5% of total student population receive instruction through these intense interventions

5-10% of total student population receive instruction through supplemental interventions

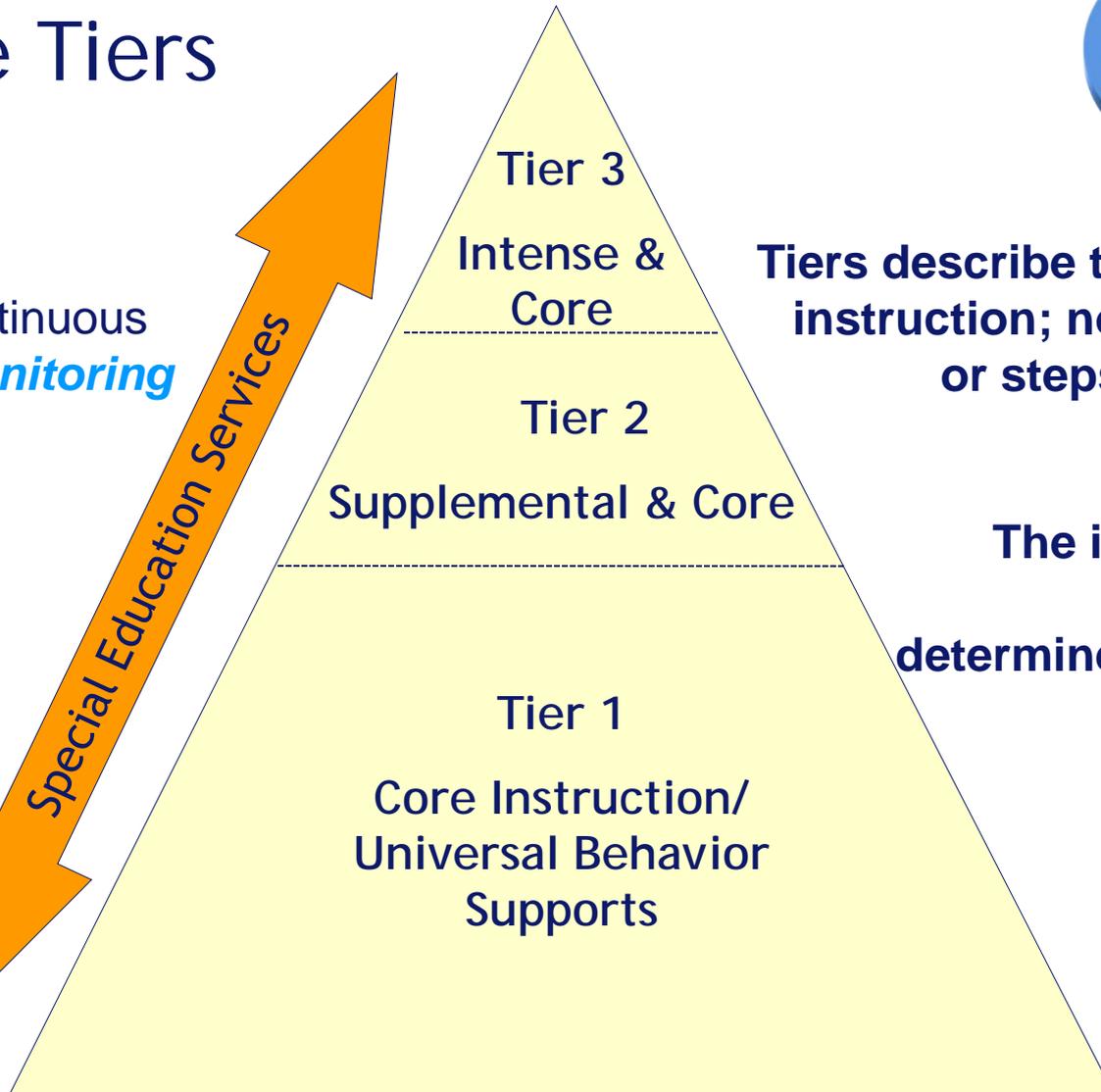
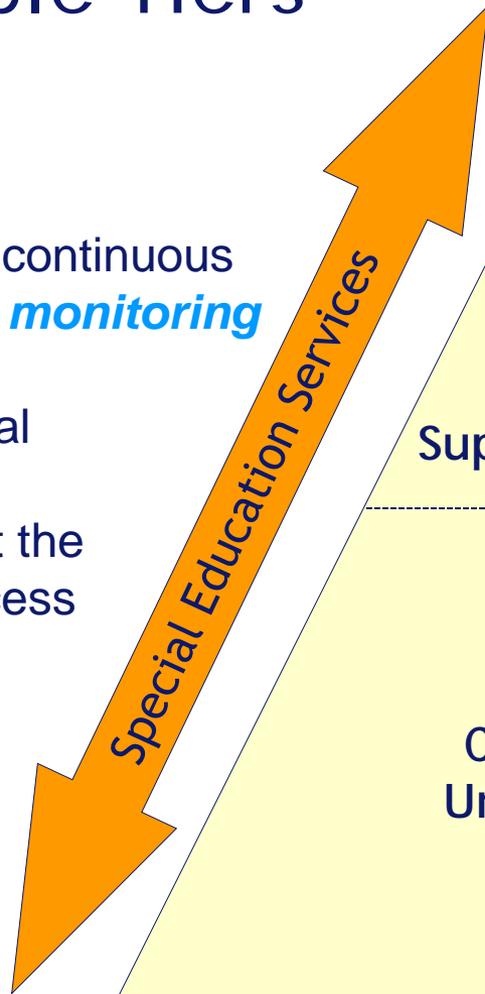
80-90% of total student population learn the key concepts through instruction in this tier.

Robust and Responsive based on the principles of UDL



Flexible Tiers

Data from continuous **progress monitoring** drives instructional **decisions** throughout the tiered process



Tiers describe the intensity of instruction; not a placement or steps in a process.

The intensity of the instruction is determined by the data.



Special Education Eligibility Specific Learning Disabilities

Evaluation Method

- ★ Districts **MAY** use a *scientific, research-based intervention model* as an *eligibility determination process*
(*Model of Tiered Instruction*)
- ★ Districts **MAY** use the *IQ / achievement discrepancy model* as an *eligibility determination procedure*

Federal Regulations 34 CFR Parts 300 and 301
300.307 Specific Learning Disabilities

ED.gov



Special Education Evaluation Process

Districts / schools *choosing* to use a *scientific, research-based intervention model* (*Model of Tiered Instruction*) as an *eligibility* determination *process* must work within the **45 SCHOOL WORKING DAYS** after *receipt* of a parent's *written consent* to an initial evaluation or reevaluation (*continued on next slide*)

603.CMR28.00 Massachusetts Special Education Regulations
28.05:(1) The Team Process and Development of the IEP



Special Education Procedural safeguards

Procedural safeguards are the specific *rules* that make sure that *the parent knows* what the school district is *proposing to do* ("receive notice"), agree with the *school district's plan* ("give parental consent") and have a range of *opportunities for resolving disagreements* with the school district ("due process").

Districts are required to follow the procedural safeguards outlined in the Parent's Notice while implementing a model of tiered instruction.

Parent's Notice of Procedural Safeguards

Dear Parents:

You are receiving this Notice of Procedural Safeguards (Notice) because your son or daughter (student) has been referred for an evaluation or is currently receiving special education services. If your student is eligible for special education, the school district must provide a free appropriate public education commonly referred to by the acronym FAPE. In order to provide a FAPE the school district must work in partnership with you. You will be a member of the IEP team that will consider your student's unique needs and develop an individualized education program or IEP for your student.¹ The IEP must provide instruction that is tailored to your student's unique needs and includes sufficient support services to enable your student to make meaningful educational progress and to assist your student in acquisition of knowledge and skills, including those necessary for social and emotional development according to appropriate chronological and developmental expectations. Any special education services identified for your student must be provided at public expense with no cost to you. All students in the Commonwealth's public education system, including students with disabilities, are entitled to the opportunity to learn the material that is covered by the academic standards in the Massachusetts curriculum frameworks. Massachusetts also provides an individual right to FAPE for its resident students with disabilities who attend private schools at private expense, and who seek public special education services.

Both [State and federal laws](#) contain rules that school districts must follow when deciding if a student is eligible for special education and, if so, what services the student will receive. These laws also provide detailed procedures for ensuring that the student receives a FAPE during the entire time he or she is eligible for special education. Special education is a highly complex and regulated area of education law. The detail in the law is intended to protect your student and to help ensure that he or she receives appropriate educational services. You can get additional help in understanding the special education process from your school guidance office, the Massachusetts Department of Elementary and Secondary Education (ESE), organizations for parents of students with disabilities, and private special education organizations. Information from these sources will help you work in partnership with your school district to make sure that your student receives appropriate educational services. The ESE publishes extensive information for parents and school districts on its internet Websites. A [Table of the ESE Websites](#) is included at the end of this Notice.

This Notice provides you with important information on your right to be involved in planning your student's special education. Procedural safeguards are the specific rules that make sure that you know what the school district is proposing to do ("receive notice"), agree with the school district's plan ("give parental consent") and have a range of opportunities for resolving disagreements with the school district ("due process"). Procedural Safeguards in the law also provide additional protections outlined in this document.

We hope this Notice will be of assistance to you as you take an active role in your student's educational experience.

This document, the Parent's Notice of Procedural Safeguards, answers the following questions:

1. [What is "prior written notice" and when do you receive it?](#) Page 2
2. [What is "parental consent" and when must the school district ask for your consent?](#) Page 3
3. [Is the school district required to evaluate upon request by a parent?](#) Page 5
4. [What is an "independent educational evaluation"?](#) Page 5

¹ See the IEP Process Guide for information on how a student's IEP is developed and implemented.



Intensive

Targeted

Universal

Math problem solving

Reading Comprehension

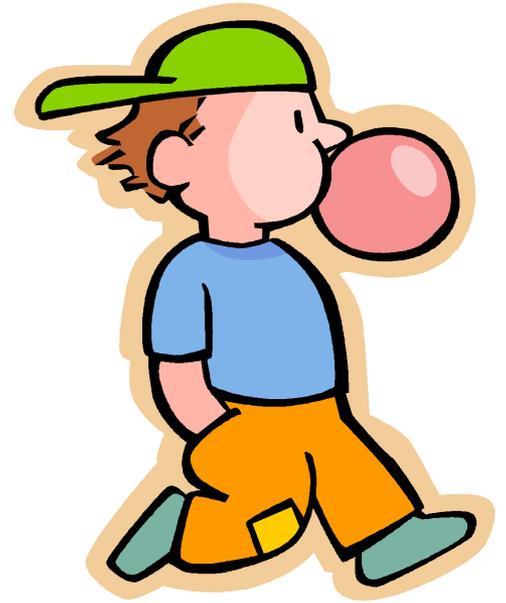
Math Calculations

Scientific inquiry

Reading Fluency

Social skills

Label skills and behavior...
not students in specific tiers

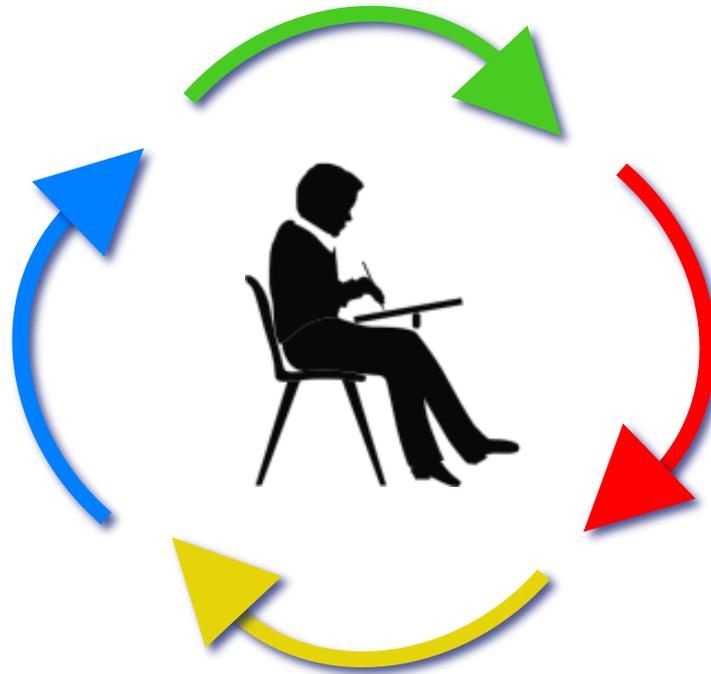


Collaborative School and Family Problem Solving Process

Define the Problem

What Do We Want Students to KNOW and Be Able to DO?

Evaluate
Did It WORK?



Problem Analysis
Why Can't They DO It?

Implement Plan
What Are WE Going To DO About It?



Guiding Questions

Step 1 – Problem ID

- ★ What do we expect out students to know, understand, and do as a result of instruction?
- ★ Do our students meet or exceed these expected levels? (How sufficient is the core?)
- ★ Are there groups for whom core is not sufficient?

Step 2 – Problem Analysis

- ★ If the core is NOT sufficient for either a “content area” or group of students, what barriers have or could preclude students from reaching expected levels?
- ★ Does behavior serve to escape/avoid academic task?
- ★ Does student’s behavior interfere with learning opportunities?

Step 3 – Plan Development and Implementation

- ★ What strategies or interventions will be used?
- ★ What resources are needed to support implementation of the plan?
- ★ How will sufficiency and effectiveness of core be monitored overtime?
- ★ How will fidelity be monitored over time?
- ★ How will “good”, “questionable,” and “poor” responses to intervention be defined?

Step 4 – Plan Evaluation of Effectiveness

- ★ Have planned improvements been effective?



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Tier 1 Instruction Specific to Literacy



Tier I Core Instruction

- Developed using the *Massachusetts' Curriculum Frameworks*
- Provides a high quality *core curriculum for all students*
- *Engaging* and developmentally-appropriate
- *Collaboration between educators and parents*
- A *positive learning environment* for *all* students



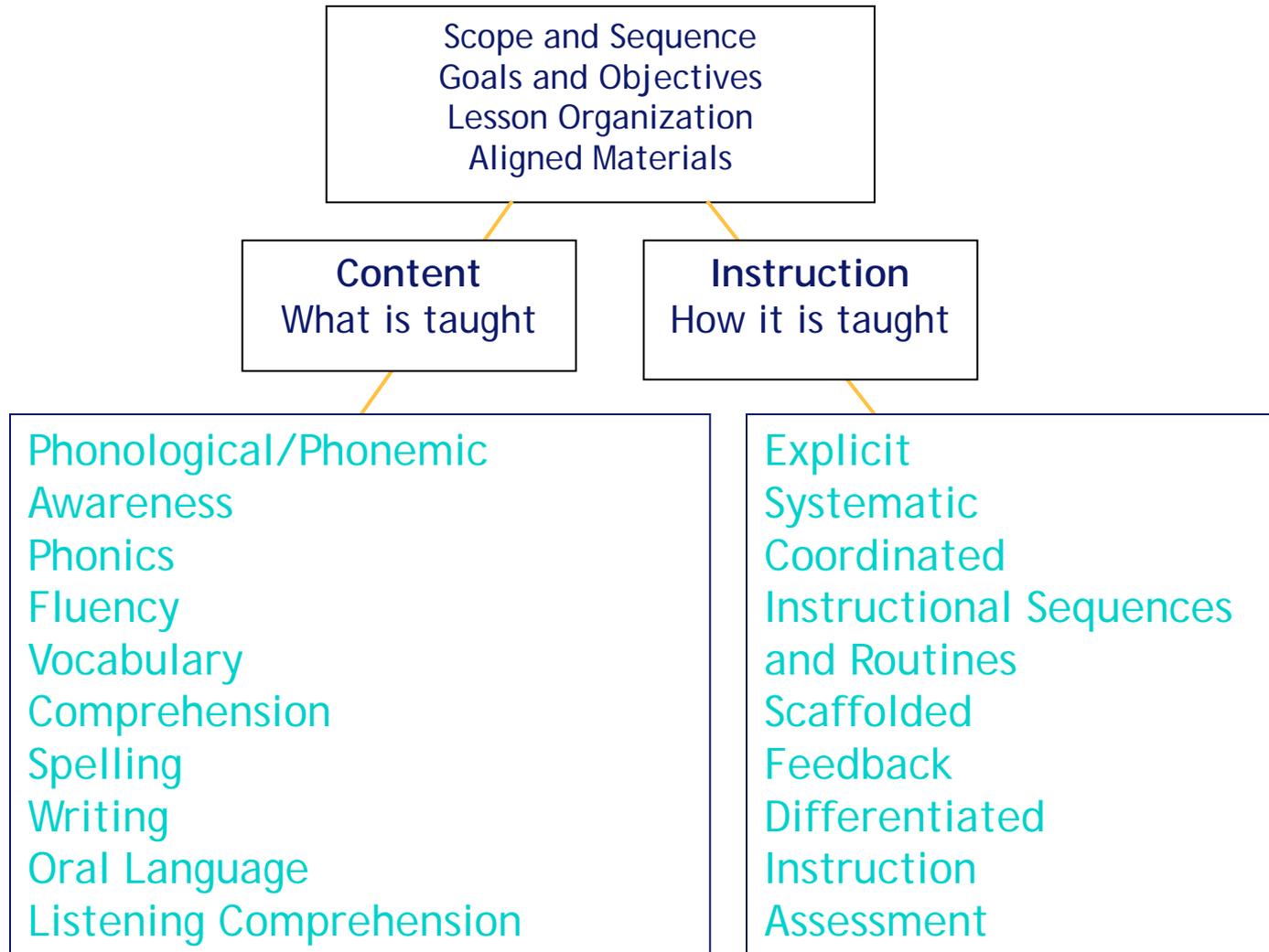
What does research evidence tell us about core reading instruction?

Effective reading instruction requires:

- ★ At least 90 uninterrupted minutes per day
- ★ Instructional practices that include:
 - ★ Universal Design for Learning
 - ★ Scaffolding
 - ★ Small group, differentiated teaching
- ★ A continuum of supports and multiple opportunities to learn in addition to initial instruction



INSTRUCTIONAL DESIGN: THE FRAMEWORK OF A READING PROGRAM



Adapted from Center on Instruction:

Reviewing a Reading Program



Tier II Instruction Specific to Literacy



Tier II - Supplemental Interventions

These interventions are provided in addition to the core instruction.

- *Research based interventions* are provided to enable *struggling* students to *access the core curriculum*
- Provided to students in a *targeted* and *short term* manner
- The interventions and assessments must be *valid* and *reliable* predictors of future performance for *targeted* students



Tier II - Supplemental Interventions

These interventions are provided in addition to the core instruction.

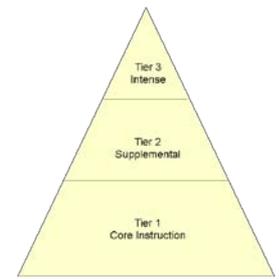
- Student's academic *progress* is *monitored* with increasing frequency to *drive the decision* making process
- *Collaboration between educators and parents*
- Information from *student's IEPs* is incorporated into the provision of appropriate interventions.



Tier III Instruction Specific to Literacy



Tier III Intense Interventions

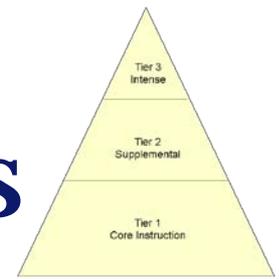


These interventions are provided in addition to the core instruction.

- The interventions selected to meet the *specific needs of struggling* learners to support the core curriculum instruction
- *Intense research based* interventions are provided for *longer periods of time*
- The interventions and assessments must be *valid* and *reliable* predictors of future performance for at risk students



Tier III Intense Interventions



These interventions are provided in addition to the core instruction.

- Student's *progress* is monitored with *increased frequency* in this tier to drive the *decision* making process
- *Collaboration between educators and parents*
- Information from *student's IEPs* is incorporated into the provision of appropriate interventions.



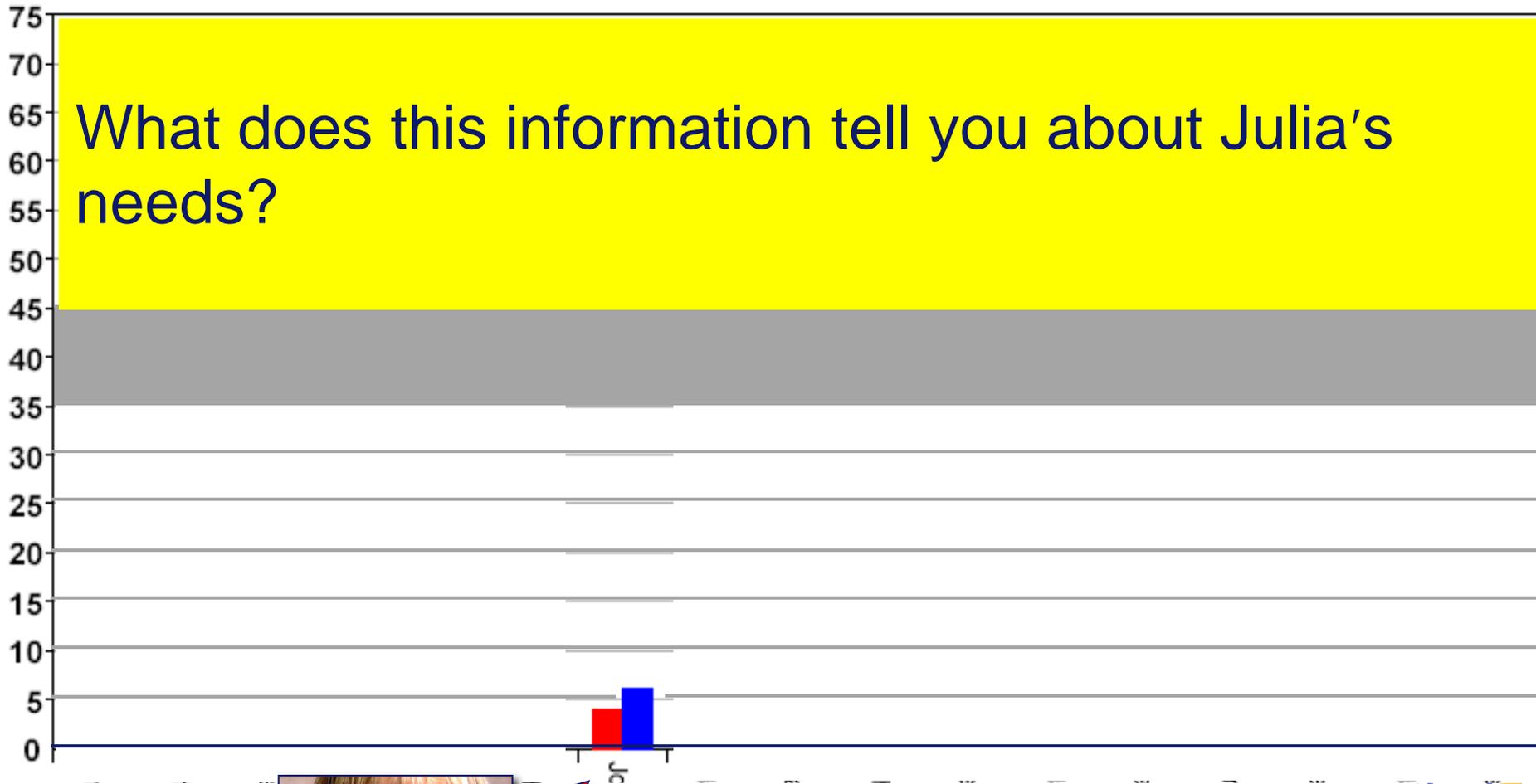
Looking at Julia's data

Problem solving from an individual student level to systems level



End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

Phoneme Segmentation Fluency

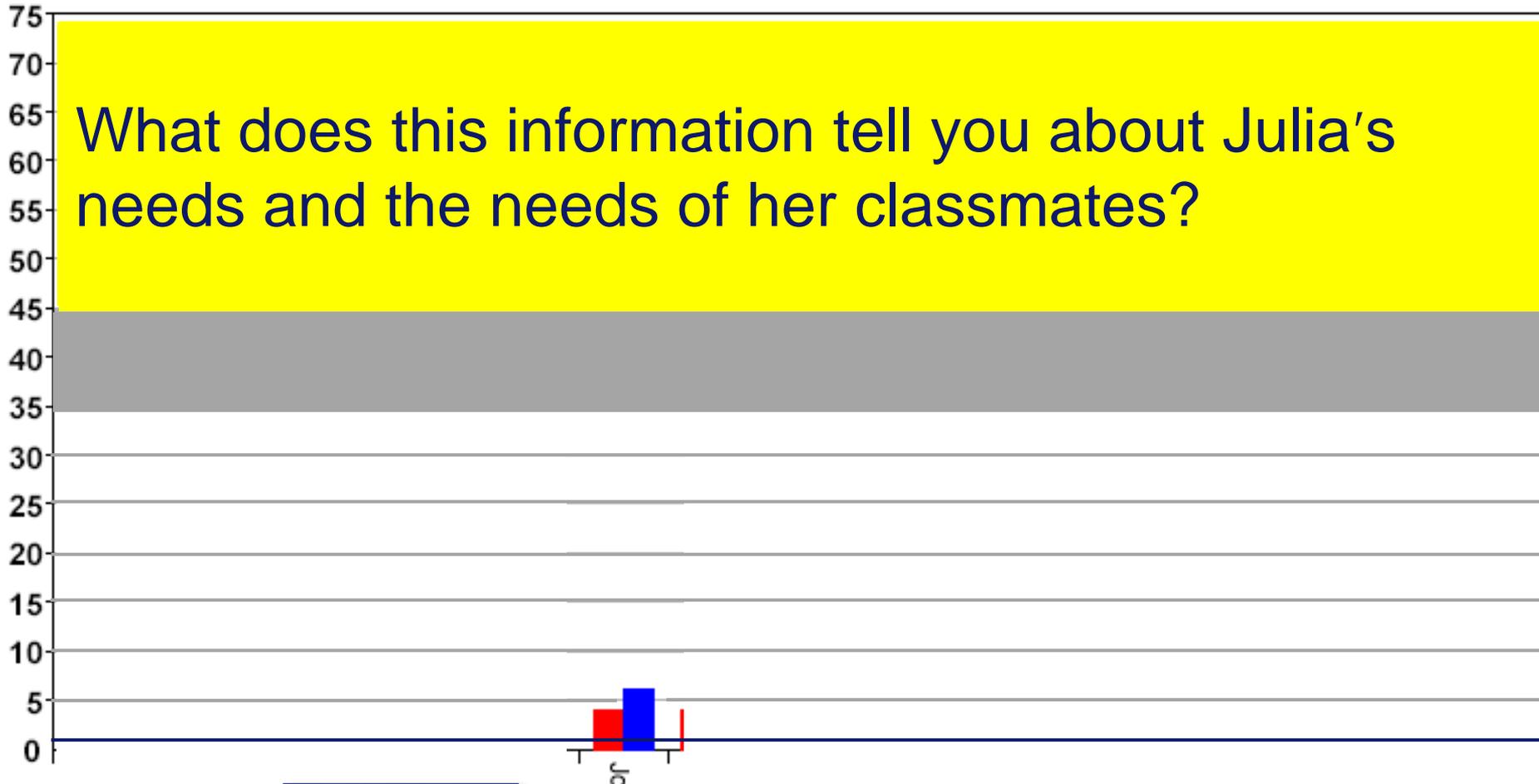


Slide from Steven Goodman – Director, Michigan's Integrated Behavior and Learning Support Initiative



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Phoneme Segmentation Fluency

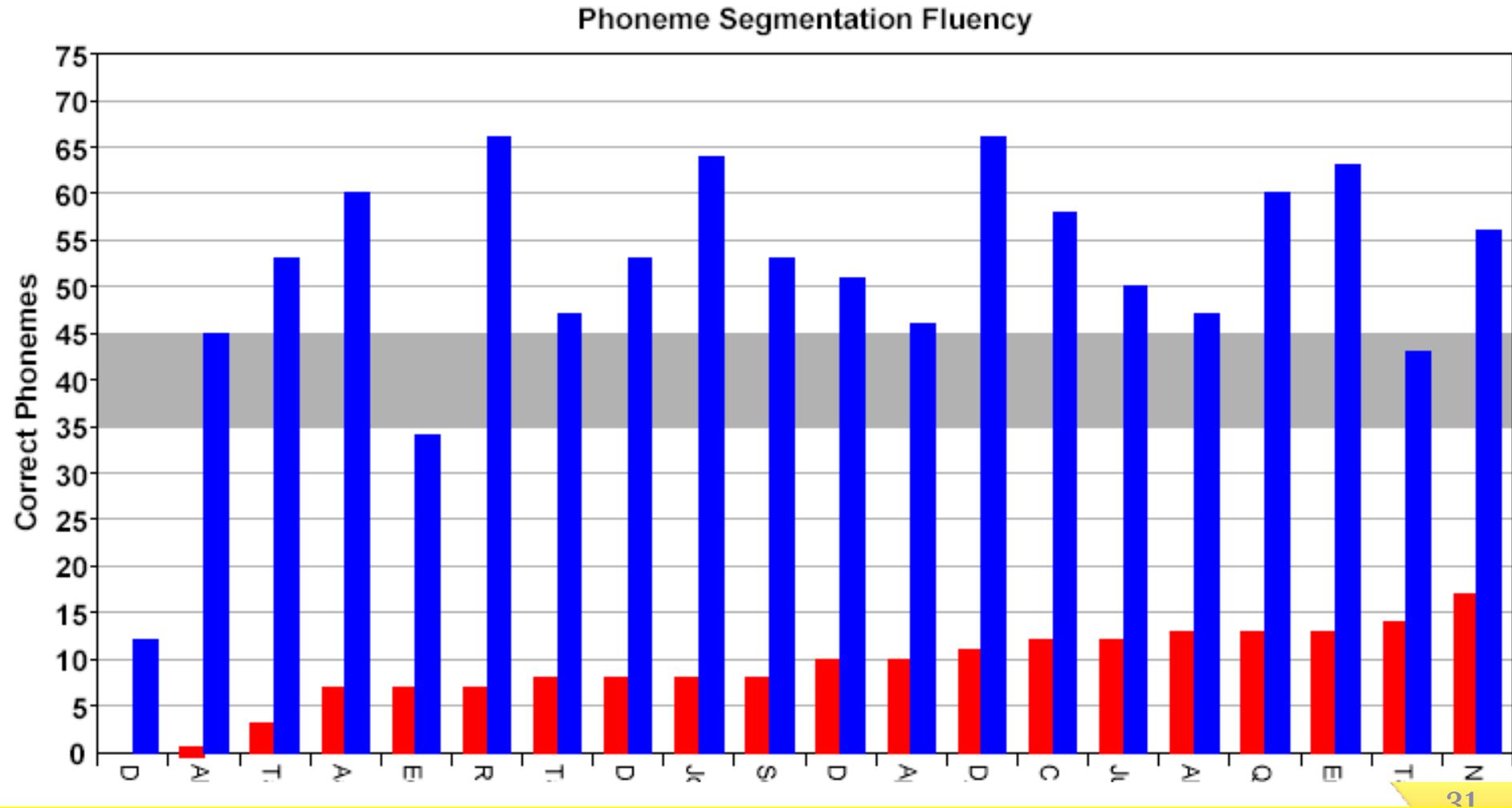


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Slide from Steven Goodman – Director, Michigan's Integrated Behavior and Learning Support Initiative

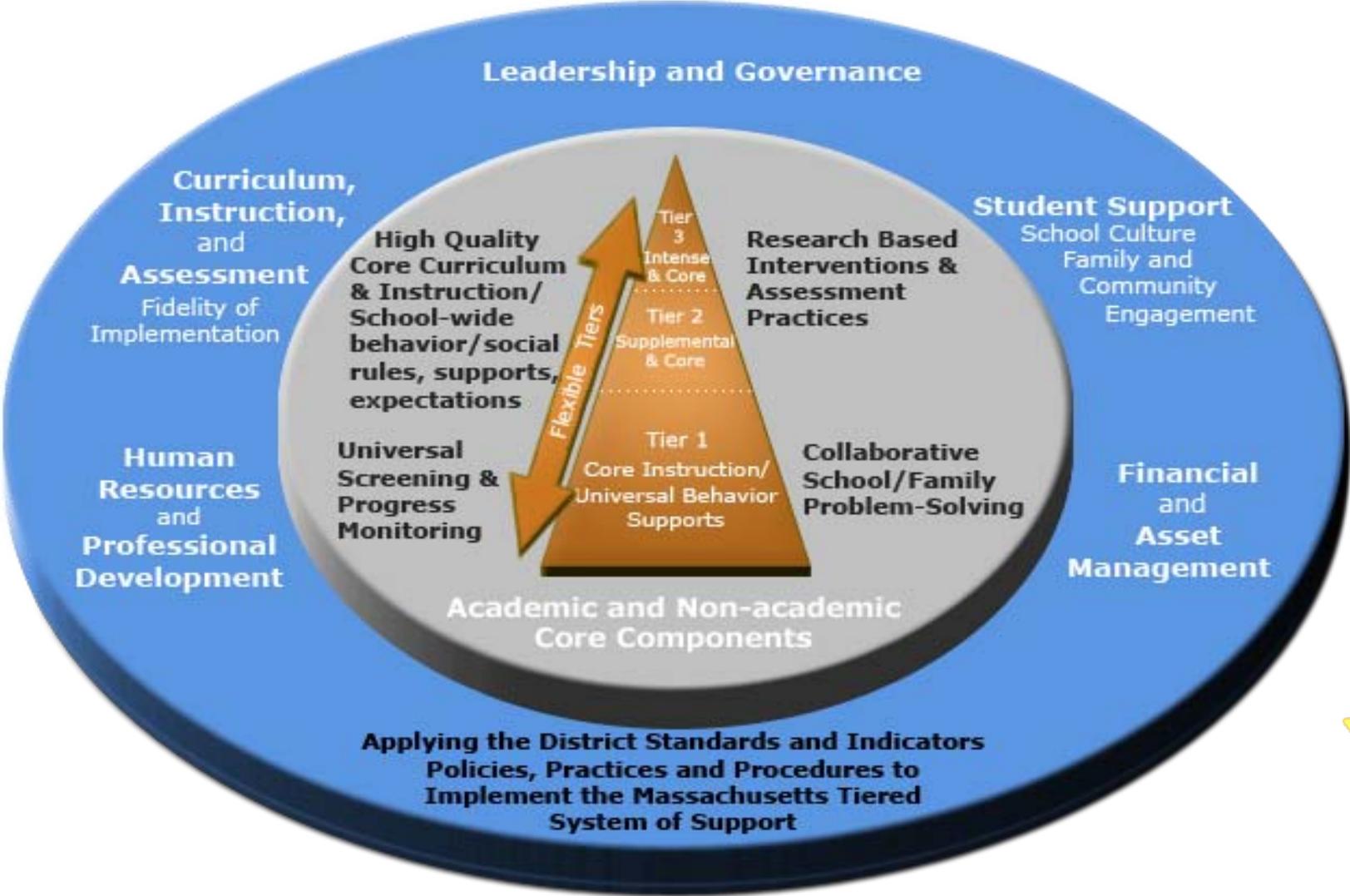


Same building, same grade, different teacher

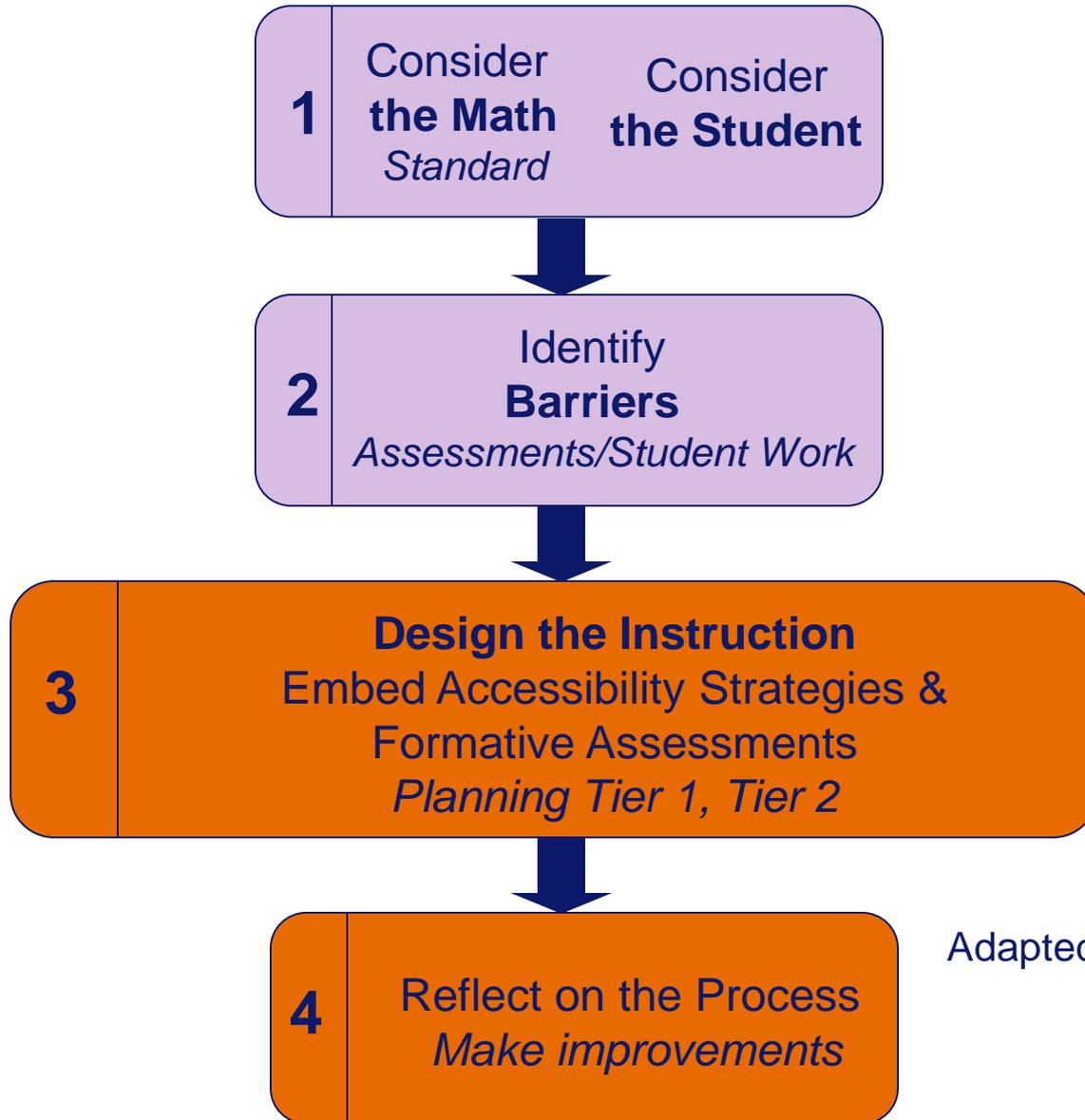


Does this information change how you might support Julia? Her classmates?

Blueprint for the Massachusetts Tiered System of Support



Meeting the Needs of All Students



Adapted from EDC, 2007 33



Purposeful Planning

- ★ Team working together
 - ★ Multiple representations and approaches
 - ★ Grouping
 - ★ Students struggling the most need teacher with strong math knowledge
 - ★ Ongoing assessments embedded in the lesson
 - ★ Strategies to make the math accessible for all students
- ★ Design core instruction as well as Tier 2 and extension activities

