

# Massachusetts Tiered System of Support (MTSS)

Office of Tiered System of Supports (OTSS)

Somerville Public Schools

Winchendon Public Schools

October 26, 2012

Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION



# Agenda

- ★ Overview of MTSS

- ★ Panel discussion

  - ★ Somerville Public Schools – Debbie Connell

  - ★ Winchendon Public Schools – Cindy Landanno  
Jane Ripley



# What is going on in your district?

- ★ Has your district developed a tiered system of support?
  - ★ In what stage of implementation?
- ★ Has your district provided guidance on the relationship between a tiered system of support and the special education referral process?
  - ★ If yes, do you also include other assessments (e.g., cognitive) in the determination process?
- ★ Are you using data collected through the tiered process for determining eligibility for specific learning disabilities?



# Who is in the audience?

- ★ Have you heard a MTSS presentation before?
- ★ Are you familiar with Universal Design for Learning?
- ★ Do your district responsibilities include more than just Special Education oversight?
  - ★ Title I and Special Education?
  - ★ Student Support Services (including Special Education)
  - ★ Other

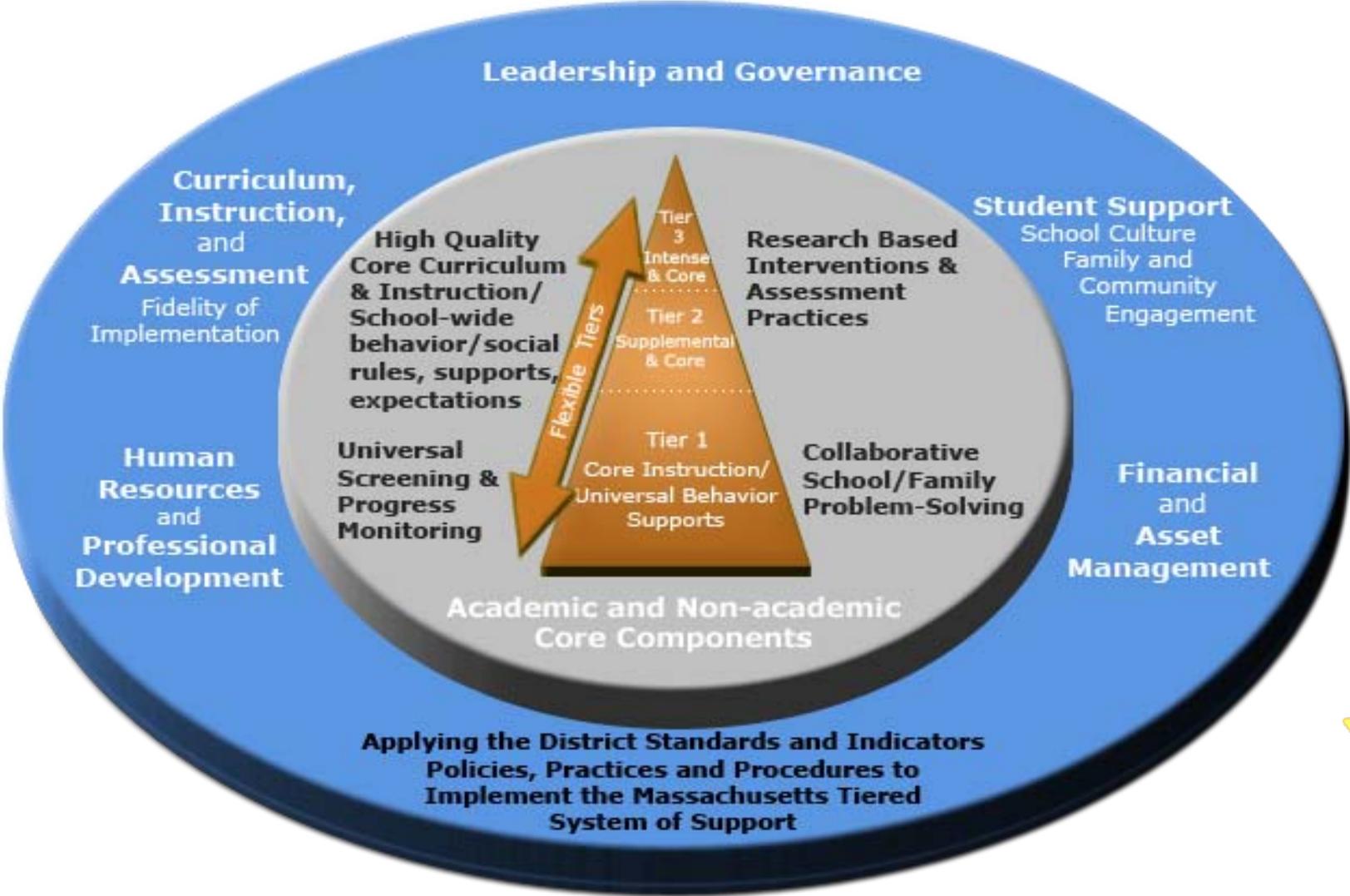


# The Massachusetts Tiered System of Support (MTSS)

*MTSS focuses on system structures and supports across the district, school, and classroom 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.*



# Blueprint for the Massachusetts Tiered System of Support



# Website introduction

★ [www.doe.mass.edu/mtss](http://www.doe.mass.edu/mtss)



Academic

Non-academic

Interrelated Non-academic and Academic Supports

Academic Supports

Non-academic Supports

Non-related Non-academic and Academic Supports

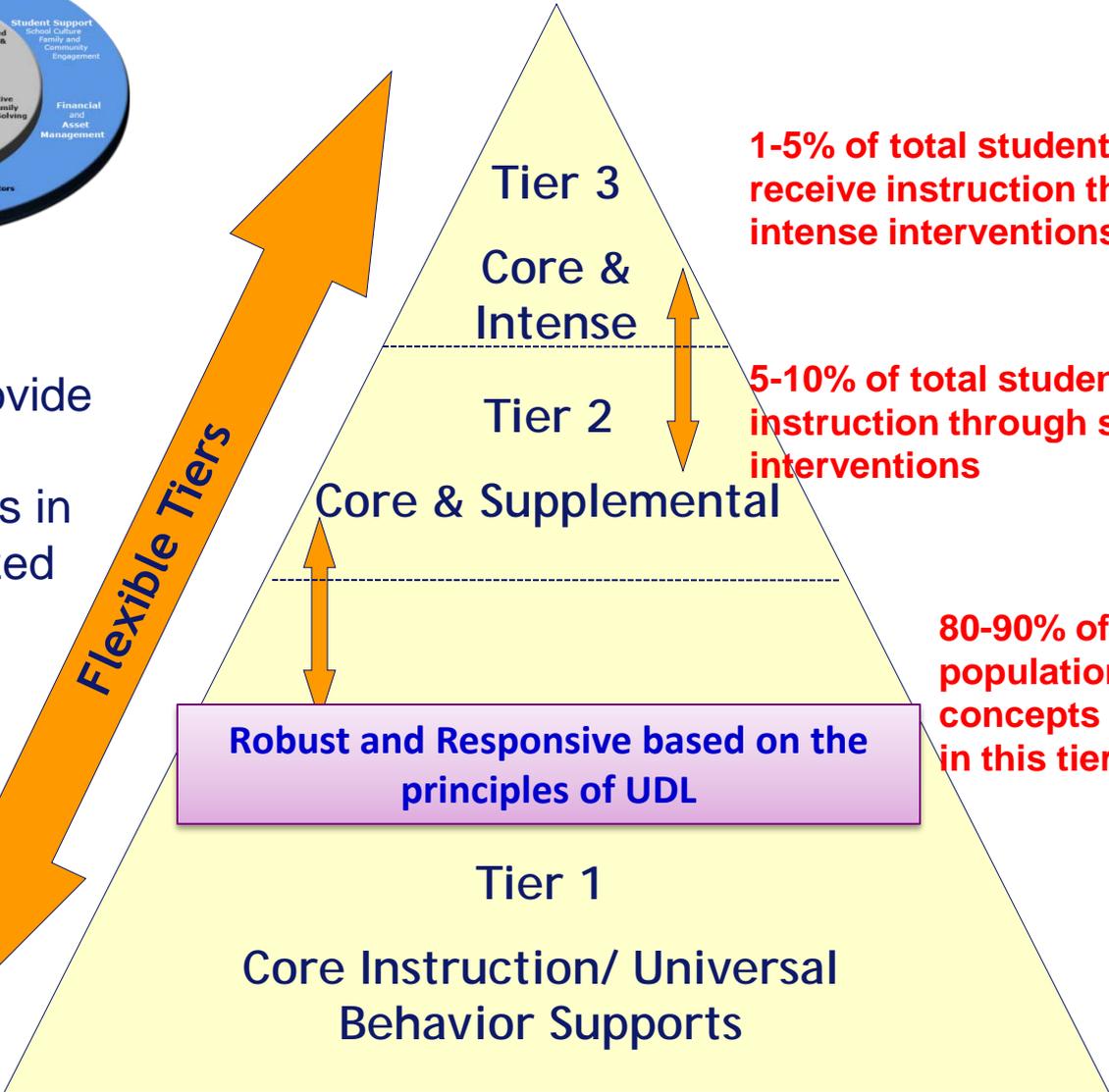
Visible Ties in the SS





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**

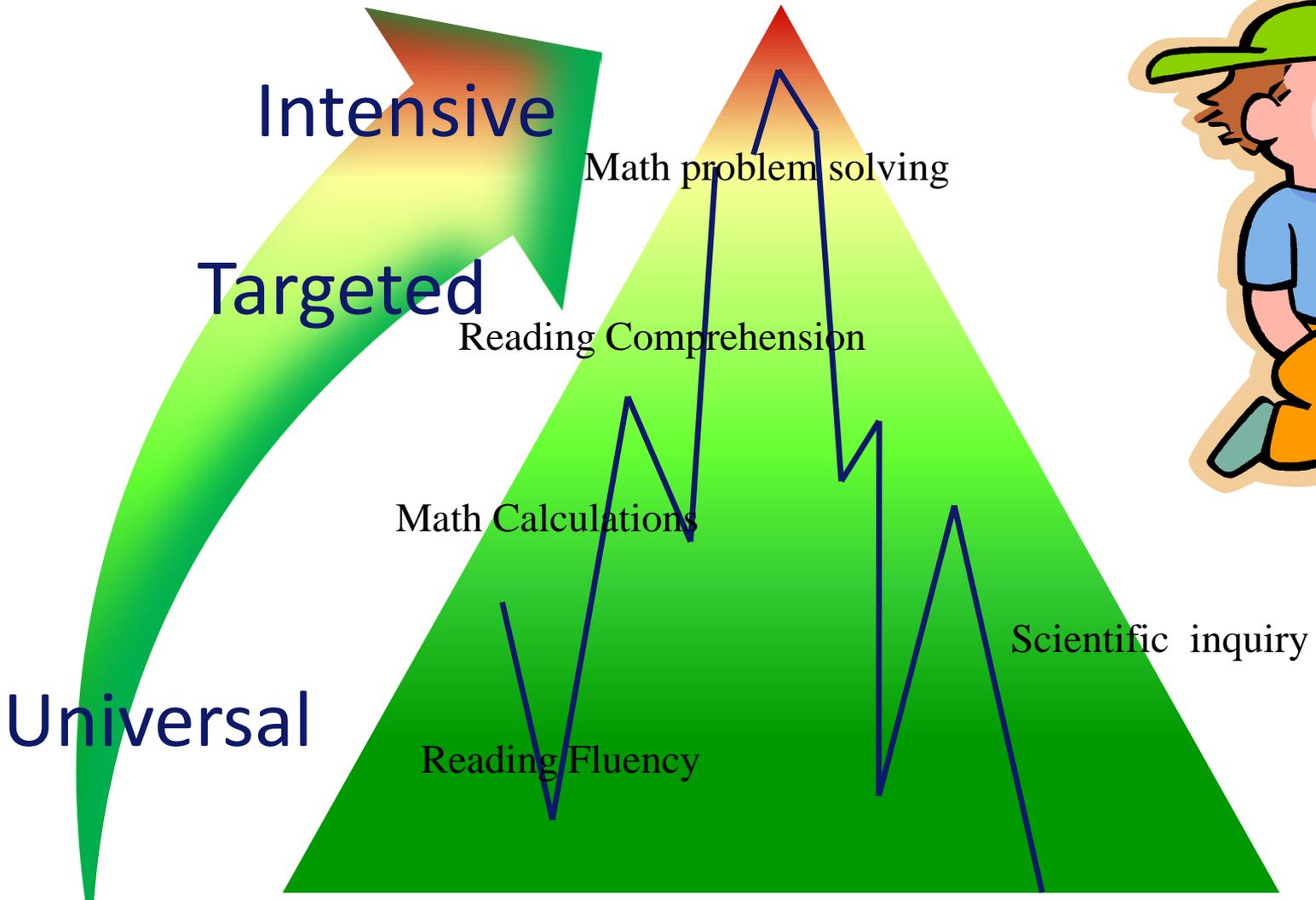
**5-10% of total student population receive instruction through supplemental interventions**

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

**Robust and Responsive based on the principles of UDL**

**The principles of UDL are applied throughout all of the tiers**





Universal

Targeted

Intensive

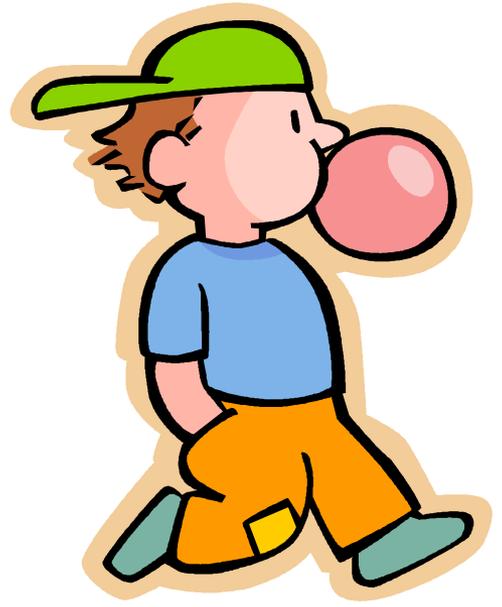
Math problem solving

Reading Comprehension

Math Calculations

Reading Fluency

Scientific inquiry



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

# Special Education Eligibility Specific Learning Disabilities

## Evaluation Method

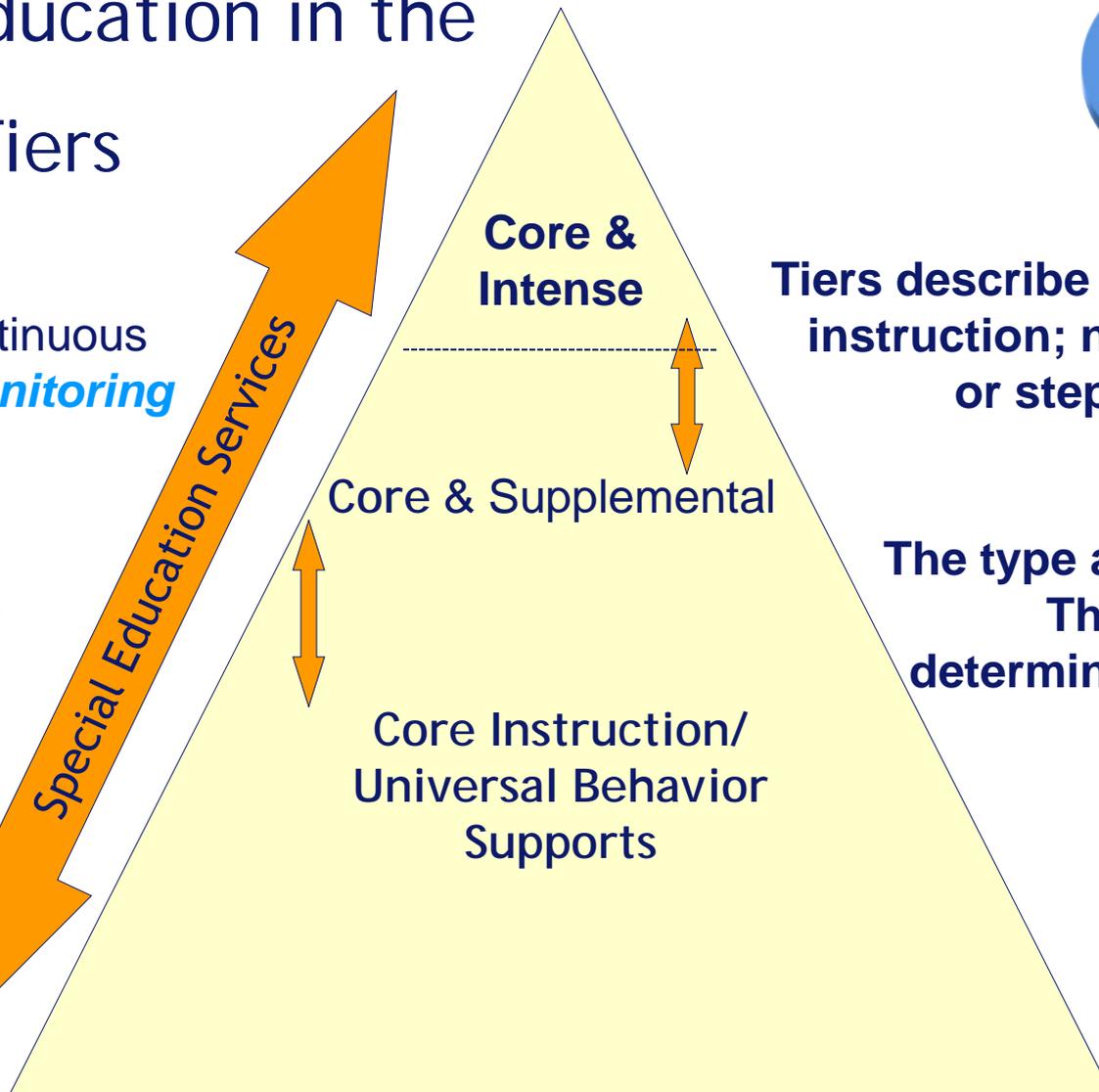
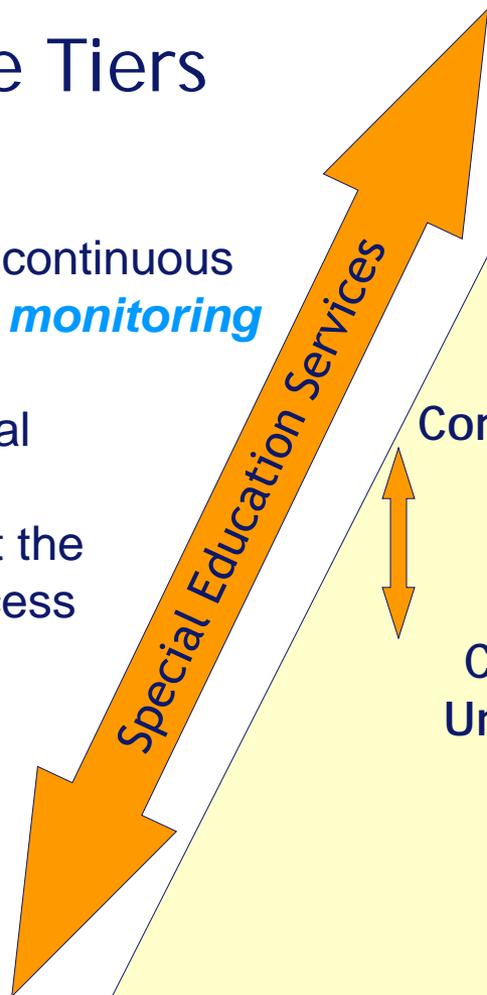
- ★ Districts MAY use a scientific, research-based intervention model as an eligibility determination process (Model of Tiered Instruction)
- ★ Districts MAY use the IQ / achievement discrepancy model as an eligibility determination procedure

In either instance, the principles of MTSS including universal screening, progress monitoring, and tiered levels of support yield data essential to the determination of SLD.



# Special Education in the 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 type and intensity of The instruction is determined by the data.



# Panel Discussion

## Overview of MTSS in your district

- ★ Briefly describe your district's journey towards implementing a tiered system of support based on the MTSS conceptual blueprint?



# Panel Discussion

## Eligibility for special education for a specific learning disability

- ★ Has your district provided guidance on the relationship between a tiered system of support and the special education referral process?
- ★ Are you using data collected through the tiered process for determining eligibility for specific learning disabilities?
- ★ Do you also include other assessments (e.g., cognitive) in the determination process?



# Panel Discussion

## **Students with disabilities within the Massachusetts Tiered System of Support**

- ★ How do you ensure that the tiered system (academic and non-academic) is responsive to the individual needs of students with disabilities?



# Panel Discussion

## Specially Designed Instruction

- ★ Has the role of special educators changed in schools where tiered system of supports are provided?



# Thank you!

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- ★ **Mary-Ellen Efferen**

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