

Massachusetts Tiered System of Support (MTSS)

Office of Tiered System of Supports (OTSS)
Curriculum, Instruction, and Assessment
Office

West Springfield Public Schools
Somerville Public Schools

November 14th, 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Agenda

- ★ Overview of MTSS

- ★ Case Studies

 - ★ Orange Public Schools

 - ★ Susan Kazeroid, Regional Literacy Specialist

 - ★ Cate Calise, Regional Mathematics Specialist

 - ★ Murkland Elementary School

 - ★ Carol Lach, DESE Math, Science, Technology & Engineering

- ★ Panel discussion

 - ★ West Springfield Public Schools – Russell Johnston

 - ★ Somerville Public Schools – Debbie Connell



Who is in the audience?

- ★ Have you heard a MTSS presentation before?
- ★ Are you familiar with Universal Design for Learning? PBIS?



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?

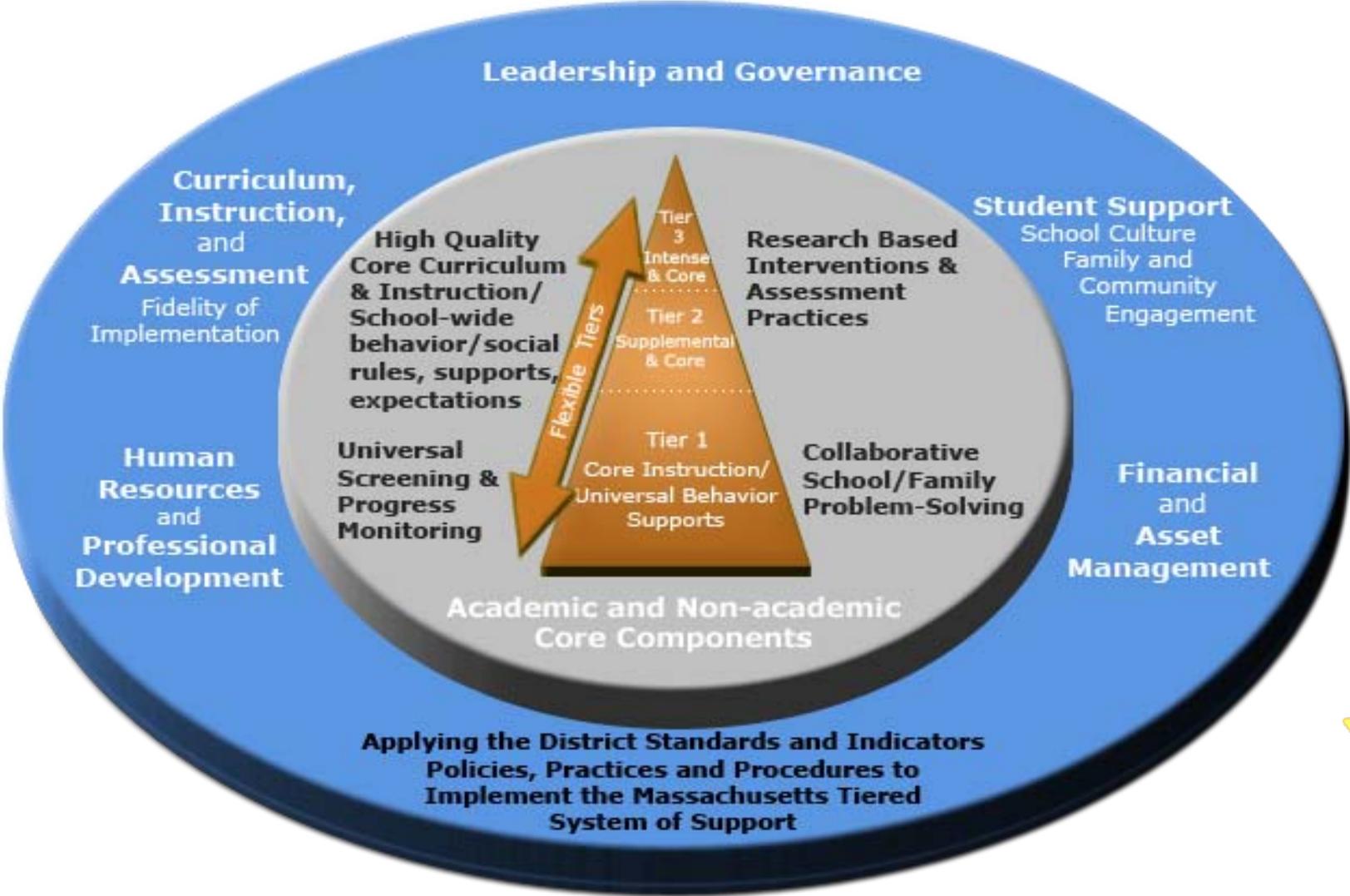


The Massachusetts Tiered System of Support (MTSS)

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

★ MTSS Self-Assessment



Academic

Non-academic

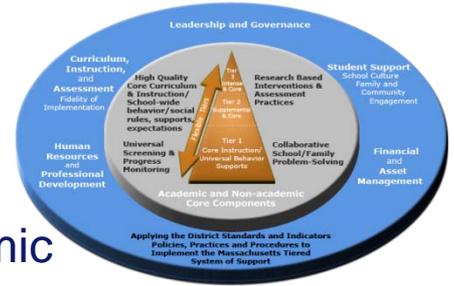
Interrelated Non-academic and Academic Supports

Academic Supports

Non-academic Supports

Flexible Tiers within the MTSS

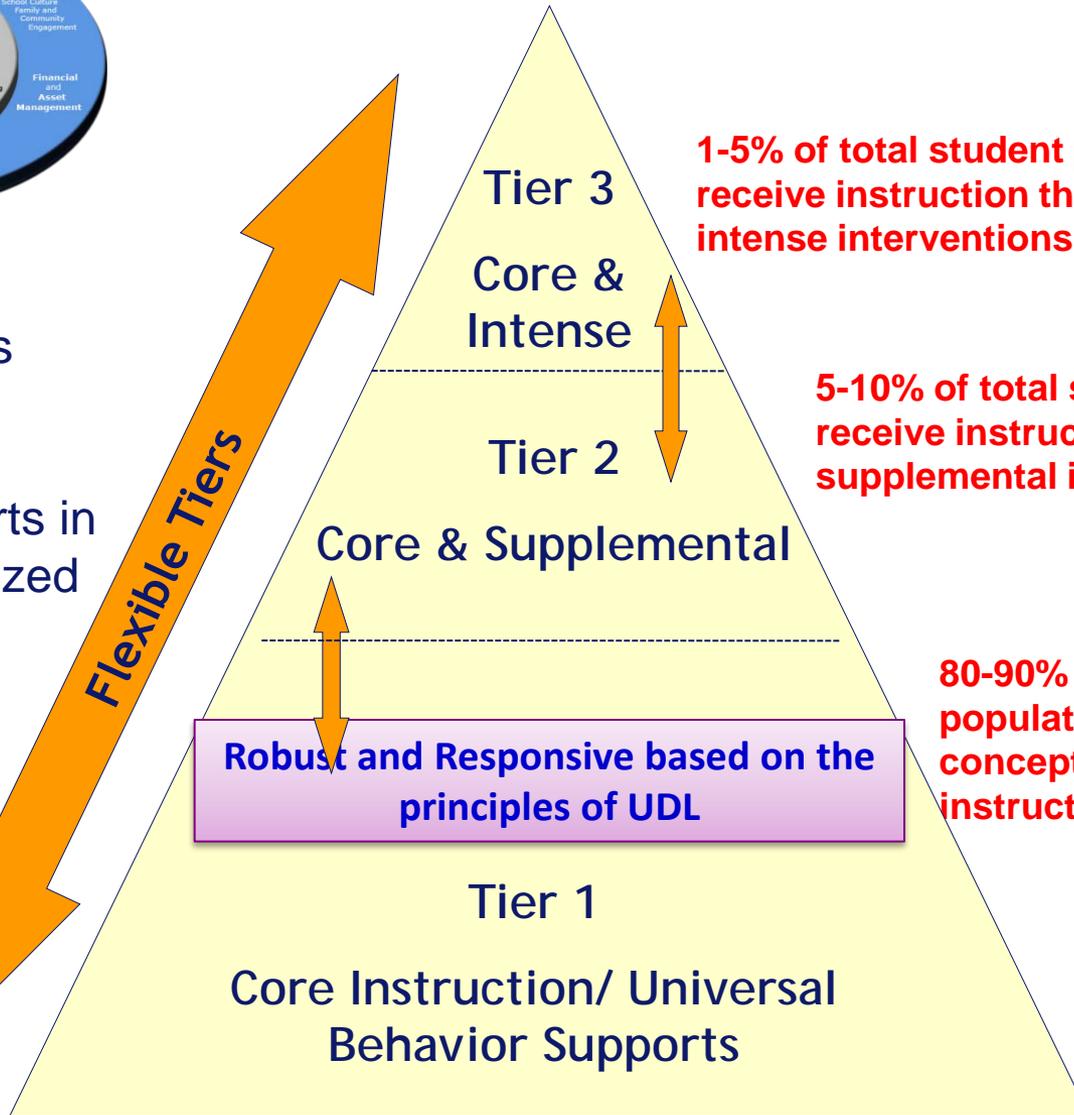
Non related Non-academic and Academic Supports





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

Flexible Tiers



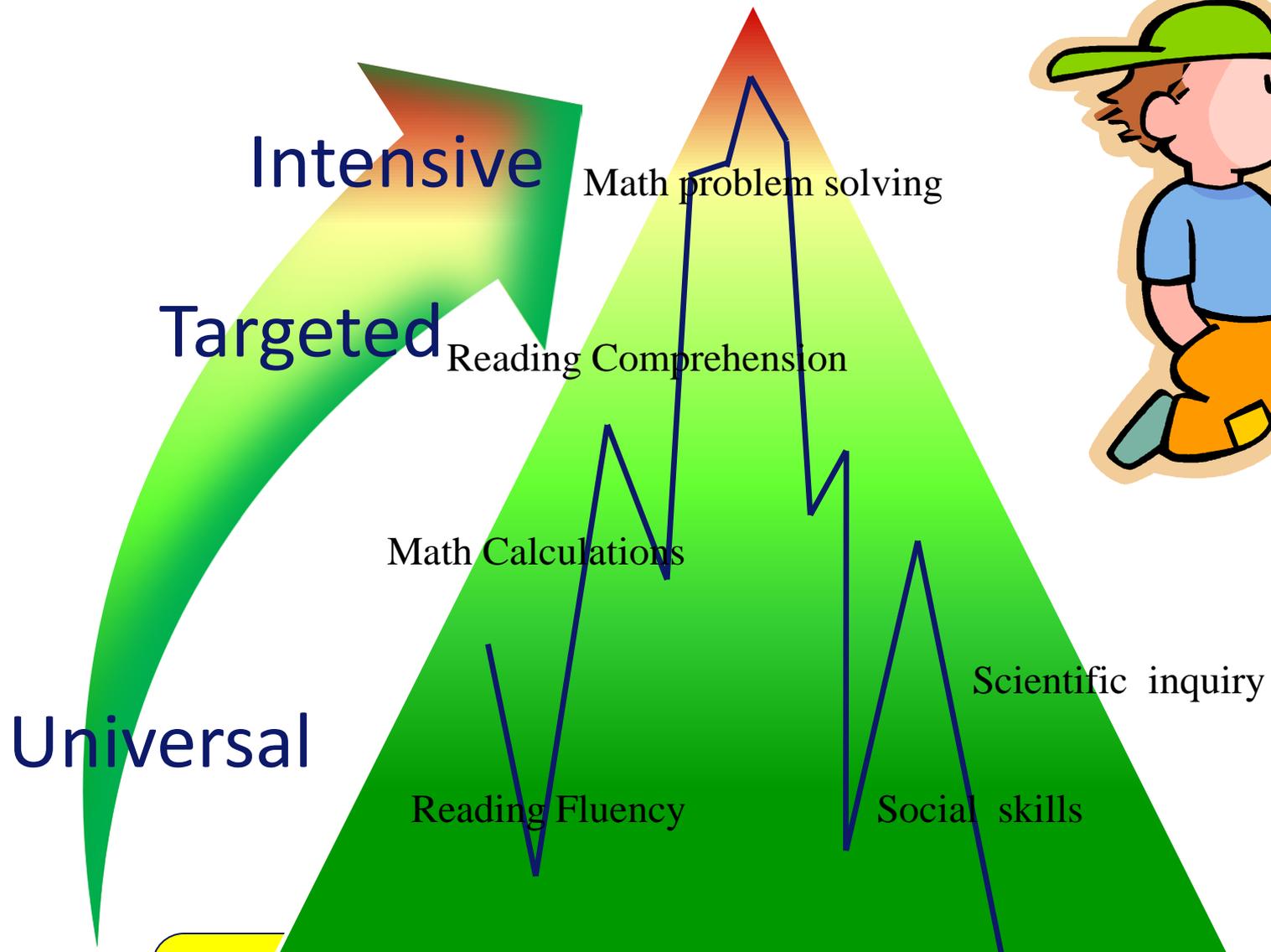
1-5% of total student population receive instruction through these intense interventions

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.

The principles of UDL are applied throughout all of the tiers





Intensive

Targeted

Universal

Math problem solving

Reading Comprehension

Math Calculations

Reading Fluency

Social skills

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

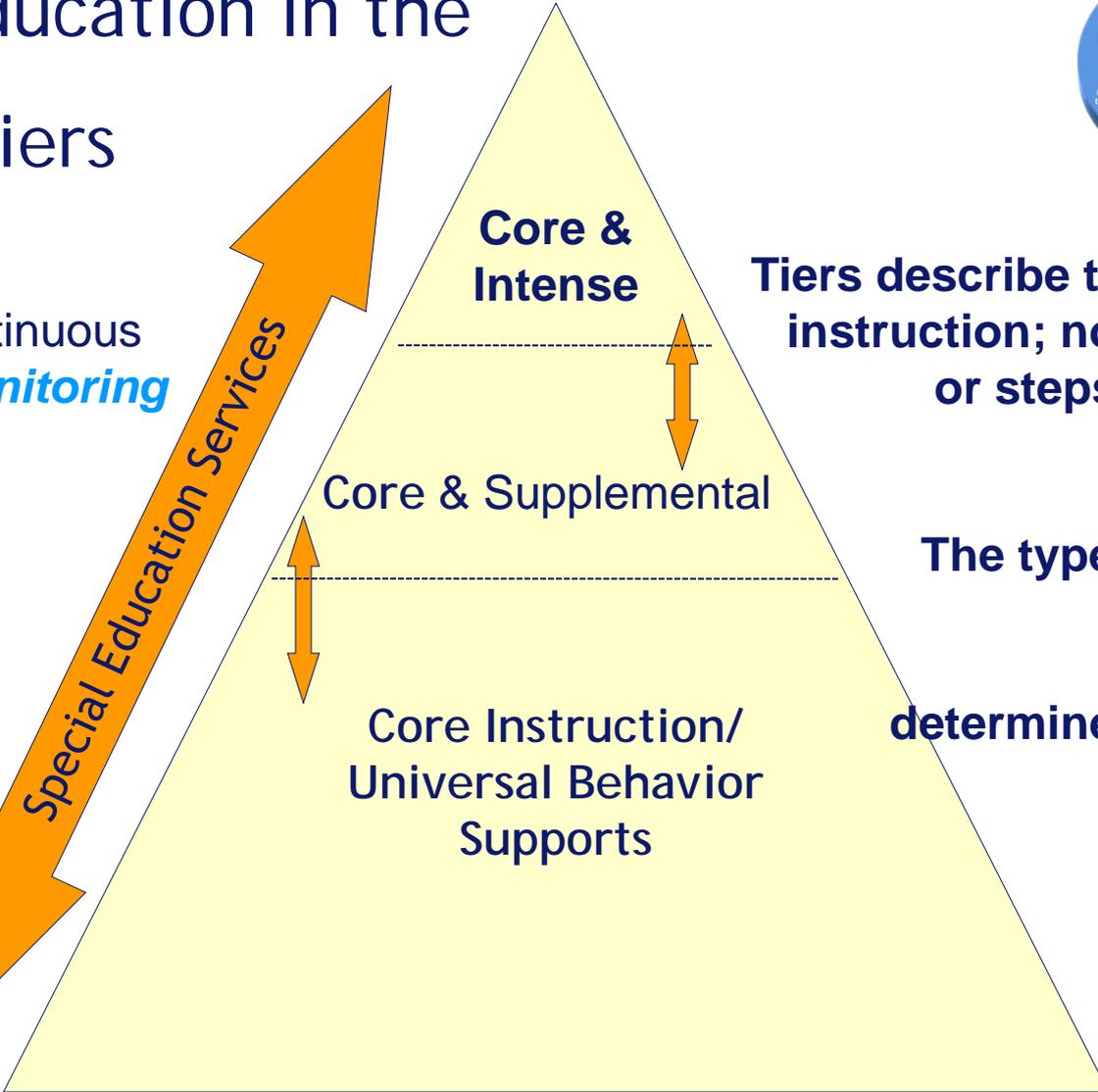
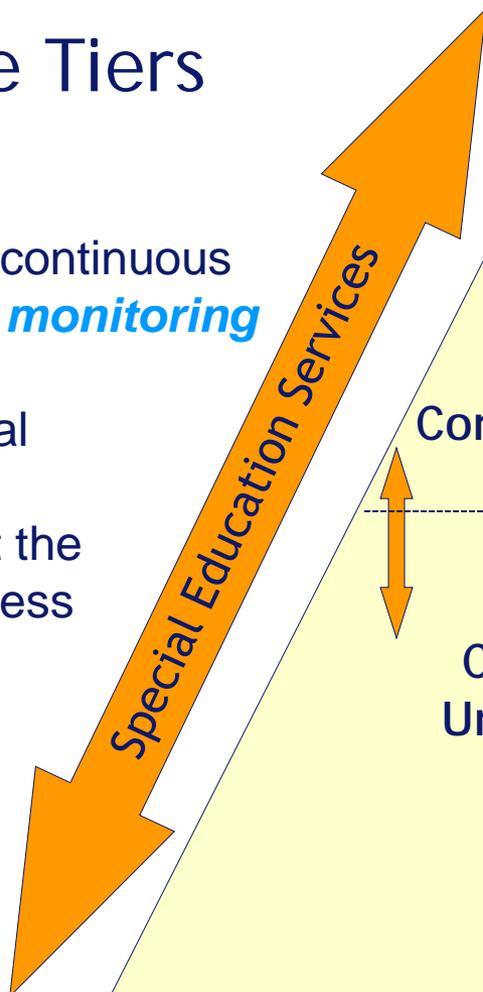
In either instance, the principles of MTSS including universal screening, progress monitoring, and tiered levels of support yield data essential to the determination of SLD.



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

- ★ Please highlight some of the challenges and successes you experienced in your journey?
- ★ What are some of the next steps on your journey toward full implementation, sustainability, and scalability of MTSS?



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?



Thank you!

- ★ www.doe.mass.edu/mtss
- ★ 781-338-3380
- ★ Madeline Levine
- ★ Shawn Connelly
- ★ Mary-Ellen Efferen
- ★ Susan Kazeroid
- ★ Cate Calise
- ★ Carol Lach

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