

# Massachusetts Tiered System of Support (MTSS)

Office of Tiered System of Supports (OTSS)

West Springfield Public Schools

Somerville Public Schools

November 14<sup>th</sup>, 2012

Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION



# Agenda

- ★ Overview of MTSS

- ★ Presentation

  - ★ West Springfield Public Schools – Russell Johnston

- ★ 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?

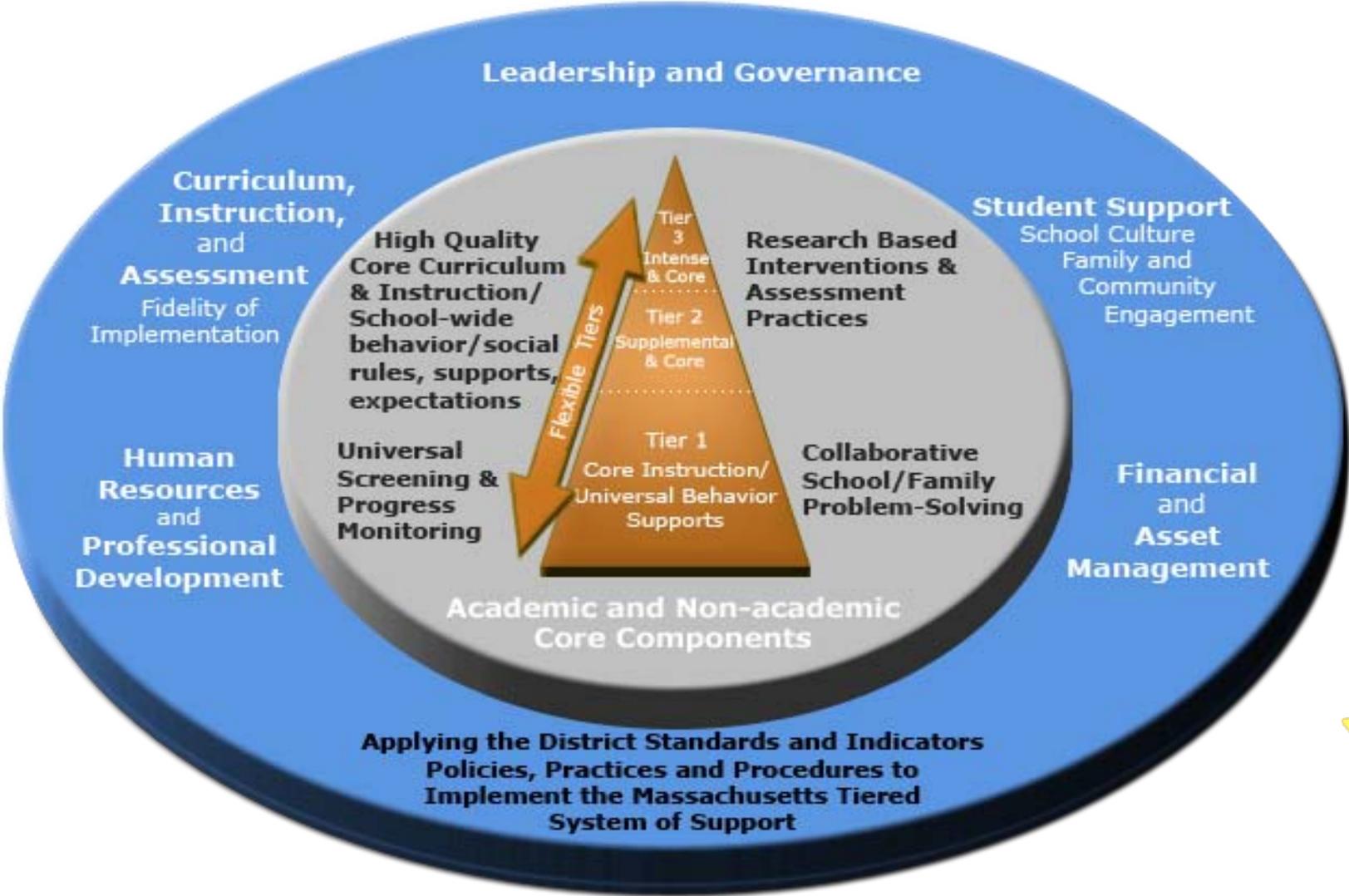


# The Massachusetts Tiered System of Support (MTSS)

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

★ MTSS Self-Assessment



# Action Plan

	A	B	C	D	E	F	G	
	School and District Systems of Support	Strategies (Policies, Practices, and Procedures)			Implementation Benchmarks		Leading to:	
3	Priority Area (As Identified on your	What will be produced?			How will you know that what you are doing is working?		Short term impact Long term impact	
4					Technical Implementation	Early Evidence of Change		
5								
6								
7	Leadership and Governance	Establish district focus group to develop and disseminate a resource guide of non-academic and academic interventions			Devote PD funds for ongoing support of district focus group		Enhanced, ready-to-use resources (initially stored on P drive)	short: use of resources in observation of classroom practice long: increased use of resources over time
8								
9	Student Support	Devote PD time to collaborate best practices in non-academic practices to support student learning			Devote PD funds for collaboration, academic and non-academic student supports (gen education, ESL, SPED)		Teacher PD evaluation forms; favorable summaries and increased competence in student supports	short: enhanced competence with scaffolded instruction (observation) long: increase in frequency and depth, scaffolded instruction - academic and non-academic support
10								
11	Curriculum, Instruction and Assessment	Finalize citywide training modules which focus on Tier 1 and Tier 2 best practices in literacy and math			Establish PD calendar for SY 2012-2013		Teacher PD evaluation forms; favorable summaries and increased competence in best practices related to math and literacy	short: enhanced competence with scaffolded instruction (observation) long: increase in frequency and depth, scaffolded instruction - literacy and math
12								
13								



# Action Plan

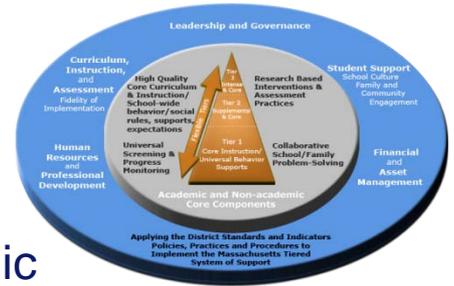
	A	B	C	D	E	F	G
18	<b>Core Components Academic</b>  <b>Priority Area</b> (As Identified on your Self-Assessment Graphs Tab)	<b>Strategies (Policies, Practices, and Procedures)</b>  What will be produced?			<b>Implementation Benchmarks</b>  How will you know that what you are doing is working?		<b>Leading to:</b>  Short term impact Long term impact
19							
20							
21							
22	Research-Based interventions and Assessment Practices	Resource bank of resources and interventions and assessments that are research-based		District assessment schedule, expansion of STAR/Renaissance Learning pilot	Evaluation of Pilot; Year 1 schools and related student achievement data	short: increased competence in data-driven decisions (data meetings) long: Improved student achievement results on district common assessments	
23							
24	Universal Screening and Progress Monitoring	Pilot K universal screening tool Re-evaluate progress monitoring schedules in tests of numeracy and literacy		Data related to K screening Dissemination of new schedules for progress monitoring students	Implementation guide and screening schedule; More time on instruction and less on formative assessments	short: enhanced formative information on our youngest learners long: targeted instruction and developmentally appropriate practices for students	
25							
26	Collaborative School/Family Problem Solving	Parent and family workshops about MTSS, also open to community care providers		Schedules of workshops	Feedback from workshops	short: enhanced knowledge of MTSS long: enhanced relationships with families and community care providers	
27							
28	0						



# Action Plan

	A	B	C	D	E	F	G
	<b>Core Components Non-Academic Priority Area</b> (As Identified on your Self-Assessment Graphs Tab)	<b>Strategies (Policies, Practices, and Procedures)</b>  What will be produced?			<b>Implementation Benchmarks</b>  How will you know that what you are doing is working?		<b>Leading to:</b>  Short term impact  Long term impact
33							
34		Technical Implementation		Early Evidence of Change			
35							
36							
37	Collaborative School/ Family Problem Solving	Parent and family workshops about PBIS and Collaborative Problem Solving, to include community care providers			Schedules of workshops	Feedback from workshops	short: enhanced knowledge of PBIS long: enhanced relationships with families and community care providers
38							
39	Universal Screening and Progress Monitoring	District reporting schedule of SWIS data related to PBIS implementation			Schedule of reports and guiding questions related to analysis	SWIS data is reviewed by school-based teams monthly	short: decrease in office referrals in some PBIS schools long: decrease in office referrals in all PBIS schools
40							
41	School-Wide Behavior/Social Rules, Supports and Expectations	Compile school wide expectations for all PBIS schools (classroom, hallway, bathroom, recess)			Post on district website	Non-PBIS schools exposed to matrix concept of school wide expectations	short: 1-2 non-PBIS schools articulate/adopt school wide expectation matrix long: remaining non-PBIS schools articulate/adopt school wide expectation matrix
42	0						





Interrelated Non-academic and Academic Supports

Academic Supports

Academic



Non-academic

Flexible Tiers within the MTSS

Non-academic Supports

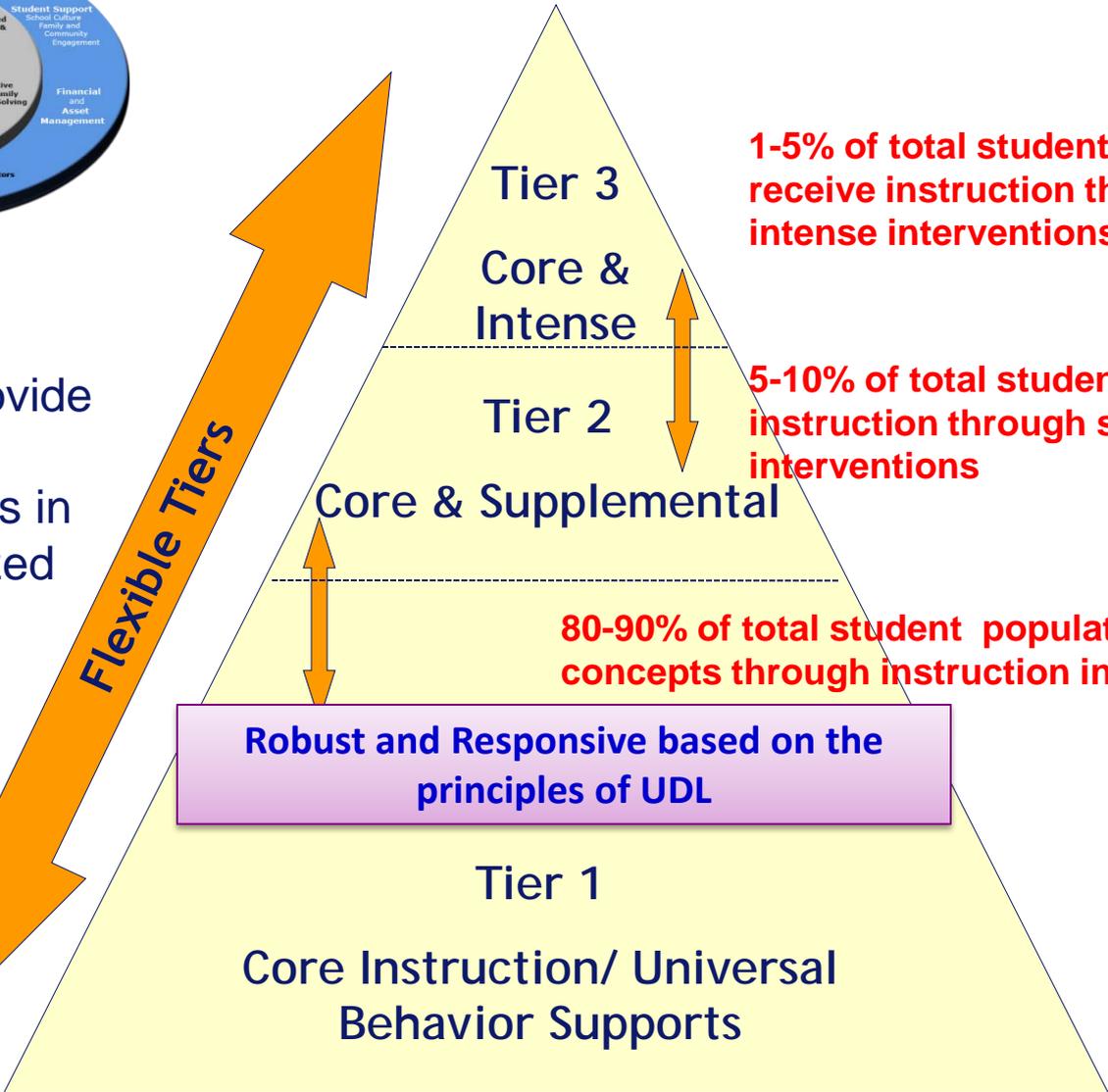


Non related Non-academic and Academic Supports



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**

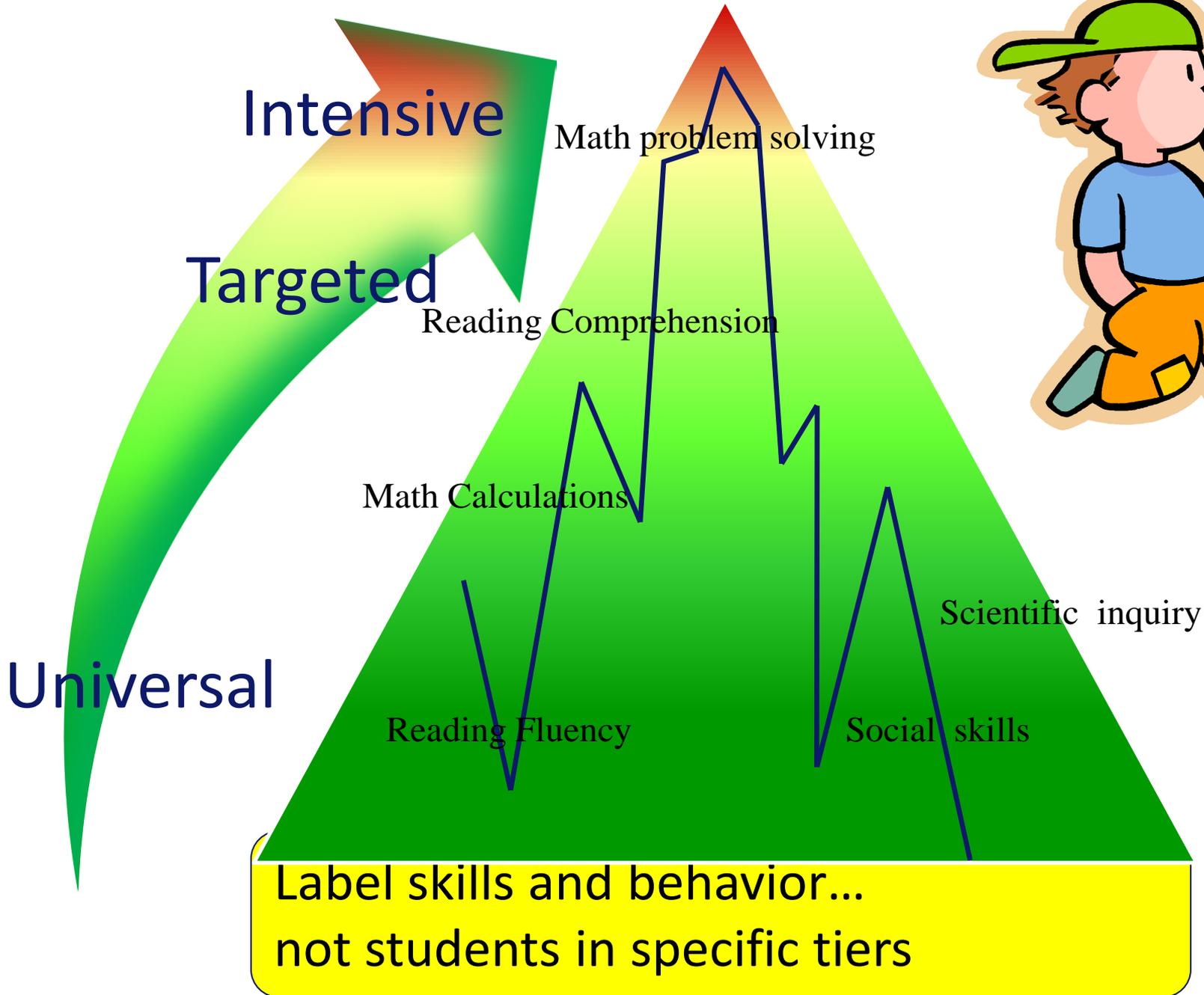
**5-10% of total student population receive instruction through supplemental interventions**

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

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

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





# Special Education Eligibility Specific Learning Disabilities

## Evaluation Method

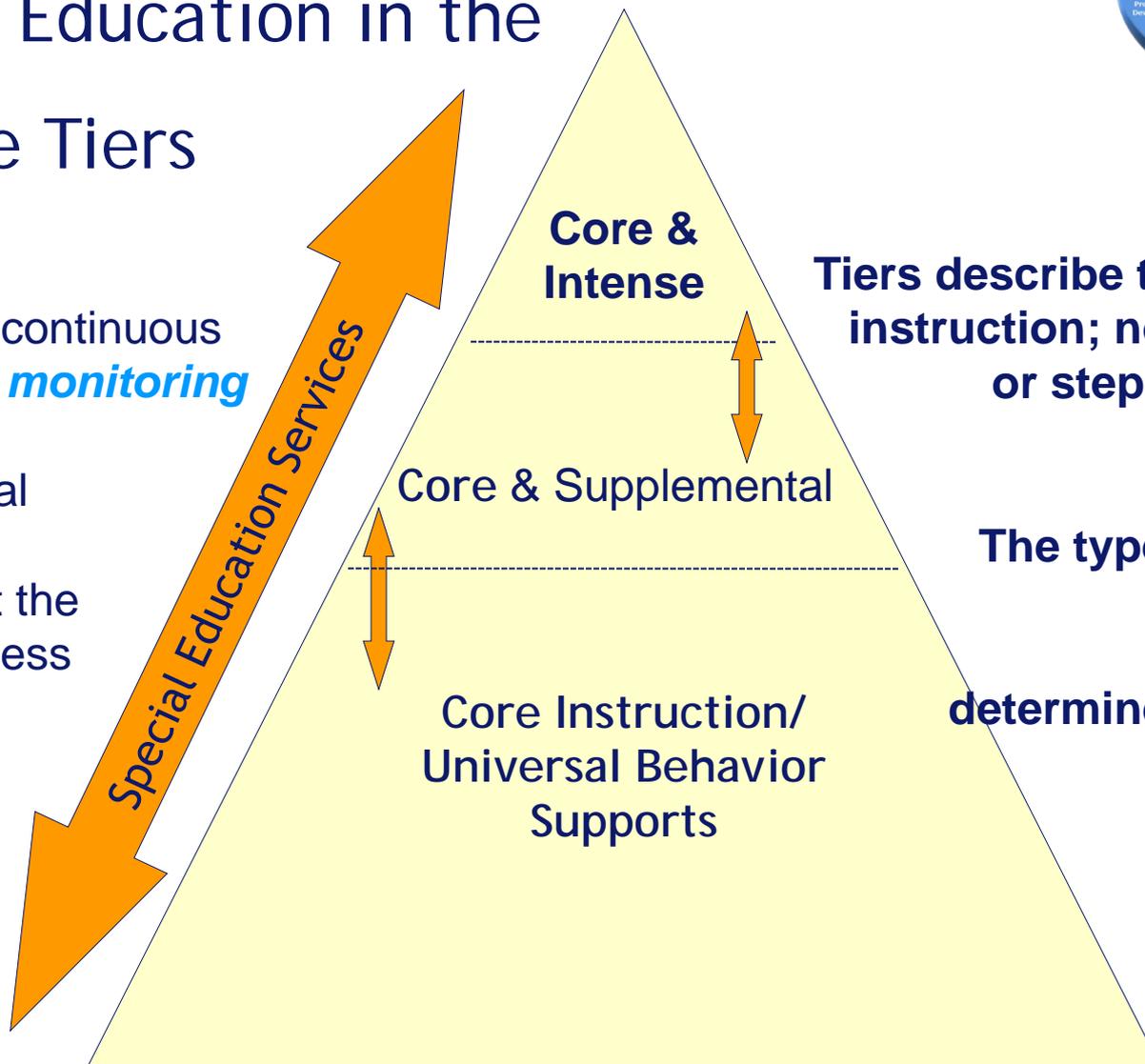
- ★ Districts MAY use a scientific, research-based intervention model as an eligibility determination process (Model of Tiered Instruction)
- ★ Districts MAY use the IQ / achievement discrepancy model as an eligibility determination procedure

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 toward implementing a tiered system of support based on the MTSS conceptual blueprint?



# Panel Discussion

- ★ Please highlight some of the local resources/structures that you created as you developed a tiered system of support?



# 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

## Role of Families

- ★ Please comment on the responses from families, especially families of students with disabilities, as you implemented the district's tiered system of support.



# Thank you!

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- ★ Shawn Connelly
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