

Multi-Tiered System of Support (MTSS) Resource Manual



Image from NC DPI

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Overview of the NC Multi-Tiered System of Support (MTSS)

Sterling Montessori is committed to providing all students with the support they need to be successful. With guidance, and a framework from the NC Department of Instruction ([NC DPI](#)), we have established clear guidelines for our staff to effectively integrate a Multi-tiered System of Support (MTSS).

MTSS is:

NC Multi-Tiered System of Support is a school improvement framework that encompasses academic, behavioral, social and emotional instruction and support. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all. (NC DPI)

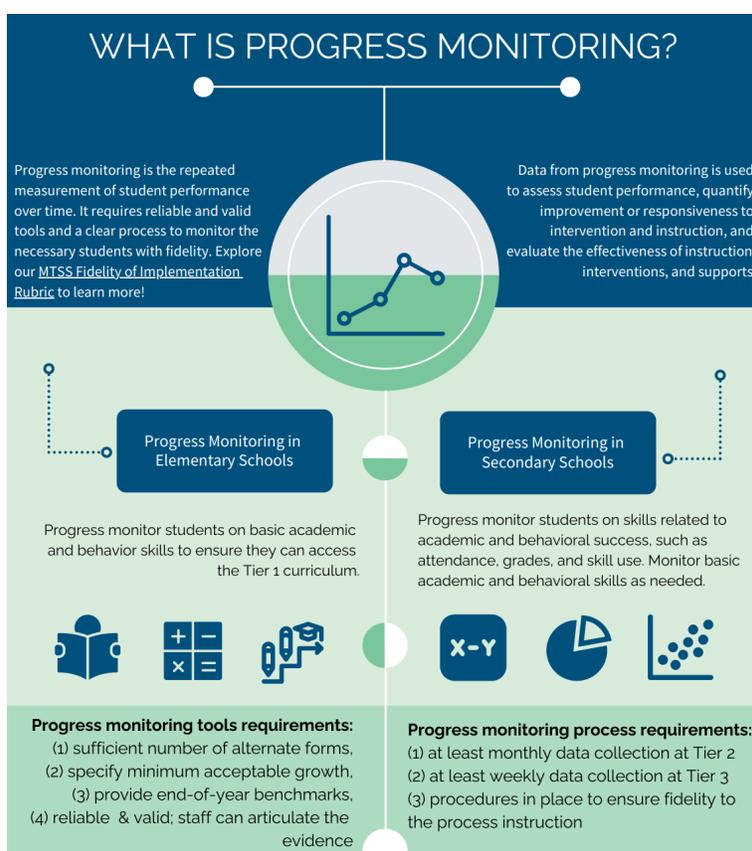
- ✓ **Framework**
- ✓ **School Improvement**
- ✓ **Integration**
- ✓ **All Staff**
- ✓ **Problem-Solving**
- ✓ **All Students**

MTSS is Not:

NC MTSS is not a process. It is not a program. It is not for a particular grade level or span. It is not for a specific population.

- ⊗ **Process**
- ⊗ **Program**
- ⊗ **Grade Level/Spans**
- ⊗ **Specific Population**

MTSS is a 3-tiered instructional framework which begins with Core Instruction that includes universal, evidenced-based practices. For Sterling Montessori, this means incorporating current knowledge and research with Montessori philosophy and methods of teaching. Universal Design for Learning and differentiated instruction, with needed scaffolded supports provides the best means of instructing all students. Incorporating explicit teaching of social-emotional skills of self-awareness, self-management, social awareness, and relationship management guides all students as they learn to collaborate, work together, and develop positive friendships. Core Instruction includes behavior support, consistent with the Montessori model and pedagogy of education. To ensure that students are thriving at their optimal best, decisions on instruction, support, and relationship building are data-driven with regular progress monitoring (see infographic below).



Supplemental and Intensive instruction provide additional support with targeted goals in areas of challenge, and, in rare cases, individual intervention. There is not a specific time frame for MTSS. Students transition between tiers, depending on their documented progress, this could take weeks to years. As with all instructional practices, it's important that student progress is communicated with parents/guardians.

One of the stated goals of MTSS (2015 ESSA [law](#)), is that referrals to special education is reserved for those few students who have not responded to support. These students, through comprehensive evaluation by a multidisciplinary team, are found to have a disability (2002 IDEA [law](#)) and require services from special education in addition to what they receive in a general education classroom. With an Individual Education Program ([IEP](#)), student goals provide a framework for “push-in” services from special educators working in collaboration with the classroom teacher, enabling the student to benefit from the best of both worlds. The goal of MTSS is to assure that ALL students are being well served in their “least restrictive environment” which to the maximum extent possible is their general education classroom with their peers. A Multi-tiered System of Support is an option for **ALL** students. Supports are provided as needed, while every student continually receives highly effective, Montessori instruction and participates in guided practices. Students are **not** identified as “Tier 1, 2, or 3,” it is the instructional and behavioral support individualized to meet students’ specific needs.

Critical Components for Implementation

The Critical Components for Implementation of Inclusion and MTSS

- Building a Culture of Collective Responsibility and Collaboration
- Developing Leadership and Faculty Capacity and System Infrastructure
- Designing a Data-Driven Problem-Solving Protocol
- Involvement of Student, Family, and Community



These four components provide the framework for a successful MTSS as each is interdependent to the system and serve as ongoing reflection of accountability to the students, the staff, and families.

The MTSS Resource Manual is your guide to the understanding and implementation of school wide MTSS.

Overall Process for Implementation

The well-defined sequence of support for all students begins with the Montessori philosophy, pedagogy, or methods for teaching and guiding, and the Montessori curriculum in alignment with NCDPI State Standards.

Core Instruction, in a Montessori setting, begins with the physical environment prepared through the “lens of inclusion” providing for the documented needs of a range of variability in students that is developmentally appropriate at each level. Directors work with their levels as a whole and individually on classroom physical environments.

Preparation of the Social-Emotional Environment at the Core Instructional level uses the “lens of inclusion” to intentionally plan and teach the daily and weekly schedule, all classroom routines, and transitions appropriate to each level and with a whole-school continuum that encourages and enables students to gain increasing independence over the course of their attendance at Sterling. Establishing behavior norms and expectations begins with whole-school collaboration and agreements across levels and classrooms with a consistent approach toward explicit teaching of the norms with the understanding of the planes of development.

In an inclusive Montessori classroom, each student has a right to full access, and full participation in the curriculum and instruction at each level with a whole-school continuum of the Montessori spiral curriculum. Using the framework of Universal Design for Learning, most students will have access to the same learning goals. The range of variability in student knowledge and skill requires that educators adjust their instructional presentations, their process for teaching a concept or skill, and their expectations to allow for individual differences in expected “product” based on recognition of student strengths and areas for growth based on screening tools and formative assessments. Instruction is provided in small, heterogeneous groups that are flexible to respond to rates of learning, and offer the needed scaffolds, supports, and accommodations.

Educators engage in regular goal-based lesson planning, record keeping, and regular progress monitoring that informs instruction. Families are integral to their child’s education and Sterling is committed to including families as equal partners in establishing goals and the sharing of progress at every level of instruction and support. Decisions regarding additional support to Core Instruction always includes communication with the student’s parents/guardians.

MTSS Meetings - MTSS Meetings are generally held on Wednesdays from 12:30 - 1:00 PM or 1:00 - 1:30 PM. At times, additional MTSS meetings are set due to the volume of MTSS transitions and/or the urgency of need related to student concern. The MTSS Coordinator will send an invite out to everyone inviting them to the meeting, noting the location and time. The MTSS CORE team meets the last Wednesday of the month from 1:00 -2:00 PM.

Documentation is key when a student is moving through the MTSS framework. When an intervention is being offered to a student, it's important that it is done with fidelity and consistently. It is imperative that teaching teams collect the necessary data (as discussed in this resource manual) ahead of any formalized MTSS meeting, to help the team have a clear picture of the concern **and** the interventions already used to address the concern (effective or ineffective). Your Director and/or the MTSS team will help you with this data collection and documentation. Teachers must be prepared, ahead of the MTSS meeting, to share with the team what interventions were offered, why, how frequently, and then have data outlining the results of the interventions. The key question to always ask and answer is whether the child met the specific, measurable goal and how the interventions assisted the child in meeting this goal.

Family involvement and communication is a critical component of MTSS. Staff **must** communicate parents the following:

- progress through Core Instruction
- observed need for support (Beginning of MTSS)
- transitions between tiers of instruction
- decisions that transpired during MTSS meetings

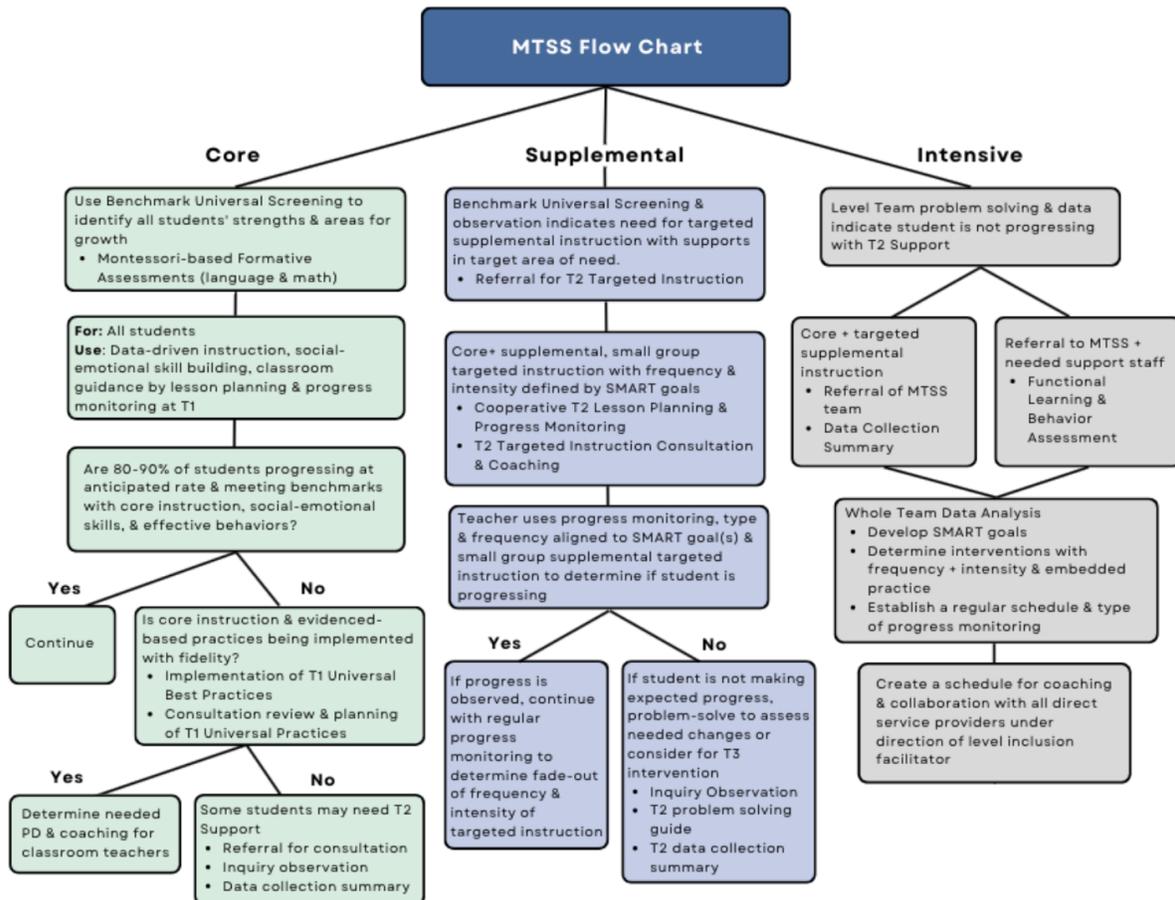
These letters are provided as a guide for communication.

[Parent Letter: Observed Need for support in CORE Instruction](#)

[Parent Letter: Transition to Core to Supp./Supp. to Intensive](#)

[Parent Letter: Transition to Intensive Instruction](#)

MTSS FlowChart: [Link to visual](#)



MTSS EOY Transitional Period - Starting in February, the next level section director and the EC grade level resource teacher will be invited to all MTSS meetings for students who are transiting in May from one level to the next (only K, 3rd, and 6th grades). This inclusion is done to better serve students receiving supplemental or intensive instructional support in the general education setting and help the whole team clearly outline needs ahead of a child entering and starting at that new level and with that new team.

MTSS - Core Instruction

Core Instruction: All Students		
Core Instruction: Universal Practices		
<ul style="list-style-type: none"> ● Fully implemented, high quality Montessori Environment <ul style="list-style-type: none"> ○ Physical Prepared Environment ○ Social-Emotional Prepared Environment ○ Instructional Prepared Environment ● School Wide Universal Screening- level appropriate for domains of development; specific language and math screenings ● DIEBELS for reading in kindergarten, iReady for math and reading in Grades 1-8 ● School-wide Social-Emotional Learning plan ● Classroom Guidance positive behavior support system (incorporating Positive Discipline and Zones of Regulation where appropriate) ● Incorporated principles of Universal Design for Learning - SMART Goals ● Differentiated instruction- systematic, cumulative, explicit, scaffolded ● Implementation of accommodations/adaptations as needed ● Modifications for students with existing IEP, or 504 ● Ongoing progress monitoring ● Data Based Decision Making - See pg 20 ● Culturally responsive environment, teaching, and curriculum ● With struggling students, collect all data (check cumulative folders, speak with prior teachers, review prior standardized test scores and progress monitoring) ● Notify and collaborate with the Section Director regarding struggling students. The Section Director will do an observation. Create goals with the Director and implement for 4-6 weeks. ● Notify/contact parent when child is not responding to instruction and when their child is being considered for MTSS Supplemental Support. ● Parents must be informed every time their child goes up or down a tier 		
Core Instruction: Core Curriculum		
<ul style="list-style-type: none"> ● Montessori Education Spiral Scope and Sequence Curriculum (early childhood through adolescence) ● Classroom Guidance Positive Behavior Support System including Positive Discipline and Zones of Regulation as appropriate 		
Progress Monitoring		
<u>Assessment & Frequency</u>	<u>Criteria of Success</u>	<u>Criteria for Additional Support</u>
<ul style="list-style-type: none"> ● Universal screening assessment on regular schedule (appropriate to grade level) MTSS data sources ● Daily teacher observation 	<ul style="list-style-type: none"> ● Developing anticipated level of competency with adequate academic progress ● Meeting behavior expectations and developing anticipated level 	<ul style="list-style-type: none"> ● Limited academic progress in one or more curricula area ● Emerging pattern of ineffective behavior and social skills development

<ul style="list-style-type: none"> ● Formative assessment for Montessori language & math curriculum ● State-mandated testing ● Student Portfolio/self-reporting ● Classroom Performance measures (i.e. examples of competency in student work journals) 	<p>of competency with adequate progress</p> <ul style="list-style-type: none"> ● Developing anticipated level of age-appropriate social-emotional skills competency with adequate progress 	
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Process to Identify and Solve Problems to Improve Core Instruction

- Director will **complete** [Implementation of CORE Universal Practices document](#), as part of classroom observation, to determine if the prepared, physical environment provides for student documented needs appropriate at each level
- If a teacher has concerns about a student:
 - **complete** the [Initial CORE Identification Form](#)
 - **give** it to your section director

Director will review the completed Initial Core Identification Form with the teacher and then complete another observation with this form: [Systematic Observation of Learner - CORE Instruction](#)

After this observation, director and teacher will determine SMART goal(s) and **complete** a [Core Instruction Lesson Plan](#) to help support the student

If the student isn't making progress after 4-6 weeks, the teacher and director will meet again. At this time, the plan can be modified to continue within the classroom **OR** the team can transition to supplemental support during a MTSS meeting. The teacher and director should complete [MTSS/Noticing a Student](#) which will be shared during the MTSS meeting.

[W Data Tracking Log _ Scatterplot Data Sheet.docx](#) - Behavior

Student Intervention Implementation Log [link](#)

[MTSS Tracking Sheet Sample](#)

MTSS - Supplemental Instruction

Supplemental Instruction: 10 Essential Features of Supplementary Instruction
<p><u>Criteria:</u> demonstration of limited growth and response to CORE Instructional Practices</p> <p><u>Level Team:</u> section director, classroom teacher, MTSS Coordinator, EC level teacher, interventionist, possibly school counselor, possibly behavioral specialist, other staff when needed</p>
Supplemental Supports: in addition to CORE Instructional Practices
<ul style="list-style-type: none"> ● Address gaps and reduce barriers to student’s ability to benefit from Core Instruction expectations ● Provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills matched to student need in the work cycle setting ● Provide multiple opportunities to practice targeted skills with differentiated feedback ● Include additional accommodations/adaptations/supports as needed ● Regular, ongoing consultation and coaching for classroom teacher ● Progress monitoring happening 2x a month ● “Push-in” services, as needed, provided by level facilitator or interventionist ● MTSS meetings are started to support student and teacher ● Parents are informed of these meetings and the outcomes from the meeting

Progress Monitoring - Twice/Month at Minimum		
<p>Assessment & Frequency</p> <ul style="list-style-type: none"> ● Daily teacher observation ● Measurable, documented goals set for a specific time period ● Montessori-based Formative Assessment (lang.& math) ● Student Portfolio/Self-Reporting ● Parent Communication 	<p>Criteria of Success</p> <ul style="list-style-type: none"> ● Competency with adequate academic progress ● Competency and adequate progress on behavior goals ● Competency and adequate progress for developing social-emotional skills 	<p>Criteria for Additional Support</p> <ul style="list-style-type: none"> ● Limited academic progress on goals ● Emerging pattern of ineffective behavior and social skills development

Procedures to identify and solve barriers to effective Supplemental Supports
<p><u>Level Team Problem Solving Protocol:</u> identify, analyze, and adjust/add strategies to goals and supplemental targeted instruction. Increase rate of progress monitoring to at least twice/month</p> <p>MTSS Team will meet every 6-8 weeks to review student progress and determine next steps (modify supplemental supports/plan and continue in classroom with teacher support or move to intensive support with new interventions put in place and implemented by interventionist)</p> <p>Uses Pre Referral Intervention Manual (PRIM) for academic/SEL strategies/modification/accommodations</p> <p>Uses Behavior Intervention Manual for behavior concerns</p> <p>Intervention strategies to be used for reading:</p> <p>Intervention strategies to be used for math:</p> <p>Intervention strategies to be used for writing:</p> <p>Intervention strategies to be used for behavior:</p> <p>Supplemental Instruction MTSS Checklist Completed by MTSS Coordinator</p>

MTSS - Intensive Instruction

Intensive Instruction:

Criteria: Progress monitoring, data collection, and benchmark screening indicates that students are not progressing with supplemental support for academic progress and/or social-emotional skills and ineffective behavior skills.

[Essential features of Intensive Instruction](#)

Core Instruction, Supplemental Interventions, and Intensive Interventions

- Targeted instruction based on student need with increase in frequency and intensity of instruction using documented and measurable goals
- Small group and/or one-on-one instruction
- Provided by interventionist
- Individualized behavior support plan
- Additional accommodations, adaptations, and modifications to environment and curriculum
- Mostly “Push-in” support service from interventionist
- MTSS Meetings continue on the student
- Increased frequency of progress monitoring-1-2 times a week
- Parents are informed of these meetings and the outcomes

Strategies

- Increase in differentiated instruction
- Increased frequency/intensity of instruction
- Individual positive behavior support plan
- Regular schedule of embedded practice and reinforcement
- Increase in progress monitoring and data collection-1-2 times a week

Assessment/Frequency	Performance Criteria for Transitioning to Core/Supp	Performance Criteria for Changes to Intensive Interventions
<ul style="list-style-type: none"> ● Weekly formative assessment ● Monthly academic/behavior assessment ● Observation by Section Director 	<ul style="list-style-type: none"> ● Demonstrated proficiency and/or significant growth on foundational targeted skills ● Significant demonstration and increased frequency in use of positive social-emotional skills & effective behavior 	<ul style="list-style-type: none"> ● Consistent lack of progress or proficiency on foundational targeted skills ● Consistent lack of progress or proficiency on increased social-emotional skills & effective behavior

Procedures to Identify and Solve Problems to Improve Effectiveness of Intensive Interventions

MTSS Team identifies, analyzes, and adjusts/adds strategies for goals **OR** the need for more intense/frequent support from service providers (OT, SLP, counselor, behavior interventionist). Consider referral to the Exceptional Children Department for the evaluation process.

The [Intensive Support MTSS Checklist](#) completed by MTSS Coordinator

Sterling Montessori MTSS Teams

<p style="text-align: center;">MTSS Coordinator</p>	<ul style="list-style-type: none"> ● Maintains record of students receiving support at supplementary instruction, intensive instruction, and EC (use Intensive Support MTSS Checklist) ● Communicates continually with EC case manager after referral to EC and through evaluation process ● Establishes agenda and schedule for MTSS meetings and MTSS CORE meetings
<p style="text-align: center;"><u>MTSS School Wide Core Team</u> All Instructional Directors School Counselor School Behavior Support Specialist Instructional Interventionists LE EC Resource Teacher</p>	<ul style="list-style-type: none"> ● Reviews students within the MTSS framework ● Reviews student attendance ● Reviews incident/accident data ● Reviews and oversees Teacher/Staff Handbook ● Stays updated on SS-ARS ● Completes FAM-S annually to share results with staff ● Reviews & updates MTSS components, using FAM-S as the guide ● Reviews any consideration for retention students
<p style="text-align: center;"><u>Core Instructional Team</u> Section Director EC Level Teacher Classroom Teacher and TA Family</p>	<ul style="list-style-type: none"> ● Implements core Montessori evidenced-based best practices ● Administers universal screenings, benchmark assessments, & formative assessments ● Plans lesson & maintains records for progress monitoring
<p style="text-align: center;"><u>Supplemental Instructional Team</u> MTSS Coordinator Section Director EC Level Teacher Interventionist Support Staff (as needed) Family</p>	<ul style="list-style-type: none"> ● Develops & implements goals for targeted instruction ● Designs and implements data-collection tool to monitor progress of student SMART goals ● Communicates frequently with families about goals, specific supports, & progress-monitoring data ● Coordinates & collaborates services and supports for data collection ● Consults cross-categorically
<p style="text-align: center;"><u>Intensive Instructional Team</u> MTSS Coordinator Section Director EC Director EC Level Facilitator Interventionist Family</p>	<ul style="list-style-type: none"> ● Reviews & analyzes goals ● Reviews & analyzes changes in strategies, supports, support staff ● Determines need for more frequent data-collection ● Considers referral to EC

MTSS Glossary of Terms

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Accommodation: Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments

Core Curriculum: Materials and instructional standards required of all students in the general education setting. Core curricula often are instituted at the elementary and secondary levels by local school boards, departments of education, or other administrative agencies charged with overseeing education.

Core Instruction: Primary prevention may also be referred to as the core curriculum or Tier 1. The primary prevention level is the first level in a multi-level prevention system. It consists of high-quality core curriculum and research-based instructional practices that meet the needs of most students.

Curriculum-Based Measurement (CBM): Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language.

Data-Based Decision Making: The ongoing process of analyzing and evaluating student data to inform educational decisions, including but not limited to approaches to instruction, intervention, allocation of resources, development of policy, movement within a multi-level system, and disability identification.

Differentiated Instruction: An educator's strategies for purposely adjusting curriculum, teaching environments, and instructional practices to align instruction with the goal of meeting the needs of individual students. Four elements of the curriculum may be differentiated: content, process, products, and learning environment.

Fidelity of Implementation: The accurate and consistent delivery of instruction or assessment in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity are adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative Assessment: A form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is regularly assessed to provide ongoing feedback to the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps; measure progress; and evaluate instruction. Formative assessments can be formal or informal and are not necessarily used for grading purposes. Examples of formative assessment include (but are not limited to) curriculum-based measurement, curriculum-based assessment, pretests and posttests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Functional Behavior Assessment (FBA): In the school setting, functional behavior assessments (FBA) are conducted when a student exhibits serious and/or chronic challenging behavior. A basic assumption of FBA is that the student's behavior serves a purpose (i.e., it is performed to obtain a desired outcome or goal). The hallmark of an FBA is that the process involves the identification of the environmental events that predict and maintain the student's problem behavior in order to alter those variables (i.e., change or eliminate events that trigger or follow problem behavior) and promote more adaptive and acceptable skills that allow the student to appropriately access desired outcomes.

Inclusion: A service delivery model in which students with identified disabilities are educated in the general education setting with their age-group or grade-level peers. Although often used interchangeably, inclusion is not synonymous with the term least restrictive environment. It also is not synonymous with access to the general education curriculum.

Individualized Education Program (IEP): A legal document that describes the plan for delivering specially designed instruction, related services, and accommodations to meet the educational needs of a student with a disability.

Intensive Intervention: Support designed to address severe and persistent learning or behavior difficulties. It also is used for students who have proven nonresponsive to supplementary intervention. Intensive interventions are characterized by increased intensity (e.g., smaller group, increased time) and individualization of academic or behavioral intervention. Intensive intervention is sometimes synonymous with interventions delivered within the tertiary prevention level.

Intervention Adaptation: Teachers use data (including progress monitoring and diagnostic data) to revise, intensify, or individualize an intervention to target a student's specific needs. Strategies for intensifying an intervention may occur along several dimensions—including but not limited to changes to group size, frequency, or duration; or changes to the instructional principles incorporated within the intervention or in providing feedback.

Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Least Restrictive Environment: As defined in IDEA 2004, the least restrictive environment indicates that to the maximum extent appropriate, students with disabilities (including students in public or private institutions or other care facilities) are educated with students who are not disabled; special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [34 CFR 612(a)(5)]

Modifications: Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Multi-Tiered System of Support (MTSS): A prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. It also may be called a multi-level prevention system. The increasingly intense tiers referred to as levels of prevention (core, supplemental, and intensive) represent a continuum of supports. Response to intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) are examples of MTSS.

Problem-Solving Approach: Within an MTSS, RTI, or PBIS model, a problem-solving approach is used to tailor an intervention for an individual student. A problem-solving approach typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

Progress-Monitoring: A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

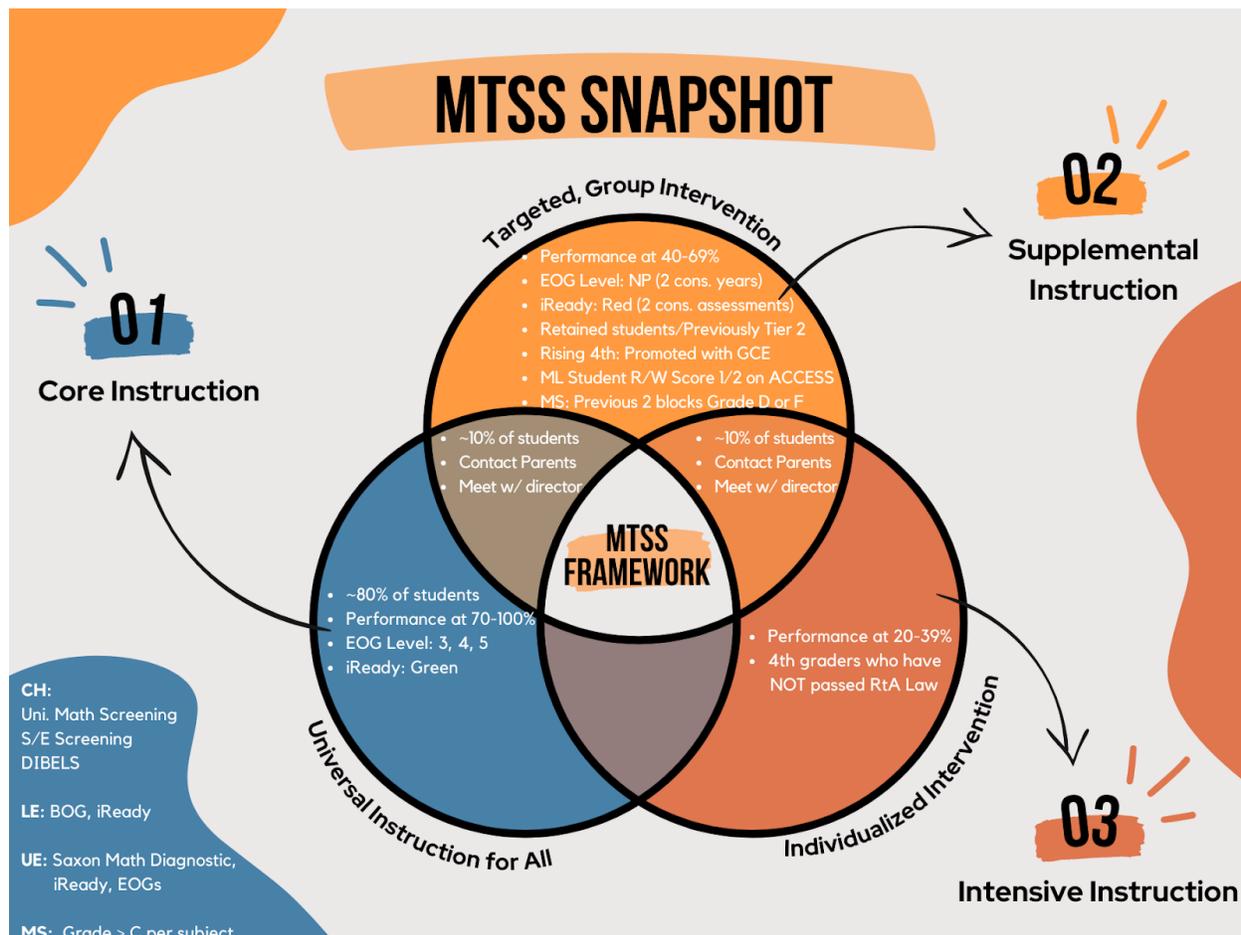
Remediation: Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.

Screening: A tool used to identify students who may be at risk for poor learning outcomes so that early intervention can occur. Screening assessments typically are brief and usually are administered with all students at a grade level. Some schools use a gated screening system, in which universal screening is followed by additional testing or short-term progress monitoring to confirm a student's risk status before intervention occurs.

Specific Learning Disability: refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations and may result from conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage. Specific learning disability is one of the disability categories defined in IDEA 2004. [34 CFR 300.8(c)(10)].

Supplementary Intervention: It is the second level of intensity in a multi-level prevention system. Interventions occurring at this level are evidence based and address the learning or behavioral challenges of students identified as at risk for poor learning or behavioral outcomes.

MTSS Rubric Snapshot: [Link to Visual](#)



Data-Based Decision Making Infographic:

Data-based decision making is the use of data to make decisions that benefit students. It occurs at all levels of MTSS implementation, from individual students to the district level.

What is Data-Based Decision Making?



It includes a clear process for movement between the tiers, an accessible data system that graphs data, and use of data-based decision rules implemented with fidelity. Explore our [MTSS Fidelity of Implementation Rubric](#) to learn more!

Be sure you have the right teams by using our [Teams Tip Sheet!](#)



Avoid being "data rich, information poor" by watching this [webinar!](#)



Responsiveness

Are decisions about responsiveness based on reliable and valid data that reflect progress toward key goals?



Are decision-making criteria implemented accurately?

Decision-Making Process

Is the process data-driven?



Is there a broad base of key personnel involved?



Is the process operationalized with clear decision rules?

Data System

Can users document and access individual student-level data?



Are data entered in a timely manner?



Are data represented graphically?



Is there a process for setting and evaluating goals?

Center on
Multi-Tiered
System of Supports



Visit mtss4success.org to learn more



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MTSS Documents

Completed by	Document	Given to
Teacher	Parent Letter: Observed Need for Support	Parent
Teacher	Parent Letter: Transition from CORE to Supp./Supp to Intensive	Parent
Teacher	Parent Letter: Transition to Intensive Instruction	Parent
	MTSS Data Sources	
Section Director	Implementation of CORE Universal Practices	Section Director/Teacher
Teacher	Initial CORE Identification Form	Section Director
Section Director	Systematic Observation of Learner - CORE Instruction	Section Director/Teacher/MTSS Coordinator
Teacher + Director	Core Instruction Lesson Plan	Teacher
Teacher	MTSS/Noticing a Student	Section Director/MTSS Coordinator
	W Data Tracking Log _ Scatterplot Data S... - Behavior	Section Director/MTSS Coordinator
	Student Intervention Implementation Log link	Section Director/MTSS Coordinator
	MTSS Tracking Sheet Sample	Section Director/MTSS Coordinator
MTSS Coordinator	Supplemental Instruction-MTSS Checklist	MTSS Coordinator
MTSS Coordinator	Intensive Support-MTSS Checklist	MTSS Coordinator/EC Director

Completed by	Document	Given to
Teacher & Parent	Parental Permission for OT Screening/Eval. pg 1	OT, Section Director, MTSS Coordinator
Teacher & Section Director	Referral Request for OT Screening/Eval. pg 2	OT, MTSS Coordinator
Teacher & Parent	Parental Permission for S-L Screening	Speech Path., Section Director, MTSS Coordinator
Teacher & Section Director	Speech-Language Screen	Speech Path., MTSS Coordinator