Multi-Tiered System of Supports (MTSS)

GARRARD COUNTY SCHOOLS

Revised September 2024

What is MTSS?

The Multi-Tiered System of Supports (MTSS) is a collaborative, evidence-based approach to differentiating and personalizing instruction and intervention, across academics, social-emotional learning, and behavior for all students—so that every student can achieve academic and life success.

MTSS aims to provide an equitable educational experience by leveraging collective knowledge and expertise to help teachers understand their learners' needs and make informed and strategic decisions that best support them.

MTSS begins with teachers assessing the skills of everyone in the class to proactively identify who may need additional support in an area (e.g., reading, math, behavior) using an approved universal screener and diagnostic assessment. Students receive support (research-based, targeted instruction or intervention) matched both to their skills and level of need. Student progress is monitored closely to ensure that the additional support is helping.

If the skill gap has resolved, additional support in that area is no longer required. If the skill gap doesn't improve, then the level of personalization increases, further problem solving to understand why each student struggles, and for some, a customized plan will be developed to support their needs in a defined and systematic way.

From Branching Minds What is MTSS? The Multi-Tiered System of Supports Ultimate Guide
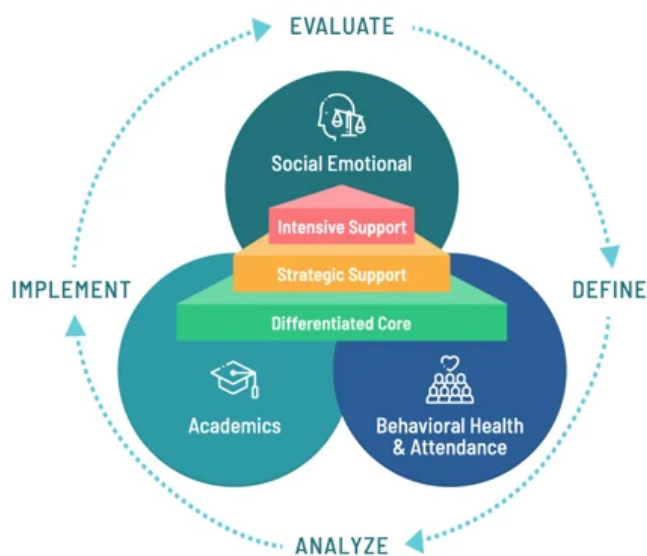
MTSS Goals

MTSS General Goals:
- Improve student achievement.
- Provide support to ALL students before a critical deficit exists.
- Act proactively rather than reactively.
- Make data-based decisions.
- Provide early interventions to struggling students.
- Implement effective communication for all stakeholders.
- Provide support to teachers through resources and training.

Measurable Academic Goals:
- Increase the number of students that meet or exceed state standards.
- Increase graduation rate.
- Eliminate achievement gaps.
- Eliminate retention and failures.
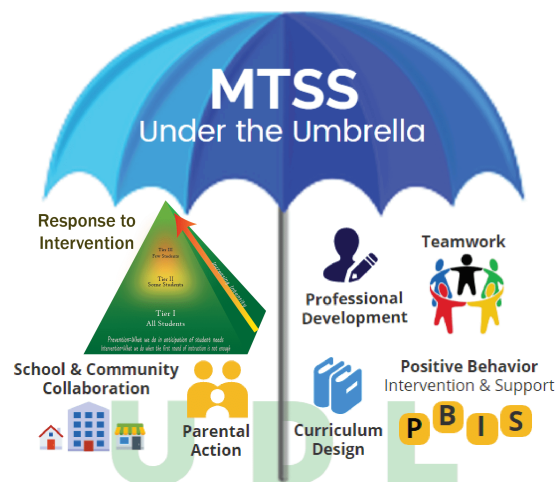
Measurable Behavioral Goals:
- Increase academic engagement.
- Increase social and behavioral competence.
- Decrease the number of discipline referrals.
- Decrease the number of suspensions/expulsions.

Six Essential Elements

KDE has identified six elements as essential to the implementation, improvement and sustainability of an effective multi-tiered system of supports:

1. Collaborative Problem-Solving Teams (includes shared leadership, collaboration and communication)
2. Data-Based Decision Making with a Comprehensive Screening and Assessment System
3. Tiered Delivery System with a Continuum of Supports
4. Evidence-Based Instruction, Intervention and Supports
5. Equitable Access and Opportunity
6. Family, School and Community Partnerships

The KyMTSS graphic on the left illustrates how these six essential elements are interconnected and designed to promote positive outcomes for all students. Garrard County School District also views MTSS as an umbrella that encompasses many different pieces within the educational system - including academics, behavior, and social-emotional learning. These pieces must be strategically aligned and developed to ensure success of all students.

https://kymtss.org/overview/

Collaborative Problem Solving Teams

Team	Membership	Level of Focus	Purpose	Meeting Frequency
District Level Team	* District Administrators (Superintendent,DoFP, DPP, DoSE, C&I) * School Administrators * MTSS/Behavior Coordinators * Other district personnel as needed	* MTSS Framework * Tier 1/Universal * Tier 2/ Supplemental * Tier 3/Intensive	* Consistent, cohesive district vision of MTSS * Long-term planning to improve student outcomes * Evaluate the implementation and success of the system * Coordinate PD and coaching to develop capacity at the school level.	3 times per year: ● Fall ● Winter ● Spring
School Level Team	* Principal * Grade-level or content-level team representatives * Behavior/content specialists * School counselor * ELL staff as needed * District administration staff	* School capacity * School-wide level: all students * Primary Focus: Tier 1/Universal * Tier 2/ Supplemental *Tier 3/ Intensive	*Develop an annual plan of action and evaluation • Collect, summarize and analyze school level academic, social emotional and behavioral data • Define process of how Tier 2 and Tier 3 interventions are selected and how students are identified and matched to intervention based on needs • Define decision rules for determining student response to intervention and supports • Evaluate fidelity of implementation and effectiveness of Tier 1, Tier 2 and Tier 3 systems • Communicate current status of MTSS implementation and student outcomes to stakeholders • Coordinate professional learning and coaching for staff	As set by school leadership (Suggested every 6-8 weeks)
Teacher Level Team	*School Administrator * Grade-Level or content area teachers * Support staff	* All grade-level students with primary emphasis on prevention at Tier 1 * Students receiving interventions	* Collect and review grade level universal screening data and diagnostic assessments * Collaborate and implement grade-level integrated academic, behavioral and social-emotional practices,	As set by school leadership (Suggested monthly)

		and/or enrichments	such as intervention groupings and evidence-based interventions	
Student Level Team	* School administrator or counselor * Classroom Teacher * Interventionists/Specialists * Family Members-when Tier 3 parent meetings are held	* Individual Student strengths and needs (* Tier 3 parent meeting)	* Individual student problem-solving * Set individual goals * Select appropriate evidence-based interventions * Monitor effectiveness of intervention by reviewing student progress monitoring data and fidelity of implementation data	4-8 weeks as needed

KyMTSS Implementation Guide

Data-Based Decision Making with a Comprehensive Screening and Assessment System

In Kentucky's Multi-Tiered System of Supports (KyMTSS), teams use a systematic process to analyze data across multiple domains to achieve improved and sustainable student outcomes. Data-based decision making occurs at all levels and tiers to match instruction, intervention and support to the needs of all learners and to evaluate the effectiveness of the multi-tiered system.

Data-based decision making relies on a coordinated system of high-quality, valid and reliable assessments and measures to inform instructional and programmatic decisions at the district, school, classroom and student levels.

In order to best analyze the data these key features must be in place:
1. Data literacy is developed among team members.
2. Data systems are in place to ensure that valid and reliable assessments are selected and used with fidelity and that data is collected, analyzed and used to monitor implementation and student outcomes over time.
3. Multiple data sources are utilized, including but not limited to: needs assessments, academic and behavior screenings, math and reading diagnostics, formative assessment data, progress monitoring data, demographic data, Early Warning indicators, student/staff/family survey data and/or relevant community data.
4. Annual assessment calendars within the district
5. A consistent and valid problem solving process is used at all tiers and across all levels.
6. Written decision rules are developed to identify:
   a. Students in need of an intervention or extensions
   b. How frequently to progress monitor
   c. When to review progress monitoring data
   d. Whether to continue, intensify or exit a student from an intervention
   e. When to refer a student for a special education evaluation (in accordance with state law).

Screening and Assessment Inventory and Schedule

	Elementary	Middle	High
Fall	iReady -K-5th grades reading and math Brigance-K SNAP- K & 1st grades F & P- K-3rd grades CogAt-4th grade Iowa Reading, Math, Science and Social Studies-4th grade AKSA-MSD grades 3-5	iReady 6th-8th grades reading and math AKSA- MSD grades 6-8	District ACT testing AKSA- MSD Grades 10-11
Winter	iReady- K-5th grades-reading and math AKSA-MSD grades 3-5 ACCESS-ELL students	iReady 6th-8th grades-reading and math AKSA- MSD grades 6-8 ACCESS-ELL students	CTE testing- grades 9-12 AKSA- MSD Grades 10-11 ACCESS-ELL students
Spring	iReady- K-5th grades KSA 3rd-5th grades	iReady 6th-8th grades KSA 6th-8th grades	KSA 10-11th grades ACT 11th grade Advanced Placement Tests-9-12th grades

**Other screeners and assessments can be added at the district's discretion

Four Step Problem-Solving Process

1. Define the Problem:

- Identify whether a problem exists and define it precisely.
- Utilize various data points to assess performance against benchmarks.
- Key questions include understanding expected outcomes, identifying discrepancies, and evaluating the effectiveness of Tier 1 supports.

2. Problem Analysis:

- After defining the problem, delve into data analysis to identify root causes and potential barriers.
- Generate hypotheses grounded in evidence to inform solutions and interventions.
- Address essential questions such as why the problem is occurring and what obstacles hinder goal achievement.

3. Planning and Implementation:

- Use insights from problem analysis to match interventions with specific root causes or skill deficits.
- Formulate action steps and interventions based on evidence-based practices.
- Consider resource needs and monitor effectiveness and fidelity over time.

4. Evaluation:

- Evaluate the success of implemented plans using data.
- Assess whether the problem persists and adjust plans accordingly.
- Visualize outcome data, ideally graphed, to facilitate evaluation.
- Determine the response to instruction and intervention, whether positive, questionable, or poor.

https://kymtss.org/essential-elements/data-based-decision-making/

Tiered Delivery System with a Continuum of Supports

Tier 1

Tier 1 is the foundational or universal level of support. All students receive instruction and support through a coherent, high-quality curriculum and evidence-based practices grounded in the Kentucky Academic Standards, aligned with schoolwide expectations and designed to support core social-emotional competencies. MTSS is first and foremost a system designed to prevent students from needing intensive intervention by ensuring that all students have access to high-quality, evidence-based instructional practices that are implemented as designed. Teaching and learning objectives are intentional and well-articulated from one grade to another, as well as within grade levels so that all students have equitable experiences regardless of their assigned teacher (Center for MTSS, 2021; Kentucky Department of Education, 2021). In an integrated MTSS, Tier 1 sets an intentional focus on academic, behavioral and social-emotional learning. Duration and intensity of instruction in this tier are based on the needs of the students in a particular school. About **80**% of students will succeed with evidence-based curriculum, appropriate instructional practices and differentiation to teach academic and behavioral content. The performance of all students (including students with disabilities) is strongly related to the instruction in Tier 1 (general education classroom).

Universal screening is used at Tier 1 to (1) evaluate the effectiveness of the local curriculum and classroom instruction provided to all students, (2) identify students who may be at risk for poor learning or social-emotional and behavior outcomes (i.e., not meeting end-of-year benchmarks, school wide behavioral expectations) and (3) identify students who need supplemental or intensive interventions.

Delivery:
- Focused on grade level standards
- Use effective whole-and-small group instructional strategies
- On-going checks for understanding to give frequent, meaningful, and differentiated feedback to students
- Differentiated instructional strategies based on student response to instruction and address cultural differences and readiness levels within the group
- High quality instructional resources and instruction are used, supported, monitored, and evaluated.

Time:
- The number of minutes per day of Tier 1 instruction is based on critical content that students should know to demonstrate mastery of standards/skills.

Guiding Questions at Tier 1 include:
- What do we expect our students to learn?
- How will we know if they are learning?
- How will we respond when some students do not learn?
- How will we enrich and extend learning for students who already know it?
- How will fidelity of instruction be monitored over time?

KyMTSS Implementation Guide

Tier 1 Checklist

- ❏ Notify parents about upcoming universal screeners and their importance.
- ❏ Universal screening assessment is given according to district policy.
- ❏ Data is disaggregated by district and school leadership teams.
- ❏ Disaggregated data is analyzed by classroom teachers.
- ❏ If the data indicates the student is a grade level learner or above, no interventions are needed in that area.
- ❏ If the universal screener indicates the student is performing below grade level expectations, the teacher should monitor the students progress and collect data to determine progress or lack of progress in Tier 1 instruction.
- ❏ MTSS teams determine whether additional assessments are needed in order to identify the specific area(s) of focus so that interventions and supports are matched to student needs.

- ● The principal will assign roles to complete these tasks as needed.

Tier 2

For students with advanced skills who exceed expectations, Tier 2 is designed to **extend** knowledge through instruction that is differentiated for pace, content, and complexity. Student progress is continually monitored.

Approximately, 10-15% of students may need Tier 2 support; however, schools with strong Tier 1 support will have a reduced need for Tier 2 support. Students must receive Tier 1 Core instruction **plus** supplemental, targeted intervention. Movement between the tiers/levels of support is fluid and based on the student's response or non-response to instruction.

Delivery:
- Evidence-based strategies and/or programs are matched to students' needs as determined by assessment data; universal screening data does not provide sufficient evidence alone to identify a student's area of need.
- Staff are trained to implement these interventions and to progress monitor student response.
- Targets students who have not mastered identified essential academic outcomes of Tier 1 instruction identified by universal screening data, common formative assessments, common end-of-unit assessments, and/or curriculum-based assessment.
- Interventions depend on flexible and creative scheduling to allocate adequate time, human and fiscal resources for small group interventions.
- Interventions can be provided by trained teachers, instructional specialists, and paraprofessionals.

Time:
- Research and best practices suggest that Tier 2 small group instruction should occur at a minimum of 30 minutes, at least 2-3 days per week.

Impact/Results:
- Teams may use exit slips, daily formative assessments or common unit assessments to monitor those students who did not demonstrate mastery of an academic content standard or learning target.
- Student progress on targeted skills is assessed using progress-monitoring tools (CBM, CFA) as frequently as weekly and no less than once per every 3 weeks.

Tier 2

Tier 2 is the supplemental or targeted level of support intended for some learners who require support or extension beyond what is provided to all students. This level is intended for short term, evidence-based intervention aligned with Tier 1 instruction and targeting the skills needed to support the learning and objectives of the universal academic, behavior and social emotional curriculum and instruction. In sustainable systems, 10% - 15% of learners access this level of support *in addition* to the universal Tier 1 instruction. At the Tier 2 level, schools provide small group, standardized academic interventions and/or targeted behavioral or social emotional supports using evidence-based intervention programs and practices to support students identified as at risk through the assessment process (Center on Multi-Tiered System of Supports, 2021)

Delivery:
- Students who score in the 20th percentile or below, or below the KDE set cut scores, on the universal screener should be given secondary screeners to help determine if they should be considered for Tier 2 support. Universal screening data alone does not provide sufficient evidence to identify a student's specific area of need.
- Evidence-based strategies and/or programs are matched to students' needs as determined by assessment data.
- Staff are trained to implement these interventions and to collect progress monitoring data.
- Targets students who have not mastered identified essential academic outcomes of Tier 1 instruction identified by universal screening data, common formative assessments, common end-of-unit assessments, and/or curriculum-based assessment.
- Interventions depend on flexible and creative scheduling to allocate adequate time, human and fiscal resources for small group interventions.
- Interventions can be provided by trained teachers, instructional specialists, paraprofessionals, and appropriate computer based programs.

Time:
- Research and best practices suggest that Tier 2 small group instruction should occur at a minimum of 30 minutes, at least 2-3 days per week.
- 6-9 weeks of targeted, Tier 2 instruction is recommended.

Tier 2 checklist

- ❏ Send a letter to parents informing them of the students' need for additional intervention [Garrard parent notification letter](#) notification letter. Date:_____
- ❏ Building MTSS point of contact (POC) obtains permission for screenings from parents or guardians for hearing, vision, communication and motor. Date:_____
- ❏ POC gives screening forms to those who are responsible for completing them in their building ([vision](#), [hearing and communication](#), and [motor](#) screening forms), and then they are returned to the POC to be uploaded into the students MTSS form: Date given by POC:_____
    - ❏ The hearing and communication screeners are completed by the speech/language pathologist. Date returned:_____
    - ❏ The vision screener is completed by the school nurse. Date returned:_____
    - ❏ The motor screener can be completed by P.E. or general education teacher. Date returned:_____
- ❏ The MTSS team triangulates all available data to develop a plan for intervention.
- ❏ Intervention plan implemented with fidelity, for at least 30 minutes, 2-3 times a week, for a recommended 6-9 weeks.
- ❏ Progress monitoring is conducted every two weeks, and should reflect the area identified through diagnostic screening tools. This may be recorded on the district's MTSS form.
- ❏ Discuss progress monitoring during MTSS PLC's.
- ❏ Documentation indicates that parents are informed of progress at quarterly reporting periods on the district form. [Garrard County progress report form](#). **This is generally completed by the teacher or para-educator providing the interventions to the student.** The form is also uploaded each quarter into the student's MTSS digital folder by the person who is completing it.

Attendance Considerations

Lack of instruction, due to frequent school changes, tardies, or absences (both excused and unexcused) should be considered when looking at the effectiveness of Tier 1, 2 or 3 instruction. Students are considered chronically absent when they have missed 10% or more of the enrolled academic year. In response to the question, is there guidance on the number of absences prior to/during the intervention process in determining a lack of appropriate instruction when documenting/accepting referrals, the Kentucky Department of Education guidance stated in Policy letter #2010-11-01 that although it is an individual student decision, KDE believes that ARC's must consider whether the student's absences have resulted in a lack of appropriate instruction after 10 cumulative days.

Garrard County Schools provides an attendance tracking tool to students and parents to help families monitor their attendance.

[Attendance Tracking Tool](#)

Tier 3

Intensive intervention occurs in Tier 3. Generally, one to five percent of a school's population will require Tier 3 support. Interventions at Tier 3 do not supplant Tier 1 or Tier 2 instruction; they are simply another layer. Tier 3 instruction is intended for learners whose needs extend well beyond the reach of the universal level. The primary differences between Tier 2 and Tier 3 are the frequency with which interventions occur, the duration and intensity of particular interventions, the skill and expertise of the interventionist, and the frequency of progress monitoring. All of these adjustments are based on student responsiveness.

The focus of Tier 3 instruction is on students with marked difficulties in foundational prerequisite skills who have not responded adequately to Tier 1 and Tier 2 interventions. Students whose ongoing data indicate a sustained lack of adequate progress in Tier 2 or students who are two or more grade-levels behind in prerequisite skills needed to master essential grade-level standards need more intensive intervention. Tier 3 is also designed for students with high abilities and who have exceeded benchmarks and grade-level expectations. These students also require instruction that is more explicit, more intensive, and specifically designed to meet the needs of advanced learners (KSI).

Delivery:
- Grouping of students in Tier 3 should be a teacher/student ratio no more than one to three, although one-to-one interventions may be necessary at times.
- Intensive instruction/intervention at this level is provided in addition to the core classroom instructional program delivered at the student's instructional level. Students should also participate in Tier 2 intervention simultaneously.
- The person who delivers Tier 3 instruction is determined at the school level and is typically the most highly trained in the area of need or intervention.
- This instruction usually takes place outside of the child's primary classroom due to the intensity and duration of services.
- Address specific areas of academic difficulty for individual students.
- Interventions should be evidence-based, demonstrate effectiveness for the target group and be implemented with the time, materials, training, and personnel available in a school. Computer-based interventions are not used in Tier 3.

Time:
- Tier 3 interventions should be more intensive than Tier 1 or Tier 2. This can be accomplished by increasing the duration or frequency, change in instructional delivery, type of intervention or decreased group size. These should occur at least 4-5 times a week, although instructional times may vary based on the intervention program recommendations.
- Progress monitoring is conducted at least once a week, along with updating the MTSS form weekly.

Impact/Results:
- Strategies that "work" with students in Tier 3 should be used in the classroom setting so students learn to generalize the skills.
- The primary purpose of Tier 3 is to provide every possible opportunity to help struggling students learn so they can close the learning gap and succeed in the general education classroom.
- Tier 3 does not necessarily mean referral for special education, but it is necessary for a special education referral.
- If there are concerns in more than one area (academics, behavior, social/emotional), it is best practice to address all of these concerns simultaneously.
- Data indicating that a student is not responding adequately to Tier 3 interventions may show a need for special education evaluation.

Additional Factors to Consider
Factors that may contribute to delays or <u>appearance</u> of delays:
- Vision/hearing/health deficits
- Unmet educational needs (inadequate instruction/availability or misuse of resources)
- English Language Learner (ELL)
- Differences between ethnic/cultural identity and classroom expectations
- Lack of opportunities for enrichment (e.g. lower SES, early childhood experiences, limited language experiences)
- Psycho-social stressors (recent or chronic trauma)
- Frequent moves (lack of continuity of instruction)
- Excessive absences or tardies (lack of continuity of instruction)
- Medical diagnosis
- Executive functioning needs

Tier 3 Checklist

❏ Tier 2 interventions have been completed with fidelity, for an appropriate amount of time. Progress monitoring data is recorded under the Tier 2 tab on the MTSS form in the student's digital folder, for all areas of concern. This data indicates the student is not responding to Tier 2 interventions.

❏ A Tier 3 parent conference must be held with the students' parents or guardians when they are moved into Tier 3 in an area. It is best practice to do this meeting in person, but a phone conference is also acceptable. The Tier 3 parent conference form must be filled out during the meeting, **signed by all present**, and then a copy uploaded into the students digital MTSS folder. In the case of a phone conference, send a copy of the form home to parents. This must be completed before we can move forward with a special education referral, because it is our documentation that we have contacted parents to discuss our concerns.

❏ Tier 3 intervention plan is added to Tier 2 plan. (Example, change in instructional delivery or type of intervention.)

❏ Interventions are at least 30 minutes, conducted 4-5 days a week, in small groups of 3 or less.

❏ Progress monitoring data is collected weekly, and discussed at monthly MTSS meetings.

❏ Tier 3 progress monitoring data is recorded and updated weekly on the MTSS form for all areas of concern.

❏ Continue to inform parents of progress at quarterly reporting periods on the district form.

❏ If the student is not showing progress in interventions, and that is supported by the Tier 3 data collected, it is possible that you start to suspect a disability. If so, what do you suspect? Are you collecting all the data necessary for that disability?   Discuss at monthly MTSS meeting.

❏ If slow, limited or no progress, the committee may refer for special education evaluation.

Parent Referral Procedures

Parent referral must be a written request, signed and dated and given to the Administrator/Principal or MTSS Point of Contact (POC) at your school. The MTSS POC will notify the district MTSS and Behavior Coordinators on the same day it is turned in.

If a parent referral request is submitted, the school or educational team is required to schedule a Tier 3 conference with the parents within five school days from the day the request is received.

If the Tier 3 committee agrees to pursue a special education referral, the school or educational team will schedule a referral Admissions and Release Committee (ARC) with the parents within 12 school days.

Based on a triangulation of data, the consensus of the referral ARC committee will determine if a formal special education evaluation will be completed. Interventions will continue to be implemented with integrity and fidelity, and data collected throughout the evaluation process

Evidence Based Instruction, Intervention and Supports Fidelity

Fidelity is the degree to which a system can replicate a desired outcome accurately and consistently. In an RtI model, fidelity is important at the district and school levels (e.g., implementation of the process) and at the teacher level (e.g., implementation of instruction and progress monitoring).
Fidelity refers to the degree and quality to which evidence-based instruction is implemented as designed. Fidelity must also address the integrity with which progress monitoring and screening procedures are completed and an explicit problem-solving process is followed. Failure to attend to fidelity results in unreliable data, ineffective decision-making and lack of student success.

FIDELITY = CONSISTENCY AND ACCURACY
FIDELITY = INTEGRITY

While components of fidelity may vary, it is helpful to think about fidelity as having five elements: adherence, exposure, quality of delivery, program specificity and student engagement.

- Adherence: How well do we stick to the plan/curriculum/assessments?
- Exposure/Duration: How often does a student receive instruction or an intervention? How long does an intervention last?
- Quality of delivery: How well is the instruction, assessment of intervention delivered? Do you use effective instructional strategies?
- Program Specificity: How well is the instruction or intervention defined and different from other interventions?
- Student Engagement: How engaged and involved are the students in the instructional activity?

When evaluating Tier 1, it is necessary to consider effectiveness of instructional climate, core curriculum, quality of instructional practices, and validity of assessments. When evaluating the effectiveness of Tier 2 and/or Tier 3, it is critical to document that interventions have been implemented with fidelity.

Fidelity procedures may include:

Direct observation – Direct observations are conducted by a trained observer who watches the intervention in the classroom and then codes behavior.
Self-Report – This is an indirect method in which the teacher can rate the degree of implementation based on a series of questions.
Permanent products – In this procedure, components of the intervention are saved. For example, target behaviors defined, work samples, weekly report notes, point system, lists of reinforcers and supporting reports.
Manualized or scripted interventions – In this approach there are step-by-step directions which can be used by the interventionist. The manuals or scripts can also

be used. It is recommended that this approach be combined with direct observations.
Interview – After intervention, the teacher or interventionist is interviewed using a series of questions which will suggest whether the intervention was implemented as planned.

Practices to Ensure Fidelity of Implementation
School instructional leadership team shall:
- Define components, procedures, techniques, and staff responsibilities.
- Implement a data system and schedule frequent data reviews.
- Conduct on-going fidelity checks in a positive manner.
- Implement a system for feedback and support of instructional delivery.
- Link instruction and interventions to improved outcomes.
- Include coaching in professional development to support fidelity and implementation.

Fidelity checklists have been provided to assist with these practices. Fidelity of intervention and implementation is an ongoing process throughout all tiers of instruction.

Progress Monitoring

Progress monitoring involves the repeated assessment of students to gauge their progress over time in response to instruction or interventions. It uses valid and reliable measures to determine if students are making adequate progress. The frequency of assessments is linked to the intensity of the intervention: for example, at Tier 2, monitoring is typically at least monthly, while at Tier 3, it may be weekly. Non-academic skills might be monitored even more frequently.

The data collected is used to make decisions about the effectiveness of interventions and to adjust them as needed. Accurate decision-making relies on ongoing data, typically collected over at least six weeks. Key considerations for effective progress monitoring include ensuring alignment with the intervention content, sensitivity to change, appropriate frequency, and consistency in administration.

Teams use progress monitoring data to evaluate both individual student progress and the effectiveness of broader interventions at the district or school level.

Tier 1: core	Tier 2: Targeted	Tier 3: Intensive
*All Students	*Small Group Setting	*Smaller Group/Individual setting
*Classroom Setting	*6-9 weeks recommended	*6-9 weeks recommended
*Differentiated Instruction	*30 minute sessions 2-3 days per week	*New Strategy and/or Increased Frequency (30 min sessions 4-5 days per week)
	*every other week progress monitoring	*Weekly monitoring
	*can be computer based instruction	*not computer based, must be Adult-led instruction

Equitable Access and Opportunity
(Summarized from the Ky MTSS Manual)

Kentucky's Multi-Tiered System of Supports (KyMTSS) is a comprehensive framework designed to address the diverse academic, behavioral, and social-emotional needs of students. It integrates differentiated instruction, assessment, and intervention to provide responsive and equitable support.

Key aspects of KyMTSS include:

- Equity Focus: The framework emphasizes ensuring that all students have access to the necessary resources and opportunities, regardless of their background or circumstances. This commitment to equity is present at every level of the system—from state to individual student.
- Leadership and Implementation: Effective KyMTSS implementation relies on strong leadership teams, including administrators, teachers, students, and community partners. These teams analyze data to address inequities and ensure fair distribution of resources, quality instruction, and supportive services.
- Systematic Analysis: Leadership teams evaluate policies and practices for biases and disparities related to factors such as race, gender, and socioeconomic status. They develop action plans to address these issues and ensure equitable access to educational opportunities and resources.
- Professional Learning: Continuous, systematic professional development helps educators understand and implement equitable practices, supporting their ability to address the needs of all students effectively.

Overall, KyMTSS aims to create an inclusive educational environment by integrating equitable practices across all levels and continually improving based on data-driven insights.

Equitable Data-Based Decision-Making

Teams use an equity-focused approach to analyze student performance and experiences. Instead of just reviewing achievement data, they ask deeper questions to uncover underlying assumptions and beliefs that impact decisions and policies.

To address equity issues, teams:

- **Collect and Analyze Data**: They gather a broad range of disaggregated data (e.g., academic performance, behavior, attendance) to understand and address disparities.
- **Identify Root Causes**: They examine trends and patterns to determine systemic issues rather than focusing solely on individual students. This involves asking questions about funding, curriculum quality, attendance, disciplinary actions, and resource allocation.
- **Develop Solutions**: After identifying root causes, teams research evidence-based interventions and best practices to address these issues. They create and implement plans to remove barriers and ensure equitable resource distribution.

The goal is to enhance equitable opportunities and outcomes by systematically addressing the root causes of disparities and using data-driven decision-making.

Equitable Practices

In an integrated Multi-Tiered System of Supports (MTSS), Tier 1 provides universal support to all students through high-quality instruction and a curriculum aligned with Kentucky Academic Standards. Key aspects include:

- **Inclusive Instruction**: Lessons are designed to engage all students and reflect diverse backgrounds.
- **Responsive Practices**: The curriculum and teaching methods address various student needs and experiences.
- **Positive Environment**: Schools promote a welcoming climate that respects and reflects student identities and cultures.
- **Differentiation**: Instruction is adapted to ensure all students access the content and skills.

For supplemental (Tier 2) and intensive (Tier 3) support:

- **Targeted Interventions**: Interventions are based on data and tailored to individual needs.
- **Evidence-Based Practices**: Support strategies are proven effective and suitable for the student population.
- **Ongoing Monitoring**: Universal screening and progress monitoring ensure appropriate support levels.

MTSS leadership teams focus on professional development to help educators recognize and address biases and improve instructional practices, ensuring they meet the diverse needs of all students. Continuous, job-embedded training helps teachers adapt their approaches to support equitable learning outcomes.

KyMTSS Implementation Guide

Family, School and Community Partnerships

The Kentucky Multi-Tiered System of Supports (KyMTSS) is a framework designed to foster collaboration among families, schools, and community partners to enhance student learning and well-being. By employing multi-tiered prevention strategies, data-driven decision-making, and evidence-based practices, districts and schools aim to engage families more actively in supporting their children's education at home and school.

Key Features of Implementation:

1. Importance of Family, School, and Community Partnerships: Research indicates that collaborative partnerships between families, schools, and communities lead to improved student outcomes, including higher grades, better attendance, enhanced social skills, and increased enrollment in advanced programs.
1. Addressing Barriers to Engagement: Potential barriers to family and community engagement, such as negative past experiences, language and cultural differences, and limited educator training, must be acknowledged and addressed to foster meaningful collaboration.
2. Proactive Support Continuum: A proactive and responsive continuum of supports is essential to assist families in navigating the educational system. This continuum ranges from providing basic information and resources to offering intensive support tailored to individual needs.
3. High-Impact Engagement Strategies: Effective engagement strategies focus on building personal relationships, sharing student data with families, modeling effective teaching practices, incorporating home culture into classroom lessons, and aligning engagement activities with school improvement goals.

    In Garrard County:

1. Parents/Guardians will be informed of their student's scores for Universal Screening tools.
2. Parents/Guardians will be informed if their student is receiving Tier 2 or Tier 3 instruction in an area of concern.
3. Parents/Guardians will be invited to attend Tier 3 parent conferences to discuss their concerns and help develop an appropriate plan to move forward.
4. Parents/Guardians will be sent home a progress report each 9 weeks to show if their child is making progress through intervention services.

Overall, KyMTSS and the Garrard County School District emphasizes the importance of

collaborative partnerships between families, schools, and communities to support student success, with a focus on implementing evidence-based practices and addressing barriers to engagement.

[KyMTSS Implementation Guide](#)

Resources
Four-point Decision Rule

Many decision-making procedures include the four-point decision rule as a guideline for interpreting progress monitoring data. It is always necessary to discuss the accuracy and reliability of progress monitoring data. To use the four-point decision making rule:

1. Ensure proper graphing of the goal line (aim line) and trend line.
2. Collect a minimum of 6 data points, not counting the baseline data points.
3. Compare the last 4 consecutive data points to the goal line.
4. Make an instructional decision.

IF 4 CONSECUTIVE DATA POINTS FALL AT OR ABOVE THE GOAL LINE, CONSIDER RAISING THE GOAL OR CONSIDER FADING INTERVENTION.
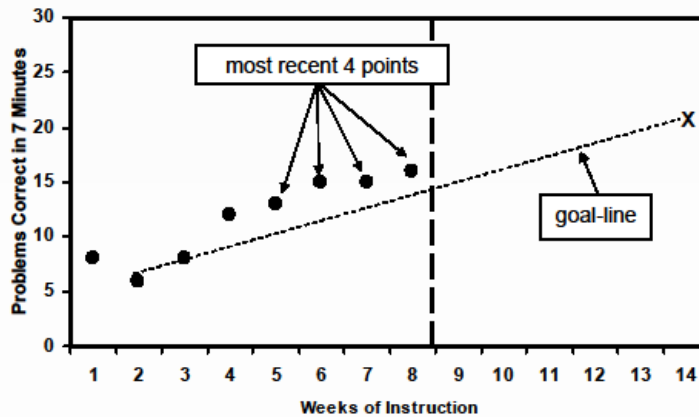
IF 4 CONSECUTIVE DATA POINTS FALL BELOW THE GOAL LINE, MAKE AN INSTRUCTIONAL CHANGE.
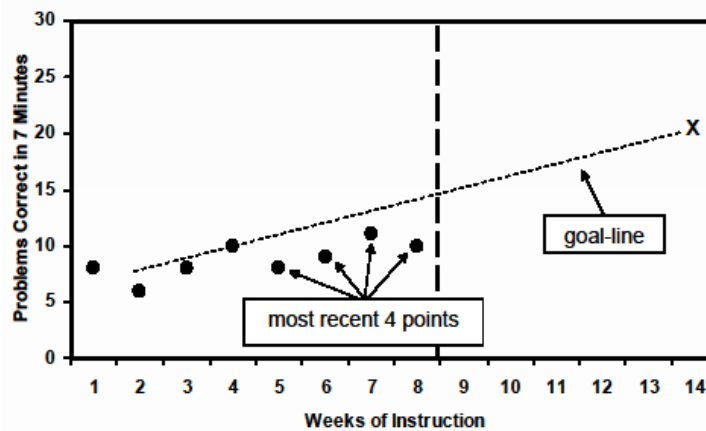

IF DATA POINTS FALL ABOVE AND BELOW THE GOAL LINE CONTINUE WITH CURRENT INSTRUCTIONAL STRATEGIES, MAINTAIN THE CURRENT GOAL, AND CONTINUE TO MONITOR PROGRESS.

Trend Line Analysis

A trend line analysis compares the slope of the trend line (student's actual rate of progress over time) to the slope of the goal line (student's expected progress) to determine if a student is achieving as predicted. In general, 8 to 11 data points are usually necessary to reliably analyze trends.
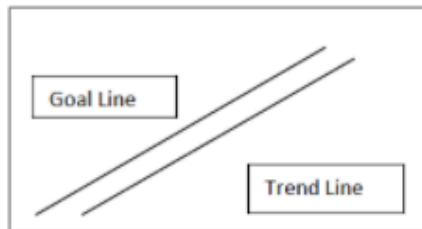
IF THE SLOPE OF THE TREND LINE IS FLATTER THAN THE GOAL LINE, CONSIDER AN INSTRUCTIONAL CHANGE.
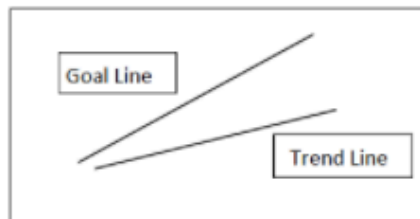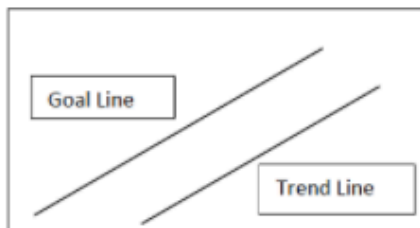

IF THE SLOPE OF THE TREND LINE IS STEEPER THAN THE GOAL LINE, CONSIDER SETTING A HIGHER GOAL OR DETERMINING IF IT IS TIME TO FADE INTERVENTION.
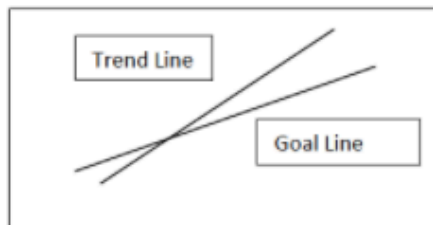
IF THE SLOPE OF THE TREND LINE IS PARALLEL TO THE GOAL LINE, MAKE NO CHANGES.

IF THE SLOPE OF THE TREND LINE IS PARALLEL TO THE GOAL LINE, MAKE NO CHANGES UNLESS THE LEVEL OF THE TREND LINE IS SIGNIFICANTLY BELOW THE GOAL LINE.

*Adapted from Woodford County Schools