

# Multi-Tiered System of Supports

Elementary Teacher Symposium: Tools to Reach ALL Students

February 12, 2018



Ensuring a bright future for every child

MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

**Laurie Weathersby and Jayda Brantley**

Student Intervention Specialists

[lweathersby@mdek12.org](mailto:lweathersby@mdek12.org)

[jbrantley@mdek12.org](mailto:jbrantley@mdek12.org)

## Mississippi Department of Education

### VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

### MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Ensuring a bright future for every child

## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher



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## Welcome & Introductions



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## Today's Schedule

Colored Dot	Session 1 9:35-10:35	Break 10:35-10:45	Session 2 10:45-11:45	Lunch 11:45-1:00	Session 3 1:00-2:00	Break 2:00-2:10	Session 4 2:10-3:10
<b>Blue</b>	Special Populations: MTSS for English Learners & Special Education		Active Engagement Strategies: Ensuring Active Engagement of All Students		Differentiating Utilizing the Math Scaffolding Document: Elementary Math		Using Technology to Engage the Gifted Learner
<b>Green</b>	Using Technology to Engage the Gifted Learner		Special Populations: MTSS for English Learners & Special Education		Active Engagement Strategies: Ensuring Active Engagement of All Students		Differentiating Utilizing the Math Scaffolding Document: Elementary
<b>Red</b>	Differentiating Utilizing the Math Scaffolding Document: Elementary Math		Using Technology to Engage the Gifted Learner		Special Populations: MTSS for English Learners & Special Education		Active Engagement Strategies: Ensuring Active Engagement of All Students
<b>Yellow</b>	Active Engagement Strategies: Ensuring Active Engagement of All Students		Differentiating Utilizing the Math Scaffolding Document: Elementary Math		Using Technology to Engage the Gifted Learner		Special Populations: MTSS for English Learners & Special Education

## Multi-Tiered System of Supports

### Overview

## MTSS

# Multi-Tiered System of Supports



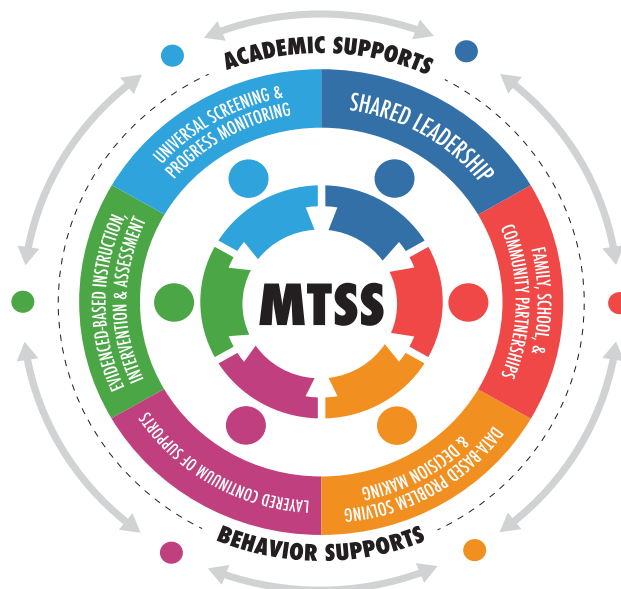
## MTSS

- A multi-tiered system of supports is a framework for effective team based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students.

## Goals of MTSS

- Identify who needs support as early as possible
- Implement evidence-based interventions for ALL students
- Use progress monitoring data to know when to make changes in instruction
- Leadership team utilize self-assessment to examine school-wide practices

## MTSS Essential Components



# State Board Policy



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## Part 3 Chapter 41: Rule 41.1 Intervention

- Previously State Board Policy 4300
- Designed to meet the needs of every student and consists of three tiers of instruction (Tier I, Tier II, and Tier III)
- Revised in August 2016



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## State Board Policy Update

- School districts must complete, at a minimum, documentation as required for all students in Tier II and Tier III
- Students in Grades K-3 will be referred for a TST meeting within the first 20 days of school if a student has failed one (1) grade
- All Tier III documentation must accompany the student's cumulative folder upon promotion or transfer to a new school



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## Documentation Packet



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## Documentation Packet



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## Documentation Packet

- Fillable
- Contains student profile sheets for K-8 and 9-12
- Can be found at [www.mde.k12.ms.us](http://www.mde.k12.ms.us)
  - Office of Elementary Education and Reading
  - Intervention Services
  - MTSS Documentation Packet



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# Documentation Packet

## SECTION 1C 9-12 STUDENT PROFILE

<b>STUDENT NAME:</b> _____		<b>DATE:</b> _____	
MSIS Number/ID: _____	Date of Birth: _____	Gender: _____	Race: _____
Teacher: _____	School/Site: _____	District: _____	
Parent/Guardian Name: _____	Phone: _____	Email: _____	
Street Address: _____			

### COURSE PERFORMANCE

Indicate recent term grades in the table below.

Academic Area	T1	T2	T3	T4	Final
Reading					
Mathematics					
Science					
Social Studies					
Language Arts					

Indicate recent SATP course grades.

Academic Area	T1	T2	T3	T4	Final
Algebra I					
English II					
Biology					
U.S. History					

### BEHAVIOR

Check if documentation is applicable and available.

- ☐ Social Emotional Issues (**Appendix A**)  
☐ Discipline Record  
☐ Total Number of Discipline Reports: \_\_\_\_\_  
☐ Total Number of Suspensions: \_\_\_\_\_  
     ☐ In School: \_\_\_\_\_ ☐ Out of School: \_\_\_\_\_  
☐ Parent Conference(s) Date(s): \_\_\_\_\_  
☐ Additional behaviors that may impact performance: \_\_\_\_\_

### ATTENDANCE

### GRADE RETENTION

### SPECIAL POPULATION

CURRENT SCHOOL YEAR	DAYS ABSENT	DAYS PRESENT	if applicable, indicate grade(s)	Check if applicable to student
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# Guidance Document



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## Purpose of Guidance Document

- Replace June 2010 RtI Handbook
- Provide supports to districts, schools, family and community members regarding the effective implementation of intervention practices
- Encompass all components of MTSS as defined by MDE



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## Guidance Document Advisory Panel

Created to assist Intervention Services with construction of MTSS Guidance Document

Consists of:

- Educators from multiple areas across Mississippi
- Agency representatives across multiple offices
- Representatives with varied areas of expertise



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## Guidance Document

- Accomplishments to-date
- Will be reviewed by Internal Review Partners
- Anticipated completion: June 2018

## Dyslexia

## Dyslexia Grant

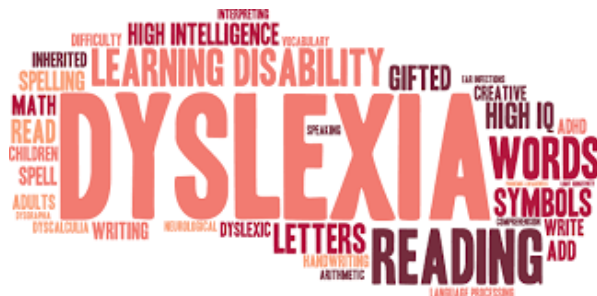
- 3 year grant to districts (Next Cycle 2018-2021)
- Supports students with dyslexia and/or related reading disorders in general education
- Funds the purchase of a dyslexia screener, dyslexia interventions, instructional resources and pre- and post-assessments, portion of the dyslexia therapist salary, PD related to dyslexia for teachers, administrators, and parents



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## Dyslexia Grant

- Look for upcoming information on the dyslexia website in April, 2018.



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## Public School Requirements



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## Public School Requirements

1. Adopt a local board policy about screening students for dyslexia.
2. Screen all First Grade students by October 15th and all Kindergarten students by April 6<sup>th</sup> using one of the SBE approved dyslexia screeners (Lexercise or MS Dyslexia Therapy Association).



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## Public School Requirements

3. Ensure that the screener addresses the following components:
  - Phonological Awareness and Phonemic Awareness
  - Sound Symbol
  - Recognition
  - Alphabet Knowledge
  - Decoding Skills
  - Encoding Skills
  - Rapid Naming



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## Public School Requirements

4. Notify parents if a student fails the dyslexia screener.
5. Accept dyslexia evaluations administered by a licensed psychologist, psychometrist, or speech language pathologist.
6. Complete the MS Dyslexia Screener Data Information Form and submit to the Office of Student Intervention Services at [dyslexiadata@mdek12.org](mailto:dyslexiadata@mdek12.org) by April 20, 2018.

Screener Information and Forms can be accessed at  
<http://www.mde.k12.ms.us/ESE/dyslexia>



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# Dyslexia Accommodations

## State Assessments

### Allowable Accommodations



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## Dyslexic Student Accommodations

- This information pertains to students with a documented diagnosis of dyslexia on file that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (Miss. Code 37-173-1 et seq.)
- There may be other accommodations that are needed as related to a students' disability.
- See the [Mississippi Testing Accommodations Manual](#) (2017) for additional information.



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## Assessments

- Mississippi Academic Assessment Program (MAAP)
  - ✓ MAAP ELA and Math - Grades 3-8, English II, Algebra I, Algebra II
  - ✓ MAAP Science - Grades 5 and 8, Biology I
  - ✓ MAAP U.S. History
- Mississippi K-3 Assessment Support System (MKAS2)
- American College Testing (ACT)
- English Language Proficiency Test (ELPT)



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## Assessments

#	Accommodation	MAAP*	MKAS2	ACT	ELPT
20/23	Extended time until the end of the school day.	Yes	Yes	Yes	Yes
24	Administer the test over several sessions, specifying the duration of each session.	Yes	Yes	Yes	Yes
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes	Yes	Yes	Yes



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# Dyslexia Accommodation Documentation

## Mississippi Testing Accommodations for Students with Dyslexia

Student Name: \_\_\_\_\_

MSIS #: \_\_\_\_\_

Test Date: \_\_\_\_\_

#	Accommodation	MAAP		MKAS <sup>2</sup>		ACT (Prior Approval Required from ACT)		ELPT	
		ELA Math 5/8 Science USH	ENG II ALG I BIO I	Allowable	Used	Allowable	Used	Allowable	Used
20/23	Extended time until the end of the school day. *Not applicable to the K-Readiness Assessment.	Yes		Yes		Yes		Yes – The test is untimed	
24	Administer the test over several sessions, specifying the duration of each session.	Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	
25	Administer the test over several days, specifying the duration of each day's sessions.	Yes		Yes		Yes		Yes (Excludes the Speaking Domain)	

For the above listed assessments, students with disabilities (SWDs), English learners (ELs), and students with a diagnosis of dyslexia that were evaluated by a licensed psychologist, psychometrist, or speech language pathologist (HB 1031, July 2012) may be afforded these extended time accommodations. These accommodations must be listed in the student's IEP or Section 504 Plan and specified for these assessment areas or students must have a documented diagnosis of dyslexia on file in accordance with Miss. Code 37-173-1 et seq.



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## Documentation for Accommodations

- Retain the student's dyslexia diagnosis in the **classroom** and in the **cumulative record**
- Complete the **MS Testing Accommodation for Students with Dyslexia**
- Maintain the **MS Testing Accommodation for Students with Dyslexia** documentation form in the **classroom** and in the **cumulative record**



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# English Learner



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## English Learner Updates

- Work on guidelines has begun
- Will include a companion piece that is designed for classroom teachers and gives strategies and best practices for teaching English Learners



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