

Bismarck Public Schools Multi-Tiered System of Supports (MTSS) - a framework for the School Improvement Process

Vision: All students' academic, social, emotional, and behavioral needs are supported holistically to be choice-ready for college, career, and community (within a positive, safe, and productive learning environment). We accomplish this through a continuum of services, an integrated framework of high quality instruction, data-driven decision-making, collaboration, and shared leadership.

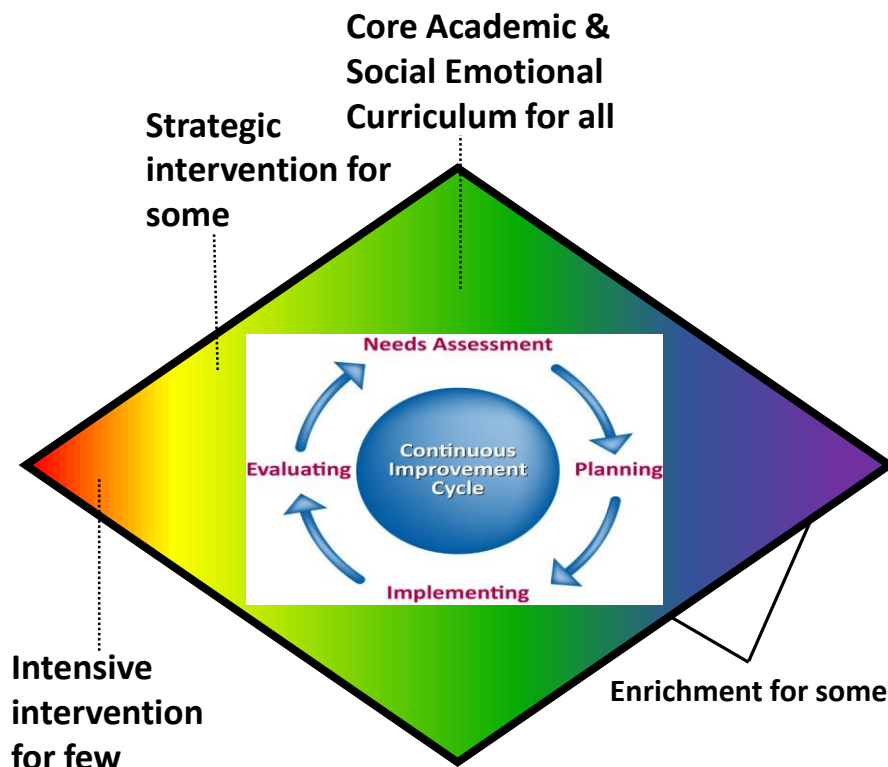
NDMTSS 6 Key Components

Assessments, Data-Driven Decision Making, Multi-Tiered Instruction, Infrastructure and Support, Fidelity and Evaluation, and School, Family & Community Partnerships

Defining MTSS

- Multi-Tiered System of Supports (MTSS) is an umbrella term that encompasses Response to Intervention (RTI), positive behavioral interventions and supports (PBIS) and other tiered frameworks.
- MTSS integrates assessment and intervention within a school-wide, multi-tiered prevention system to maximize student achievement and reduce behavior problems.
- With MTSS, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity based on a student's responsiveness.

Continuous Improvement Cycle



Multi-Level Tiered Instruction System

Tier One- Core Instruction

- Focus:** All students
- Instruction:** District curriculum and instructional practices that are evidence-based; **Standards-Based Education (SBE)**; incorporate differentiated instruction.
- Examples:** **Project Based Learning (PBL)**, instructional strategies (e.g. AVID), Resilience Breakthrough, Second Step, SW-PBIS
- Assessments:** Screening, continuous progress monitoring, outcome measures, and SBE linked Formative Assessments

Tier Two – Intervention/Enrichment

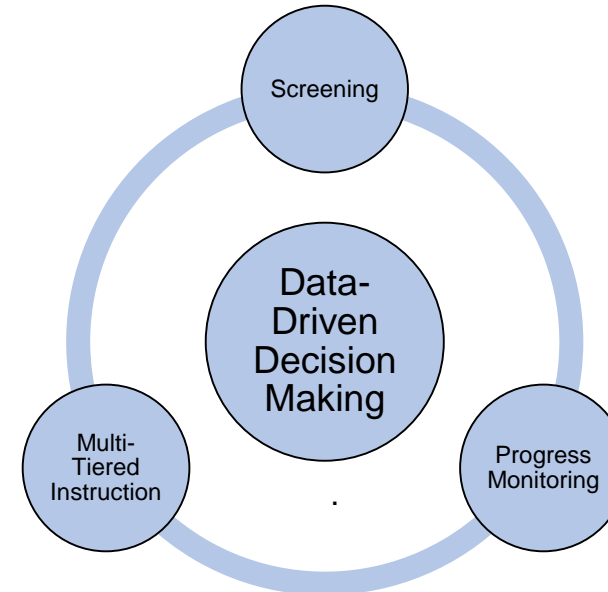
- Focus:** Students identified through screening as at risk for poor academic or behavior outcomes
- Instruction:** Targeted, supplemental instruction delivered to small groups
- Examples:** Why Try, Reading Strategies class, Math Strategies class, Reading Services, Check-in/Check-out, behavior skills groups
- Assessments:** Progress monitoring, diagnostic

Tier Three – Intensive Intervention/Enrichment

- Focus:** Students who have not responded to Tier 1 and 2 instruction or who present with very low achievement
- Instruction:** Intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies
- Examples:** Replacement programs, Data-based individualization, Why Try, Dual Credit, as well as leadership opportunities
- Assessments:** Progress monitoring, diagnostic, Functional Behavior (FBA)/ Prevent-Teach-Reinforce (PTR)

Data-Driven Decision Making

- Data analysis occurs at all levels of MTSS implementation (e.g., district, school, grade level) as well as all tiers of instruction.
- Establish routines and procedures for sharing data and making decisions.
- Use explicit decision rules and tools (e.g. proficiency scales and/or rubrics) to assess student progress
- Data are used to compare adequacy of core curriculum and the effectiveness of different instructional and behavioral strategies.



Screening

- Purpose:** Identify students who are at risk of poor learning outcomes
- Focus:** All students
- Tools:** MAP, AIMSweb, Aspire, SBE Triggers, Early Warning System (EWS)
- Timeframe:** Administered three times per year (e.g. fall, winter, spring)
- Formative Assessments, Proficiency Scales**

Progress Monitoring

- Purpose:** Monitor student's response to instruction in all tiers to estimate rates of improvement, identify students not demonstrating adequate progress, and compare efficacy of different forms of instruction
- Focus:** Students identified through screening as at risk for poor learning outcomes
- Tools:** Formative Assessments, Curriculum Based Measures (AIMSweb), Mastery Measures
- Timeframe:** Students are assessed at regular intervals

Professional Learning Communities

MTSS is our continuous improvement process. **Professional Learning Communities (PLCs)** drive the work of MTSS implementation at the building, team, and individual student level, by asking the following questions:

- What do we expect students to learn?
- How are students going to learn it?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?