

Ilean Richards, Interim Superintendent

CCSD Intervention Services Overview

The Coahoma County School District is committed to meeting the needs of every student. To that end, the district has adopted the Multi-Tiered System of Supports (MTSS). in accordance with the requirements of State Board Policy Chapter 3 Part 41, Rule 41.1. This policy requires every school district to have an instructional model that uses three tiers of instruction. Every student in the district is on a tier and the tier levels may differ based on the subject and level of mastery.

The coordinator for MTSS in the Coahoma County School District is Mrs. LaTasha Turner. Mrs. Turner also serves as the district's Curriculum and Testing Director. There is a natural overlap between these three areas. The curriculum is what we teach to every student. The district and the schools assess what has been taught through the use of testing Teachers then tailor how they provide instruction and support to our students based upon the Multi-Tiered System of Supports.

MTSS District Level Contact Information:

Email - lturner@coahoma.k12.ms.us

Phone: 662-624 5448 ext. 1004

MTSS School Level Contact Information:

At each elementary school the primary MTSS Contact Person is the school's Lead Teacher or the principal. At the high school, the primary MTSS Contact Person is the assistant principal or the principal.

What is MTSS?

The Multi-Tiered System of Supports (MTSS) is a framework for effective problem solving to improve student outcomes. MTSS is a data-informed and evidence-based process that uses a collaborative team-based approach to decision making. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. High performing students who learn quickly are provided with more challenging work. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

What are the three tiers of instruction?

Tier I - High-quality classroom instruction - All students receive high-quality, evidence-based instruction matched to the Mississippi College and Career Readiness Standards in the general education classroom. Within Tier I, all students receive high-quality, evidence-based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All

Ilean Richards, Interim Superintendent

students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Student making adequate progress remain at Tier I.

Tier II – Focused Supplemental instruction - Students not making adequate progress in the general education classroom at Tier I are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Students identified as being at Tier II are those deemed “at risk/ high priority” through universal screenings and/or results on state- or district-wide tests. These students receive small group, supplemental instruction several times a week during the school day in the general education classroom. The length of time for this step can vary, but it generally will not exceed 8 weeks. During this period, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of the intervention period, students showing significant progress are generally returned to the general education program at Tier I. Students not showing adequate progress are moved to Tier III

Tier III – Intensive, individualized instruction. - Students identified as being at Tier III are those deemed “at highest risk/ highest priority” through universal screenings, results on state- or district-wide tests, or decisions of the school-based Teacher Support Teams. These students receive targeted, individual instruction on a daily basis during the school day in the general education classroom. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act (IDEA 2004). The data collected during Tiers I, II, and III are included in the report of the assessment and are used to help make the eligibility determination decision.

How are intervention services provided?

Intervention services may be provided in a variety of ways using a variety of personnel, including general education teachers, special educators, interventionists, teacher assistants, counselor, and other specialists. Progress is closely monitored to assess both the learning rate and level of performance of



Ilean Richards, Interim Superintendent

individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

How does MTSS work?

For MTSS implementation to work well, the following essential components must be implemented in a rigorous manner with fidelity:

Components of CCSD's MTSS Process

- **Universal Screening in academics and behavior** – Assessments administered three times yearly at the beginning, middle, and end of the school year to aid in determining which students are meeting benchmarks and which need intervention(s).
- **Teacher Support Teams** – Teams at each school who meet to address students who present academic or behavioral concerns. The teams work to solve problems and to determine what works best for those students.
- **Ongoing Student Assessment and Progress Monitoring** – Ongoing assessment and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with their peer group. These data are then used to determine which students need closer monitoring or intervention. Throughout the MTSS process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- **Tiered instruction.** A tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, evidence-based interventions matched to student needs.
- **Evidence-based intervention strategies.** means an activity, strategy, or intervention that either –
 - A. demonstrated a **statistically significant effect** on improving student outcomes or other *relevant outcomes* –*strong evidence* from at least one well-designed and well-implemented experimental study;



Ilean Richards, Interim Superintendent

OR

- moderate evidence from at least one well-designed and well-implemented *quasi-experimental study*; OR
- *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;

OR

B. demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; **AND includes ongoing efforts to examine the effects** of such activity, strategy, or intervention.

- **Parent involvement.** Schools implementing MTSS involve and provide parents information about their child's progress, the instruction and interventions used, the staff delivering the instruction, and the academic or behavioral goals for their child.

CCSD EVIDENCE BASED INTERVENTION RESOURCES:

Academic Intervention Resources:

- **IREADY:** Reading and Math Interventions
- **Freckle:** Interventions and enrichment for Reading, Math, Science, and Social Studies
- **Tutors:** Small group and one on one instruction
- **Phonics First:** Reading Interventions
- **HMH Decoding Reading Power:** Reading Interventions
- **MobyMax:** Reading and Math Interventions
- **Readworks:** Leveled Reading
- **Annesburg Learners Website:** Reading and Math Interventions
- **Florida Center for Reading Research:** Reading Interventions

Behavior Intervention Resources:

- Office Discipline Referrals
- PBIS
- Counselors



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CLARIFICATION

The MTSS process cannot be used to deny or delay a formal evaluation for special education. It should be noted that at any point in the MTSS process, the Individuals With Disabilities Education Act 2004 allows parents to request a formal evaluation to determine if eligibility for special education exists. However, there must be data supporting the need for an evaluation before an evaluation will occur even when a request is made.

QUICK LINKS

<http://www.mdek12.org/OAE/OEER/InterventionServices>

http://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/Resources/mtss_flow-chart-pre-k--12_revised.pdf

http://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/Resources/links-rti-resources_landscape_20150820142607_61861.pdf

http://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/Resources/rti-quick-reference-guide-5_26_16.pdf

<http://www.mdek12.org/OAE/OEER/IndividualReadingPlan>