

Screening

Purpose: Identify students at risk for poor learning outcomes

Focus: All students

Tools: Brief assessments that are reliable, valid, and predictive of learning and/or social-emotional-behavioral needs

Timing: Administered more than one time per year (e.g., fall, winter, spring)



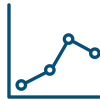
Progress Monitoring

Purpose: Monitor students' progress and growth over time, including quantifying student's rate of improvement and evaluating the effectiveness of instruction

Focus: Students receiving additional support

Tools: Brief assessments that are reliable and valid for monitoring growth

Timing: Students are assessed at regular intervals (e.g., bimonthly at Tier 2, weekly at Tier 3)



Data-Based Decision Making

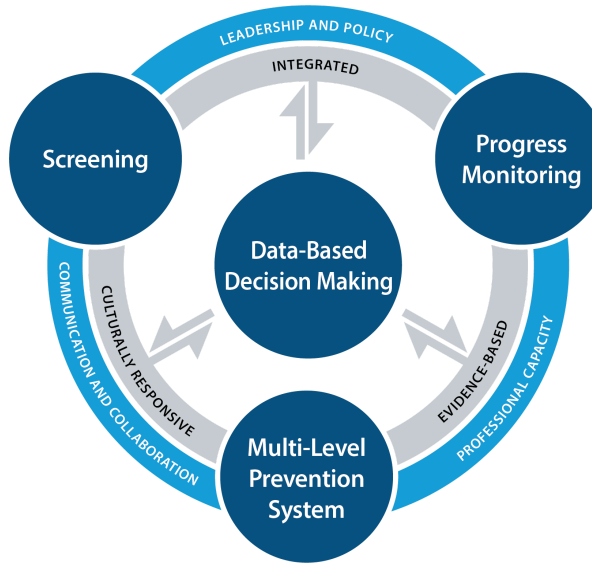
Purpose: Use of data to make decisions about instruction, movement within the tiers, intensification, allocation of resources, and identification of students with disabilities (in accordance with state law)

Focus: Decisions at the individual, group, grade, and schoolwide level

Tools: Various sources of data, including screening, progress monitoring, diagnostic, and fidelity tools



Essential Components of MTSS



Defining MTSS

- MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.
- The MTSS framework is comprised of four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision making.
- Depending on state law, MTSS data may also support identification of students with learning or other disabilities.

Multi-Level Prevention System

Tier 1 (Core Programming)

Purpose: Universal academic and social-emotional-behavioral programming and instruction for all students that addresses students' needs and prevents poor learning outcomes

Instruction: Use of high-leverage practices and evidence-based practices; aligned with state or district standards; use of differentiated instruction

Setting: General education

Assessments: Screening, fidelity

Tier 2 (Supplemental Intervention)

Purpose: Targeted interventions to address needs of students identified at-risk

Instruction: Standardized interventions that are supplemental and for small-groups (though not always delivered in a small-group setting)

Setting: General education

Assessments: Progress monitoring, fidelity, brief diagnostic

Tier 3 (Intensive Intervention)

Purpose: Interventions for students at-risk or have not responded to Tier 2

Instruction: Individualized and intensive interventions for students with ongoing needs

Setting: General or special education, depending on needs of student

Assessments: Progress monitoring, fidelity, diagnostic

