Agenda

★ Overview of MTSS

★ Presentation
  ★ Webster Public Schools – Barbara Malkas

★ Panel discussion
  ★ Webster Public Schools – Barbara Malkas
  ★ Winchendon Public Schools – Cindy Landanno
  ★ Jane Ripley
Who is in the audience?

- Have you heard a MTSS presentation before?
- Are you familiar with Universal Design for Learning? PBIS?
What is going on in your district?

- Has your district developed a tiered system of support?
  - In what stage of implementation?

- Has your district provided guidance on the relationship between a tiered system of support and the special education referral process?
  - If yes, do you also include other assessments (e.g., cognitive) in the determination process?

- Are you using data collected through the tiered process for determining eligibility for specific learning disabilities?
The Massachusetts Tiered System of Support (MTSS)

*MTSS focuses on system structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students, including students with disabilities, English language learners, and students who have already demonstrated mastery of the concepts and skills being taught.*
Blueprint for the Massachusetts Tiered System of Support
Website introduction

★ www.doe.mass.edu/mtss

★ MTSS Self-Assessment
<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Strategies (Policies, Practices, and Procedures)</th>
<th>Implementation Benchmarks</th>
<th>Leading to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School and District Systems of Support</td>
<td>What will be produced?</td>
<td>How will you know that what you are doing is working?</td>
<td>Short term impact</td>
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<td>Technical Implementation</td>
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<td>Early Evidence of Change</td>
<td>Long term impact</td>
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<td>Leadership and Governance</td>
<td>Establish district focus group to develop and disseminate a resource guide of non-academic and academic interventions</td>
<td>Devote PD funds for ongoing support of district focus group</td>
<td>short: use of resources in observation of classroom practices</td>
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<td>Enhanced, ready-to-use resources (initially stored on P drive)</td>
<td>long: increased use of resources over time</td>
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<td>Student Support</td>
<td>Devote PD time to collaborate best practices in non-academic practices to support student learning</td>
<td>Devote PD funds for collaboration, academic and non-academic student supports (gen education, ESL, SPED)</td>
<td>short: enhanced competence with scaffolded instruction (observation)</td>
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<td></td>
<td>Teacher PD evaluation forms; favorable summaries and increased competence in student supports</td>
<td>long: increase in frequency and depth, scaffolded instruction - academic and non-academic support</td>
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<tr>
<td>Curriculum, Instruction and Assessment</td>
<td>Finalize citywide training modules which focus on Tier 1 and Tier 2 best practices in literacy and math</td>
<td>Establish PD calendar for SY 2012-2013</td>
<td>short: enhanced competence with scaffolded instruction (observation)</td>
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<td>Teacher PD evaluation forms; favorable summaries and increased competence in best practices related to math and literacy</td>
<td>long: increase in frequency and depth, scaffolded instruction - literacy and math</td>
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## Action Plan

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<tr>
<th>Priority Area (As identified on your Self-Assessment Graphs Tab)</th>
<th>Core Components Academic</th>
<th>Strategies (Policies, Practices, and Procedures)</th>
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<td>Research-Based interventions and Assessment Practices</td>
<td>Resource bank of resources and interventions and assessments that are research-based</td>
<td>District assessment schedule, expansion of STAR/Renaissance Learning pilot</td>
<td>Evaluation of Pilot; Year 1 schools and related student achievement data</td>
<td>Short-term impact</td>
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<tr>
<td>Universal Screening and Progress Monitoring</td>
<td>Pilot K universal screening tool; Re-evaluate progress monitoring schedules in tests of numeracy and literacy</td>
<td>Data related to K screening; Dissemination of new schedules for progress monitoring students</td>
<td>Implementation guide and screening schedule; More time on instruction and less on formative assessments</td>
<td>Long-term impact</td>
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<td>Collaborative School/Family Problem Solving</td>
<td>Parent and family workshops about MTSS, also open to community care providers</td>
<td>Schedules of workshops</td>
<td>Feedback from workshops</td>
<td>Long-term impact</td>
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</table>

**Leading to:**
- Short-term impact: Increased competence in data-driven decisions (data meetings)
- Long-term impact: Improved student achievement results on district common assessments

Massachusetts Department of Elementary and Secondary Education
# Action Plan

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<th>A</th>
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<td>37</td>
<td>Collaborative School/Family Problem Solving</td>
<td>Parent and family workshops about PBIS and Collaborative Problem Solving, to include community care providers</td>
<td>Schedules of workshops</td>
<td>Feedback from workshops</td>
<td>short: enhanced knowledge of PBIS</td>
<td>long: enhanced relationships with families and community care providers</td>
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<tr>
<td>38</td>
<td>Universal Screening and Progress Monitoring</td>
<td>District reporting schedule of SWIS data related to PBIS implementation</td>
<td>Schedule of reports and guiding questions related to analysis</td>
<td>SWIS data is reviewed by school-based teams monthly</td>
<td>short: decrease in office referrals in some PBIS schools</td>
<td>long: decrease in office referrals in all PBIS schools</td>
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<td>39</td>
<td>School-Wide Behavior/Social Rules, Supports and Expectations</td>
<td>Compile school wide expectations for all PBIS schools (classroom, hallway, bathroom, recess)</td>
<td>Post on district website</td>
<td>Non-PBIS schools exposed to matrix concept of school wide expectations</td>
<td>short: 1-2 non-PBIS schools articulate/adopt school wide expectation matrix</td>
<td>long: remaining non-PBIS schools articulate/adopt school wide expectation matrix</td>
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Flexible Tiers within the MTSS

Interrelated Non-academic and Academic Supports

Academic Supports

Non-academic Supports

Non related Non-academic and Academic Supports
Increase progress monitoring and provide targeted instruction/supports in a more individualized way.

The principles of UDL are applied throughout all of the tiers.

Tier 1
Core Instruction/ Universal Behavior Supports

Tier 2
Core & Supplemental

Tier 3
Core & Intense

1-5% of total student population receive instruction through these intense interventions

80-90% of total student population learn the key concepts through instruction in this tier.

5-10% of total student population receive instruction through supplemental interventions
Label skills and behavior... not students in specific tiers
Special Education Eligibility
Specific Learning Disabilities

Evaluation Method

- Districts MAY use a scientific, research-based intervention model as an eligibility determination process (Model of Tiered Instruction)

- Districts MAY use the IQ / achievement discrepancy model as an eligibility determination procedure

In either instance, the principles of MTSS including universal screening, progress monitoring, and tiered levels of support yield data essential to the determination of SLD.
Special Education in the Flexible Tiers

Data from continuous progress monitoring drives instructional decisions throughout the tiered process.

Tiers describe the intensity of instruction; not a placement or steps in a process.

The type and intensity of instruction is determined by the data.
Panel Discussion

Overview of MTSS in your district

★ Briefly describe your district’s journey toward implementing a tiered system of support based on the MTSS conceptual blueprint?
Panel Discussion

★ Please highlight some of the local resources/structures that you created as you developed a tiered system of support?
Panel Discussion

Students with disabilities within the Massachusetts Tiered System of Support

How do you ensure that the tiered system (academic and non-academic) is responsive to the individual needs of students with disabilities?
Panel Discussion

Role of Families

⭐ Please comment on the responses from families, especially families of students with disabilities, as you implemented the district’s tiered system of support.
Thank you!

- [www.doe.mass.edu/mtss](http://www.doe.mass.edu/mtss)
- 781-338-3380
- [mtss@doe.mass.edu](mailto:mtss@doe.mass.edu)
- Madeline Levine
- Shawn Connelly
- Mary-Ellen Efferen

Barbara Malkas – Superintendent – Webster Public Schools – (508) 943-0104 - [bmalkas@webster-schools.org](mailto:bmalkas@webster-schools.org)

Cindy Landanno- Director of Special Education – Winchendon Public Schools -978-297-1850 [clandanno@winchendonk12.org](mailto:clandanno@winchendonk12.org)
Jane Ripley - Director of Curriculum and Instruction – 978-297-0031 [jripley@winchendonk12.org](mailto:jripley@winchendonk12.org)