Mattawan Consolidated School District

Empowering the Future Together... With Mattawan Pride

MCS Multi-Tiered System of Support (MTSS) Handbook 2024-2025

Mattawan Consolidated School District

Vision	❖ Mattawan Consolidated School will be the leading collaborative learning community in which every individual will be valued, engaged, and empowered in an ever-changing, global society.
Mission	❖ Partnering with our community and families, we provide the highest quality education for all students in a caring, safe, and inclusive learning environment.

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Mattawan PLC Facilitators:

Mattawan's group of PLC Facilitators includes 23 educators trained to lead and facilitate the PLC work of collaborative teams. This includes leading collaborative team meetings that support and sustain the implementation of our district PLC culture.

Assistant Superintendent: Jay Larner

Director of Curriculum: Jenny Ross-Klingel

Foundational Beliefs

Multi-Tiered System of Support (MTSS), formerly Response to Intervention (RtI), is a framework of instruction that provides support to ALL students to ensure mastery of grade-level content standards. The tiers of MTSS provide varying levels of support for students who are struggling to reach mastery as well as those who exceed grade-level expectations.

MTSS provides a framework that incorporates screening, progress monitoring, and data-based decision making to provide effective instruction.

MTSS and RtI are viewed as similar concepts; however, since 2012, education leaders have witnessed a systematic movement away from RtI toward MTSS.

There are four critical components that guide the MTSS framework in Van Buren Intermediate School District. These components are Collective Responsibility, Concentrated instruction, Convergent assessment, Certain access.

1. Collective Responsibility: All stakeholders believe they are responsible for ensuring that all students can learn at high levels.
2. Concentrated Instruction: Curriculum is developed based on identified essential standards.
3. Convergent Assessment: The systematic use of data to determine the learning needs of each student and monitoring the effectiveness of instruction connected to essential standards.
4. Certain Access: There is an articulated process that guarantees each student with support and time he/she needs in order to learn at high levels.

Buffum, Mattos, Weber. *Simplifying Response to Intervention Four Essential Principles*, Solution Tree Press, 2012.

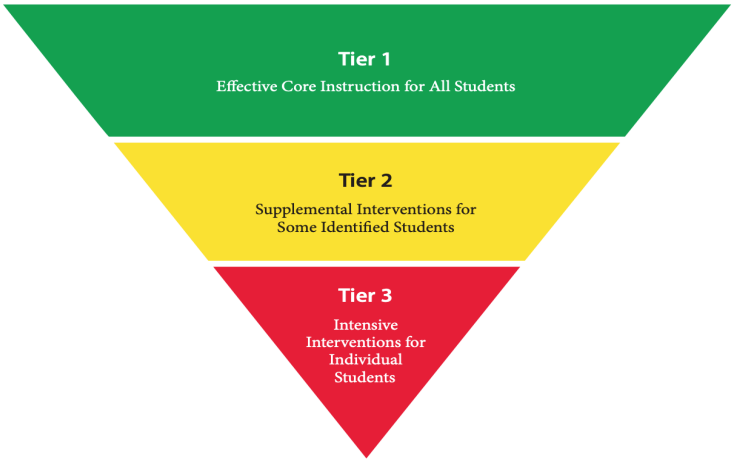
MTSS Tiered Instruction

Tier 1 instruction, also known as core instruction, is at course/grade level instruction that each student receives on a daily basis. For the majority of students, Tier 1 instruction will meet their academic needs. For approximately 80% of students, Tier 1 instruction will meet their academic and/or behavioral needs.

Tier 2 instruction is supplemental instruction, at course/grade level, for students who need additional support in learning course/grade level material. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction. Approximately 20% of students may need Tier 2 intervention in the MTSS framework. Tier 2 needs and interventions are identified during PLC conversations referencing the four critical questions.

Tier 3 instruction is intensive support provided to students who are struggling with significant learning gaps and need academic and/or behavioral support. Typically these students do not have the appropriate course/grade level skills yet to be successful in solely Tier 1 and Tier 2 instruction/intervention. Tier 3 provides yet an additional level of intervention to help students develop foundational skills. Students receiving Tier 3 intervention also receive Tier 1 and 2 instruction/intervention.

The diagram below illustrates the three tiers.



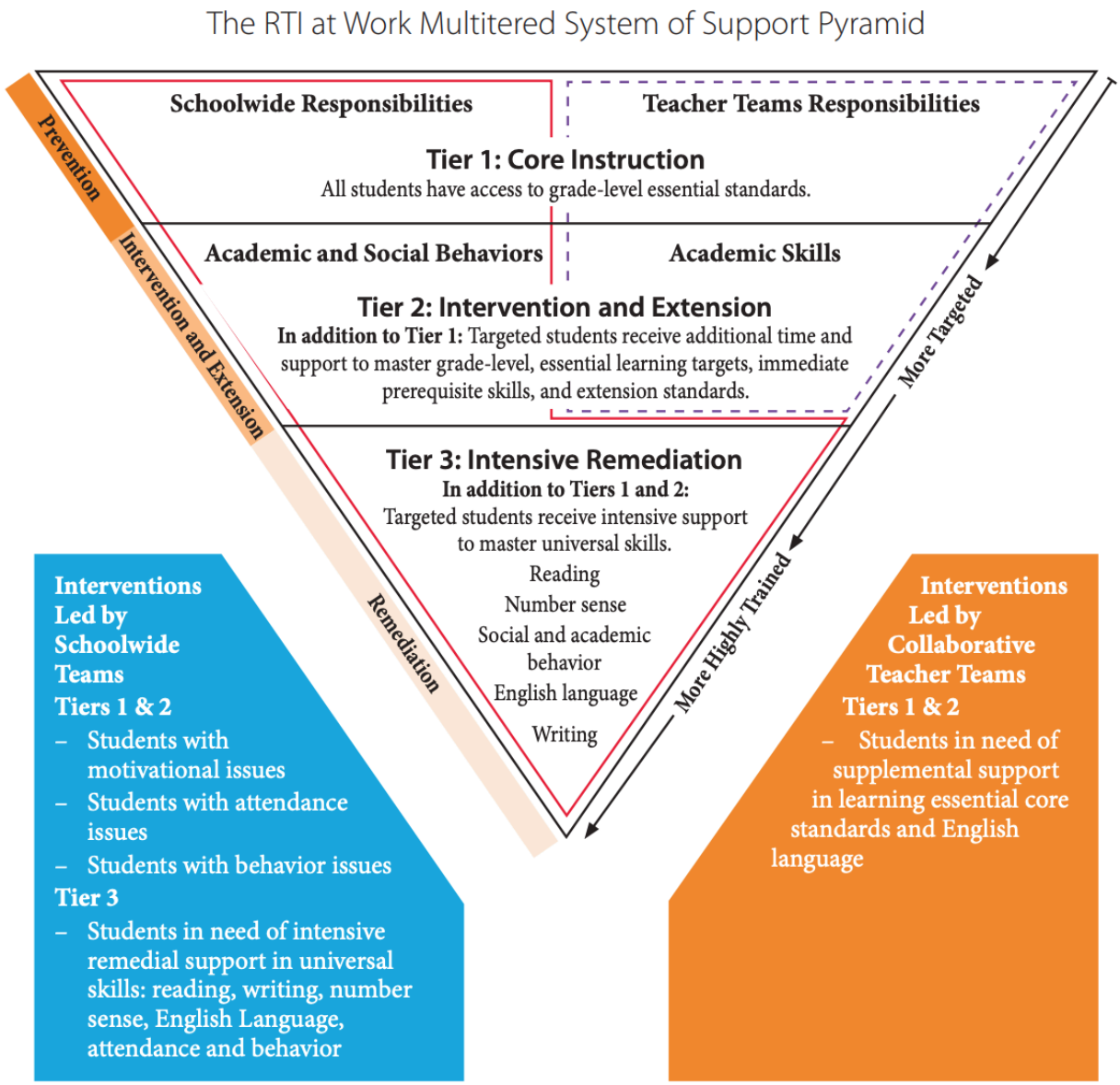
Buffum, Mattos, Weber. *Simplifying Response to Intervention Four Essential Principles*, Solution Tree Press, 2012.

Collaborative Teams

	Team Purpose	Team Members	Frequency of Meetings
Teacher Collaborative Teams/PLC	The team has five main functions: 1. Clearly define Essential Standards 2. Provide Tier 1 instruction 3. Assess student learning and effectiveness of instruction 4. Analyze data to identify students in need of additional support 5. Take lead responsibility for Tier 2 interventions	Course/grade level teams Department teams Interdisciplinary teams	Weekly
Child Study Team (CST)	Primary function is to analyze various forms of data to determine how to best meet the needs of students requiring support beyond Tier 3. ● Determine students' academic/behavioral needs ● Diagnose causes of struggles in Tiers 1, 2, & 3 ● Determine appropriate intervention ● Monitor student progress ● Revise interventions as needed ● Determine appropriate next steps for students	● Principal ● Social workers ● counselors ● Interventionist ● General education teacher(s) ● Special education teacher/ representative ● EL teacher, as needed	Every three weeks

MTSS Team Responsibilities

The diagram below illustrates the roles of the MTSS teams at the building level.



Purpose of the Professional Learning Community (PLC)

> "The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities" *(DuFour & Eaker, 1998)*.

PLCs provide educators an avenue to collaborate regarding student learning and effective instructional strategies. The three concepts of the PLC include clarifying what each student will learn and how educators will ensure the learning, building a collaborative culture because the work cannot be completed in isolation, and using various forms of data to monitor student learning and respond to the learning using effective methods.

Collaboration is the key of the PLC, "the power of teachers is enhanced when teachers work collaboratively in highly effective teams" *(Eaker, 2016)*.

The PLC discussions are guided by the four critical questions:

1. What is it we expect our students to learn?
    - Essential standards, learning targets
    - What the benchmark, if met, would look like in student work?
    - Common scope & sequence
2. How will we know when they have learned it?
    - Collaborative development and the use of common formative assessments
    - Quick checks for understanding
    - Common proficiency scales
3. How will we respond when some students do not learn?
    - Differentiated instruction, MTSS
4. How will we respond when some students already know it?
    - Differentiated instruction, extension

Eaker, Robert. *Kid by Kid, Skill by Skill: Becoming a Professional Learning Community,* presented at Professional Learning Communities at Work Institute, Minneapolis, MN, June, 2016.

Instructional Cycle--The work of a PLC

The following diagram illustrates the MTSS Instructional Cycle--The Work of the PLC. The diagram shows how Essential Learning Standards, tiered instruction and PLC come together to provide an effective MTSS framework.

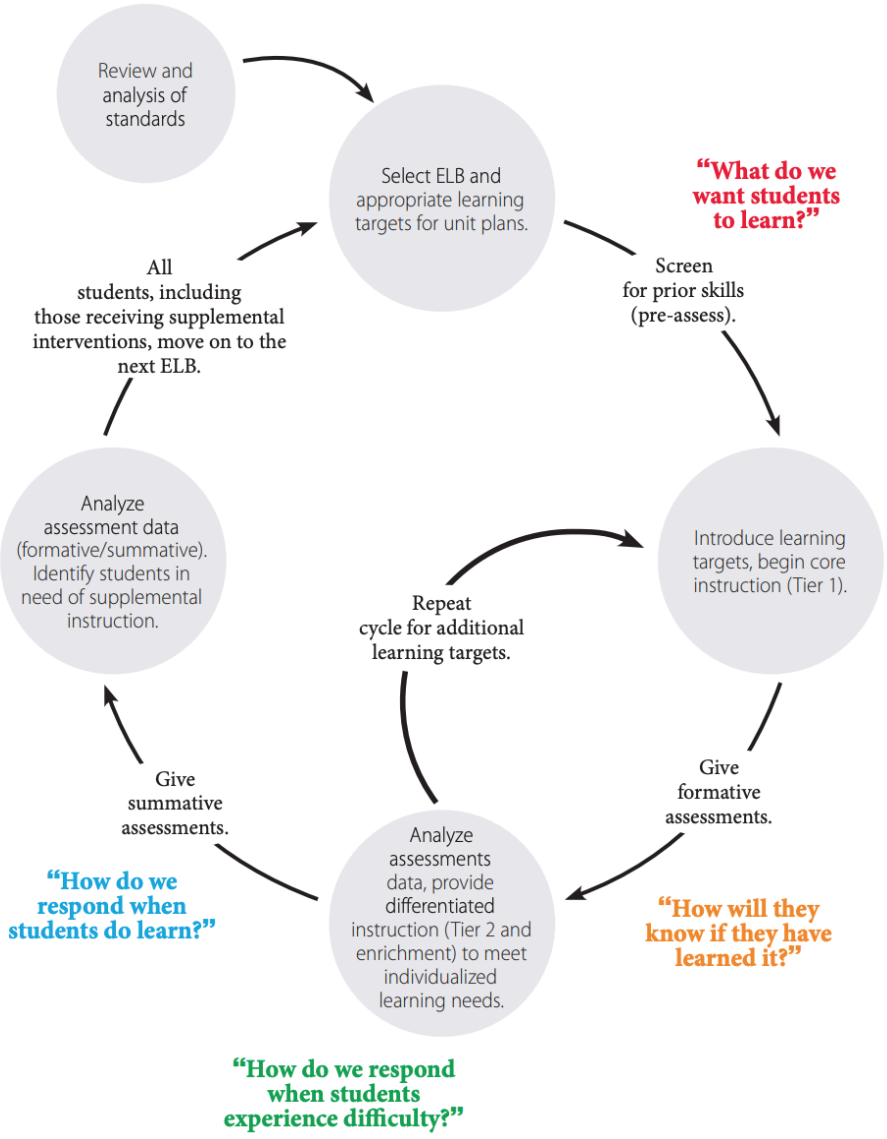


Diagram modified from Buffum, Mattos, Weber. *Simplifying Response to Intervention Four Essential Principles*, Solution Tree Press, 2012.

Essential Standards (ES)

In order to answer the first PLC critical question, “What do we want our students to learn?”, educators need to determine what the essential benchmarks are for each unit of instruction. In order to prioritize the content standards there are four categories for reflection:

1. What is essential to know and do?
2. What is important to know and do?
3. What is worth being familiar with?
4. What is nice to know?

Essential standards are imperative for student learning and are often the foundational pieces for further learning. There are three criteria to be used when identifying essential benchmarks:

1. Endurance: Does knowledge of this benchmark go beyond performance on a single test/assessment? Typically essential standards focus on lifelong skills, concepts, and processes.
2. Leverage: Does the knowledge of this benchmark carry over to the other content areas? Is it widely applicable?
3. Readiness for further study: Does the benchmark provide foundational knowledge for further learning at another grade level or level of instruction?

Benchmarks that meet the three criteria above are identified as essential. If it meets two of the criteria it is an important standard. If it only meets one of the criteria it is a nice-to-know standard. It is the expectation of teachers that all standards are taught. The essential standards are those areas of knowledge that students are expected to master within the class/grade. Students who struggle to master the Essential Standards are provided further instruction through Tier 2 and possibly Tier 3.

Mattawan Consolidated School collaborative teams continue the process of identifying Essential Standards in the following content areas:

- Y5-12 English/Language Arts Essential Standards
- Y5-12 Math Essential Standards
- K-12 Science/Social Studies
- Additional content areas

Gregory, G., Kaufeldt, M. and Mattos, M. *Best Practices at Tier 1.* Solution Tree Press, Bloomington, IN, 2016.

Common Assessments

We give common assessments so that we can identify specifically which students did not demonstrate mastery of essential standards. Because we give common assessments to measure student mastery of essential standards, assessments should identify students that need additional help and support. Additionally, if an assessment measures more than one essential standard, the test results must provide more than an overall score for each student. They also should specifically delineate which standards each student did not pass.

Essential question: Specifically which students did not demonstrate mastery?

Identify effective instructional practices: Because our teachers have autonomy in how they teach essential standards. It is vital that common assessment data help validate which practices were effective. This can be done best when common assessment results are displayed in such a way that allows each teacher to compare their students' results to other teachers who teach the same course.

Essential question: Which instructional practices proved to be most effective?

Identify patterns in student mistakes: Besides using common assessment results to identify best instructional practices, this data should also be used to determine ineffective instructional practices. Patterns emerge that can point to weaknesses or gaps in initial instruction when analyzing the types of mistakes that failing students make.

Essential question: What patterns can we identify from student mistakes?

Measure assessment accuracy: Through a careful item analysis of the assessment, a team can determine the validity of each test question. Over time, this will build a team's capacity to create better assessments.

Essential question: How can we improve this assessment?

Plan and target interventions: The ultimate goal of any PLC is to ensure high levels of learning for all students. If a team uses common assessments to identify students in need of additional help, determine effective and ineffective instructional practices, and measure the validity of the assessment, then they should have the information needed to plan and implement targeted interventions to assist the students that need help.

Essential question: What interventions are needed to provide struggling students additional time and support?

We provide a system of interventions that guarantees every student will receive additional time and support for learning if he or she experiences difficulty mastering the essential standards. Data from the common assessments will drive the decision.

Schoolwide Benchmarking

Benchmarking data is one piece of data to be considered regarding students' progress. It is a piece of data for teachers to consider in PLC discussions regarding meeting individual student needs--both the needs of students who do not have the necessary skills and those who are already proficient. See Benchmarking Calendar and Assessment Matrix for more details.

Benchmark assessments serve three purposes:

1. Allow students to be screened to monitor their academic progress. Students below benchmarks are identified for further assessment.
2. Help set a baseline for school goal setting purposes.
3. Provide data on school programming effectiveness.

Y5:

- Star Early Literacy

K-2:

- All students are benchmarked in reading three times per year using Acadience. STAR is used for reading and math.
- Some students are screened in math using AVMR.

3-5:

- All students are benchmarked in reading three times per year using Acadience. STAR is also used in reading and math.

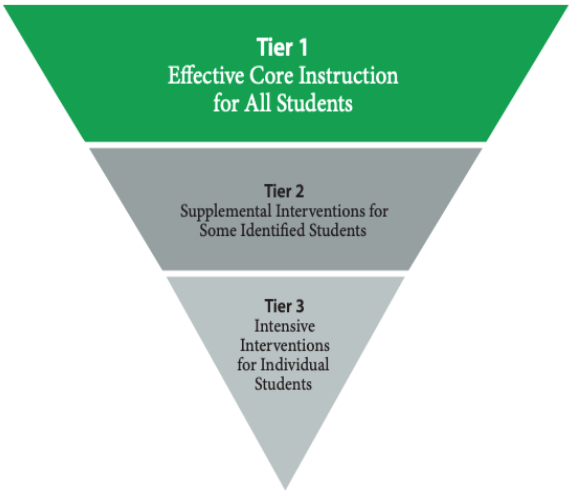
6-8

- All students are assessed in reading and math three times per year using STAR.

9-10

- All 9th and 10th grade students are assessed in reading and math three times per year using STAR.

Tier 1



Entry Criteria:
Tier 1, core instruction is provided to all students, including those with IEPs.

Instruction:
Tier 1 instruction includes, but is not limited to:

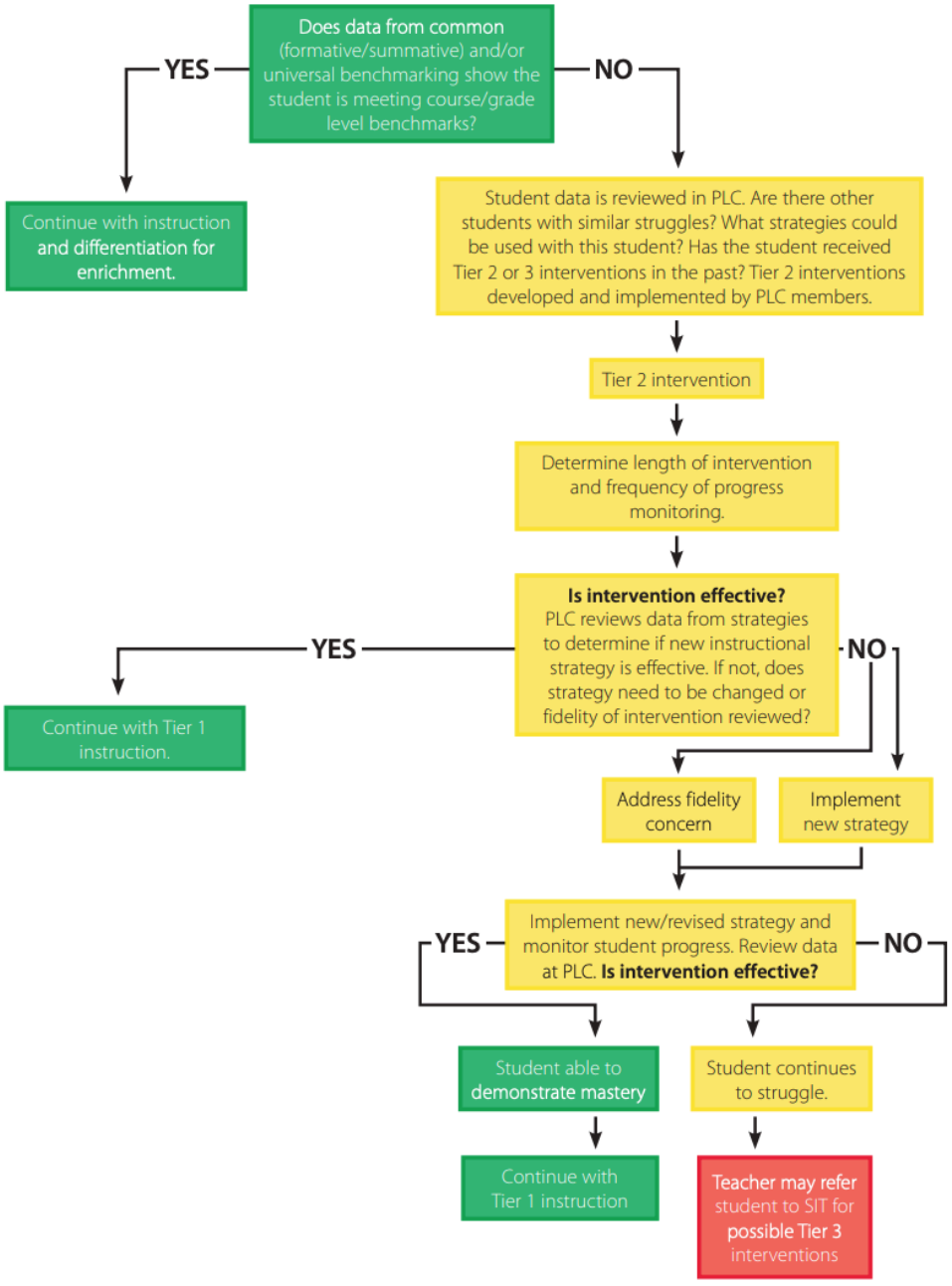
- Research-based instructional strategies
- Data-driven decision making and instruction
- District approved core curriculum
- Differentiated instruction & reteaching opportunities
- Flexible grouping

Assessments:
All students will be assessed throughout the year using benchmark assessments as well as common formative assessments. The assessment data is what teachers use to consider PLC discussions regarding meeting individual student needs--both the needs of students who do not have the necessary skills and those who are already proficient.

Students will have multiple opportunities to demonstrate their skills through common formative and summative assessments. This data should be used in PLC discussions in regards to the four critical questions.

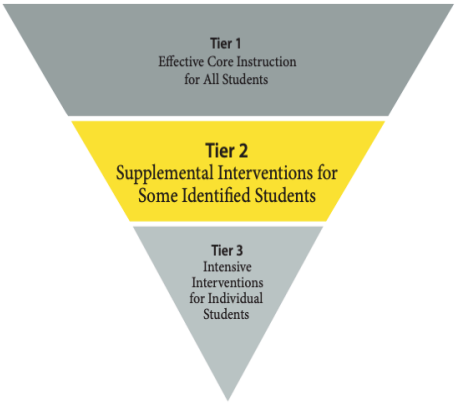
Professional Learning Communities (PLCs):
Collaborative teams will meet regularly to review student learning. The purpose of these meetings is to discuss the four critical questions in regards to current student learning. Teachers will identify the various students' needs and discuss how, as a team, they will work to meet the needs of all students.

MTSS Tier 1 Core Instruction and Tier 2 Intervention



Tier 2

Entry Criteria:
Tier 2 interventions are intended for students who are struggling to meet course/grade level expectations. These interventions take place in addition to Tier 1, core instruction.



Instruction:
Tier 2 instruction includes, but is not limited to:

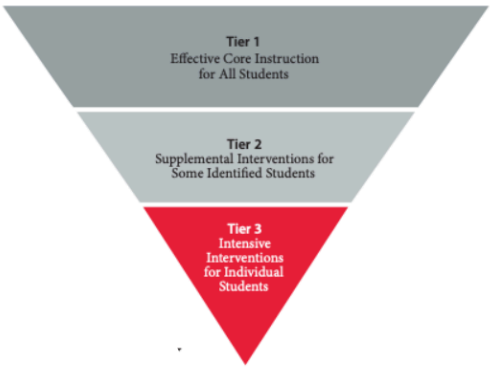
- Research-based instructional strategies
- Data-driven decision making and instruction
- Differentiated instruction and reteaching opportunities
- Flexible grouping

Progress Monitoring:
Teachers will monitor student learning in their Tier 2 groups using appropriate tools for the specific interventions that will provide data for the collaborative team to monitor students' progress.

Professional Learning Communities (PLC):
Tier 2 interventions will be determined during collaborative team meetings. Classroom teachers will review the common assessments and other forms of data to identify students who need Tier 2 interventions. Classroom teachers are responsible to take the lead in determining Tier 2 interventions needs while utilizing the expertise of intervention teachers.

Decision-Making Process:
PLC conversations should continually include discussions regarding student success. If students continue to struggle to learn a specific skill or demonstrate a more significant need, there should be a discussion at the collaborative team meeting regarding the appropriateness of the intervention used or the fidelity of the intervention.

Tier 3



Entry Criteria:
Tier 3 interventions are intended for students who have below course/grade level gaps. These interventions take place *in addition* to Tier 1, core instruction and Tier 2 interventions. It is not required that the students score below the 10th percentile in any standardized assessment to qualify for Tier 3 interventions. A student qualifies for Tier 3 interventions based on a review of the student's data, benchmark data, and the need for additional support beyond Tier 1 & Tier 2. Each fall, students who received Tier 3 interventions the spring prior, may begin receiving Tier 3 interventions depending on the student's current needs at the start of the school year.

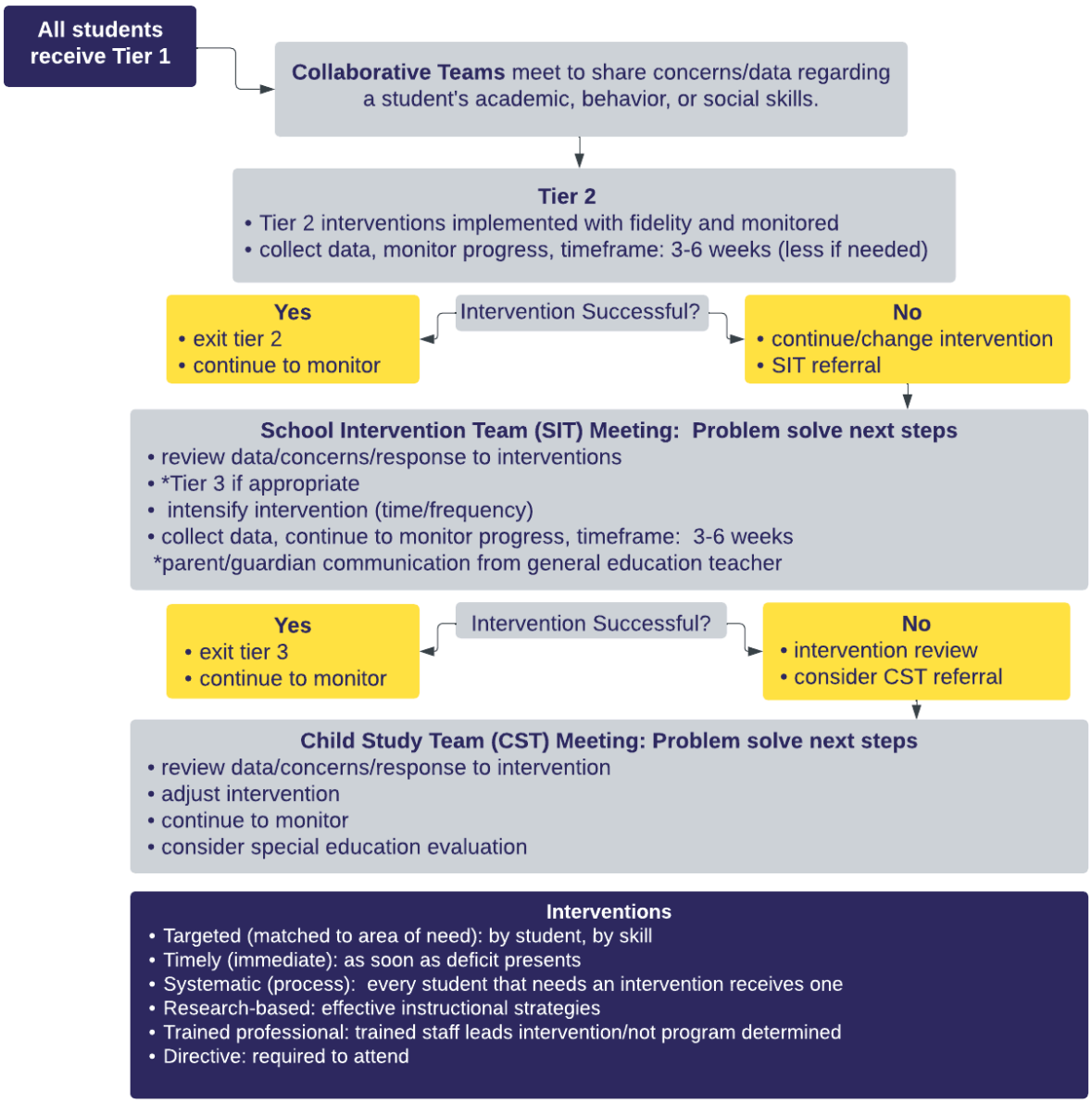
Instruction:
Tier 3 instruction is specific to each student's need and is dependent on diagnostic assessment data. Tier 3 is:

- A small group or individual instruction.
- Increased frequency of intervention.
- Additional minutes to Tier 1 and Tier 2 instruction. Tier 3 occurs during the school day, in addition to scheduled Tier 2 intervention times, not in place of Tier 2 interventions.
- Tier 3 is not special education

Progress Monitoring:
Students receiving Tier 3 interventions will be progress monitored in a frequency based on the specific intervention being used. Decisions regarding appropriate progress monitoring tools can be made at a SIT (School Intervention Team) meeting. The adult providing the Tier 3 intervention is expected to frequently communicate student progress with the classroom/referring teacher.

Professional Learning Communities (PLCs):
PLC conversations should continually include discussion regarding the students' Tier 1 and Tier 2 progress. The classroom or referring teacher will participate in the SIT's team's discussions of the student receiving Tier 3 intervention. See MTSS Child Study Team (CST) Process on page 18 for more details.

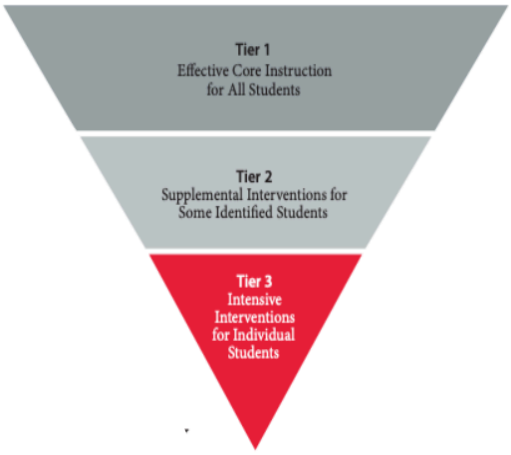
MCS MTSS Process Flowchart



Tier 3

Tier 3 Progress Monitoring Guidelines & Exit Criteria

Progress Monitoring:



- Typically occurs at a student's instructional level (below course/grade level when necessary).
- When a student is progress monitored (PM) at a performance level that is below course/grade level, three consecutive data points must occur above the aimline. Teachers will continue to set a new goal at the subsequent course/grade level until the student has met exit criteria at their current course/grade level.
- Progress monitoring:
    - Occurs at performance level.
    - At least 3 times per year for both math and reading but may be as frequently as weekly.
        - Progress monitoring may occur more frequently based on IST/CST meeting discussion.
    - Use a tool that matches your diagnostic outcome.
    - After dismissing a student, PM for two additional months bi-weekly (every other week).

Exit Criteria:

- Three consecutive data points are expected above the aimline (their current course/grade level).
- Decisions are based on data points; not length of intervention.
- The IST/CST decision is a critical component of this process; the data from assessments is one piece of data to be reviewed. Teacher input, staff input, communication, etc. are essential.

Dismissal Criteria:

- The student left the district.
- The parent requested for Tier 3 services to be discontinued.

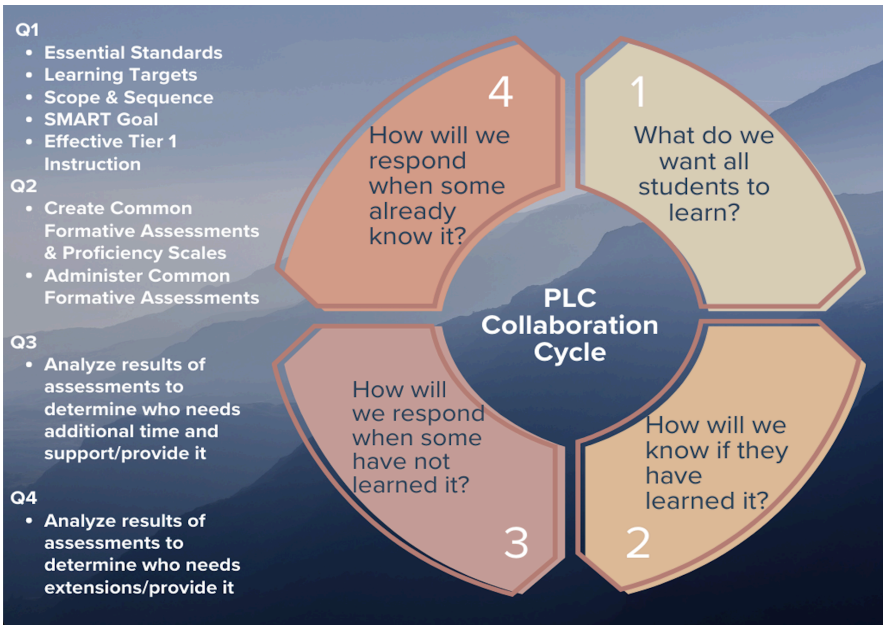
Appendix

Essential Standards Template

Mattawan Consolidated Schools
Subject/Grade Essential Standards Chart

Standard Description	Common Core Standard	Example of Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned?		What does proficient look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?

PLC Collaboration Cycle



Appendix

Benchmarking Calendar and Assessments Matrix

Benchmarking is conducted throughout the school year for all current students and new students to the district. See Schoolwide Benchmarking p. 13 for more details. The approximate dates for benchmarking are as follows:

Grades Y5-10:	
Month	**Assessment Window Including Data Entry (approximate)**
September	September 3-20
January	January 7- February 7
May	April 30 - May 23

Grade	**6**	**7**	**8**	**9**	**10**	**11**
Fall	STAR Reading	STAR Reading	STAR Reading	STAR Reading	STAR Reading	
	STAR Math	STAR Math	STAR Math	STAR Math	STAR Math	
Winter	STAR Reading	STAR Reading	STAR Reading	STAR Reading	STAR Reading	
	STAR Math	STAR Math	STAR Math	STAR Math	STAR Math	
Spring	STAR Reading	STAR Reading	STAR Reading	STAR Reading	STAR Reading	
	STAR Math	STAR Math	STAR Math	STAR Math	STAR Math	
			PSAT	PSAT	PSAT	SAT

Appendix

To view Acadience Elementary Cut Score Progressions by Grade Level click on link below:

Acadience-Reading-K-6-Benchmark-Goals-handout_2021_color.pdf

Appendix

Secondary Cut Score for Risk Calculation (used in 6-8 at MCS)

STAR 360 Reading Grades 6-8

	Does Not Meet	Partially Meets	Meets Standards	Exceeds
Grade 6	Below 546 SS	564-693 SS	694-975 SS	At/Above 976 SS
Grade 7	Below 665 SS	665-840 SS	841-1158 SS	At/Above 1159 SS
Grade 8	Below 734 SS	734-905 SS	906-1243 SS	At/Above 1244 SS

STAR 360 Math Grades 6-8

	Does Not Meet	Partially Meets	Meets Standards	Exceeds
Grade 6	Below 717 SS	717-790 SS	791-869 SS	At/Above 870 SS
Grade 7	Below 740 SS	740-830 SS	831-893 SS	At/Above 894 SS
Grade 8	Below 764 SS	764-845 SS	846-903 SS	At/Above 904 SS

SS--Scaled Score is calculated based on the difficulty of questions in a student's test and the number of correct responses. STAR scaled scores range from 0-1400 for STAR Reading and STAR Math. They can be used to compare student performance over time and across grade levels.

References

Buffum, Austin G., et al. *Simplifying Response to Intervention: Four Essential Guiding Principles*. Solution Tree Press, 2012.

Burns, Matthew K., et al. *RTI Applications*. Guilford Press, 2012.

Eaker, Robert E., and Janel Keating. *Kid by Kid, Skill by Skill: Teaching in a Professional Learning Community at Work*. Solution Tree Press, 2015.

Gregory, Gayle, et al. *Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Secondary*. Solution Tree Press, 2016.

Mellard, Daryl F., and Evelyn Johnson. *RTI: a Practitioner's Guide to Implementing Response to Intervention*. Corwin Press, 2008.

"You Are Here--MDE Academic Standards Instructional Resources Multi-Tiered System of Supports (MTSS)." www.michigan.gov/mde/0,4615,7-140-28753_65803_86454---,00.html.