

The 8 Indicators of MTSS Implementation

Please review each of the eight (8) MTSS indicators and specify whether that indicator is:
Present (P) OR Not Present (NP) OR Developing (D)



			1a: Standards Aligned Instruction	1b: Behavioral Health	1c: Attendance
			<ul style="list-style-type: none"> • Research based • Core instruction • Differentiated instruction • Delivered with fidelity • Systematic and Explicit 	<ul style="list-style-type: none"> • Relationship between effective instruction and behavior • Continuum of services 	<ul style="list-style-type: none"> • Relationship between effective instruction and attendance • Continuum of attendance services
5: Tiered Intervention Delivery System	<ul style="list-style-type: none"> • Increasingly intense research-based & evidence-based interventions • Students transition through tiered supports in accordance with progress/need • Special education referrals only made when progress is not made at Tier 3 (Tier 3 must be intense and targeted) 	Tier 1	<ul style="list-style-type: none"> • Develop support groups based on data • Teach using high-leverage strategies • Students on grade-level can receive enrichment support to maintain/exceed grade-level expectations during electives/enrichment periods 	<ul style="list-style-type: none"> • Expected behaviors are explicitly taught • Positive behavior support • Improved social skills for all students • A Positive Reinforcement system is tied to meeting the school wide expectations Social Emotional Learning curricula for all students 	<ul style="list-style-type: none"> • Expected behaviors for attendance are practiced and reinforced • Every student is in school and in class everyday on time. • Preventive support is established • Best practices are applied school-wide • Ongoing implementation of school-wide strategies
		Tier 2	<ul style="list-style-type: none"> • Targeted instruction for struggling students is received during electives or intervention periods several times per week, refer to program prescribed frequency and duration • These students are not on grade-level/two grade-levels below their peers 	<ul style="list-style-type: none"> • Students at risk of more serious behavioral challenges receive direct intervention toward the 'root cause' or social emotional needs that have gone unaddressed • Support is based on student need and may include a referral to the Resource Specialist or SAP Assessor to determine the students' level of need • These students have three or more level one/minor violations of The School District of Philadelphia's Code of Student Conduct 	<ul style="list-style-type: none"> • Students at risk of more serious attendance challenges receive direct intervention toward the 'root cause' of absenteeism • Barriers to attendance are identified and addressed with interventions • These students have a C-31 Legal Notice for three unexcused absences • These students have six unexcused absences
		Tier 3	<ul style="list-style-type: none"> • Individualized and tailored instruction targeted for deficits is received daily with high duration • These students are more than two grade-levels below their peers 	<ul style="list-style-type: none"> • Individual student and family supports • These students have a behavioral health diagnosis. These students have an EH-21 Discipline Referral 	<ul style="list-style-type: none"> • Includes the Truancy Referral process • Intensive and comprehensive interventions are coordinated and monitored by the School District of Philadelphia, Department of Human Services, and Family Court • These students have ten or more unexcused illegal absences

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2: Universal Screening

Grades K-5	AIMSweb for Literacy & Math	<ul style="list-style-type: none"> Universal screening of literacy and math at all grade levels Occurs three times a year (September, January, May) Analysis of data within one week of screening to determine students in need of enrichment/intervention Provides progress monitoring to show student growth in response to enrichment/intervention
Grades 6-12	STAR for Literacy & Math	
Grades K-12	Suspensions for Behavioral Health	<ul style="list-style-type: none"> Universal screening of emotional, social, and behavior at all grade levels Provides progress monitoring to show a reduction in a student's rate of repeated violations Once a month
Grades K-12	Days Absent for Attendance	<ul style="list-style-type: none"> Universal screening of attendance at all grade levels Provides progress monitoring to show a reduction in a student's rate of absenteeism Once a month

3: Shared Ownership

- All staff take active roles in promoting student progress
- Allocations based on student need

4: Data Driven Decision Making	<ul style="list-style-type: none"> Collaborative review of assessment data and instructional decision making Measurable grade-wide goals Collaborative selection and implementation of strategies Collaborative progress monitoring Progress monitoring guides instructional decisions Progress is monitored with increased frequency MTSS team monitors students' progress for additional supports; decide on progression of students' tiered intervention levels; and determine whether the rate of progress for a particular program meets the students' needs or whether a different intervention would be beneficial or increase frequency/duration
6: Family Engagement	<ul style="list-style-type: none"> Parents/guardians given an overview of MTSS for the process, academics, behavioral health supports & attendance Parents/guardians are active participants in the process Parents/guardians are notified of child's progress and are periodically kept abreast of new developments by stakeholders associated with the school Parents/guardians are notified and more intensive interventions take place Parents/guardians understand their rights to request special education evaluations
7: Eligibility Determination	<ul style="list-style-type: none"> MTSS outcome information is used in conducting comprehensive evaluations Referrals for specialized services are supported by progress monitoring data and occur if no progress is shown after intense Tier 3 interventions, progress monitoring data must indicate an increase in support beyond that of Tier 2 interventions
8: Professional Development	<ul style="list-style-type: none"> Overview of the framework and its implications for change Training in collaborative data analysis, progress monitoring, and effective instruction, includes differentiated instruction Key building personnel are identified for enhanced MTSS training Provide staff with the professional development based on conducted needs assessments Craft a follow up support plan that promotes the implementation of the professional training