



The MTSS Process and Supporting Students in Need of Enrichment

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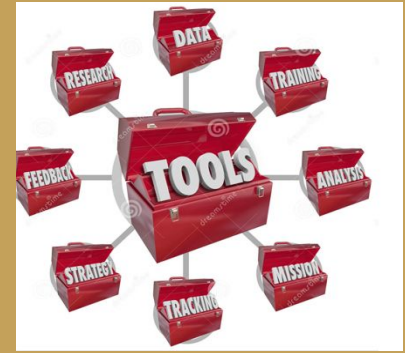
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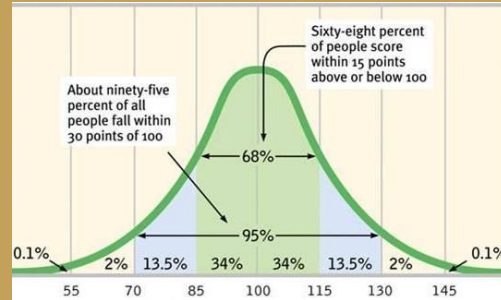
Introductions

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Part I: What is MTSS?



MTSS Defined

Multi-Tiered System of Support (MTSS):

MTSS is a framework that organizes resources to address student needs. This is an evidence based model of instruction, that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

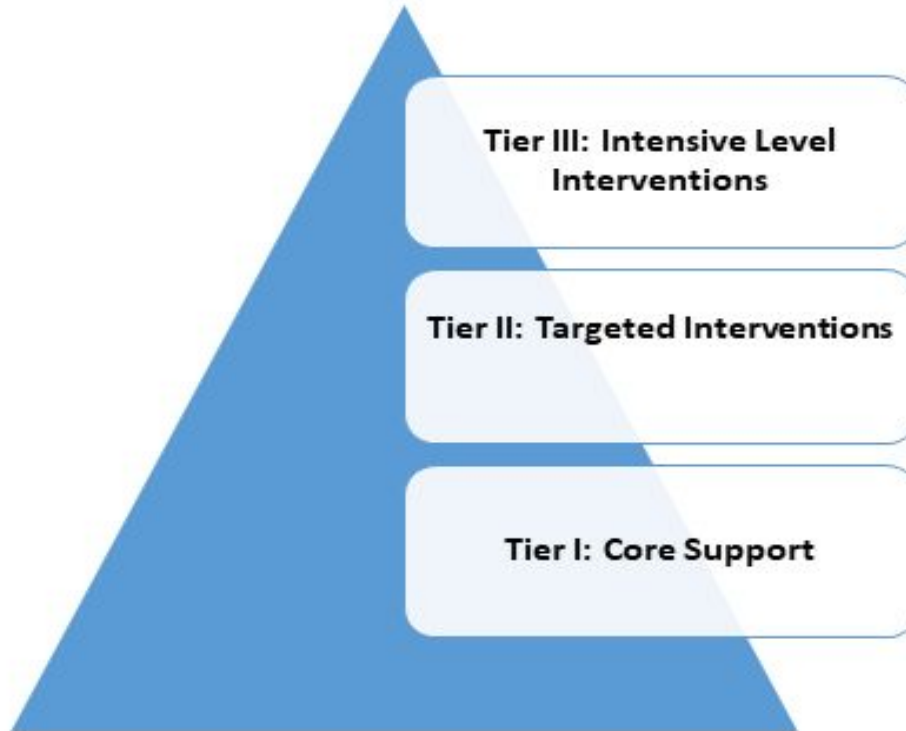
*MTSS was formerly known as RTI (Response to Intervention), and also RTII (Response to Instruction and Intervention).

*ALL students have access to MTSS supports; this does not apply to students previously identified as eligible and in need of special education, classroom service plans and/or gifted support programming.

MTSS Defined, Continued

From an academic and behavioral framework, student needs can be addressed through an MTSS process. There are three levels, or tiers, of supports that form an MTSS model.

MTSS Tiers of Support



Tier I MTSS Supports

***Tier I supports are for all students; this is the curriculum and the standard of instruction.**

***Tier I is a universal level of supports. This typically refers to services available to all students.**

***All students are taught using high-quality instruction, and support is provided for all students in the general education setting. Universal (i.e., school-wide) screenings for all children are conducted regularly to identify the needs of each and every student.**

***With the use of high quality evidence based instruction, approximately 80% of students can access the curriculum and be successful with this level of support.**

Tier II MTSS Supports

- *Tier II supports are offered to students based on data collected from school-wide screenings conducted at the Tier I level.**
- *MTSS teams identify students whose academic and/or behavior performance and rate of progress are below what is expected for their grade.**
- *Instructional materials and appropriate progress measures are selected based on student needs.**
- *Tier II instruction is provided in addition to the Tier I core (universal) instruction, and progress monitoring occurs on a more frequent basis than at the Tier I level.**
- *High quality evidence based instruction is delivered to students. For approximately 20% of the student population, Tier II services are needed. Of this percentage, approximately 15% of students will access the curriculum and meet with success.**

Tier III MTSS Supports

- *Tier III supports are considered to be intensive.**
- *Students who continue to struggle despite high-quality Tier I and II instruction will be recommended to receive Tier III services.**
- *A more frequent level of progress monitoring is used to document student progress in this tier.**
- *If the student's needs are still not being met in a Tier III level, a referral for further evaluation (such as special education programming) may be needed.**
- *Of the approximately 5% of students who do not meet with expected success at the Tier II level, they are referred for a Tier III level of evidence based interventions.**
- *Student's academic and behavioral profiles are continually monitored in their tiered level of services through the use of data collection and progress monitoring.**

Part II: How the MTSS Model can be Used for Enrichment Purposes

MTSS is often utilized for meeting students' academic and behavior based needs. This next section will help generate some ideas on how to apply evidence based interventions in terms of enrichment, including the early identification of gifted learners.



What types of measures are administered to all students in your school district? How can we use this data at every grade level to help provide enrichment opportunities for students?



Universal Data Collection

As with the MTSS process used to help support the academic and behavioral needs of students, data collection and dedicated progress monitoring will need to take place when helping to identify students in need of enrichment opportunities.

Some questions that educators should ask: What assessments are given in your school district? How do they look at each grade level? How are they used?

Can the data that is collected be used to help identify advanced learners? Where does the universal data exist? Can there be a designated staff member who can track data in your building?

Universal Data Collection, Continued

Suggestions:

- *When collecting universal assessment data, take note which tools are local, classroom based and which tools are nationally normed.**
- *Start to think of ranges to look for from data collected (e.g., cut scores for percentile ranks, standard scores, etc.)**
- *Please note which measures tap into students' ability, and those which are designed to measure their achievement.**
- *Time is needed to collaborate with staff members on all of the universal tools that are administered at every grade level. Look to see what data can be mined and how we can begin to identify students that are profiling with advanced skill levels.**

Universal Data Collection, Continued

The following universal assessments can be put to use in an MTSS framework for enrichment:

- *Standardized testing administered to specific grade levels (e.g., measures of ability, academic performance, etc.)**
- *State/local assessments.**
- *Classroom based assessments to help determine instructional levels.**

The following tools can be utilized for purposes of MTSS data collection:

Universal Data Collection, Continued

Measures of Academic Progress/MAP®:

The MAP® is an intuitive computer-based assessment that can help to reveal the academic levels of performance of students. Individual student growth can be measured using this assessment tool. The final score obtained is an estimate of the student's achievement level relative to a national sample of students at his or her grade level.

Dynamic Indicators of Basic Early Literacy Skills/DIBELS®:

The Dynamic Indicators of Basic Early Literacy Skills® (DIBELS) are a set of measures for measuring the acquisition of early literacy and math skills.

Universal Data Collection, Continued

Cognitive Abilities Test/CoGAT®:

The CoGAT ® is a nationally normed test of reasoning abilities. These abilities are linked to school performance.

Iowa Test of Basic Skills/ITBS®:

The ITBS ® is a nationally normed test of academic knowledge. Achievement growth in students can be assessed through this test.

Universal Data Collection, Continued

Naglieri Nonverbal Ability Test-Third Edition (NNAT3)®:

The NNAT3 ® is a nonverbal measure of ability. The test is ideal for use with diverse student populations. There is a reduction in cultural bias with a measure such as this.

Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2)

® is a group-administered instrument used to identify students ages 5 through 14 who are advanced in academics and reasoning. The Reasoning portion of the SAGES uses pictures and figures.

What does an MTSS enrichment system look like?

There is research to support using MTSS in an enrichment framework. There are school districts that utilize MTSS for enrichment purposes.



What is Needed for Enrichment Models

- *Evidence-based curriculum and instruction**
- *Ongoing assessment and progress monitoring along with data based decision making**
- *Teamwork**
- *Professional development**
- *Leadership, staff and parent involvement**

MTSS for enrichment becomes more intensive and individualized as students move up through tiers. This system involves data-based decision making used to differentiate instruction and provide strength-based interventions to increase each student's progress.

Tier I Enrichment

- *Differentiated instruction should be provided to accelerate learning for high-ability students and maximize student achievement.**
- *Opportunities for flexible instructional grouping of students within the classroom setting.**
- *Pacing, depth and complexity of instruction are varied as needed.**
- *Universal screenings and continuous progress monitoring.**
- *Outcomes measurements: Requires measurements that look at progress within and outside of the curriculum.**
- *Students are given multiple opportunities to explore, develop, and demonstrate their strengths and interests.**
- *May include compacted (further) curriculum units and learning centers.**
- *Assignments may be differentiated by content, process, or product that replace general classroom assignments.**

Tier II Enrichment

- *This tier includes some strategic targeted instruction, provided individually or in small groups.**
- *Small and flexible grouping. Students are placed in small groups with peers of similar strengths and interest needs, when possible.**
- *Supplemental curriculum that aligns with core and standards.**
- *More frequent/ in depth assessments and progress monitoring.**
- *This tier contains differentiated instruction and enrichment opportunities to access curriculum at an accelerated pace or in greater depth.**
- *Opportunities may involve community members and outside resources.**
- *At this stage, there may be an Individualized change of pace and or content.**
- *Students may be exposed to activities that can take them inside or outside of their classroom setting.**
- *Advanced skill group instruction can occur at this tier with some advanced course material.**

Tier III Enrichment

- *Interventions for students whose academic and intellectual needs are not being met by Tier I or Tier II supplemental, targeted instruction.**
- *Students require a curriculum that differs in pace, level, and complexity from their peers.**
- *Students may be referred or Identified for further forms of specialized programming within this tier.**
- *Possible interventions within this tier include acceleration and consultation with the gifted support teacher.**
- *Acceleration in one or more class or content areas.**
- *Student continues to receive Tier I and Tier II interventions**



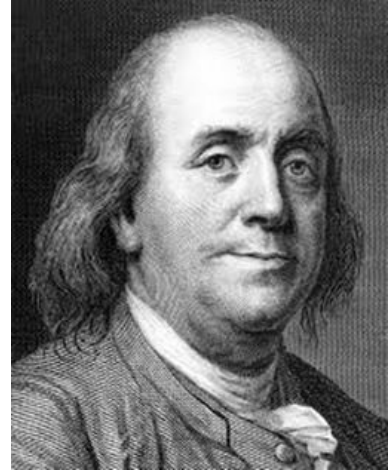
Benefits of an MTSS Enrichment Model

- *Underserved students or students with masking issues can be identified earlier.
- *Gifted learners can be offered enrichment opportunities at earlier stages in their schooling.
 - *Can help inform school teams of students in need of enrichment and/or acceleration.
- *Allows high-achieving students access to a differentiated curriculum, flexible pacing, cluster grouping, and other universal interventions.



“Genius without education is like silver in the mine.”

- Benjamin Franklin



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