Title I and the Massachusetts Tiered System of Support (MTSS)

School Improvement Grant Programs
Office of Tiered System of Supports

October 19, 2012
Agenda

★ Provide an overview of MTSS
★ Discuss how Title 1 Services can align with interventions provided within a tiered system of support
Who is in the audience?

- Have you heard a MTSS presentation before?
- Do you have targeted assistance Title I programs in any of your schools?
- Do you have school-wide Title I programs in any of your schools?
- Does your district provide Title I services in elementary schools? middle schools? high schools?
- Does your district provide supplemental reading Title I services? Math Title I services? Social Emotional Title I services?
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
Flexible Tiers within the MTSS

Academic Supports

Interrelated Non-academic and 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.

Robust and Responsive based on the principles of UDL

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

5-10% of total student population receive instruction through supplemental interventions

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

The principles of UDL are applied throughout all of the tiers
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 the instruction is determined by the data.
Discussion
Title I Services and MTSS

How can the Title I funds be used within a tiered system of support?

★ Schoolwide Program
★ Designed to meet educational needs of students
★ Included in needs assessment and SW plan

★ Targeted Assistance Program
★ One piece of continuum of educational services
★ Supplemental
★ Support select (targeted) group of students
Title I Services and MTSS

★ Has your district begun to develop a MTSS system within your Title I schools?

★ If yes, how have the Title I funds been used to provide supplemental services to the core instruction within the MTSS system?
Title I Services and MTSS

If a school has begun to develop a system of support how can the Title I screening process be incorporated?

What school/district level policies, practices and procedures need to be developed to incorporate Title I services within a system of support?
Thank you!

★ Office of Tiered System of Supports
★ [www.doe.mass.edu/mtss](http://www.doe.mass.edu/mtss)
★ 781-338-3380
★ [mtss@doe.mass.edu](mailto:mtss@doe.mass.edu)

★ School Improvement Grant Programs
★ [www.doe.mass.edu/apa/titlei](http://www.doe.mass.edu/apa/titlei)
★ 781-338-6230
★ [titlei@doe.mass.edu](mailto:titlei@doe.mass.edu)
Blueprint for the Massachusetts Tiered System of Support

- Leadership and Governance
- Curriculum, Instruction, and Assessment
  - Fidelity of Implementation
- Human Resources and Professional Development
- Universal Screening & Progress Monitoring
- High Quality Core Curriculum & Instruction/School-wide behavior/social rules, supports, expectations
- Tier 1: Core Instruction/Universal Behavior Supports
- Tier 2: Supplemental & Core
- Tier 3: Intense & Core
- Research Based Interventions & Assessment Practices
- Student Support
  - School Culture
  - Family and Community Engagement
- Collaborative School/Family Problem-Solving
- Financial and Asset Management

Applying the District Standards and Indicators Policies, Practices and Procedures to Implement the Massachusetts Tiered System of Support