



MTSS MULTI-TIERED SYSTEM OF SUPPORTS



Targeted Indicators:

- Student graduation rate of 93% by 2023
- The cultural diversity of our staff will match the cultural diversity of our students by 2023
- Create and maintain a safe, welcoming, supportive and inclusive environment of all students and staff

DESCRIPTION OF THE STRATEGY

MTSS is an early detection and prevention system identifying the needs of students as they encounter obstacles to learning. MTSS provides supports for students to move forward. Strategies common to MTSS include use of a comprehensive system of differentiated supports recommended by the Oregon Department of Education, U.S. Department of Education, and RTI 4 Success.

The Ashland School District uses evidence-based instruction, universal screening, progress monitoring, formative assessments, and research-based interventions matched to students' needs. Frameworks such as Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) align to MTSS. All MTSS systems include shared leadership, using data to inform decisions about student supports, and evidence-based instruction and intervention. We partner with families and community-based organizations to provide the best service possible for students.

- MTSS is a systemic framework designed for students, teachers, district staff, and parents/guardians to use student data-based problem-solving to respond to the needs of all students.
- MTSS aligns district and school behavior and academic systems to efficiently focus on improving learning outcomes for all students. Student behavior and academic data is reviewed regularly by district and school teams to ensure students are receiving the swiftest possible response to academic and behavioral issues keeping them from fulfilling their potential. Districts and schools use their resources to ensure all students are using evidence-based academic and positive behavior programs as part of the three tiers of their MTSS framework.

→ Behaviorally, we:

- implement a positive behavioral support (PBS) at the school level.
- communicate clear expectations in a variety of school settings.
- acknowledge positive student behavior.
- communicate with parents/guardians in a timely manner.
- monitor student data and intervene with students in a respectful and efficacious manner.

→ Academically, we:

- focus on effective and differentiated core instruction at Tier I.
- use a smaller Tier II setting in the general education setting to teach Tier I academic goals to students who may not have met the Tier I goals.
- provide intensive Tier III individualized instruction for students who struggle to meet goals in a Tier I/II environment.
- provide differentiated and individual opportunities for enrichment for students who are exceeding the OR standards. These students may or may not be designated as a Talented and Gifted (TaG) student.

Ashland School District's Commitment to the MTSS Culture and Climate

Ashland School District (ASD) teachers and administrators work together to implement the best possible behavioral and academic support systems school-wide. Because we take a solution-focused approach to ensuring every student learns in the best possible environment, the programs we implement for support and enrichment are well vetted by the staff and well communicated to all our stakeholders.

Every day, our work at ASD is guided by our priority to provide emotional, physical and academic safety in every setting in which students learn, play, and socialize. We recognize the best determinant for successful implementation of programs is the efficacy of the teachers in whose care the children of our community are placed. Therefore, each school may implement an evidence-based program best fitting its culture for success.

Please visit the website of the school your child attends to learn more about how MTSS is implemented:

- Ashland High School
- Ashland Middle School
- Bellview Elementary School
- Helman Elementary School
- John Muir School
- Walker Elementary School
- Willow Wind Community Learning Center

→ MTSS Glossary

http://ashland.k12.or.us/SIB/files/MTSS_Academics_Glossary.pdf

Ultimately, our work is to help prepare children for the world they inhabit in school and in society. We believe the MTSS initiative is key to supporting their growth as members of our community.



TIER 1

Core Instruction

- All teachers will use evidence-based practices and programs aligned to OR standards.
 - teachers trained appropriately
 - differentiated instruction to meet the needs of all learners

Universal Screening

- District adopted universal screener administered 3x /year (fall, winter, spring)
- Assessment data guides instruction through the three tiers of MTSS
- Assessments help evaluate the health of the MTSS for all students
- Identifies students who need additional support

TIER 2
Provided in addition to core (Tier 1) instruction and supports

Interventions

- Evidence-based
- Targeted and matched to specific skills
- Implementation with fidelity

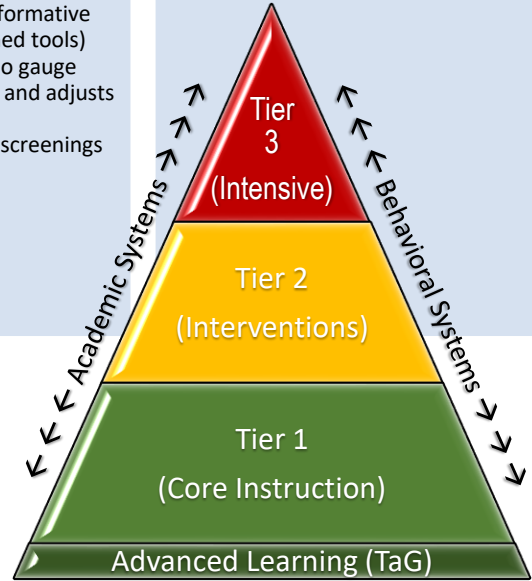
Progress Monitoring

- Frequent academic monitoring (formative assessments and nationally normed tools)
- Teacher and/or team uses data to gauge student response to intervention and adjusts as needed
- Typically use the same universal screenings for progress monitoring

TIER 3
Highest Level of Support (Intensive) - Encompasses all aspects of Tier 2

Evidence-Based Interventions

- Students receive the instruction, support and services needed to meet or exceed:
 - IEP goals
 - grade level standards
- Interventions are delivered by a specialist or a well-trained general education teacher



Tier 1
Every student receives Tier 1 behavioral support

- Regular classroom instruction in positive social/ life skills
- Clearly defined common rules and expectations regularly taught and reinforced with students
- Positive reinforcement and recognition for expected behaviors
- Monthly educator team meetings to review data and plan instruction and/or intervention
- Data-based system monitoring behavioral referrals
- Predictable learning environment in every classroom
- Culturally responsive and trauma-informed practices in every classroom

Tier 2
Students for whom Tier 1 behavioral support is ineffective, receive Tier 2 support

- Child/Student Study Team
- Problem Solving Strategies
- Individual behavior intervention
- Timely home/school communication
- Targeted instruction

Tier 3
Students for whom Tier 2 behavioral support is ineffective, receive Tier 3 support

- Behavioral Assessment and/or Behavioral Improvement Plan
- Timely home/school communication
- Student Study Team may request an assessment for special services
- Individualized schedule
- Risk assessments



LINKS TO RESOURCES FOR IMPLEMENTATION AND FURTHER RESEARCH

"My Brother's Keeper Promising Practices Series"
<https://www2.ed.gov/about/inits/ed/earlyliteracy/k-3-literacy-multi-tiered-systems-of-support.pdf>

Center for Parent Information & Resources:
<https://www.parentcenterhub.org/pbs-resources/>

National Center for Learning Disabilities:
<http://www.nclld.org/?s=RTI>



Oregon Department of Education:
<https://www.oregon.gov/ode>

Oregon RTI:
<http://www.oregonrti.org>

The Center on Response to Intervention:
<http://www.rti4success.org/>

State Library Graduation Improvement Resources:
http://libguides.osl.state.or.us/grad_outcome