

South Dakota Multi-tiered System of Supports



MTSS Guidance Document

Acknowledgement

This document was a collaborative effort between the South Dakota Multi-tiered System of Supports (MTSS) state team and was written in partnership with the National Center for Learning Disabilities (NCLD), the Center for Technical Assistance for Excellence in Special Education (TAESE), and the Kansas State Department of Education (KSDE). The document was revised in 2023 in a collaboration between the South Dakota MTSS team and the American Institutes for Research (AIR).

Thank you to all those responsible for this document.

The development of these materials was supported by IDEA Part B Grant # H027A140091 and IDEA Part B Section 619 Grant # H173A140091 from the U.S. Department of Education, Office of Special Education Programs through the South Dakota Department of Education, Special Education Programs. Authorization to reproduce in whole or in part is granted. Permission to reprint this publication is not necessary.

Recommended Citation:

South Dakota Department of Education, Special Education Programs. (2023). *MTSS Guidance Document*. Pierre, SD: South Dakota Department of Education, Special Education Programs.

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Introduction

This guide is made available by the South Dakota Department of Education (SDDOE) for the purpose of providing guidance and assistance to school leaders and staff with implementation of Multi-tiered System of Supports (MTSS) districtwide. The goal of this guide is to share a brief overview of MTSS in South Dakota and to offer ideas about where to begin implementation.

This guide is intended for use by school and district teams, as it outlines broad steps and activities for implementation of MTSS. However, all educators will find it useful for understanding MTSS.

What is Multi-Tiered System of Supports

MTSS is a continuous-improvement framework in which data-based problem solving and decision making are practiced across all levels of the educational system to support students. To ensure efficient use of resources, schools begin with the identification of trends and patterns in their student data, beginning with their school-wide data. Students who need interventions beyond the core or universal academic and behavior curriculum are provided with targeted, supplemental interventions delivered at increasing levels of intensity. In South Dakota, MTSS consists of 7 critical components, as illustrated in Figure 1 and listed in Table 1. Appendix A provides a brief overview of SD MTSS. This overview document can be shared with families, school board members, and other stakeholders.

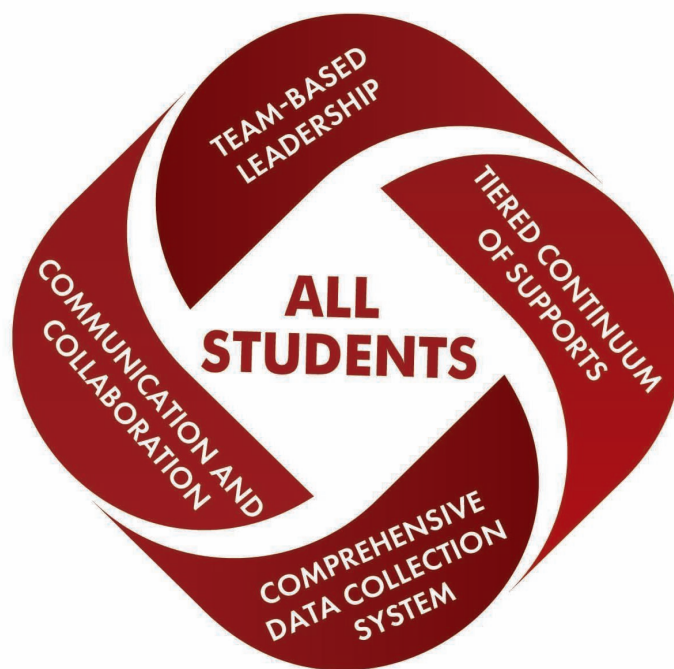


Figure 1
South Dakota MTSS

Table 1*Components of a Multi-Tiered System of Supports in South Dakota*

Component	Description	Example in Practice
Team-Based Leadership	Leaders proactively support the essential components of the MTSS framework across all schools in the district and their decisions and actions work toward making the MTSS framework more effective, including keeping the focus on instructional improvement to improve learning outcomes for all students.	There is a clear leadership team that leads implementation. There are additional teams for grade-level planning and for interventions.
Tiered Continuum of Supports	Increasingly intensive layers of support that include an articulated curriculum and evidence-based instruction to support students with academic and behavioral learning.	High-leverage and evidence-based practices are used in each classroom to support learning. Students have access to interventions matched to their needs.
Comprehensive Data Collection System	A comprehensive data system that allows for the measurement of student learning and outcomes through a variety of valid and reliable evaluation methods, as well as the use of that data in a systematic process at the student, classroom, and school level. (See Appendix D and Appendix E)	Staff know which assessment data to gather to answer key questions and use a problem solving process to address the needs of students.
Communication and Collaboration	The use of clear systems and processes to engage and collaborate with families, key stakeholders, the school board, and other relevant parties.	There are activities to welcome families and caregivers and strategies to keep them regularly informed. There is also clear communication between the school board and district leadership or superintendent.

One key component of MTSS is the instruction, which is a range of tiers that increase in intensity. By having a range of supports, educators can match students to an appropriate level of support. Tier 1 or universal instruction is provided to all students, with the goal of at least 80% of students succeeding with universal instruction alone.

Tier 2 or targeted support is provided to 15% of students. Tier 2 is provided to those who need additional support to meet grade-level standards or benchmarks, and the students who receive Tier 2 are identified by grade-level or building leadership teams. Tier 2 is small-group instruction provided according to the parameters outlined by the intervention itself (these parameters outline the length of the intervention,

the group size, duration of intervention sessions, and materials used). When standardized interventions aren't available, Tier 2 can be a collection of evidence-based practices and materials used by educators.

Tier 3 is provided to 5% of students and is individualized and intensive supports. Tier 3 is tailored to support students with chronic and ongoing needs. Tier 3 requires the most intensive instruction, assessment methods, and expertise within the school. Generally speaking, Tier 2 is a standardized and evidence-based intervention designed to address student skill deficits, and at Tier 3, educators customize and individualize that intervention for the student to further address skill deficits and any remediation needed.

Tier 2 is always provided in addition to Tier 1, but Tier 3 may or may not be layered on top of Tier 2 supports (for example, one student may receive Tiers 1, 2, and 3, but another student may receive Tier 1 and 3 supports). These decisions are based on the needs of the student and as such, are a case-by-case basis decision. Tier 3 supports requires coordination among instructional time and staff to ensure the student receives access to Tier 1, while also receiving adequate intervention support to address their needs. Educators should intentionally plan which level of support is focusing on which key skills for students to avoid supplanting any access to core instruction and to avoid over-emphasizing or creating redundancy among the interventions. (For example, a student who has access to core instruction, but has Tier 2 and 3 supports that focus on the same skill would be redundant. In this example, Tier 2 and 3 should focus on different skills.)

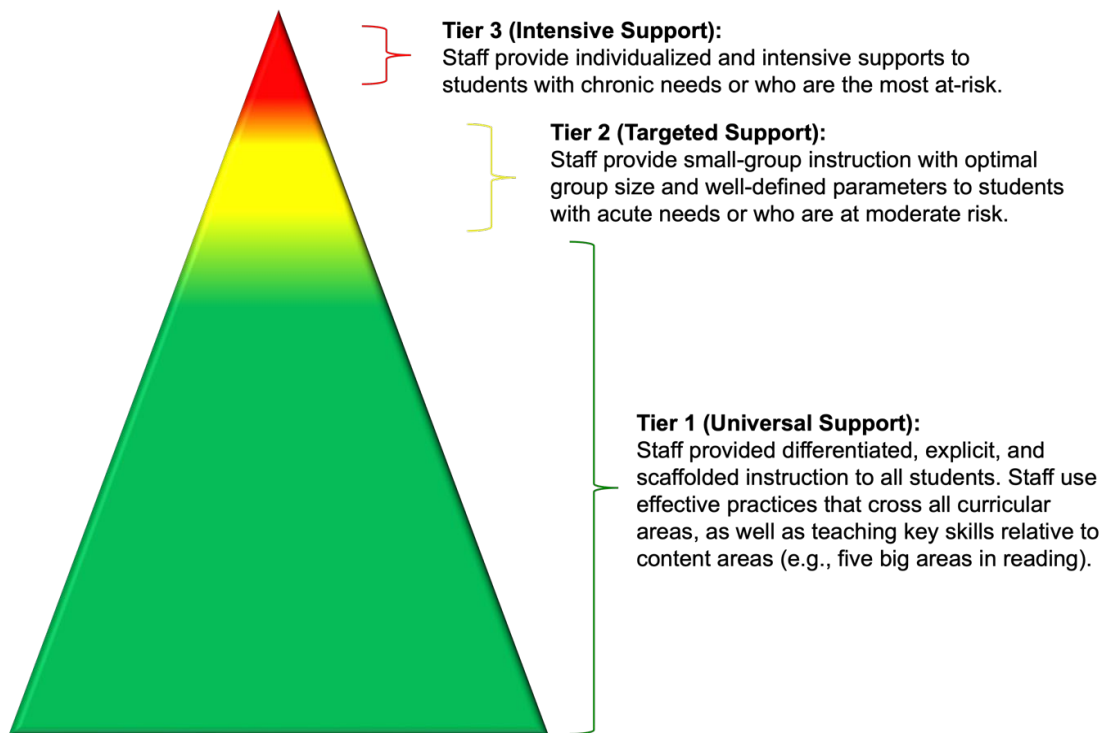


Figure 2
Illustration of Tiers within MTSS as Part of the Instruction Component

Why Implement MTSS?

There are multiple benefits of and reasons for implementing MTSS. Tiered supports can help increase efficiency in schools, enhance organizational health, and improve student outcomes (McIntosh & Goodman, 2016; Sailor et al., 2009). For students, MTSS offers a structure that is more responsive and efficient at providing them what they need, when they need it. Students also receive additional support based on their needs, not due to a single label or classification. For teachers, MTSS creates a system that allows them to be more flexible and efficient in meeting the needs of their students. Classroom teachers are not the only school staff responsible for meeting all of their students' needs; rather, they can enlist the support of other personnel in the school to assist students. MTSS enables staff to make decisions and match students to a corresponding level of support. For schools, MTSS enables a clear vision and purpose. It provides a structure to build self-efficacy among staff, while providing clear guidelines and policies for staff. For states and districts implementing MTSS, it enables departments to provide regional and school-level support to facilitate implementation.

History of MTSS

Within South Dakota, MTSS has evolved from both response to intervention (RTI) and positive behavioral interventions and supports (PBIS) efforts. The history of MTSS is summarized in Figure 3. In 2006, South Dakota began supporting districts with PBIS, which is comprised of a broad range of systemic schoolwide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior for all students. PBIS is not a specific "model" but a compilation of effective practices, interventions, and systems- change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings. PBIS is a data-driven systems approach developed to assist schools and community settings in achieving socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors.

In 2007, South Dakota began helping schools implement Rtl, which is the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and/or goals through frequent monitoring of progress, and applying student response data to important educational decisions. Rtl represents a progressive intervention approach that identifies students at risk for learning difficulties, including those who may have a specific learning disability (SLD), and provides early intervention with the goal of improving the achievement of all students.

In 2013, South Dakota closely evaluated these two initiatives. To ensure that all students are college, career, and life ready, SDDOE took steps to merge these initiatives together into one system. The MTSS initiative provides districts with the training, tools, and support to implement a multi-tiered approach for meeting students' needs in a proactive and positive way. Districts that were implementing Rtl and/or PBIS were offered the opportunity to work with a state MTSS coordinator to assist them in scaling up their current implementation by systematically adding grade levels and focusing on both Rtl and PBIS districtwide.

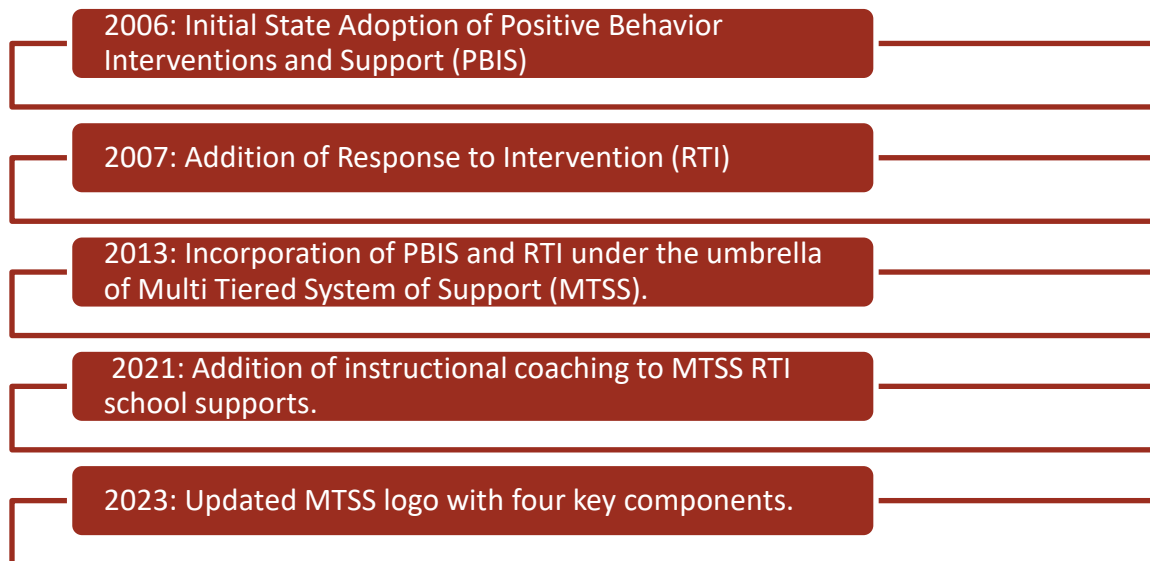


Figure 3
History of MTSS in South Dakota

Considerations for Implementation

Implementation of MTSS takes time, so it’s important to keep a few things in mind during your school’s journey. First, change is hard! We can get used to working within a system or having a routine for our day, so asking staff to implement new things can be tough. Some people may enjoy change and refining processes, but others may find change challenging. North Dakota’s Department of Education outlined several good tenets to consider with change:

1. *Be clear about the purpose for change and paint a picture of the new reality.*
 2. *Understand and communicate the complexity of change needed.*
 3. *Take the time to help “see” why the change is needed now.*
 4. *Explore the reasons behind any resistance you encounter.*
 5. *Use internal facilitators (leadership teams) to ensure that the change process taps into the strengths of the institution.*
 6. *Understand that change takes time and is part of a continuous improvement process.*
- <https://ndmtss.org/what-is-ndmtss.html>

Where to Start: Implementing MTSS

MTSS requires careful analysis of data, current practices, and professional learning for all staff to ensure they have the knowledge and skills to be successful. To reach full implementation, schools will need to be mindful of implementation stages, as they offer a general progression for sustainability. We recommend following the 4 stages of implementation, as summarized in Table 2. There are also key activities to conduct during each stage.

Table 2

Stages of Implementation and Key Activities

Stage	Description	Key Activities
Exploration (Why should we do this?)	Exploring needs and possible options to address those needs, including the capacity to implement MTSS. <i>*This stage occurs before a district applies to be in the state MTSS initiative.</i>	<ul style="list-style-type: none"> ● Establish buy-in and the “why” for MTSS. ● Form a team to lead the change. ● Analyze data to understand the needs of students and staff and the district capacity for implementing MTSS. ● Review current practices for strengths and weaknesses. ● Conduct audit activities as needed, such as team audits or resource mapping.
Installation (Let’s make sure we can do it!)	Securing resources to implement MTSS, including specific implementation practices and tools.	<ul style="list-style-type: none"> ● Select and prioritize specific practices, interventions, and tools to use within MTSS. ● Identify needed resources. ● Create a learning plan for staff and provide training and coaching. ● Adjust schedules and infrastructure to support MTSS. ● Ensure strong communication loops.
Initial Implementation (Let’s do it right!)	Sites implement MTSS with students for the first time and work toward fidelity.	<ul style="list-style-type: none"> ● Implement the selected practices, interventions, and tools. ● Continue to train and coach staff as needed. ● Gather and examine fidelity data to ensure accurate use and to resolve barriers.
Full Implementation (Let’s get the results we want!)	Sites work to achieve the outcomes they intended, adjusting to address barriers and improve outcomes.	<ul style="list-style-type: none"> ● Gather and examine student outcome data to ensure results. ● Refine and reflect on your processes.

Exploration Stage

During this exploration stage, schools build buy-in among staff for MTSS, as well as developing the need for change.

Build Buy-In and Understanding of MTSS

Schools will want to ensure that their staff understand what MTSS is, why it is being implemented, and how it will benefit all staff and students. To build buy-in, sites can survey their staff to learn their understanding of MTSS and what concerns they have with implementation. They can use surveys or hold brief focus groups; in addition, leadership can offer brief presentations to staff on MTSS so that they

learn and understand it. Staff members will need certain elements for change and implementation. As illustrated in Figure 4, for change to occur, staff need:

- a vision that guides why and provides a goal(s),
- the skills to carry out the necessary structures and changes,
- an understanding of the incentives that they may experience,
- the resources to implement the required policies or practices adopted, and
- an action plan that outlines the steps for change.

If one of these elements is missing, it may undermine implementation. To ensure effective changes, sites will want to proactively plan for each of the elements in Figure XX. Further, if they encounter resistance, they will want to examine if any of the elements are related to the resistance or lack of buy-in.

Elements					
Vision +	Skills +	Incentives +	Resources +	Action Plan	= Change
Vision +	Skills +	Incentives +	Resources +	Action Plan	= Confusion
Vision +	Skills +	Incentives +	Resources +	Action Plan	= Anxiety
Vision +	Skills +	Incentives +	Resources +	Action Plan	= Resistance
Vision +	Skills +	Incentives +	Resources +	Action Plan	= Frustration
Vision +	Skills +	Incentives +	Resources +	Action Plan	= False Starts

Figure 4
Elements Needed for Successful Change (Lippitt-Knostrer Model)

1. Form A Leadership Team to Lead The Change (Leadership)

One of the first steps during the exploration stage is to form a leadership team that will lead the work. There are multiple teams within a building, but teams will need a leadership team to guide and oversee the work. Schools should create a building leadership team that will guide and support implementation of MTSS. This team will monitor and support staff as they implement MTSS and focus on systemic issues and overall implementation.

Members of the Leadership Team

The principal or administration must actively support the team. Members should include general education and special education representation as well as those with expertise in data management and content areas. Common members include administrators, general and special educators, and support personnel, such as school psychologists and school counselors.

The focus of the building leadership team should include the following:

- Ensuring commitment and participation of all faculty and staff.
- Confirming that the team meets regularly to move the work of MTSS forward, comprises diverse individuals with relevant expertise, and encourages active participation.
- Ensuring two-way communication between faculty, staff, and families is frequently used to support transparency and buy-in.

- Establishing a plan that results in the implementation of MTSS, supporting the academic, social, and behavioral needs of all students.
- Making certain that building-level policies and practices are supportive of MTSS practices and aligned with the district plan.
- Ensuring that all staff have sufficient professional learning and coaching to be successful.
- Monitoring progress in the implementation of MTSS, including monitoring fidelity of implementation.

2. Analyze Data to Understand Needs (Assessment)

Once the leadership team is in place, members can work together to review and analyze data to understand or ensure that they know the needs of the staff, students, and families in their site. The leadership team can use strategic plans or priority areas identified by the district leadership to determine their needs. For example, they may conduct a gallery walk in which key data (e.g., screening data, state testing data, attendance data) are displayed, and patterns and trends within those data are analyzed. Of note, there is no single assessment that will provide all necessary data; teams should use a variety of data sources to answer different types of questions. All data should be collected using instruments and techniques that provide valid and reliable data for the purpose for which it is being used (see a summary of assessment types in Table 3).

Within MTSS, the assessment system provides for the measurement of student learning and outcomes using a variety of evaluation methods. It includes the following components:

- A comprehensive assessment plan of valid and reliable assessments exists, including procedures for decisions to be made, who administers the assessment, when it is to be used, and any cut points, if applicable.
- Procedures are in place to ensure that assessments are administered in accordance with developer guidelines and data are used in a manner consistent with the MTSS procedures.
- A universal screening assessment, such as a curriculum-based measure (CBM) for academics, is administered to all students three times during the school year, and office discipline referrals, student absences, student in- and out-of-school suspensions, and time out of the classroom are continually tracked for all students' behavior.
- Diagnostic data is gathered for individual students, as needed, to design instruction and determine the instructional focus of the intervention.
- Progress monitoring assessments are conducted biweekly for those receiving strategic (Tier 2) academic instruction and weekly for those receiving intensive (Tier 3) intervention.

Table 3*Assessment Types and Examples*

Type of Assessment	Description	Examples
Universal Screening	Screening measures are used to check if students have mastered grade-level standards or benchmarks. They offer a measure of risk to identify if a student needs additional support beyond core instruction.	<ul style="list-style-type: none"> ● Curriculum based measurement ● Office discipline referrals
Diagnostic Assessment	Assessments used to gather more information about student strengths and areas of need	<ul style="list-style-type: none"> ● Functional behavior assessment ● Error analysis ● Work samples
Progress Monitoring	Assessments used to measure a student’s progress toward identified goals or grade-level benchmarks. They are used to ensure the effectiveness of the intervention, and to inform instructional decisions through a problem-solving process. The frequency of progress monitoring is dependent upon the intensity of instruction and skill being taught.	<ul style="list-style-type: none"> ● Curriculum based measurement ● Behavioral assessments
Fidelity	Fidelity measures are used to ensure that interventions, practices, and assessments tools are used in the manner they are intended.	<ul style="list-style-type: none"> ● Observation checklists ● Attendance records ● Self-report measures

3. Select and Prioritize Specific Practices, Interventions, and Tools to Use Within MTSS (Curriculum, Instruction, and Assessment)

Once the data are analyzed and potential needs are identified, the leadership team should evaluate current practices, interventions, and tools to determine what changes may be needed. Teams can use the [Hexagon Tool](#) from NIRN to select practices to use, as well as to make decisions about what practices not to use. This is selection for systems needs, which is different than selecting an intervention for an individual student or a group of students.

The Hexagon Tool outlines six factors that can be considered when selecting or choosing a practice to use. It also allows teams to decide which practices no longer fit their context and can be deselected or stopped. Beyond just research effectiveness, the Hexagon Tool also examines the ability of schools to implement the practice with fidelity as well as if the practice fits their cultural context. In Table 4, we summarize the factors briefly.

Table 4*Factors for Selection from the Hexagon Tools*

Factor	Description
Need	Does the practice address a need of staff, students, families?
Evidence	Is the practice evidence-based and shown to be effective for students?
Fit	Does the practice align with the staff/community/families' values and priorities?
Usability	Is the program well-defined and easy to use?
Capacity	Is there sufficient time, training, and resources to implement the practice with fidelity?
Supports	How much available support and coaching is there to support staff to use the practice?

It may also be helpful to conduct an initiative inventory to determine all of the needs and priorities within the building. Schools can analyze the initiatives and teams that they have, looking for overlap, gaps, or redundancies. In turn, they can streamline their teams and prioritize their initiatives to ensure the focus isn't fragmented. Sites can use a table similar to Figure 5 when conducting an inventory (the first column is completed as an example).

Factors	Initiatives		
Name of Initiative or Team	Bullying Prevention		
Purpose/Expected Outcome	To reduce rates of bullying within the school		
Data Used to Measure Outcome	School Climate Survey; Reports of bullying incidences		
Intended Audience	All students		
Training Available	Outside consultant provides two days per year		
Coaching Available	District-level coaches offer quarterly support		
Team Members	John, Sammy, Susie		
Fidelity of Implementation Measure	Teacher Survey on bullying prevention practices		

Figure 5*Example of an Initiative Inventory*

Installation Stage

During the installation stage, the leadership team ensures that their staff can implement the selected practices or work of MTSS. In particular, staff may need training and coaching to use the selected practices or support with MTSS. Furthermore, leadership may need to adjust schedules, change job descriptions, or allocate funding toward implementing elements of MTSS.

4. Provide Ongoing Professional Development and Coaching to Staff

A key piece of MTSS implementation will be the professional development provided to staff to implement the selected practices with fidelity and to gather the necessary data for MTSS. Standalone training is insufficient, so staff also will need coaching support to ensure that the content they are trained on transfers to practice. Coaching can take various forms, including one-on-one coaching, job-embedded coaching, or regular community of practice meetings. For the SD MTSS RTI initiative, coordinators will follow a coaching cycle composed of 3 parts:

1. A pre-conference between the coordinator and school coach or leadership team to discuss goals and needs, and to plan a coaching activity (such as a classroom observation, modeling an activity, etc).
2. The coaching observation, where the coordinator observes the agreed-upon activity.
3. A debrief session between the coordinator and person or people observed, which includes discussing next steps.

5. Adjust Infrastructure to Support MTSS

Aside from training staff on practices, assessment tools, and interventions, leadership teams also should adjust infrastructure as needed within the school to support MTSS. In doing so, staff are provided both the skills to do the work of MTSS, and the infrastructure support required for implementation. We summarize key infrastructure to consider changing to support MTSS in Table 5.

Table 5*Infrastructure to Support MTSS*

Infrastructure	Description	Example
Schedule	The scheduled and organized activities and events that occur daily or weekly	Each grade level has a scheduled intervention block. (MTSS Center Scheduling)
Job Descriptions	Each person’s job description illustrates how their duties connect to MTSS	A person’s job description is modified to include providing coaching to others on MTSS.
Funding	The monetary resources, including money for training and coaching, used to support MTSS	Resources is reallocated to pay for staffing, professional development, and materials.
Key Personnel Involvement	The support and involvement of leaders, families/community, policymakers, district staff, and other key personnel for MTSS	Families and community members are understand the purpose for MTSS and how it supports all students.
Policy or Processes	The day-to-day expectations and procedural systems that support MTSS	Staff agree to and follow a data-making decision protocol. School and district policies do not inhibit implementation.
Data Warehouse, Storage	The electronic access to and storage of data used to make decisions	All staff have access to a data warehouse that allows them to graph and analyze data.

6. Ensure Strong Communication Loops

With implementation of MTSS, it is critical to get feedback and input from those involved. Staff will be asked to implement procedures, and families will have to adjust to new information and routines. This information and communication will ensure that the leadership team can make timely changes, navigate barriers, and meet the needs of their students.

Two-way communication between leadership and staff is important, and leadership teams will need effective methods to do so, including clear channels for leadership to disseminate and share information with staff, and to ensure that staff and key personnel can share information back with leadership. Teams can balance information dissemination by clarifying who the target audience is, the mode of communication, and the frequency of communication. In mapping out communication and dissemination plans, teams can ensure that their audiences are not overwhelmed with information (e.g., sending weekly e-mails to parents, leading to an excess of e-mails).

Initial Implementation

During initial implementation, the focus should be on building fidelity with the selected practices. Students are introduced to the new practices or procedures for the first time, so teams will want to gather data on the extent to which the practices are being implemented well. Inevitably, staff will encounter barriers or hiccups, so examining fidelity data and gathering information from staff are important in this stage.

7. Implement the Selected Practices, Interventions, and Tools (Leadership)

This step is straightforward, as staff are asked to begin using the selected practices with students or as part of their normal routine. For example, if an intervention was chosen, staff are then asked to begin using it with students during a scheduled intervention period. During this step, teams may decide to start using the practice on a small scale rather than using it across the entire school. That is, they may use the intervention with a few students before scaling implementation. In doing so, sites can start on a manageable scale and identify strengths to build up on before they scale schoolwide or with numerous students.

8. Gather and Examine Fidelity Data to Ensure Accurate Use

During this step, teams should gather and examine fidelity data to determine if the selected practices are being implemented as intended. This is not to say you cannot gather outcome data as well, but a key first question to answer is if practices are being used as intended. Can the staff implement what you asked? Fidelity data help answer that question.

Fidelity data may look different depending on what is being assessed. Generally speaking, interventions and assessment tools should have fidelity tools that come with them to measure fidelity. This is usually in the form of a checklist that a staff member can complete or that can be used as an observation tool. The RTI Action Network offers a variety of [fidelity tools](#). The National Center on Intensive Intervention also offers a summary of [5 elements](#) of fidelity and [fidelity tools](#) for individual students.

Full Implementation

With full implementation, sites are now ensuring that MTSS is the norm for them. The selected practices and tools become routine and a common part of the school. Sites can now really focus on fine-tuning, resolving any barriers, and ensuring that they are getting the results they want. Furthermore, the needs of students will change over time, so sites will want to be fluid and flexible. They will want to adjust and change their approach to ensure that they meet the needs of students over time.

9. Gather and Examine Student Outcome Data to Ensure Results

During this stage, team gather data on students and from staff and families to determine satisfaction and effectiveness of implementation. This taps into the data-driven decision-making and the empowering culture components of the model. Data-driven decision making ensures that data are analyzed, decisions are made, and students receive the intervention in a timely manner and at the appropriate prevention

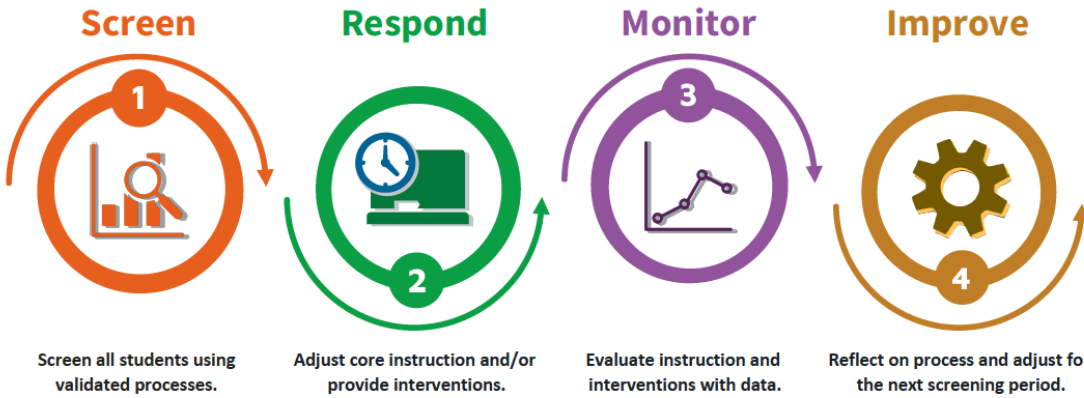
level. Furthermore, it can include the use of data to ensure that both systemic outcomes and student outcomes are achieved.

Data-driven decision making comprises the following components:

- A process that includes clear criteria and guidelines for placing students in each prevention level beyond Tier 1 .
- Universal screening, progress monitoring, diagnostic, and other assessment data are used to inform instructional practices at all levels, with the goal that instruction and intervention are effective for all students.
- Student assessment data and individual student characteristics are used to address both the academic and behavioral needs of all students.
- The leadership and instructional teams use student learning data across levels to assess strengths and weaknesses of the curriculum and instructional program.
- Instructional teams use student learning data to identify students in need of instructional support or enhancement and to plan instruction.
- Criteria are established for all students receiving intensive Tier 3 supports, and progress monitoring data are compared with goals and growth rates to determine the degree to which the student is making adequate progress.
- The MTSS framework includes an implemented mechanism for keeping families and caregivers of students receiving both Tier 2 and Tier 3 interventions fully informed about student progress and engaged in decisions about adjustments to their intervention program.
- Decision making tools are used throughout problem-solving conversations and processes. Appendix D provides a process for analyzing problems and making decisions. Appendix E provides a framework for analyzing data and identifying a hypothesis for the cause.

10. Refine and Reflect on Your Processes

Teams should spend time refining and reflecting on their processes to ensure that they can implement MTSS well. They also will need to navigate around and remove any barriers they may encounter. The overall process of MTSS is summarized in Figure 6 from the Center on Multi-Tiered System of Supports. Each benchmark period, teams will screen all students, respond to those data to adjust their core instruction and/or provide students interventions, and monitor those changes using outcome, fidelity, and progress monitoring data. Finally, the last step is to reflect on those processes and improve them. This is the key step to ensure that MTSS is getting the results that teams and schools want.



Source: Center on Multi-Tiered System of Supports. (2023). *Snapshot of MTSS implementation* [Infographic]. <https://mtss4success.org/resource/mtss-snapshot>

Figure 6
Snapshot of MTSS for Each Benchmarking Period

Fidelity Data An important part of implementing MTSS is to use of fidelity data, feedback information, and outcome data collectively to improve processes. Leadership teams will want to use fidelity data to determine if they are implementing things as intended and outcome data to determine if they're achieving the results that they want. Essentially, teams will want to conduct program evaluation by examining these data. Additionally, they can also gather input from staff, students, and families on the processes, as well as holding brief focus groups to gather information.

Questions they can ask to reflect on their processes include:

- Were we able to screen all students efficiently? If not, what improvements can be made?
- Were we able to deliver instruction and interventions as intended? If not, what adjustments need made?
- Are our staff and families satisfied with our MTSS processes? If not, what adjustments need made to improve them?

As part of refining MTSS, leadership teams will want to ensure they are communicating and collaborating with those around them, which includes allowing students and families to be involved in the education of their children. Specifically, this entails:

- The leadership team, all staff, and families have a shared responsibility for the academic and behavioral achievement of all students.
- Instructional decisions for students who need additional support beyond the core or struggling to learn are made by grade-level/subject-area instructional teams.
- Parents receive regular communication (absent jargon) about learning standards, their children's progress, and their role in their children's success at school.
- Teachers are familiar with the curriculum of the home (what parents can do at home to support their children's learning) and discuss it with them.

Communication and Collaboration Strong communication and collaboration are critical in establishing staff commitment and participation as well as the level the families will engage with the school. The support cannot come from only a small set of teachers or faculty alone but must come from all staff who interact with students, including cafeteria, playground, and office staff, and ideally even the bus drivers. If this level of commitment can be achieved, students will have consistency throughout their instructional day, allowing both them and the staff to focus on teaching and learning.

Involving families in all phases is a key aspect of a successful MTSS. Schools must make a concerted effort to involve parents as early as possible, beginning with the monitoring of individual student performance within the core curriculum. See table 6 below for ideas to meaningfully engage families.

Table 6

Communication and Collaboration with Families

Tier	Events	How to Involve Families
	<i>Prior to school</i>	<ul style="list-style-type: none"> Develop a campaign to inform the public regarding the MTSS processes. Include a clear description of an MTSS process in the school handbook.
	<i>Start of school year for all students</i>	<ul style="list-style-type: none"> Send a family-friendly notice home describing MSS supports for all students. Include conferences, websites, newsletters, and/or open houses to facilitate families' understanding of the process and the benefit to their student(s).
Tier 1	<i>Universal screenings</i>	<ul style="list-style-type: none"> Provide a brief email or half-page handout explaining screening and what it means for their student. Data reflecting student progress within the core curriculum are available for all parents at their request. Data are shared with parents at conferences.
	<i>When individual student issues are identified</i>	<ul style="list-style-type: none"> Conduct a parent/teacher conference, at which time any additional student data (graphic representations) will be shared, and strategies and materials for home instruction will be offered. Provide a letter indicating the student's screening scores and what they mean for the student's instruction and intervention program.
Tier 2	<i>Problem Solving Meetings; progress monitoring</i>	<ul style="list-style-type: none"> Obtaining parent input is critical. Invite parents to attend these meetings when appropriate.
	<i>Documentation of progress</i>	<ul style="list-style-type: none"> Continue to send home reports and progress monitoring data at regular intervals. Involve the parent in the intervention process. (Note: If a student is working on a targeted skill, the parent should know about it and be guided in helping the student at home, to the extent the parent is willing and able.)
Tier 3	<i>Team meetings to review progress and make instructional decisions</i>	<ul style="list-style-type: none"> Invite parents to participate in meetings and/or ensure that they receive any data that are used by the team. Include a written summary of the meeting and follow up with a telephone call and/or parent/teacher conference.
	<i>Decisions that result in increasing intervention intensity for a student</i>	<ul style="list-style-type: none"> Conduct a follow-up call to address parent questions and obtain input. If individual evaluation is determined necessary, obtain consent from parents. Progress monitoring and fidelity data from interventions (Tier 2 and Tier 3) can be used to as part of a comprehensive evaluation for special education eligibility

Special Considerations

RTI and Title Programs

Title I Part A – Title I services can be used to support the implementation of the MTSS model. There are two kinds of Title I Part A programs: **School-wide** and **Targeted Assistance**. Both programs can support the MTSS model, but there are slight differences in the way each might contribute. Both programs are eligible to be provided in elementary and secondary schools. The district identifies the schools within the district that are Title I eligible, and which ones receive those funds. The service delivery matrix (Appendix C) highlights how staff who are funded by a variety of sources can work together in support of a single system.

School-wide – In schools operating a school-wide program, the entire school operates as a Title I program and bases the operations of the school on its school-wide plan. All students are considered Title I students and all teachers are considered Title I teachers. MTSS would have to be part of the school's school-wide plan. The school would not be required to specifically identify a student as Title I. Students must be taught to the same challenging content standards required for all children. Paraprofessionals must work under the direct supervision of a highly qualified teacher.

In a Title I **school-wide program**, school funds can be used for almost any program believed to raise the achievement of low performing, at-risk students. MTSS interventions are designed to raise the achievement of low performing, at-risk students and can be supported through these funds.

Targeted Assistance – In a school operating a targeted assistance Title I Part A program, Title I funds can only be used to provide assistance to well-identified Title I students. Staff paid with Title I funds can only work with well-identified students. Paraprofessionals must work under the direct supervision of a highly qualified Title I teacher. Title I services could provide services to some students in the MTSS model. Students would have to be identified as a Title I student and all program requirements must be met. Students must be taught to the same challenging content standards required for all children.

Yes. In a Title I **targeted assistance program**, school funds can be used for Tier II or Tier III strategies in an MTSS model, when used to supplement the core curriculum. Staff in a **targeted assistance program** are encouraged to collaborate whenever possible in the MTSS process; however, certain regulations must be adhered to. The following outlines effective ways for Title I staff in a **targeted assistance program** to collaborate and participate in the MTSS process:

- All staff can work together to collaboratively screen students, and by means of assessment, to pinpoint those who are struggling and are in need of additional services;
- Classroom, Title I, and special education resources can be shared to maximize the amount of materials, supplies, books, etc. available to assist students.

- An effective MTSS model is dependent on a strong instructional leader (i.e., building principal) who will facilitate and stress the importance in ongoing communication and joint planning opportunities.

Funds in a Title I **targeted assistance program** cannot be used to provide the core instructional program of the MTSS model, Tier I. All services for Tier I would be the responsibility of the classroom instructor or other staff provided with general or other funds. Title I cannot pay for universal screening or for progress monitoring that is part of Tier I. Once a student is identified for Title I, Title teachers may conduct additional progress monitoring relative to the Title I services being provided.

General Considerations – Title I funds must supplement, not supplant, local and state funds. Comparability must be maintained across schools within the district. There are several funding sources that could be utilized by a school district to help fund needed professional learning and other components necessary for implementing an effective MTSS model. Title I funds can be utilized under certain conditions. For example the cost of professional learning expenses can be cost-shared among several federal programs including Title I. Since Title I paid staff can assist with students who are participating in the MTSS process the cost of Title I materials could be shared among programs.

It is permissible for Title I staff in a **school-wide program** to administer universal screening and progress monitoring. Please see the Service Delivery Matrix earlier in this guide for more guidance with this question.

According to Title I **targeted assistance** regulations, Title I teachers may only provide instruction and interventions (at Tier II and Tier III) to students identified for Title I assistance.

Title II A – These funds are for professional learning and can be used for all teachers and paraprofessionals in the district. Professional learning for scientifically based research (SBR) instructional classroom strategies, specific academic interventions, and behavior interventions could be provided to all staff.

Title III – Funds could be used to support interventions for Limited English Proficient (LEP) students and for professional learning for those interventions.

RTI and Special Education

Special Education – Students who receive special education services receive their support across all tiers within MTSS. Special education is not a place; rather, it is entitlement to specially-designed instruction. That instruction occurs across all tiers and in all settings based on each student's unique needs.

Districts may spend up to 15% of their Part B funds for implementing coordinated early intervening services (CEIS) in their elementary and secondary schools.

Referral - A referral for special education can be initiated at any time throughout the MTSS process. A continual analysis of data for students that have been identified as at-risk should indicate progress or the lack of progress. Through this data analysis, the time in which the student is referred for special education eligibility should occur when it is determined that the student has not made sufficient progress during the implementation of high quality instruction and skill-specific intervention. Each student should be examined on an individual basis.

Staffing – Special education staff may work with students in Tiers II and III, as long as they are also serving students receiving special education at the same skill/instruction level. Federal and state rules address permissive use of funds, such as the fact that IDEA Part B funds may be used for the costs of special education and supplementary aids and services provided in a regular classroom or other education-related setting to a student with a disability, in accordance with the individual education program of the student, even if one or more students without disabilities benefit from these services.

Reevaluation - Students who transfer in from another state must meet South Dakota’s eligibility criteria in order to be placed on South Dakota’s child count. If a student with a disability—who had an IEP that was in effect in a previous school district in another state—transfers to a school district in South Dakota and enrolls in a new school within the same school year, the new school district, in consultation with the parents, shall provide the child with Free Appropriate Public Education (FAPE), including services comparable to those described in the student's IEP from the previous school district, until the new school district:

- 1) Conducts an evaluation pursuant to chapter 24:05:25, if determined to be necessary by the new school district; and
- 2) Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in this chapter.

Districts need to review the evaluation data received by other districts due to student transfers and ensure the evaluation data supports South Dakota eligibility criteria. This applies to the state’s MTSS or discrepancy criteria.

RTI for SLD Identification - School districts that elect to use an MTSS model as part of the evaluation process for specific learning disabilities shall submit to the state for approval a formal proposal that, at a minimum, addresses the required documentation for eligibility for specific learning disabilities.

RIT and Coordinated Early Intervening Services (CEIS)

There is nothing in federal regulations (IDEA) that prohibits children with disabilities—who are receiving special education and related services under IDEA—from receiving instruction using MTSS strategies, unless the use of such strategies is inconsistent with their individualized education programs (IEPs).

However, children with disabilities who are currently identified as needing services may not receive MTSS services that are funded with IDEA funds used for CEIS because CEIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

How may the money be used?

In implementing CEIS, a Local Education Agency (LEA) may carry out activities that include:

- **Professional Learning** for teachers and other school staff to enable personnel to deliver scientifically research based academic and behavioral interventions.
- **Providing** educational and behavioral evaluations, services, and supports.

CEIS activities may include professional learning to enable district staff to deliver scientific, research based academic instruction and behavioral interventions, including scientifically research-based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software. CEIS activities may also provide educational and behavioral evaluations, services, and supports. School districts that use CEIS funds must report to the South Dakota Department of Education (SD DOE) the number of students served through these funds and the number of these students that become eligible for special education services.

Is the use of funds for CEIS required or permitted?

Generally, the use of funds an LEA receives under Part B of the Act for CEIS is discretionary on the part of the LEA, except when an LEA has significant disproportionality based on race and ethnicity. Under 34 CFR §300.226, an LEA may not use more than 15% of the amount the LEA receives under Part B of the Act for any fiscal year, less any amount reduced by the LEA pursuant to 34 CFR §300.205, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement CEIS. If a State identifies an LEA as having significant disproportionality based on race and ethnicity with respect to the identification of children with disabilities, the placement of children with disabilities in particular educational settings, or the incidence, duration, and type of disciplinary actions taken against children with disabilities, including suspensions and expulsions, the SEA must require the LEA to reserve the maximum amount of funds available to the LEA to provide CEIS to children in the LEA, particularly, but not exclusively, to children in those groups that were significantly over identified.

Summary

The implementation and use of MTSS is not a quick process; it can take several years to build a fully integrated and responsive system (supports and information are provided in Appendix F and G). This guide outlined the major steps of what should be an ongoing and iterative process of implementation. We encourage schools to always ask the following two key questions when implementing MTSS and the various processes that go with it:

- Are we implementing what we intended?
- How will we know it is benefiting staff, students, and families?

These two questions can help shape and guide changes over time as MTSS is implemented. To support implementation, staff will need a culture of professional learning. Professional learning should be actively supported by both the district and the building through a system of supports for teachers—including coaching, resource materials, mentoring, peer observations, and problem solving—to ensure that all staff have the knowledge and skills to provide high-quality instruction. The needs of students will change, so staff will need new or revised training to accommodate new materials or assessments used. Also, barriers will arise with implementation, so staff will want to engage in continuous improvement to ensure that they are able to resolve such barriers. Professional learning includes the following:

- A plan for professional learning exists to provide initial training, ongoing coaching, and training of new staff as hired, and include observations and self-assessment related to indicators of effective teaching and classroom management.
- All staff, including new staff members, are trained and included in the MTSS process.
- All staff responsible for providing or supporting Tier 1, 2, and 3 interventions have been fully trained on the MTSS framework and the evidence-based interventions used (as identified in the curriculum protocol), and ongoing support is available as needed.
- Staff responsible for the administration and use of assessment data receive ongoing professional learning on appropriate assessments and assessment procedures.
- The use of curricula and instructional strategies is monitored for fidelity to identify a need for additional support and professional learning.

Appendix A - Brief Summary of South Dakota MTSS

What is MTSS in South Dakota?

A Multi-tiered System of Supports (MTSS) is a continuous-improvement framework in which data-based problem solving and decision making are practiced across all levels of the educational system for supporting students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide data. Students who need interventions beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered at increasing levels of intensity.



MTSS Components

<ul style="list-style-type: none">● Team-Based Leadership● Tiered Continuum of Supports● Comprehensive Data Collection System● Communication and Collaboration	When school districts implement MTSS, they create a flexible, information-rich environment that aligns their initiatives and ensure they can match students to their needed level of support.
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Implementation Takes Time

Implementing MTSS is not easy and it doesn't occur overnight. Sites will want to follow implementation science to ensure they implement well and get to sustainability. Sites can progress through implementation stages, as they build buy-in, secure resources to implement MTSS, and build fluency. The stages are:

- Exploration
- Installation
- Initial Implementation
- Full Implementation

Instruction within MTSS consists of 3 tiers that increase in intensity.

- Tier 1 or universal instruction is provided to all students, with the goal of at least 80% of students succeeding with universal instruction alone.
- Tier 2 or targeted support is reserved for approximately 15% of students and is small-group instruction provided according to the parameters outlined by the intervention itself.
- Tier 3 is the most intensive and individualized support for students.

Appendix B – Frequently-Asked Questions

1. *Is MTSS mandated?*

No. However, IDEA 2004 urges states and school districts toward adopting an MTSS approach.

2. *Which staff should be involved in implementing MTSS?*

Both the Elementary and Secondary Education Act (ESEA) and IDEA 2004 address the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the progress of all students. MTSS is the process that allows all educators to work together to identify at-risk students early on and provide evidence-based interventions to meet student needs. ***Having support and buy in from all staff (Title I, Special Education, and General Education) is critical to success in an MTSS model.*** Opportunities for professional learning, in the areas of reading and math instruction and interventions, must be available for both general and special education staff. Staff may also be required to come back and share the information they received at the MTSS trainings. Time must be built into the schedule to accommodate time for collaboration among all staff to develop shared language and common understanding since they all work with at-risk students. This time will also allow all staff to come together and focus on individual student needs. As part of the shared responsibilities of all staff, data-based decision making will be used following benchmarking and progress monitoring.

3. *What is fidelity and why is it important in an MTSS model?*

An MTSS model implemented with fidelity involves using the curriculum and instructional practices consistently and accurately, as they were intended to be used. A lack of student progress may be due to student characteristics, but it is important to realize that it may also be due to how the instruction was implemented. Without implementation fidelity, the effectiveness of instruction will be diminished. If a student is not responding, before adjusting the frequency or duration of the intervention, one must first consider if the instruction was implemented with fidelity. Fidelity is a part of each of the essential components of MTSS, not a separate component. Consistency and accuracy of screening, progress monitoring, instruction, and data-based decision making are a must.

4. *When should a school take a closer look at fidelity?*

Fidelity should always be on the radar in a school implementing an MTSS model, more specifically when students are not progressing in what is considered high quality, scientific-based instruction. Also, when there are consistently low success rates with universal screening and progress monitoring—whether for a classroom, grade level, or school-wide—remember that the verification of fidelity is what links student results with instruction. Some questions that could be asked when there are concerns with fidelity of instruction may include:

- How well do you adhere to the curriculum, instruction, and/or intervention?
- How often does a student receive an intervention, and for how long each time?

- Was the instructor engaged during the delivery of the content? Were the students engaged?
- Was the instruction explicit? Systematic?
- How have the students responded?

5. *Is it possible that some learners may always be in and out of Tier II and Tier III?*

Yes. Any placement for at-risk students is based on data collected through universal screening, diagnostic assessments, and progress monitoring. When the team considers all results, decisions are made to provide high quality instruction and skill-specific interventions according to the individual student's needs.

6. *Can students receive all 3 tiers at the same time?*

Students do not need to be provided Tier 2 while receiving Tier 3 supports. Rather, educators should match students to their necessary level of support based on their risk level, mastery of skills, and unique characteristics. For some students, Tier 2 may not be intensive enough to support them, so providing Tier 2 before Tier 3 may not be appropriate. Students should be matched to supports that will address their needs based on data, and for some, this can include providing Tier 3 immediately. Further, staff should coordinate which level of support will address which skill need in a student. If Tier 1, Tier 2, and Tier 3 all teach the same skill for a student (for example, phonics), then there is redundancy in the student's instructional plan, and the 3 different levels of support teaching the same skill may confuse the student (each tier may be using different materials and methods). Rather, staff can coordinate so that each tier address a key need (for example, Tier 1 focuses on reading comprehension and vocabulary, Tier 2 focuses on fluency and word work, and Tier 3 focuses on phonics).

7. *How can we fully integrate initiatives within MTSS? It feels like too much.*

We suggest integrating by starting out small and looking at the teams schools have and the data they examine. First, sites can analyze the teams they have and see if there's a way to integrate the number of teams within their sites. By using the team audit (mentioned earlier in this document), teams can see if there's any overlap or redundancy. There are some tasks that require separate teams, but schools can see how they can integrate their academic and behavioral teams together. Additionally, schools can examine their academic and behavior data together, rather than separately. Academic and behavioral performance of students can influence each other, as students who struggle academically may display behavioral needs as a way to escape difficult tasks. On the other hand, students with behavioral needs may struggle to maintain energy and focus to develop academic skills. As such, teams should look at both academic and behavioral data together

Appendix C – Service Delivery Matrix

Duties & Tasks/ Intensity Level	General Education Teachers	General Education Paras	Title I School-wide Teachers	Title I School-wide Paras	Title I Targeted Assistance Teachers	Title I Targeted Assistance Paras	Special Education Teachers	Special Education Paras
Universal Screening	Yes	Yes	Yes	No	No	No	No	No
Progress Monitoring	Yes	Yes	Yes	No	Yes, only Title I Students	No	No	No
Data Entry	Yes	Yes	Yes	Yes	Yes, only Title I Students	Yes, only Title I Students	Yes	Yes
Data Analysis	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Tier I Core	Yes	No	Yes, All teachers are Title Teachers	No	No	No	No	No
Tier II Strategic	Yes	Yes	Yes	Yes	Yes, only Title I Students	Yes, only Title I Students	Yes, only if students on IEPs are included in the group	Yes, only if students on IEPs are included in the group
Tier III Intensive	Yes	Yes	Yes	Yes	Yes, only Title I Students	Yes, only Title I Students	Yes, only if students on IEPs are included in the group	Yes, only if students on IEPs are included in the group

Section 1119(g)(3)(A) – a paraprofessional may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119.

34 CFR Part 200.59

(2) A paraprofessional works under the direct supervision of a teacher if –

- (i) The teacher plans the instructional activities that the paraprofessional carries out;
- (ii) The teacher evaluates the achievement of the students with whom the paraprofessional is working; and
- (iii) The paraprofessional works in close and frequent physical proximity to the teacher.

34 CFR 300.208

(a) Uses. Notwithstanding § 300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

- (1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

Except when functioning in a school-wide program, special education teachers paid with IDEA Part B (CEIS and non-CEIS) funds, cannot perform duties, such as universal screening, that are conducted on a regular basis in Tier I as a means of identifying students who are struggling and may need instructional supports and interventions through Tier II and III.

Appendix D – Decision-Making Table

Teams can use this table when analyzing problems at the system level, school level, and student level.

Step	Purpose	Key Questions	Actions
Step 1. Identification <i>What is the problem?</i>	To identify a problem to solve by analyzing the difference between the observed and expected performance.	<ul style="list-style-type: none"> • What is the expected performance? • What is the observed performance? • What is the gap between the expected and observed performance? • Is the gap large enough to warrant solving it? (Is it a problem?) 	<p>Administer a screener or look at general outcome data.</p> <p>Compare observed data to expected performance. Conduct a gap analysis. Determine severity of gap and if a problem exists.</p>
Step 2. Analysis <i>Why is it occurring?</i>	To determine why the problem exists by analyzing diagnostic data, including factors related to the instruction, curriculum, and environment.	<ul style="list-style-type: none"> • What are the key needs of the student(s)? • What factors within the instruction, curriculum, and the environment are related to the problem? 	<p>Gather additional information to determine why the problem exists. Use RIOT/ICEL to gather and organize data collection. Identify a hypothesis.</p>
Step 3. Implementation <i>What can we do about it?</i>	To develop and implement a plan to solve the problem, including identifying a goal, progress monitoring tool, and fidelity tool.	<ul style="list-style-type: none"> • What adjustments to the instruction, curriculum, and environment would resolve the problem? • What is a good goal that would indicate the problem is resolved? • What is a reliable and valid way to measure progress toward the goal? • What is an effective way to measure fidelity of the plan? 	<p>Identify factors to adjust within instruction, curriculum, and environment to support the student(s). Identify a goal, progress monitoring tool, and fidelity tool. Implement the plan and gather fidelity and outcome data.</p>
Step 4. Evaluation <i>Did we do what we said? Is it working?</i>	To evaluate the impact of the plan by analyzing the outcome and fidelity data.	<ul style="list-style-type: none"> • Was the fidelity of the plan at least 90%? • Was the goal reached? Does the progress monitoring data indicate the problem is being resolved? 	<p>Evaluate fidelity data. Evaluate outcome data. Determine if the plan needs adjusted or faded out.</p>

Appendix E - RIOT and ICEL Framework

RIOT/ICEL is an organizing framework for data collection. RIOT is an acronym that refers to assessment methods: review of information, interview with key personnel, observation of instruction or performances, and testing of students. ICEL refers to what can be assessed: instruction (how students are taught), curriculum (what is being taught), environment (where instruction or learning occurs), and learner (the student(s) that are recipients of the instruction).

A comprehensive RIOT/ICEL for systems and individual students can be found [here](#). A shortened version is within Figure B1.

Figure E1

Example Variables to Assess Within RIOT/ICEL Matrix

	Review	Interview	Observe	Test
Instruction	Lesson plans or products for instructional demands and presence of differentiation	Staff for use of strategies	Rate of opportunities to respond, task demands, pacing	Instructional demands on students
Curriculum	Research/evidence behind curriculum, scope and sequence of curriculum	Teacher for use of curriculum, pacing, alignment among different tiers	Adherence to curriculum	Ability to complete different tasks in curriculum
Environment	Norms used in classroom, routines used	Staff about use of effective practices, philosophy of classroom management	Use of effective classroom practices	Students' use or understanding of classroom routines
Learner	History of students, previously used instruction and response	Students for perception of learning and successes	Students during instruction for understanding, use of norms/routines, etc	Students for mastery of skills

Appendix F – Participation in the SD MTSS RTI Initiative

PARTICIPATION IN THE SD MTSS RTI INITIATIVE

All schools selected to participate in MTSS RTI will receive the following:

1. **A trained MTSS RTI Coordinator** for three to five years (based on school need and implementation commitment). The MTSS RTI Coordinator will act as a guide and facilitator to your building leadership team. The coordinator will facilitate meetings development of processes for planning, training, and data analysis.
2. **Free or reduced registration** to all DOE-sponsored RTI trainings. Training opportunities will be emailed to the school principal as they become available.
3. **Instructional coaching supports*** from a trained instructional coach for three to five years (optional but recommended). The RTI Instructional Coach will provide differentiated coaching to all educators (general education, special education, Title/Intervention). The coach will also assist the building leadership team in developing a sustainable coaching plan. (*Coaching is provided to schools when there is a coach available.)
4. **Grant funds** for expenses related to RTI implementation. Grants are provided on a four- year schedule of \$1,500.00 per building for years one and two, \$1,000.00 for year three, \$500.00 for year four. The school will be responsible for all funding following year four.

During the first year in MTSS RTI, schools will focus on developing a common understanding of RTI at the Tier 1 (core classroom) level. With the assistance and facilitation of the assigned MTSS RTI Coordinator, schools will:

1. Attend a 2-day Building Leadership Team training.
2. Hold monthly building leadership team meetings.
3. Conduct a schoolwide data retreat using the MTSS Data Workbook three times per year (fall, winter, spring).
4. Participate in a schoolwide book study (15 hours, flexible schedule to fit school calendar) to begin developing common vision and language. (*optional*)
5. Set aside time for professional development and grade-level meetings for all teaching staff.
 - Professional Development: Foundational Literacy and/or Explicit Instruction Training (18 hours – can be provided in 3- to 6-hour increments to fit school calendar) is provided by MTSS Coordinator.
 - Monthly Grade-Level Meetings (can be multi-grade in smaller schools) provide time for review of core classroom supports and student-level data analysis and decision-making.
6. Develop a schoolwide plan that guides Tier 1 implementation at the school level.
7. Begin planning for long-range sustainability of MTSS RTI.
8. Collect and submit evaluation data as part of the MTSS RTI Evaluation Plan.

Beginning in the second year (or once a strong Tier 1 system is established), schools will focus on developing an intervention framework to provide Tier 2 and Tier 3 intervention supports. Schools will:

1. Continue implementation of all year one activities.
2. Add intervention supports to the schoolwide plan. This includes developing a problem- solving framework and decision rules that guide data-based decision-making for students receiving Tier 2 or Tier 3 interventions.

Appendix F – SD MTSS RTI Training Plan

SD MTSS RTI Training Plan

School Leaders: Work with your MTSS RTI Coordinator to determine which trainings will take place each year of supported implementation.

- **Green** shaded boxes indicate typical years PD may occur (some PD may overlap or carry over into a second year). Schools should plan on 18 hours per year for professional development.
- **Blue** shaded boxes indicate the data retreat is repeated annually. Schools should plan on three 3-hour data retreats per year.

Professional Learning	Hours	Year 1	Year 2	Year 3	Year 4	Year 5
Introduction to Response to Intervention - Includes Action Planning and Schoolwide Plan Development	6	Required in Year 1				
Introduction to Data/Assessment Literacy - Includes Kind/Purpose of Assessments	3					
Introduction to Foundational Literacy - Book: Teaching Reading Sourcebook	18					
Applications in Foundational Literacy - Includes Focus on Lesson Planning, Application to School Materials	10					
Explicit Instruction - Book: Explicit Instruction by Dr. Anita Archer	18					
Topical Book Study (optional) - Book related to MTSS RTI Implementation	varies					
MTSS Data Retreat - Using the MTSS Data Workbook	3 times per year	Annual	Annual	Annual	Annual	Annual

