

|| Idaho MTSS Component Definitions

LEADERSHIP

MTSS leadership is a team approach. District and school leadership teams empower personnel to work together and meet academic and behavioral needs of all students and the greater school community. The leadership team within a school and district creates the system that connects the components of a multi-tiered system of support to the work of teachers and student learning. Procedures, meeting schedules, team membership, and protocols are established locally by the leadership team.

Effective leadership teams develop district and building level communication mechanisms, infrastructure, and resources that support and enhance student learning while supporting educators to delivery effective instruction to all students.

ASSESSMENT

Assessment is the formal and informal recurrence of systematically collecting, observing, and recording student academic and behavioral data to inform instruction and intervention. Assessment as part of MTSS utilizes a comprehensive system that includes a cycle of assessment, decision making points designed as team approach to data-based decision making. Idaho's Comprehensive Assessment System, used in MTSS includes; diagnostic, formative, interim, progress monitoring, screener, and summative assessment used for identified purposes to guide teaching and learning.

- **Diagnostic assessment** is given at any time, and extracts precise information about students' specific skill sets to inform instructional interventions delivered to students at tier II and tier III of multi-tiered instruction.
- **Formative assessment** is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended learning outcomes and support students to become self-directed learners.¹
- **Interim assessment** is administered at various points throughout the learning process to determine whether students are on track toward proficiency of the content standards and to provide teachers with information to refine their instructional practices.
- **Progress monitoring assessment** is administered frequently to closely monitor student growth toward proficiency of concepts, skills, and grade level content and to inform teachers in the effectiveness of instructional practices.
- **Screener assessment** is given before instruction to inform educators of where students are beginning their learning and help teachers plan and differentiate core instruction for small groups and individual students.
- **Summative assessment** is generally given at the end of the learning process and allow students to demonstrate what they know and can do and provide teachers with information related to proficiency of claims and targets.

A well-crafted and appropriately executed comprehensive assessment system provides academic and behavioral performance data, allows for adaptation of teaching and learning, and establishes a feedback loop where teachers and students are actively involved in the process of learning.

¹ Modified definition of 2018 CCSSO SCASS. *Revising the Definition of Formative Assessment* is licensed under a Creative Commons Attribution 4.0 International License <https://creativecommons.org/licenses/by/4.0/>.

DATA-BASED DECISION MAKING

Data-based decision making is the structured design to gather both qualitative and quantitative data followed by analysis that determines how to positively influence school, instructional, and behavioral practices. An effective data-based decision-making structure consists of protocols, procedures, and defined criteria developed to improve all students' social/emotional learning and academic outcomes.

A data-based decision-making process informs potential changes to core instructional strategies, indicate when intervention is necessary, and support judgments about student progress. This process allows leadership teams to analyze, organize, and utilize data to examine and investigate the effectiveness of different behavioral and instructional strategies in all tiers.

MULTI-TIERED INSTRUCTION

Multi-tiered instruction is designed to provide diverse students with tailored academic and behavioral instruction, intervention, and enrichment to ensure all students progress toward mastery of standards. Evidence-based practices and strategies at each tier include academic and behavioral instruction that are equitable, differentiated, and accessible for all students. Responsive instructional practices are structured to support learning opportunities that optimize engagement, academic and behavioral growth and enable teachers to meet students where they are.

Tier I (Core) instruction and supports are provided to all students in a general educational classroom setting and includes educator led small groups to provide differentiated learning. Core instructional and behavioral practices and strategies are evidence-based and are tightly aligned to state academic standards.

Tier II (Secondary) instructional and behavioral interventions are provided to approximately 18-20% of students. Tier II is aligned to core instruction and supports and supplemental to the instruction already provided in Tier I. More specifically, tier II provides students more frequent and varied learning opportunities to support their acquisition of identified skills and concepts that lead to improved outcomes.

Tier III (Tertiary) instructional and behavioral interventions are provided to approximately 5% of students for whom tier I and II instruction and intervention have not adequately supported student growth. Tier III is targeted evidence-based intervention provided with increased duration, frequency, and intensity to individuals or small groups to ensure students have the necessary skills to access and make adequate growth toward high standards and grade level outcomes. Tier III intervention is not special education. Moreover, students with disabilities are not automatically Tier III students.

As students receive and successfully respond to tailored interventions as demonstrated by improved academic and behavioral performance, they fluidly transition between tiers. Therefore, students are not defined by their tier or abilities, but rather the tiers are defined by the level of support they provide the students.

FAMILY & COMMUNITY

Family & Community in MTSS represent a partnership between educators, families, and the greater school community. Family & Community Engagement creates relationships between educators and families through collaborative and structured efforts. According to research, children have a higher academic achievement rate when the “overlapping spheres” of family, school, and community are present in a school system. (Simon & Epstein, 2001). Multi-tiered family, school, and community partnering ensures that provisions exist at each level of support. Schools and families inform one another and share their expertise and knowledge about the student to support learning and promote competence. This provides the ability for the framework as a whole to be a transparent problem-solving process for everyone on the team and table share information and decision making.

Family and Community in MTSS allows for a school building to effectively implement the following practices: (a) allow parents and the community access to resources, training, and materials; (b) demonstrate respect for cultural, linguistic, and learning differences; and (c) focus on results.