



OKLAHOMA STATE DEPARTMENT OF EDUCATION

Oklahoma Multi-Tiered System of Supports: Introductory Guide

2025



OKLAHOMA
Education

Contents

OKMTSS: Oklahoma Multi-Tiered System of Supports	2
Sustainable Teaming	6
Leadership Support	7
Administrator Involvement	7
Allocation of Resources	9
Multidisciplinary Teams	10
Engagement of Students, Families, and Community Stakeholders	10
Selection/Identification of Appropriate Personnel	13
Multi-Directional Communication	15
Effective Meetings	16
Agenda and Action Plan	16
Team Member Roles and Responsibilities	17
MTSS Coaching Support	18
Internal Coaching Capacity Through District-Level Support	19
Access To External MTSS Coaching Expertise	19
Professional Learning	20
Data-Driven Decisions	21
Measurement for Team-Based Decisions	21
Effective Screening Tools and Processes	22
Structure to Analyze Graphic Results	24
Identifying Needs and Selecting Interventions and Practices	27
Multiple Sources of Data for Decision Making at Tier 1, Tier 2, And Tier 3	29
Decision Rules to Identify Areas of Needed Supports and Interventions (Tier 1, Tier 2, And Tier 3)	32
Student Grouping for Intervention That Prioritizes Skill Needs	34
Evaluate Effectiveness of Interventions and Practices	35
Data Informs Instructional Changes and Alterations	36
Progress Monitoring Individual Student Interventions	38
Progress Monitoring Class, School, District-Level Interventions and Practices	40
Evaluate Fidelity of Implementation	42
Fidelity Checks for Teaming Structure	43
Fidelity Inventories for Practices	44
Evidence-Based Practices	47

Tier-1 Universal School-Wide Supports	50
Academics; Core Curriculum with Standards for Rigor	50
Behavior/Mental Health; Prevent, Teach, Reinforce, Respond Practices to Support School Climate and Culture	52
Tier 1- Universal Class-Wide Supports	53
Academics; High-Quality, Differentiated Instruction for Core Academics.....	53
Behavior/Mental Health; Prevent, Teach, Reinforce, Respond Practices to Support Classroom Climate and Culture	55
Tier 2- Interventions.....	58
Standard protocol, evidence-based interventions to address specific skill deficits.....	58
Tier 3-Interventions.....	61
Intensified Evidence-Based Interventions Matched to Individual's Needs.....	61
Data-Based Individualization Protocol.....	64
Continuous School Improvement	66
Self-Assessment Score Reporting.....	68
References	70
Glossary.....	71

OKMTSS: Oklahoma Multi-Tiered System of Supports

Oklahoma Multi-Tiered System of Supports (OKMTSS) is a state-defined framework incorporating the tenets of MTSS into a comprehensive tool for local educational agencies (LEAs) to utilize, ultimately supporting their implementation of an effective and cohesive MTSS system.

The MTSS Center at the American Institutes for Research (AIR) defines MTSS as follows:

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.

The OKMTSS framework was developed with the support of the Oklahoma State Department of Education, State Personnel Development Grant (SPDG), Project AWARE, Project RESPECT, State Systemic Improvement Plan (SSIP), Office of Special Education Services, Office of School Support, Office of Student Development, National Technical Centers and University Partners. The finalized introductory guide is a culmination of the efforts of each of these offices.

The introductory guide and fidelity tool has multiple audiences; however, the purpose of the tool is to guide progress towards the implementation of an effective, sustainable, and comprehensive MTSS system within the context of the State, District, and Sites. Please see our related guidance documents that are organized based on the intended reader.

- Appendix A: OKMTSS Roadmap & Phases for Implementation
- Appendix B: OKMTSS for Elementary
- Appendix C: OKMTSS for Secondary
- Appendix D: OKMTSS for Educators and Related Providers
- Appendix E: Early OKMTSS for Birth to School-Age Students
- Appendix F: Superintendents and School Boards

The introductory guidance and the fidelity tool are the documents for which all the other guidance documents are derived. Schools may find that this introductory guide provides details regarding more advanced implementation that they may find helpful. However, the intended purpose of this document is to ensure common language throughout the state for all related projects and implementations of OKMTSS.

The graphic below illustrates the components within the OKMTSS Framework. Each of these areas will be discussed in detail in the following chapters and implementation of each area will be supported with resources, documents, and best practices.

Data-Driven Decisions	Sustainable Teaming	Evidence-Based Practices
Measurement for Team-based Decisions	Leadership Support	Tier 1-Universal School-wide Supports
Effective screening tools and processes	Administrator involvement	<i>Academics</i> Core curriculum with standards for rigor
Structure to analyze graphic results	Allocation of resources	<i>Behavior/Mental Health</i> Prevent, Teach, Reinforce, Respond Practices to support school climate and culture
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1-Universal Class-wide Supports
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3	Engagement of students, families, and community stakeholders	Academics High-quality, differentiated instruction for core academics
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, Tier 3)	Selection/identification of appropriate school personnel	<i>Behavior/Mental Health</i> Prevent, Teach, Reinforce, Respond
Student grouping for intervention that prioritizes skill needs	Multi-directional communication	Practices to support classroom climate and culture
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Tier 2 Interventions
Data informs instructional changes and alterations	Agenda and action plan	Standard protocol, evidence-based interventions to address specific skill deficits
Progress monitoring individual students interventions	Team member roles and responsibilities	
Progress monitoring class, school, and district-level interventions and practices		
Evaluate Fidelity of Implementation	MTSS Coaching Support	Tier 3 Interventions
Fidelity checks for teaming structure	Internal coaching capacity through district-level support	Intensified evidence-based interventions matched to individuals' needs
Fidelity inventories for practices	Access to external MTSS coaching expertise	Data-based individualization protocol
	Professional learning	
Implement on the Foundation of the 4 Rs of a Trauma-Informed Approach	Realize how trauma can affect people and groups Recognize the signs of trauma Respond to trauma Resists (re)traumatization in the organizational environment	

Self-Assessment and Reflection

Throughout the guide, there are self-assessment checkpoints to guide the reader by determining the implementation level of the system they are considering. A value of one point is considered “not in-place”, a three is considered “partially in-place”, a five is considered “fully in-place”. Readers can also score a two or a four and consider those as pieces as progressively improving to the next checkpoint value.

5	4	3	2	1
Fully in-place	Partially in-place			Not in place

These self-assessment checkpoints were developed with adaptation from the AIR MTSS Center's Fidelity Assessment (Center on Multi-Tiered System of Supports, 2025). These were adapted to support the OKMTSS Framework through the effort of the State Personnel Development Grant IV (2022-2027).

Teams should conduct MTSS focused fidelity inventories at least annually to determine programmatic effectiveness and MTSS Implementation.

- The fidelity inventory tool should be comprehensive across all areas of MTSS; universal screening, progress monitoring, multi-tiered supports (Tier 1, Tier 2, and 3), and systems-level infrastructure, within their scope of implementation (i.e., PK-12, K-8, etc.).
- The fidelity inventory tool should be completed with the entire MTSS team to ensure accurate information.
- Adequate time to complete the tool must be considered as the assessment is a snapshot in time and should be completed in one session.
- Fidelity of the assessment is critical to consider as it may inadvertently change the scoring of the items if the team has significant coaching or limited access to support. Like a universal screening assessment for students, the MTSS fidelity inventory tool provides insight into the areas of strength and weakness for the program.
- The scoring of the fidelity inventory tool will be defined within the instructions of the tool. However, teams can expect that there will be defined levels of success with definitions of “fully in-place, partially in-place, and not-in place”.

Using the results of the fidelity inventory tool, teams should identify the areas to begin improvement of implementation. The introductory guide provided is not intended to be a chronological guide but to identify and support each element within the MTSS Framework. Some elements are tethered to the success and implementation of a prior or subsequent element. Therefore, linear implementation may be difficult without consideration of these factors.

Although implementation may vary significantly in practice due to unique factors, this guide outlines the key components for the team to follow during execution of MTSS. However, districts and sites should consider their context and make reasonable adjustments based on their unique district needs. Utilizing the related guidance documents can be a helpful companion tool.

The same way a screening instrument is intended to provide holistic data and categorize strengths and deficits within broad skill bands, a systems-level screening assessments provide the holistic data for the status of the system. In many contexts, the broad skill bands do not provide detailed specific skill needs. A systems-level diagnostic assessment is the next step to determine these

skill needs. If the school finds in their systems analysis that they need to determine more specific data-driven decision metrics, the diagnostic will be helpful to determine next immediate steps.

Resource	Detail	Audience
Behavior Needs Assessment	A sample needs assessment for more specific diagnostic information for system analysis.	District Teams Site Teams
Academic Needs Assessment	A sample needs assessment for more specific diagnostic information for system analysis.	District Teams Site Teams
Multi-Tiered System of Support Chapter - CEEDAR	Resources for MTSS from the CEEDAR Center discussing elements of MTSS	District Teams Site Teams
Tiered Fidelity Inventory Tool	The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place	District Teams Site Teams
TFI Artifact Collection	A tool to collect the information needed from the inventory	District Teams Site Teams
TFI Coaching Report	Coaching report of an example school	District Teams Site Teams

Sustainable Teaming

Sustainable teaming references a group of people working collaboratively to meet the needs of all students by building capacity and sustainability of practices. It is critical to have a team in place to support the alignment, knowledge, and implementation of MTSS.

The purpose of the MTSS team is to define the processes, tools, and actions of the MTSS framework for the district or site context. **MTSS is multi-disciplinary teams working together to make data-based decisions to support student outcomes for the district, sites, and individual students.** This framework is not exclusive to special education students or those suspected of a disability, instead it is for all students educated in the district/site. The district leadership team has 7 main objectives:

1. To provide **strategic planning and vision setting** through setting clear goals and establishing a shared vision for MTSS implementation.
2. To provide **coordinated implementation** by organizing district resources and overseeing MTSS processes across sites and levels as well as determining a path for implementation.
3. To implement **data-driven decision making** by conducting needs assessments, identifying priorities, determining data-driven decision rules, and selecting valid assessment instruments as well as intervention resources.
4. To provide **professional development** to increase capacity for staff and to foster a climate of collaboration and continuous learning.
5. To plan for **sustainability and consistency** including long-term vision for MTSS implementation as well as maintaining fidelity to all MTSS practices.
6. To facilitate **stakeholder engagement and communication** ensuring involvement of all pertinent human resources and to gather important feedback to refine and improve MTSS processes.
7. To provide **fair and comprehensive support** to ensure every student has fair access to the support they need and to apply practices that address the unique needs of all learners.

Sustainable Teaming
Leadership Support
Administrator involvement
Allocation of resources
Multidisciplinary Teams
Engagement of students, families, and community stakeholders
Selection/identification of appropriate school personnel
Multi-directional communication
Effective Meetings
Agenda and action plan
Team member roles and responsibilities
MTSS Coaching Support
Internal coaching capacity through district-level support
Access to external MTSS coaching expertise
Professional learning

Self-Assessment of Sustainable Teaming

Indicator	5	3	1
Prevention Focus	All staff understand that MTSS is a framework to prevent all students, including students with disabilities and English learners, from experiencing poor learning outcomes.	Some staff understand that MTSS is a framework to prevent all students, including students with disabilities and English learners, from experiencing poor learning outcomes.	Staff generally perceive MTSS as a program that solely supports the pre-referral process for special education.

Leadership Support

Effective MTSS Implementation at all levels requires a leader to focus on the alignment of the work and ensure progress towards the goal. The leader must be knowledgeable, well-received, and supportive of intentional initiatives to further the progress of implementation. The leader must engage deeply in the work. While the leader may hold supervisory position the leader cannot isolate themselves from the actions of the team. “School leaders are ultimately responsible for enforcing quality of school practices, even when there are policy issues that lie beyond the control of site-based administrators” (Clark, 2019).

*If school leadership is strong, the curriculum is solid, and achievement is not improving as evidenced by evaluation data, then the scrutiny, and bulk of administrative support must be placed on teaching practices. The important take-away is that a school must evaluate Tier 1 instruction, curriculum tools, and efficacy of implementation before it can be determined whether a student is failing. **It may be the established system that is failing the student.***
(Clark, 2019)

Administrator Involvement

Leadership support is critical to effective implementation. Administrative involvement does not define a specific role or title but rather a person who is able to command change, to allocate monies and resources to enact action, and to maintain oversight of the progress made. Successful, and sustainable, MTSS implementation requires strong leadership, along with the authority to inspire and support forward progress as the school builds systems that best serve students. “One of the best predictors of MTSS success on a school campus is the relationship between the school principal and the school psychologist” (Clark, 2019).

The master schedule is the administrative commitment to providing time and space for MTSS team functions. (Clark, 2019)

Resource	Detail	Audience
Apply the Plan-Do-Study-Act Cycle	National Implementation Research Network has provided an activity to discuss and reflect on the components of a Plan-Do-Study-Act Cycle	District Teams Site Teams

Self-Assessment of Leadership Support and Administrator Involvement

Indicator	5	3	1
Leadership Personnel	Decisions and actions by school and district leaders proactively support the essential components of the MTSS framework at the school and help make the framework more effective; support for MTSS implementation is a high priority.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of the MTSS framework at the school; support for MTSS implementation is not very evident.	Decisions and actions by school and district leaders undermine the effectiveness of the essential components of the MTSS framework at the school.

Allocation of Resources

Forward progress and changed practices may involve alignment of existing resources and purchasing new resources to close gaps in student supports. The team should engage in defined processes that ensure all student supports are met.

First, begin with the identification of all student needs and all existing student supports. Then the team will overlay or match the student's need with the support that directly aligns with that need. They will consider support effectiveness as they are overlaying the resources. Teams should consider strength, dosage, educator training, and cost. Next, when the team is completed with the process, they will be able to determine gaps between student need and support. The team will conduct a process to select new student supports evaluating the strength to address the need, cost, and training needed to implement the support. Through this activity, teams will ensure sustainable allocation of resources. Teams should consider allocation of resources annually as student needs change and the effectiveness and training of tools may be a factor for teams to consider.

Through coaching opportunities or grants, schools and districts may have access to resources at a reduced cost or free of charge. The school should seek these opportunities with the help of their coach. These opportunities may have expiry dates and therefore the team should consider the longevity of the use of the tool.

Resource	Detail	Audience
State Systemic Improvement Plan Course (3-Years)	Self-paced modules focusing on OKMTSS K-3 Literacy focus	Site MTSS Teams, K-3 teams
SSIP Strategic Leadership Team Self-Guided Coaching Tool (Year 1)	Workbook for implementing OKMTSS with K-3 literacy focus	Site MTSS Teams, K-3 teams
State Personnel Development Grant OKMTSS Course	Self-paced modules focusing on district implementation of OKMTSS	District MTSS Teams

Self-Assessment for Allocation of Resources

Indicator	5	3	1
Resources	Resources (e.g., funds, programs, staffing) are adequately allocated to support MTSS implementation.	Resources (e.g., funds, programs, staffing) are partially allocated to support MTSS implementation.	Resources (e.g., funds, programs, staffing) are not allocated to support MTSS implementation.

Multidisciplinary Teams

An effective MTSS System relies on the expertise of a variety of participants. It is critical that the team is defined, rarely changing, and a part of the process development to ensure that ongoing and continuous feedback is building upon the previous meeting.

The team should ensure that they are strategically planning for how they are planning to immerse the MTSS framework into their work.

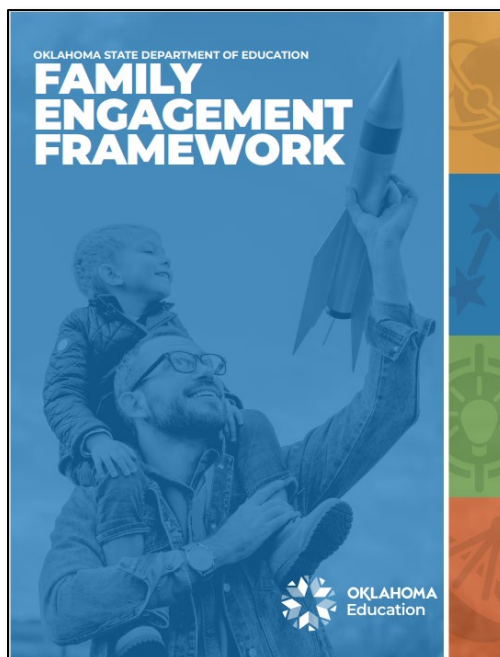
Engagement of Students, Families, and Community Stakeholders

Engagement is defined as the active participation and connection between one entity and another. Multidisciplinary teams convene to discuss MTSS matters of student progress and outcomes. Effective feedback loops occur when the leaders listen and respond to the implementers and the implementers listen and respond to the leaders. Within this conversation and discussion, the team must consider the feedback loop to support ongoing engagement of students, families, and community stakeholders. Depending on the context of the school/district the methods of engagement may look different. Student engagement will look different than family engagement and may also occur at different frequencies.

Meaningful engagement must be ongoing and intentional. The connection and communication between all parties should occur with regular frequency and within an expected and determined context. Using evidence-based engagement practices that support ongoing student, family, and community engagement is critical for its success. Schools must consider how they can ensure cultural and linguistic responsiveness as they engage with families. Strong consideration should be made when selecting tools that reach and value the students in the community including instructional practices, assessments, and intervention programs.

Districts and schools may find it valuable to use community partners to leverage the resources needed to engage students and families. This partnership can create even more engagement if specific to the context of student and family needs in the district or at the site. It is within this team to ensure that there is coordinated implementation among all stakeholders. Based on the location of the school and its surrounding resources, schools may be able to leverage the following:

- Community Colleges
- Universities
- Non-profits
- Private businesses
- Public businesses
- Other school districts



Resource	Detail	Audience
Oklahoma Family Engagement Framework	The Oklahoma Family Engagement Framework invites families, schools, and communities to partner to support student learning. It brings research and local experience together to create a vision for family engagement.	Families, Schools, and Communities
Strengthen Relationships Guide	Relationships, based on mutual trust and respect, are the foundation for family engagement. Relationships should be individualized and inclusive of all families. An important component of strengthening relationships is listening to each other. Ongoing, two-way communication provides ways for schools and families to stay connected. Regular communication provides a way for schools, families, and communities to partner and meet the needs of children.	Families, Schools, and Communities
Build Leadership Guide	Family engagement encompasses all families, school staff, and communities. A family engagement plan should ensure everyone has opportunities to build their skills and abilities and serve in leadership roles. It is important to grow the confidence and capacity of families, schools, and community members to effectively support student learning at school, at home, and in the community.	Families, Schools, and Communities
Focus on Learning	All families need an accurate picture of their children's learning. Creating opportunities for all families' interests, identities, and home lives establishes meaningful experiences between learning at school and learning at home. As families and communities partner with teachers and schools, it is important to celebrate and validate everyone's contributions and positive impact on student learning.	Families, Schools, and Communities
Connect Communities	Connecting communities is about mobilizing all available resources to meet the needs of the whole child in support of lifelong learning. Community, by definition, is sharing common attitudes, interests, and goals. Communities can be groups of people such as students or families or tribal nations, organizations, and corporations. Community partnerships should be based on mutual trust and respect and ensure all partners benefit from the collaboration.	Families, Schools, and Communities
School Climate Survey for elementary, secondary, staff, and parents	A sample School Climate Survey for Elementary, Secondary, Staff and parents	Families, Schools, and Communities
MTSS Infrastructure and Support Mechanisms Series	Article: Supports for engaging communities	District Teams Site Teams
Evidence-Based Engagement Practices	Handout: Evidence-based practices for educators and teams to use to engage families	District Teams Site Teams

Self-Assessment for Engagement of Students, Families, and Community Stakeholders

Indicator	5	3	1
Communication With and Engagement of Families	All the following conditions are met: (1) a description of the school's essential components of MTSS is shared with families. (2) a coherent mechanism is implemented for updating families on the progress of their child who is receiving Tier 2 or Tier 3 intensive interventions; (3) families are involved during decision making regarding the progress of students receiving Tier 3 intensive intervention.	Two of the following conditions are met: (1) a description of the school's essential components of MTSS is shared with families. (2) a coherent mechanism is implemented for updating families on the progress of their child who is receiving Tier 2 or Tier 3 intensive interventions; (3) families are involved during decision making regarding the progress of students receiving Tier 3 intensive intervention.	One or none of the following conditions is met: (1) a description of the school's essential components of MTSS is shared with families; (2) a coherent mechanism is implemented for updating families on the progress of their child who is receiving Tier 2 or 3 interventions; (3) families are involved during decision making regarding the progress of students receiving Tier 3 intensive intervention.
Cultural and Linguistic Responsiveness	All three of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	Two of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	One or none of the following conditions is met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.

Selection/Identification of Appropriate Personnel

Multidisciplinary teams make up the MTSS team. Key members of the team are defined within the context of the team (district, site, etc.). While some contexts may have more specifically defined roles the general responsibilities of the team should include as follows:

- **Administrator-** An individual who can command change, allocate monies and resources to enact action, and monitors progress toward goals.
- **Exceptional student expert-** Individual(s) who is/are knowledgeable of exceptional students (i.e., special education, gifted and talented, English Language learners, Native American Families, etc.) and instructional practices.
- **General education expert-** Individual(s) who is/are knowledgeable of general education curriculum and instructional practices.
- **Data-analyst expert-** Individual(s) who is/are knowledgeable of data-based individualization, data collection, and data analysis as it relates to systems and student level data.
- **Resource expert-** Individuals(s) who is/are knowledgeable of resources within the community, district, and site.
- **Other-** Individuals who are critical to specific contexts that are defined within the site/district.

The titles of the participants on the team are not the factor to consider. Teams should consider their specific school demographic and make decisions based on student population and need. “It is important to understand that each role is not bound to one person or position on the team. A role is a function assumed by a particular person; it is duty or skill specific, not title specific” (Clark, 2019).

Some districts may have the ability to have a district team and a site team. Other districts may have the capacity for one district/site team. It is within these contexts that the district must determine what is best for their demographic. Additionally, the sites should recognize the need for an intervention team to support individual, and groups of students as defined in their processes.

The district and site teams should also be considerate of who they have available on their team, the recommendations listed below are not to be indicative of positions that must be filled but for roles and responsibilities that should be considered when supporting the team.

However, the level of compliance with the spirit of the law is dependent on the knowledge and skill level of the building principal and the quality of the team of educational professionals on campus. (Clark, 2019)

Various Team Structures	
District Level Teams	These teams consist of key stakeholders involved in the planning and decision-making at the district level
Site level Teams	These teams focus on planning and implementation at the school or building level.
Intervention Team	These teams work directly with individual students requiring specific interventions.

District Level Team

This team focuses on developing and overseeing district-wide strategies and initiatives to support student success. Their planning impacts the broader educational landscape, ensuring that resources, policies, and supports are aligned with district goals.

Recommended Participation		Optional Participation
• Assistant Superintendent • Reading Curriculum Coordinator • Math Curriculum Coordinator • Special Education Coordinator • Gifted and Talented Coordinator • English Language Coordinator • Secondary Principal	• Elementary Principal • Secondary General Education Teacher • Elementary General Education Teacher • Reading Interventionist • School psychologist/psychometrist • School Counselor • Native American Coordinator	• Tutors i.e., high dosage, Title 1, Native American, EL, etc.

Site Level Team

This team takes district-level initiatives and adapts them to the specific needs of the school site. They work together to ensure effective interventions and supports are available, addressing the unique needs of students within the building.

Recommended Participation	Optional Participation
• Site principal • Reading interventionist • General education teacher • Special education teacher • School psychometrist • School psychologist • English Language teacher • School Counselor	• School nurse • Cafeteria manager • Librarian • Teacher assistant/ paraprofessional • Tutors i.e., high dosage, Title 1, Native American, EL, etc. • Native American Coordinator

Intervention Team

This team is responsible for developing and implementing student-specific interventions, using data-driven approaches to support the individual needs of the student. Their work focuses on delivering tailored support to help students overcome academic and/or behavioral challenges, ensuring access to appropriate resources and specialized instruction.

Recommended Participation	Optional Participation
• Site principal • Reading interventionist • General education teacher • Special education teacher • School psychometrist • School psychologist • English Language teacher • School Counselor • Teacher assistant/ paraprofessional	• School nurse • Cafeteria manager • Librarian • Native American Coordinator • Tutors i.e., high dosage, Title 1, Native American, EL, etc.

Self-Assessment for Selection/Identification of Appropriate Personnel

Indicator	5	3	1
MTSS Teams	All the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	At least two of the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	Only one of the following conditions is met: (1) the MTSS team is representative of all key stakeholders. (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.

Multi-Directional Communication

Earlier it was discussed that feedback loops are critical to the work's progress. If the team is unable to effectively communicate between the administrative team and the implementation team, then both teams are missing critical information about the success of the program. "Feedback looping relies on examination of cause and effect processes, observing measurable outputs that lead to new input variables implemented in efforts to positively impact the system" (Hanson, Educational administration and organizational behavior, 2003)

Effective structures for feedback loops should consider what is most effective for their specific context and their district/site:

- A regularly scheduled meeting (monthly/ weekly) with an agenda to guide discussions
- A clear understanding of the purpose of the meeting with clearly assigned roles
- A form or (two-way) feedback tool that requires members to regularly update when pertinent information is present

Common pitfalls that drastically impact the effectiveness of the feedback loop include:

- Informal conversations that are not documented or do not involve the entire team
- Too many meetings without substance that impact the engagement of the important information
- Too few or not frequent enough meetings that do not provide information early enough
- One-way feedback that does not utilize the loop, i.e., the administration does not share information, or the team only compiles and does not share information.
- No clear feedback structure: i.e., the structure allows everyone to have equal responsibility thus not taking advantage of the authority of the administrator or the importance of the team's expertise.

Resource	Detail	Audience
Effective Communication for Sustainable Teaming - Training Deck	Professional development slides to review as a team to build your teaming process	District Teams Site Teams

Communication Flow Chart	Professional development guidance to develop a communication plan as a team	District Teams Site Teams
--	---	------------------------------

Self-Assessment for Multi-Directional Communication

Indicator	5	3	1
Communication with and Involvement of All Staff	All the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff. (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	At least two of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff. (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.	One or none of the following conditions is met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams collaborate frequently.

Effective Meetings

Having effective meetings is a critical component of a multidisciplinary team. The team must meet with regular frequency and with a plan of action to ensure that the time spent is valuable to student outcomes and programming progress. Meetings that are direct, efficient, and effective are needed to be respectful of everyone's time and expertise. One of the initial steps to holding effective meetings is setting team agreements or norms. These norms define expectations for behavior and interaction, helping to ensure a productive and focused meeting environment.

Agenda and Action Plan

Effective meetings require a focus and a purpose. These should be explicitly stated on an agenda. Teams can determine an agenda template that meets their needs but should ultimately capture the following information:

- Date, time, and location of meeting
- Anticipated attendees, actual attendees
- Focus of meeting/mission statement/ vision/ goals striving for
- Items to discuss relevant to updated information and action items
- Notes/comments regarding the information and action items
- Next steps/new or updated action items
- Next meeting date

An effective agenda can ensure that the meeting is efficient, focused, and relates to the purpose of the meeting. Without one, the team will be unable to move forward with the goals of the meeting.

To best ensure that there is a clear alignment between the agendas and the overall focus, teams should begin initially defining values, creating a vision statement, and creating a mission statement. This process will support them in being able to address their goals and remain aligned to the initial focus.

Resource	Detail	Audience
Sample Meeting Agenda 1	Meeting Agenda	District Teams Site Teams Intervention Teams
Sample Meeting Agenda 2	Meeting Agenda	District Teams Site Teams Intervention Teams

Self-Assessment for Effective Meetings

Indicator	5	3	1
Schedules	Schoolwide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for core programming, interventions, and teaming.	Schoolwide schedules are partially aligned to support multiple levels of intervention based on student need; some additional time is built in for core programming, interventions, and teaming.	Schoolwide schedules are not aligned to support multiple levels of intervention and support based on student need; inadequate time is available for core programming, interventions, and teaming.

Team Member Roles and Responsibilities

The multi-disciplinary team is comprised of various roles and responsibilities to ensure a variety of insight and input from the team. In a previous section, examples of these roles are provided. However, in addition to the consideration of roles and responsibilities the team should consider the dynamics of the group and assign roles and responsibilities within the structure of the MTSS team.

Some of these roles would be as follows:

- **Facilitator-** to keep the conversation flowing and moving towards progress.
- **Note-taker-** to keep notes and conversation logs accurate to the discussion for documentation.
- **Data-analyst-** to keep the conversation directly tied back to data decision outcomes.
- **Student expert-** to add information regarding specific students that they interact with/teach.

However, the team may determine more roles that are needed as they are a larger or smaller team. Perhaps the context of the team merits additional note-takers or additional experts. This is a team decision and requires the specialty of the school to determine their needs.

Resource	Detail	Audience
Site Team Meeting Guidance	This guide outlines a structured MTSS meeting agenda focused on team roles, data review, tiered supports, communication, and planning next steps to support student success.	District Teams Site Teams Intervention Teams
Agenda Example	This resource provides a sample agenda for MHIT (Mental Health Intervention Team) meetings, outlining roles, team norms, and a structured process to review data, plan tiered supports, and coordinate communication and follow-up actions.	District Teams Site Teams Intervention Teams
Meeting Example (Univ of Oregon)	A video example of a Universal Leadership Team using the TIPS Model to develop and implement Tier 1 systems and interventions for academic and social success.	District Teams Site Teams Intervention Teams
MTSS Team Alignment	An alignment tool designed to evaluate whether existing meetings are effectively achieving their intended purposes.	District Teams Site Teams Intervention Teams
How to Create a Sustainable Team Diverse Stakeholders and Expertise	This training slide deck outlines the foundations of sustainable MTSS teaming, including team composition, roles, responsibilities, communication strategies, and leadership support to ensure effective and lasting implementation of schoolwide practices.	District Teams Site Teams Intervention Teams
Team Roster/Meeting Calendar Template	This team roster template helps schools organize MTSS team members, roles, and meeting dates.	District Teams Site Teams Intervention Teams

MTSS Coaching Support

The model of MTSS relies heavily on expertise as it relates to the implementation of an MTSS framework and supports in their district/site. There are many options for districts and sites to receive coaching to support their ongoing implementation. The options vary with support level; listed below the team should consider the most independent options with the most supportive coaching:

- Professional learning
- Internal coaching capacity with district-level support
- Access to external MTSS coaching expertise

Each of these coaching options provides a different level of support for the district/site that may be needed in one area of MTSS but not another, or the district/site may determine that they have enough internal capacity to navigate the implementation alone.

Resource	Detail	Audience
Effective Practices for Coaches – National Center for Systemic Improvement	First module in a series on coaching	Educators

MTSS Coaching: Bridging Knowing to Doing on JSTOR	Article: MTSS Coaching	District Teams
MTSS Implementation Across the Year	This resource provides an example detailed outline for coaches to use with team to establish the major milestones across the year. The example includes a link to a template that can be adapted for individual schools.	District Teams

Internal Coaching Capacity Through District-Level Support

Internal coaching relies heavily on the expertise of a district-level expert that can guide the district into implementation. There are options for how this can be implemented into a district; however, this option may not be available for all districts.

This could be someone already employed by the district and through professional learning has gained insight into MTSS implementation. This is someone who is responsible for the ongoing learning and training and will work with the MTSS team to ensure that others are improving their learning while they are designing and implementing MTSS framework.

Alternatively, it can be someone who is hired intentionally to work on the MTSS Implementation for the district/site. This is someone who is not currently working within any capacity of the district/site or is someone who has had a title change that is directly linked to MTSS implementation. Often larger districts can accommodate this option. This position is hired solely for the purpose of implementing and maintaining ongoing MTSS initiatives.

Neither option is better or worse, it is up to the district to determine their internal capacity and what will best support their needs and outcomes.

Access To External MTSS Coaching Expertise

There are many available external coaching opportunities if the school is unable to use internal capacity or hire someone to fill the role of MTSS implementation leader. Some of these options may be as follows:

- State level grants and programs that provide schools with coaching in targeted areas.
- Contracted positions that provide schools coaching in MTSS and/or targeted areas.
- Third-party companies that provide schools coaching in MTSS and/or targeted areas.

Depending on the district/site's possible designation or performance, some of these options are free of charge and some of these options will have a cost associated with them. Districts should ensure that the resources that they utilize are evidence-based and come from reputable companies.

Professional Learning

Opportunities for ongoing professional learning are continuous and may indicate that they are specifically for MTSS. Others may not be as explicit in their title or description to indicate where they fit within the realm of the MTSS framework. It is the responsibility of the MTSS leaders to determine what professional learning is needed and how to effectively ensure that participants can access the right information.

Considerations to factor in regarding ongoing professional learning:

- What level of understanding does the team have regarding this topic?
- Who needs specialized knowledge regarding this topic?
- What is the capacity to dedicate to this professional learning opportunity?
- Where can we find the professional learning opportunities we need?

Resource	Detail	Audience
State Personnel Development Grant OKMTSS Course	Self-paced modules focusing on district implementation of OKMTSS	District Teams

Self-Assessment for Professional Learning

Indicator	5	3	1
School-Based Professional Development	School-based professional learning, including coaching, is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions and supports.	Some forms of school-based professional learning, including coaching, are available, but most are not consistent, or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions and supports.	The school has no well-defined, school-based professional learning or coaching mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions and supports.

Data-Driven Decisions

Data-driven decision making is the process of using multiple sources of valid and reliable data to make informed decisions to meet the needs of all students. An effective MTSS system is based on the response to the data.

MTSS teams must consider data within two contexts:

1. **System level data** collection and analysis supports teams in determining what to support for their Tier 1, Tier 2 and 3 efforts. System analysis looks widely at district-level data, school-level data, and at its most narrow, grade-level data.
2. **Student level data** collection and analysis supports teams in determining what to use and support specific student needs within Tier 2 and 3. It is within this level of data analysis that teams use data-based individualization (DBI) to analyze and create hypothesis with actionable intervention intensity supports.

The information below outlines both system level and student level of data analysis. An effective MTSS system must use information from both levels of analysis to ensure accurate data collection and usage.

Data-Driven Decisions
Measurement for Team-based Decisions
Effective screening tools and processes
Structure to analyze graphic results
Identifying Needs and Selecting Interventions and Practices
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, Tier 3)
Student grouping for intervention that prioritizes skill needs
Evaluate Effectiveness of Interventions and Practices
Data informs instructional changes and alterations
Progress monitoring individual students interventions
Progress monitoring class, school, and district-level interventions and practices
Evaluate Fidelity of Implementation
Fidelity checks for teaming structure
Fidelity inventories for practices

Resource	Detail	Audience
Data-based Decision Making MTSS Center	MTSS Support from the MTSS Center	District Teams
Implementing Data-Based Individualization in Oklahoma NCII	Oklahoma's multi-year initiative	District Teams

Measurement for Team-Based Decisions

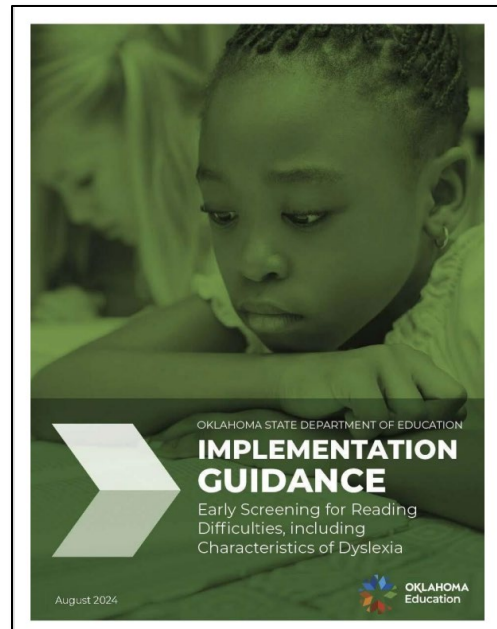
MTSS teams should use a variety of assessments including universal screening data, progress monitoring data, diagnostic assessments, classroom formative and summative assessment data, etc. It is important to know which data is most beneficial to use when evaluating student performance and what specific targeted intervention to use that matches the skill deficit. However, the collection of the data must also be based on valid and reliable measurement tools which are sensitive to student growth toward a targeted goal in a specific skill area. The Oklahoma State Department of Education may determine the parameters for specific tools, but it is up to the district and school site to ensure that adequate training has been obtained for administration and data analysis of those tools.

Effective Screening Tools and Processes

Written processes for administering screening tools, analyzing data, and the procedural follow-up are critical to building an MTSS system that values the response to data. Having universal screening tools for all areas including literacy, math, behavior and mental health will support the ongoing decisions for skill-based focus. Additionally, this information can be used for each area as a systemic focus. OSDE has 9 assessments approved for universal screening and screening for the characteristics of dyslexia, and 3 additional assessments that are approved for universal screening only. Oklahoma provides Amira as our statewide screener free of charge to districts, but districts are free to choose any of the approved assessments at their own cost. While literacy screening is supported legislatively in Oklahoma, schools will need a Math and Behavior screener to have a comprehensive MTSS system.

Schools can inquire with their literacy screener for more information from their vendor regarding additional screening tools.

Effective tools are supportive of ensuring that the data is accurate and reliable. However, effective processes are critical in using the collected data for student and systemic decision making. See more about aim lines and visual graphing below.



Resource	Detail	Audience
National Center on Intensive Intervention (NCII) Academic Screening Tools Chart	The NCII Academic Screening Tools Chart includes ratings across three areas: Classification Accuracy, Technical Standards, and Usability Features. Inclusion on the chart does not imply endorsement. Tools are listed based on eligibility for review, not approval, and all reviewed tools are posted regardless of performance or rating outcomes.	District Teams Site Teams
Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades	This article outlines evidence-based practices to support elementary students facing mathematical challenges	Teachers
Using Student Achievement Data to Support Instructional Decision Making	This article offers five evidence-based recommendations to help educators effectively utilize data for enhancing student outcomes.	Teachers

Implementation Guide for Strong Readers	Information regarding Strong Readers ELA Screening tools	Teachers, Specialists, and Administrators
Acadience	Guidance for administration of the literacy universal screening and screening for the characteristics of dyslexia.	Teachers, Specialists, and Administrators
Amira		
ExactPath		
FastBridge		
i-Ready Diagnostic		
Istation		
MAP Reading Fluency		
mCLASS DIBELS 8th edition		
Star Early Learning Suite		
aimswebPlus		
Early Learning Quick Assessment (ELQA)		
MAP Growth		
Student Risk Screening Scale-IE (SRSS-IE)	17 minute video discussing the SRSS-IE	District Teams Site Teams Intervention Teams
Student Risk Screening Scale Overview	Information regarding the SRSS-IE	District Teams Site Teams Intervention Teams

Self-Assessment for Screening Tools

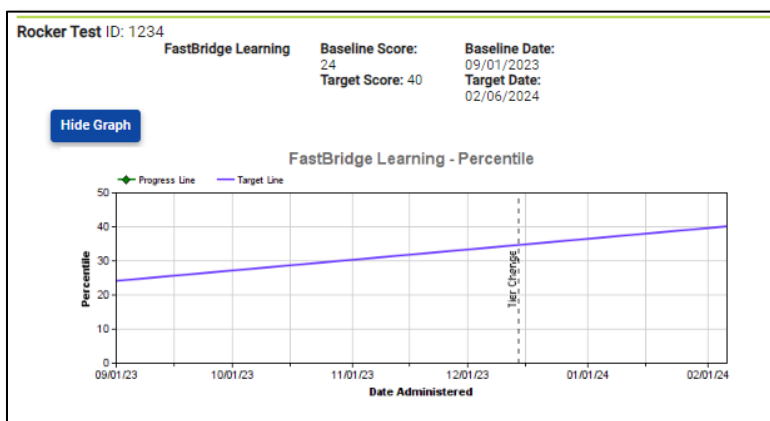
Indicator	5	3	1
Data Points to Verify Risk	Screening data are used along with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.	Screening data are used along with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk.

Structure to Analyze Graphic Results

Teams should have tools that allow them to see student level data and system level data at many levels. Administrators must be able to analyze data at the district, site, grade level, class level, and student level needed. Teachers must be able to analyze data at the class and student level. It is within these levels of analysis that personnel can conduct data analysis and ensure students are successful within the system.

To ensure that all data is effectively analyzed and appropriately considered, teams must consider a method for visual data collection. This visual should be graphic in nature and show progress or lack of progress over time. Teams function most effectively when current, real-time data can be reviewed quickly and accurately together.

It is important to collect and graph the data during the student's intervention provision. Many intervention tools will provide this feature automatically. The graph should include an aim line, or a line that is the target progression of the student's anticipated performance. The graph should also include phase lines, or vertical lines indicating the date of the intervention adaptation.



Methods for data collection and graphic representation can be found within the Data-Based Individualization (DBI) training. The DBI training can be found on OSDE Connect.

When the team is beginning to analyze the data for academic purposes, they should make use of a standardized method for analyzing academic progress monitoring data. The National Center for Intensive Intervention (National Center for Intensive Intervention, 2024) showcases three strategies:

1. **Four-Point Analysis**- uses at least three weeks of instruction with six data points to examine the four most recent data points.
2. **Trend Line Analysis**- uses at least four weeks of instruction and eight data points, to examine the current trend of performance and compare it with the goal line.
3. **Median of Last Three Data Points**- use at least four weeks of instruction and eight data points to find the median of the three most recent data points and compare with the goal line.

For more information see the first resource provided in the chart below.

Resource	Detail	Audience
Decision Rules for Analyzing Academic Progress Monitoring Data NCI	This handout provides an overview of three common decision rules educators can use to analyze academic progress monitoring data. These options include the four-point analysis method, trend line analysis method, and median of the last three data points method.	District Teams Site Teams
OSDE Connect: Introduction to Intensive Intervention	This interactive self-paced module: • defines intensive intervention and DBI • describes how intensive intervention fits within a tiered system such as MTSS, RTI, or PBIS, and • demonstrates how intensive intervention can provide a systematic process to deliver specialized instruction for students with disabilities	District Teams Site Teams Intervention Teams
OSDE Connect: Using Teaming to Implement DBI	This interactive self-paced module is intended to help educators and administrators learn about using teaming to support the data-based individualization (DBI) process. By completing this course, you will be able to: • Understand how teaming structures support DBI implementation. • Determine steps to complete before, during, and after an intensive intervention team meeting. • Identify resources that school teams can use to facilitate intensive intervention meetings. • Be familiar with ways to improve teaming efficiency.	District Teams Site Teams Intervention Teams
OSDE Connect: The Five Steps of the DBI Process	This interactive self-paced module is intended to help educators and administrators learn about the data-based individualization (DBI) process. By completing the Five Steps of the DBI Process course, you will be able to: • Explain how DBI supports individualizing and intensifying interventions. • Define the five steps of the DBI process. • Identify questions to guide implementation of each of the five DBI steps. • Identify resources to support DBI implementation.	District Teams Site Teams Intervention Teams
OSDE Connect: What is Progress Monitoring	By completing this course, participants will be able to define progress monitoring and understand the role of progress monitoring in the DBI process.	District Teams Site Teams Intervention Teams

Self-Assessment for Analyzing Graphic Results

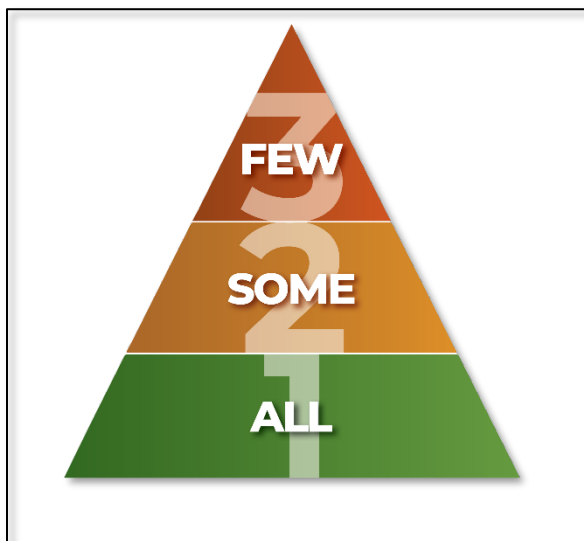
Indicator	5	3	1
Data System	A data system is in place that meets all of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following four conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place, but only meets two or fewer of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.
Responsiveness to Secondary and Intensive Levels of Intervention	Both of the following conditions are met: (1) decisions about responsiveness to the intervention are based on reliable and valid progress-monitoring data that reflect progress toward the attainment of a goal at the end of the intervention (data plotted against aim line); and (2) these decision-making criteria are implemented accurately.	Only one of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Neither of the following conditions are met: (1) decisions regarding responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.

Identifying Needs and Selecting Interventions and Practices

MTSS teams must have a clearly defined process for identifying needs and selecting interventions and practices for all students within all tiers. Small schools can develop district written procedures that are the guiding focus for all schools. Larger schools may develop district written procedures that are then more specifically adapted to the specific site.

These written procedures will encompass clear, explicit directions and provide specific data driven decision rules which will guide the next step actions. Educators should be trained in how to appropriately implement the interventions to ensure fidelity within the system. Deviations from the process should be anticipated and preventatively described in the procedures.

When determining intervention needs and practices it is important to recognize the Tiers of supports available for students. Tiers 1, 2, and 3 are defined by the student need. Through universal screening and student level data the school can define systems level skills that must be addressed in a systematic approach. Layering the tiered supports organizes the resources to ensure that the students are receiving the most tailored supports for their needs.



Tier 1	Universal	All students
--------	-----------	--------------

Tier 1 refers to the universal level of support. All students receive Tier 1 supports for ELA, math, behavior and mental health. These are the initial lessons that students experience. Some students on IEPs and 504s might have specially designed instruction that still meets the definition of universal supports. Research indicates a strong Tier 1 program when approximately 80% of students receiving the initial instruction and initial support achieve proficiency. Within a Tier 1 structure, the MTSS team looks at the school level data and determines skill gaps that the whole would benefit from more explicit instruction. It is within this tier that reteaching, differentiation, and high-quality instructional practices initially occurs.

Tier 2	Targeted	Some students
--------	----------	---------------

Tier 2 refers to the targeted level of support. While all students receive Tier 1 supports, some students may need additional intervention level of support. Targeted interventions are different than reteaching. Interventions refer to the systematic implementation of an evidence-based practice that is consistently provided to the student with an expected frequency and duration. These supports are determined by data and are aligned with the Tier 1 instruction. Research indicates that 10-15% of students will demonstrate proficiency with Tier 1 and Tier 2 instruction.

Tier 3	Intensive	Few students
--------	-----------	--------------

Tier 3 refers to the prolonged intensive level of support. Research indicates that Tier 3 should be reserved for the 3-5% of students who need the most intensive supports to achieve proficiency. The skill being remediated in Tier 3 is the same skill being remediated simultaneously in the Tier 2 targeted level of support, yet the Tier 3 prolonged intensive level of support provides different activities/lessons with a higher frequency and duration of opportunities for practice of the skill with immediate feedback to the student's response. Sometimes, the intensive level of support is a completely different program or resource, such as at the secondary level may need to be a specific course within a student's schedule. Determining Tier 3 supports should be highly guided with data to support decisions.

Misconceptions occur when the Tiers are misunderstood as categories for students. Students are not Tier 2 students. They are receiving Tier 2 support.

Students in programs such as special education, EL, Title, Gifted/Talented are embedded in these Tiers depending on their needs. For example, student receiving special education services for reading can make gains with the same level of interventions provided to all students in math, including they may need more specially designed instruction in Tier 1 and 2, as well as layering the Tier 2 level of targeted intervention supports in the areas of reading. These decisions are made as a part of their Individualized Education Program (IEP).

Because the Tiers are highly based on data, students at one school may be receiving Tier 1 support but when they move to a new district, they might be receiving Tier 2 or 3 support. If the whole school uses a highly explicit instructional method as their initial level of support, when the student moves from one district to another, the student is now without a systematic teaching practice of providing a specific concept or procedure in a highly structured and carefully sequenced manner. When the student moves from one district to another, the student is now without a systematic teaching practice of providing a specific concept or procedure in a highly structured and carefully sequenced manner. Because the new district does not implement highly explicit, systematic instructional practices in the general education curriculum, the student may struggle without this level of Tier 1 support. This is not a reflection of the student but a reflection of the school and system level data indicating the need.

It is critical to address Tier 1 instruction simultaneously to improving intervention provision.

Students struggling to master core content will benefit from using the evidence-based, explicit, systematic instructional practices (Anita L. Archer and Charles A. Huges, 2011). Explicit instruction involves teaching practices such as modeling new skills, sequence skills logically, break down complex skills into small concepts, providing ample practice with immediate feedback, etc. Additionally, stronger universal instruction will reduce, over time, the quantity of students who are receiving interventions.

Resource	Detail	Audience
Data-based Decision Making MTSS Center	MTSS Support from the MTSS Center	District Teams Site Teams Intervention Teams

Multiple Sources of Data for Decision Making at Tier 1, Tier 2, And Tier 3

Schools make decisions for each Tier, use data to inform the need for supports. Each Tier level of support requires different data analysis and setting of cut scores from the specific data source to identify students who require additional layering of support moving from Tier 1 to Tier 2 to Tier 3 when the lower level of support was revealed by the data to be insufficient. Since Tier 1 is a systemic and universal tier, the data used should be related to the whole school and grade level. Tier 2 and 3 are additional and largely determined on a small group or individual basis. Therefore, the data used should be more specific to the student.

The MTSS team is continuously monitoring the effectiveness of both Tier 1 instruction and Tier 2 & 3 interventions. A team that is only monitoring one of these aspects is missing a sizable portion of student outcomes. There are many appropriate ways to evaluate the effectiveness of instruction. Aligned methods should be considered across grade levels and contexts. Some examples are shown below:

Level of Support	Whole Group Measures	Small Group Measures	Intervention Measures
Tier 1	• Bell work • Exit tickets • Student-created work • Formative Assessments • Summative Assessments • Universal Screening	• Exit tickets • Student created work • Formative Assessments	
Tier 2		• Bell work • Exit tickets • Student created work • Formative Assessments • Summative Assessments	• Progress monitoring tools • Intervention fidelity methods
Tier 3		• Bell work • Exit tickets • Student created work • Formative Assessments • Summative Assessments	• Progress monitoring tools • Intervention fidelity methods

Data collection is only as useful as the actions that come from it. Teams should be mindful in what they collect because the time-to-outcome ratio must be worth the instructional time traded. A bell

work or exit ticket can be conducted in under 5 minutes and provide in-the-moment understanding of the success with a lesson. A summative assessment may take students 30 minutes or more to complete. A teacher must look at both tools to ensure their usage is purposeful. A brief table of assessment types may be seen below:

Type of Assessment	Approximate Length of Time to Complete	Typical Purpose of the Assessment	Level of Support
Universal Screener	10 - 45 minutes+	A systematic process that includes valid data for identifying students who may be at risk for poor learning outcomes including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes.	Tier 1
Formative Assessment	1-10 minutes+	A quick assessment that evaluates student understanding of a specific skill/topic that is upcoming (pre-test) or has just been taught (post-test), ex. Bell work, exit tickets, etc.	Tier 1
Summative Assessment	5-30 minutes+	An assessment that is typically cumulative and spans a specific period of content taught to evaluate student understanding of an entire unit, ex. Unit test, weekly test, etc.	Tier 1
General Outcome Measure (GOM)	20-40 minutes+	A type of formative assessment that assesses student's overall mastery of a subject area or grade level, ex benchmark.	Tier 1
Diagnostic Assessment	10-15 minutes+	An assessment to specifically identify skill deficits within a specific area of need.	Tier 2 & 3
Curriculum Based Measurement (CBM)	5-30 minutes+	A specific type of General Outcome Measure that is comparing student outcomes and mastery of a specific topic or subject area with the expected long-term goal of the skills and not only the specific period of the skills taught; usually criterion referenced.	Tier 2 & 3
Comprehensive Evaluation for Special Education	30-90 minutes+	A specific series of assessments and evaluative tools specific to the category of disability suspected. These tools can include other assessment and evaluative tools that the student has participated in in a general education classroom environment. For more information on specific tools, see the Oklahoma Policies and Procedures for Special Education Services.	Students suspected of a disability

Depending on the origin on the assessment, special consideration must be held for how to analyze the data found from each source. Assessments are either norm-referenced or criterion-referenced.

- **Norm-referenced-** refers to an assessment that is compared to a normative group either peers of the same age, grade level, or specific demographic information of expected outcomes.
- **Criterion-**referenced refers to an assessment that compares a student's performance against a "predetermined" standard, cut score, or other criterion (e.g., at-risk, some-risk, proficient, advanced).

However, basing a student's intervention protocol on only one factor is inconclusive and may lead to inaccurate outcomes. Students should be considered holistically using multiple sources of data to support accurate tiered placement.

Common data sources include:

- Universal Screeners
- Diagnostic assessments
- Progress Monitoring Data
- Office Discipline Referrals (ODRs)
- Out of School Suspensions/ In-school suspensions
- Attendance
- Qualitative or Quantitative Observations
- Outside evaluations

Data analysis is a problem-solving model that includes the consideration of reviewing all data sources. For example, a team may review individual factors in isolation from one data source which on the surface seem insignificant, but when laying out multiple data sources that individually seemingly are minor factors might, in combination, create a more significant problem ("compounding factors") - even if each factor alone from different data sources doesn't seem concerning. Additionally, the team should also carefully evaluate any single high-risk factors that might stand out on their own (an outlier piece of data), even if they aren't accompanied by other issues, to make certain it is not an area of need for support or specific intervention.

Resource	Detail	Audience
Assessment Practices Within a Multi-Tiered System of Supports	Information for educators and teams to understand various assessment practices	Site Teams Student Teams Educators

Decision Rules to Identify Areas of Needed Supports and Interventions (Tier 1, Tier 2, And Tier 3)

Systems-level data will support the school's ability to select effective instructional practices to support Tier 1, 2, and 3. When considering system-level data, the MTSS team must consider the overall instructional intensity within Tier 1. This area is the most critical as the team will exhaust substantial resources and funding to support Tier 2 and 3 if there is an ineffective Tier 1.

Expensive targeted solutions, added on top of poor universal instruction for underperformers without addressing root causes, including implementation fidelity issues in delivering curriculum, are much less effective than addressing the actual problem. If a higher number of students are having difficulties than reasonably expected, then evaluating and revising universal practices will have the greatest impact. (Clark, 2019)

When considering student level data, after completing universal screening, the team should conduct diagnostic assessments for those students who have a demonstrated need through high or low scores. Screeners are tools that provide broad skill bands identifying strengths and deficits. A diagnostic assessment can provide more targeted specific skill strengths and deficits. The goal of a classroom diagnostic assessment is to help teachers understand what students already know and can do so that they can build on those strengths and address any specific needs or specific skill deficits through interventions. Therefore, classroom diagnostic tools are executed before starting the lesson or unit like a "unit pre-test" or a phonological survey such as the one from CORE or a computerized instructional program that provides data to educators regarding individual student's mastery of skills versus skills they still need to learn. Diagnostic tools include specific assessments based on targeted skills, observations, and other information that will demonstrate the student's need. Based on the data, the team will select the areas of most critical skill deficit and determine which intervention is most likely to address the deficit.

Interventions are systematic procedures that are intended to produce an expected outcome. A scientific-based intervention is not the same as reteaching.

When providers are selecting the interventions to target skill deficits, they must select interventions that:

- Are Evidence-based
- Address the skill deficit
- Show evidence of success with a demographic of students in a similar context (i.e., English learners, students on IEPs, etc.)
- Can be supported with appropriate professional development and resources

Therefore, districts and site teams should compile a strategic, tiered selection of interventions that are categorized by skill deficit, to ensure intervention providers are utilizing interventions that meet the above criteria. A school district or site team may make the decision to provide a list of only a couple of evidence-based interventions per skill deficit to provide training and fidelity checks to make certain their general education teachers are confident in the implementation and not overwhelmed with too many interventions to choose from to implement. If a student is unsuccessful with the first intervention selected, then the team may want to determine to move to an intervention adaptation based on the "Taxonomy of Intervention Intensity (Fuchs, Fuchs, & Malone, 2017), instead of starting over with a totally different intervention.

This intervention adaptation is a part of the process to determine if a student has a response to the intervention (RTI). Through the delivery of scientific-based interventions, the team is conducting mini-research studies to determine if the student is making expected or unexpected progress. This action through the intervention provision guides the team to determine if the student needs more intensity if the data reveals the intervention is not working, less intensity if the student's trendline is at or above the goal line/aim line, or the same intensity level of supports if the student's trendline is below the goal line yet moving upward in the projection of the target goal. The team will preemptively determine possible decision data points based on student performance within different ranges. These are the decision rules to determine the next steps for each student; however, these are decision points to support the team in knowing when the expectation of progress is far exceeding or underperforming. Decision rules should not be so limiting that they impede accurate data analysis. Ensuring a systemic process supports MTSS teams in their decisions to reduce, keep the same, or increase the amount of support for a student. Without decision rules, the team is making individual decisions that could be impacted by bias or are inaccurate assumptions of a student's performance.

Teams should ensure that they have clear decision rules for systemic and student level data. This placement should be considered at regular intervals, approximately monthly, as 6-8 data points are gathered through the intervention process.

Resource	Detail	Audience
Decision Rules for Analyzing Academic Progress Monitoring Data NCI	This handout provides an overview of three common decision rules educators can use to analyze academic progress monitoring data. These options include the four-point analysis method, trend line analysis method, and median of the last three data points method.	District Teams Site Teams
Example of MTSS Decision Overview Flowchart for Behavior/Mental Health	This resource provides a comprehensive one-page flowchart of decision rules across tiers for behavior/mental health support. The example includes a link to a template that can be adapted for individual schools	MTSS District Team

Self-Assessment for Decision Making

Indicator	5	3	1
Decision-Making Process	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets all of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is defined with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets no more than one of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).

Student Grouping for Intervention That Prioritizes Skill Needs

Through the process of identifying specific skill deficits and responding with evidence-based interventions/practices, teams should begin to group students with similar skill deficits and similar interventions. Student grouping has multiple benefits including peer-to-peer support and increased intervention time due to effective scheduling. Most appropriate student groupings, based on multiple criteria, should be considered by the team prior to implementation.

For elementary schools, the Strong Readers Act (2024) outlines clear expectations for interventions as it relates to literacy. For math, behavior, and mental health, elementary schools may choose to keep their intervention system like their required ELA practices. The MTSS Center recommends suggested approaches to meet these requirements for elementary and secondary schools. These include offering an intervention block during the school day that is regularly scheduled and maintained within the master schedule. Secondary schools who participate in this schedule adjust their periods to accommodate the intervention time. It is important to note that this time can inadvertently lead to consequences if inappropriately conducted. Students in both elementary and secondary schools must be able to acquire their expected course minutes and credits as state law requires. It is understood that interventions are conducted in addition to the general education or direct instruction that the student receives.

When considering a flex time or an intervention group, the team must make considerations for the school context, age and skills of the students in the groups and the individuals that would participate in each group. It is through data and observation that the team will group students effectively. Student grouping has intentional purposes:

1. To leverage peer support and increase student self-confidence
2. To increase student motivation and engagement
3. To ensure all students learn

It is because of these reasons that the team must consider the best type of student group to support the student. Student grouping should benefit the student. If the student has significant skill deficits an individual intervention may be determined as the best option for the student to make progress. However, intensity changes regarding the size of the group must consider the needs of the student.

Resource	Detail	Audience
Grouping Students Slides	Grouping Students for Effective Instruction	Educators
Planning for Small Groups: Template	Small group planning template for effective small group instruction	Educators
Intervention Log Template	Small group planning and intervention tracking log	Educators
Intervention Plan (NCII)	Small group planning and intervention planning tool	Educators

Self-Assessment Student Grouping for Intervention That Prioritizes Skill Needs

Indicator	5	3	1
Instructional Characteristics	All the following conditions are met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	Only one or two of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	None of the following conditions is met: (1) the intervention is individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.

Evaluate Effectiveness of Interventions and Practices

Ongoing data used with appropriate data analysis informs the team of the effectiveness of student interventions and instructional practices. Considerations for accurate data collection and analysis include the following:

- Data collection is consistently collected with regular frequency
- The measurement tool selected is highly correlated with the intervention and skill deficit targeted
- All parties, the interventionist, the data collector, and the data analyst are all trained in evidence-based practices regarding their area of expertise.

When conducting effective Tier 2 & 3 scientific-based interventions, the team uses their decision rules to ensure the intervention is the best skill and task to address the skill deficit. Once the

intervention has been determined, the frequency, duration, intensity, and specifics of the intervention have been documented as the process to use to support the student; the team must also determine how they intend to measure the effectiveness of the intervention.

There are two areas in which the team should evaluate the effectiveness of instructional intervention and practices.

1. The fidelity of the intervention or instructional practice
2. Progress monitoring of the skill deficit targeted

It is with these two areas that the team makes informed decisions regarding the continuation, adjustment, or discontinuation of the intervention or instructional practice. Documentation of the fidelity, progress monitoring, and changes to the practice must be documented on the intervention documentation and the visual graphic tool.

Self-Assessment for Evaluating Effectiveness of Interventions and Practices

Indicator	5	3	1
Data-Based Interventions Adapted Based on Student Need	Tier 3 (Intensive) interventions are more intensive than Tier 2 interventions and are adapted to address individual student needs in several ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through a repetitive manner based on student data.	Tier 3 (Intensive) interventions are more intensive than Tier 2 interventions but are based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.

Data Informs Instructional Changes and Alterations

Once a team has collected consistent fidelity and progress monitoring data to use to make changes to the intervention and instructional practices, then the team must determine how they intend to change the intervention. The National Center for Intensive Intervention (Fuchs, 2017) has developed the Taxonomy of Intervention Intensity to support the intentional changes to support student learning.

1. **Strength-** how well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source.
2. **Dosage-** the number of opportunities a student has to a) respond, b) receive positive feedback, c) exchange for backup reinforcers, and d) receive corrective feedback.
3. **Alignment-** how well the program a) addresses school-wide expectations, b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches

rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.

4. **Attention to transfer**-The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
5. **Comprehensiveness**- The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
6. **Academic support**-The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
7. **Individualization**-A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

The team uses the data to consider the rationale for adjusting specific dimensions of the taxonomy to lead to increased outcomes. When the intervention is adjusted or changed, the team indicates that on the graphic model with a vertical line called a phase line. It is reasonable for the school to have decision rules to indicate guidance regarding these dimensions.

Self-Assessment for Data Collection

Indicator	5	3	1
Relationship to Tier 1 Core Programming	Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.	Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.	Neither of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.

Progress Monitoring Individual Student Interventions

The National Center for Intensive Intervention identifies the Data-Based Individualization protocol (National Center on Intensive Intervention, 2025). Beginning with a Validated Intervention Program for Tier 2. Program may be misleading in this context, as interventions could be a standard protocol with an evidence-based intervention, or a purchased evidence-based intervention set.

Once the team has identified and implemented an intervention is needed for a student, the team must decide if the intervention is effective and meets the expected rate of improvement (ROI) towards the goal for the student. This process will support the team's decision to intensify the intervention, adjust the intervention, or determine if the student needs a comprehensive evaluation for special education due to a suspected disability.

When determining goal setting for each student the team should consider one of the three options:

1. **Benchmark setting**-setting the goal based on the expected end of year, grade-level, universal screening composite score
 - a. **Pros:** Easy to use, easy to calculate
 - b. **Cons:** Not ideal for most students who need intensive intervention or who are significantly behind grade-level
2. **Rate of Improvement (ROI)**-goal setting based on the prescribed rate of improvement for the intervention.
 - a. **Pros:** More aligned to the intervention than the grade-level expectation
 - b. **Cons:** May lead to finding boxed programs that have high ROI without consideration for school and student needs
3. **Intra-Individual Rate**-Student based Rate of Improvement (SROI)
 - a. **Pros:** Specifically targeting intensive students
 - b. **Cons:** Requires either benchmark setting or ROI setting to begin to calculate the SROI.

The team should ensure they have clearly defined the intervention and the skill deficit they are addressing. At the same time of the intervention selection, the team should also determine the progress monitoring tool that will be used to determine if a student is making progress. The team should consider a progress monitoring tool that is sensitive enough to be able to analyze the expected rate of improvement (ROI). The tool and intervention must be aligned to the skill deficit. For example, a student practicing blending and segmenting words would not show improvement if they were given a comprehension assessment.

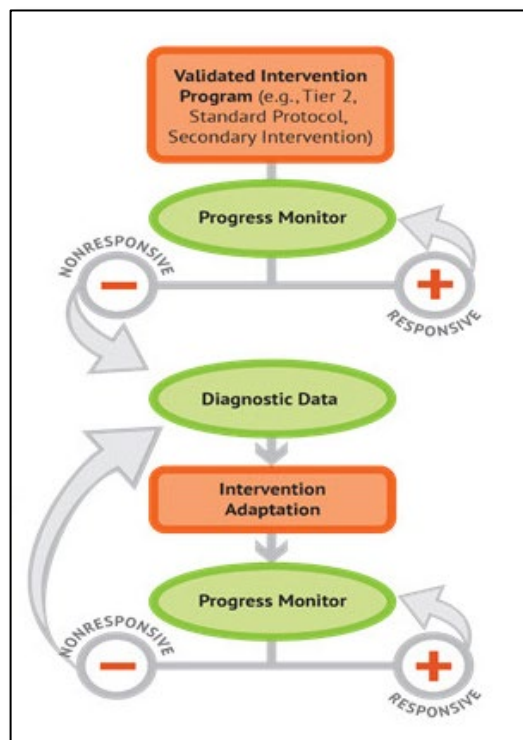


Figure 1: Progress Monitoring Graph: Academics

Conducting progress monitoring should occur at regular intervals. The frequency must consider the frequency of the provision of the intervention to the student. A typical recommendation is after four intervention sessions. Looking at the Analyzing Data: Academics graph, the aim line is at a higher slope than the progress monitoring data points. This is the information to use to determine student intervention changes (National Center on Intensive Intervention, 2025).

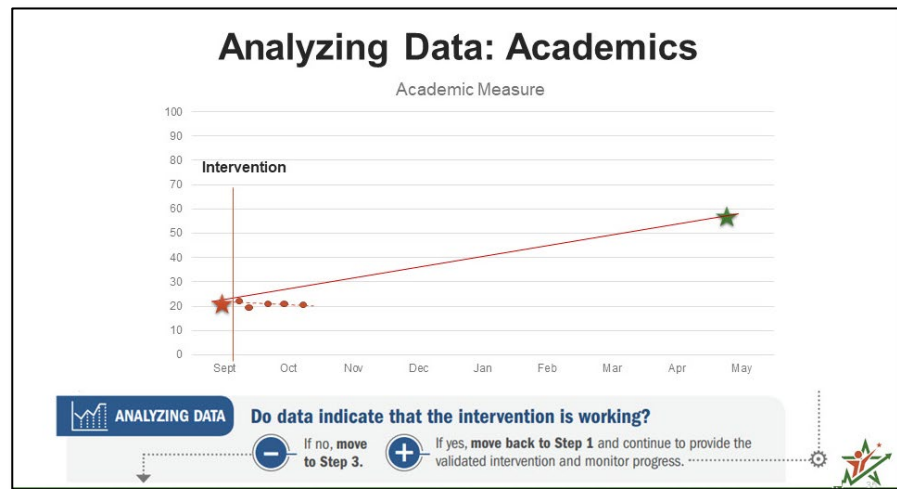
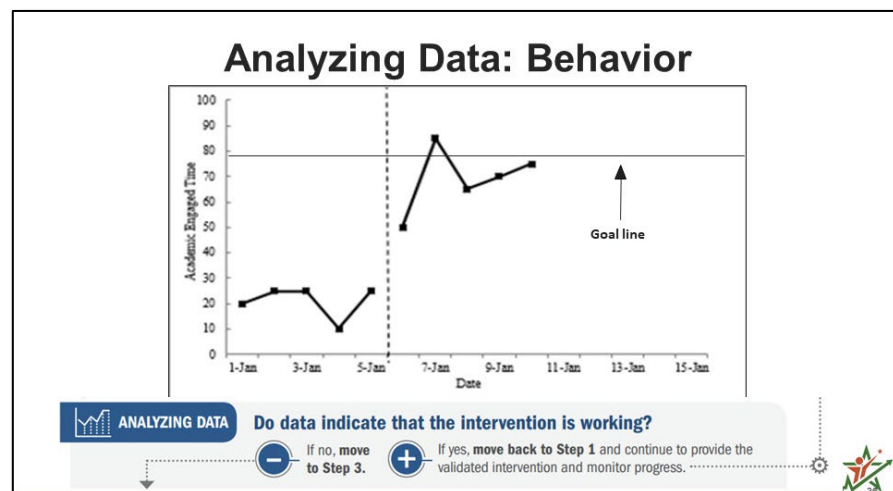


Figure 2: Progress Monitoring Graph: Behavior

Academic behavior has a positive aim line. Behavior may have a positive or negative aim line. If a student is trying to increase positive behavior the aim line will trend upwards. If the student is trying to decrease negative behavior the aim line will trend downwards. The target may be a specific numerical value. When analyzing behavior progress monitoring the data may look visually different than academic data.



Data collection for individual interventions should also consider fidelity of implementation. More information regarding collection is in a following section.

Individual student interventions must be specific, defined, and consistent. This data analysis must be conducted to determine the next steps of the team's decision. A systematic process of this data analysis is called Data-Based Individualization (DBI). More information about DBI can be found in a following section (National Center on Intensive Intervention, 2025).

Resource	Detail	Audience
OSDE Connect What is Progress Monitoring	By completing this course, participants will be able to define progress monitoring and understand the role of progress monitoring in the DBI process.	District Teams Site Teams Intervention Teams
Breaking Down the DBI Process: Questions and Considerations	DBI infographic	District Teams Site Teams Intervention Teams

Self-Assessment for Progress Monitoring

Indicator	5	3	1
Progress Monitoring Process	Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Neither of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

Progress Monitoring Class, School, District-Level Interventions and Practices

Teams should consider looking at the class, school, and district-level data to consider adjustments for interventions and practices. When teams evaluate data from multiple sources, they can adjust tiered supports to best meet the needs of the larger school population.

“Evidence-based progress monitoring and strategic monitoring tools are priceless when it comes to the data they generate, which helps teams make decision about the effectiveness of instructional practices and whether students are adequately responding to interventions” (Shinn, 2007). Visual representation of this can look like the following:

- Data analysis of all similar student intervention and progress monitoring outcomes.
- Data analysis of school-wide data; academic and behavior screening, in and out of school suspensions, behavior referrals, attendance, etc.
- Data analysis of common grade-level, formative, and summative assessments.

Classroom teachers must consider the whole class and determine the effectiveness of their instruction as they are adjusting their practice. The process should begin with a universal screener given at the beginning of the year to identify baselines for initial supports for all students. Next, a diagnostic assessment can support the teacher's decision to appropriately group students within the classroom. Additionally, this process can be used across the grade level to determine holistic skill deficits prevalent in the entire grade. Frequent monitoring of this practice can occur with formative and summative assessments that support the teacher's ability to know whether students are learning the content. Adjustments in the instructional practice can happen as the teacher determines that a student needs reteaching or differentiation.

Grade-level teams (when applicable) should come together to look at this data and determine what next steps are needed as a grade-level team such as: adjusted or intensified Tier 1 instruction, implementing more time to support students, grouping students differently, etc. Grade-level teams should be intentional to compare and notice student outcomes that are different from one teacher to another to support effective implementation of instructional strategies.

The MTSS site team should look for patterns in grade-level and class-level data analysis as a critical part of their ongoing systemic improvement. patterns to consider might be how students close skill gaps from one grade to the next, how students are unable to close skill gaps between grades, or how long skill deficits are prevalent for students before beginning interventions. Teams should factor in curriculum decisions and instructional strategies that they are using in their instruction to determine patterns and instructional gaps or overlaps.

These patterns must be extended to the district level. If sites are unable to make instructional decisions and resource allocations on their own, the district must consider the factors in their decision-making process. This can also support the implementation and participation in new initiatives and support new programs. It is the responsibility of teams at all levels to use progress monitoring to make decisions regarding student outcomes.

Self-Assessment for Progress Monitoring

Indicator	5	3	1
Evaluation	All of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective);	One or two of the following conditions is met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data	None of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals. (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk- throughs) are

	and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	(e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	reviewed to monitor fidelity and efficiency across all components of the MTSS framework.
--	--	--	--

Resource	Detail	Audience
OSDE Connect What is Progress Monitoring	By completing this course, participants will be able to define progress monitoring and understand the role of progress monitoring in the DBI process.	Teams learning about Data Based Individualization

Evaluate Fidelity of Implementation

Evaluating fidelity at a systems level starts with defining the action plan the team is going to adhere to. Action plans must include the following:

- Action items based on long-term planning and data analysis
- Responsible person for each action item
- Due dates for each action item
- Evaluation for each action item (complete/incomplete, percent complete, deadline met, etc.)

Teams must hold themselves accountable for the work they have defined in their action plans. The purpose of the Response to Intervention (RTI) practice within MTSS is to develop a scientific process that recognizes the student's response to the intervention. Therefore, the intervention must be standardized and to ensure that there is a standardized protocol utilized for all students receiving that intervention, the team must evaluate the fidelity of the implementation of the processes they have identified.

At the student-level, the educator should also collect information regarding the student's participation and progress. This data collection must consider the student's participation, engagement, and the fidelity of the implementation of the intervention. This data collection should also include attendance and provided opportunities of the intervention. Teams need to define fidelity measures to indicate when fidelity has or has not been met and how the fidelity factors into the outcome of the intervention. An example of a fidelity measure is provided below. This is not to be used as the definitive fidelity measure. The team must consider the reasons and the areas in which fidelity has or has not been met.

Fidelity Score	Feedback
100%	Implementing with fidelity
75%-99%	Adequate, needs modeling for subsets
50%-74%	Need additional support for subsets
0%-49%	Inadequate, fidelity not measured

Self-Assessment for Fidelity of Implementation

Indicator	5	3	1
Fidelity	All the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.	Two of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.	None or only one of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of MTSS and its essential components; 2) procedures are in place to monitor the fidelity of instruction and interventions, and (3) procedures are in place to monitor the processes of administering and analyzing assessments.

Fidelity Checks for Teaming Structure

At the systems level, teams will evaluate their teaming structure within the context of their defined action plans and their intended outcomes. Initially, the team will need to determine the frequency and the duration the various teams will meet. This will be highly specific to the context of the school and the context of the team. However, meetings should be purposeful and have a focused outcome. “Research demonstrates that large changes and school reforms can be implemented with fidelity, perhaps more so than small changes” (Anderson, 2017).

Once the meeting schedule has been drafted, the team should determine measures that would indicate whether the team is successful. For example, attendance of the meeting, action items being completed after the meeting, and results ready for the next meeting. These basic evaluations help to ensure the functionality of the meeting and progress toward the outcomes the team is seeking. See more information about sustainable teaming in a previous chapter.

Example Teaming Structure Evaluation:

This example evaluation would be a yes or no answer for each item. The team would determine values on the progress as they have completed each task and the percentage of frequency of each item.

Type of Meeting	Short-Term Outcome (6 months)	Medium-Term Outcome (6 months- 1 year)	Long-Term Outcome (1 year- 2 years)
Grade Level Team Meeting/ PLC	The team meets weekly to create formative assessments and compare data.	The team quarterly compares student formative assessments with screening data.	The team outlines formative assessments to be aligned with standards.
Site MTSS Team Meeting	Meets monthly to determine student intervention needs.	Meets quarterly to determine changes to the Tiered Support structure based on data.	Meets annually to determine year-long goals for each grade level and the site.
District MTSS Team Meeting	Meets monthly to look at district, site, and grade level progress monitoring data.	Meets quarterly to ensure systemic changes to Tiered support structure based on data.	Meets annually to determine year-long goals for the district and ensure sustainable funding for the future.

Fidelity Inventories for Practices

Fidelity can be defined as the degree of exactness with which something is copied or reproduced. At the systems level, evaluation for fidelity is derived from Tier 1 instructional practices. This evaluation comes from the adherence to curriculum and evidence-based instructional practices. When teams evaluate the fidelity of Tier 1 instruction, they are determining if the initial and reteaching has been provided to students with the determined intensity for approximately 80% of students to exhibit proficiency.

Instructional Strategy: Explicit Instruction: I Do, We Do, You Do Fidelity Checklist

Instructional Methods: (5 pts) ____/5 pts
Skill Support: *Procedural fluency tasks* (3pts)
☐ The educator will model the procedure while gradually releasing the student to become fluent in the modeled procedure.
Materials: (2pts)
☐ Materials required for the type of modeled content taught.

Intervention Implementation: (10 pts/ 1 pt each) ____/10 pts
Goal: To increase independence of procedural tasks
☐ During the "I do" phase, the educator demonstrates a task.
☐ The educator verbally identifies the steps involved.
☐ Next is the "we do" phase. The educator guides the student to complete a new task that matches all the same procedures with the educator.
☐ The educator continues to verbally explain the task and the student is now an active observer.
☐ Last is the "you do" phase. The educator provides the student another task that matches the same procedures.
☐ However, this time the student completes the task unassisted, guided to verbally explain the steps.
☐ Provide students with tools needed to support their understanding (reference charts, books, materials...)
☐ Provide feedback for error corrections.
☐ Provide feedback for positive praise.

Student Engagement: (10 pts/ 2 pts each) ____/10 pts
☐ The student observes the educator as they complete the task (I do).
☐ The student begins to actively observe/begin to participate with the educator as they complete the task (we do).
☐ The student begins to use the provided self-talk to guide them to complete the steps.
☐ Students respond to error corrections or praise.
☐ Students demonstrate understanding of the procedural task independently.

Fidelity of the student level interventions supports the scientific response to intervention. The purpose of a standardized protocol is to be able to unequivocally determine whether a student is making expected progress or not. Both statements help to determine the student's next steps. However, the team must ensure that the standardized protocols are followed every time for every intervention session. This is critical because if a student is receiving an intervention that is not implemented exactly as it is described in the standardized protocol the team may be unable to determine if the student's response is due to the fit of the intervention or the issues with the fidelity. When an educator implements an instructional practice, their adherence to the steps is critical in maintaining fidelity. If an expected practice is intended to ensure a specific outcome, it is important for that practice to be replicated each time it is used.

Tier 1 Universal Supports Fidelity Tool
Instructional Strategy

Instructional Strategy: _____
Fidelity Checklist

Scoring (5 pts/1 pt each) ____/5 pts

- ☐ The instructor keeps accurate data of the intervention skill, duration, frequency, and methods.
- ☐ The instructor keeps accurate data collection of attempts and correct responses.
- ☐ The instructor keeps accurate data collection of errors.
- ☐ The instructor keeps accurate data collection of intervention events.
- ☐ The instructor uses the score for progress monitoring reporting.

Fidelity Score
The score for the intervention implementation and student engagement subset must earn 7 points each to indicate a minimum level of fidelity. If either of these subsets are below 7 points each, additional support is needed for the specific area.

Subset	Score	Points Possible	Percent
Instructional Methods		5	
Intervention Implementation		10	
Student Engagement		10	
Scoring		5	
Total		30	____/30 %

Fidelity Score		Score
30/30	100%	Implementing with fidelity
22-29	75%-99%	Adequate, needs modeling for subsets
15-21	50%-74%	Needs additional support for subsets
0-14	0%-49%	Inadequate, fidelity not measured

Districts should make use of fidelity tools to ensure that instructional practices meet the anticipated student outcomes. Teams should adopt a fidelity checklist for educators to use as support in their implementation of specific instructional strategies. "Implementation outcome data indicates less than 5 percent of school teachers notified of new procedures implement those procedures with [fidelity] initially" (Colter, 2018). This checklist can be used by others to observe and evaluate the adherence to the instructional protocol for each practice.

As educators make use of an instructional practice, they should ensure that they are conducting the practice according to the protocol. Effective evaluation of fidelity does not require observation of every implemented intervention. Critical times to use the checklist include:

1. During the first implementation of the practice (to correct any errors early).
 - a. Best practice includes an instructor implementing the practice to another instructor with a third-party evaluator scoring the fidelity checklist. Videoing the event can also allow for an objective third-party view.
2. Regularly scheduled intervals (to ensure no new errors have occurred).
3. Following the student's expected proficiency score or after several attempts where the student has not made expected progress.
4. At any time when the instructor would benefit from a refresher regarding the implementation of the practice

The fidelity measurement for each protocol should contain information regarding the following subsets:

- Instructional Support
 - Skill Alignment
 - Materials:
- Intervention Implementation

- Student Engagement
- Student Level Scoring/Data Collection

The tool should ensure alignment to the protocol and the team should determine what is “adequate” fidelity. An example of a fidelity score is provided below:

Fidelity Score	Feedback
100%	Implementing with fidelity
75%-99%	Adequate, needs modeling for subsets
50%-74%	Need additional support for subsets
0%-49%	Inadequate, fidelity not measured

Resource	Detail	Audience
Considerations for Effective Implementation: 5 Elements of Fidelity NCII	NCII 5 elements of Fidelity	Intervention Teams
Intervention Log	NCII's example Intervention Log	Intervention Teams
OK Multi-Tiered System of Supports	Oklahoma Academic and Behavior Intervention Library includes fidelity checks for each practice	Educators and Teams

Evidence-Based Practices

Evidence-based practices are assessments, curriculum, instruction, activities, strategies, and interventions derived from well-designed, peer-reviewed studies demonstrating effectiveness in meeting the needs of students.

Within an effective MTSS system, there is an expected distribution of proficiency. Schools should see 80% of students scoring proficient with universal supports. It is expected that 10-15% of students will score proficiently with universal supports and targeted interventions. 3-5% of students will need universal supports and intensive interventions.

Tier 1	80%+	Universal
Tier 2	10-15%	Targeted
Tier 3	3-5%	Intensive

When the percentages align with the chart above, this indicates that the interventions provided within each tier are effectively supporting student growth. If a group of students are not achieving proficiency with the supports provided in their tier, the team may need to consider intensity changes.

The team should look at their students as a whole and then group students based on these anticipated percentages. Next the team should determine what is needed for the group of students in each tier.

Evidence-Based Practices	
Tier 1-Universal School-wide Supports	
<i>Academics</i>	Core curriculum with standards for rigor
<i>Behavior/Mental Health</i>	Prevent, Teach, Reinforce, Respond Practices to support school climate and culture
Tier 1-Universal Class-wide Supports	
<i>Academics</i>	High-quality, differentiated instruction for core academics
<i>Behavior/Mental Health</i>	Prevent, Teach, Reinforce, Respond Practices to support classroom climate and culture
Tier 2 Interventions	
Standard protocol, evidence-based interventions to address specific skill deficits	
Tier 3 Interventions	
Intensified evidence-based interventions matched to individuals' needs	
Data-based individualization protocol	

School A and School B are analyzing their Tiered supports

School A's data has an example set of 10 students. Based on MTSS anticipated percentages, schools often use universal screening data to base their proficiency scores. Then, they match the proficiency from universal screening to the tiered placements. This data then indicates that only 4 students (4/10 or 40%) are receiving Tier 1 supports and 6 students (6/10 or 60%) are needing Tier 2 or 3. If teams use this method for data analysis, they may inaccurately push resources and options to their Tier 2 and 3 supports and feel as though they are unable to catch up.

School A		
40% = Advanced/ Proficient 60%= Unsatisfactory/ Below basic		
Students	Universal Screening Proficiency	Tiered Placement Based on Proficiency
1	Advanced	Tier 1
2	Proficient	Tier 1
3	Proficient	Tier 1
4	Proficient	Tier 1
5	Unsatisfactory	Tier 2
6	Unsatisfactory	Tier 2
7	Unsatisfactory	Tier 2
8	Below Basic	Tier 3
9	Below Basic	Tier 3
10	Below Basic	Tier 3

This is a classic Tier 1 problem.

Data analysis that leads to this takeaway alludes teams to believe that the MTSS proficiency scales are out of reach and inaccurate. Teams perceive they must add substantial programs or have highly intensive practices for a significant number of students. This process will result in a never-ending catching up for student outcomes.

School B's data has an example set of 10 students. The team also uses universal screening proficiency to consider. They are like School A and have the same data which indicates that 4 students (4/10 or 40%) are advanced or proficient and 6 students (6/10 or 60%) who are unsatisfactory or below basic. The difference between School A to School B is that this is not how they base their tiered placements.

Instead, they look at 80% of their students (8/10 of the example students) and determine what supports are needed for Tier 1. This means that some of the high intensity practices reserved for Tier 2 and 3 in School A are used within Tier 1 in School B. This does not mean that the school needs to provide a paid for program for 80% of students, but that evidence-based instructional practices or high-leverage practices (Council for Exceptional Children (CEC), and CEEDAR Center) are used at the universal tier for all students.

School B		
40% = Advanced/ Proficient 60%= Unsatisfactory/ Below basic		
Students	Universal Screening Proficiency	Tiered Placement Based on Percentages
1	Advanced	Tier 1
2	Proficient	Tier 1
3	Proficient	Tier 1
4	Proficient	Tier 1
5	Unsatisfactory	Tier 1
6	Unsatisfactory	Tier 1
7	Unsatisfactory	Tier 1
8	Below Basic	Tier 1
9	Below Basic	Tier 2
10	Below Basic	Tier 3

Because the school is using high intensity practices for all students, they can reserve even more intensive interventions for students 9 and 10 (those who are in the Tier 2 and 3 supports). Schools can then leverage whole school practices and programs.

Sometimes, schools find that less is more and simplifying program and practice usage can drastically improve their Tier 1.

Using only one criterion to determine the tiered placements can lead to a misunderstanding of a Tier 1 issues. The team should consider the needs of the 80% to be proficient without additional supports and provide those who are outside of the 80% with the additional supports needed. For example, in School B, student number 8, is scoring below basic but still fits within the Tier 1 expected proficiency. Therefore, the team might choose to conduct additional assessments or consider additional factors to know if that student should receive Tier 1 support or Tier 2 interventions.

Examples of a Continuum of Supports Within the Tiered Context:

Tiers	Less Support (80%+ are proficient)	Anticipated Support (80% are proficient)	More Support (>80% are proficient)
Tier 1	- Curriculum with more independence - Small groups with advanced supports, differentiation - Re-teaching and extensions	- Curriculum as written - Small groups for differentiation - Re-teaching - Extensions	- Curriculum with additional supports added - Small groups with standard protocols added - Re-teaching with additional support
Tier 2	Standard protocol with less <u>intensity</u>	Standard protocol with little <u>intensity</u> change	Standard protocol with more <u>intensity</u> for initial implementation
Tier 3	Standard protocol with additional <u>intensity</u>	Standard protocol with more <u>intensity</u>	Standard protocol with significant <u>intensity</u>

This explains how a student could receive Tier 1 supports in one school but Tier 2 in another school. If the school is providing intensive Tier 1 supports already, then the student would likely need those same supports but in another school, they might be in another Tier of support.

The difference between Tier 2 and 3 is specific to the individualization of the intervention intensity, adjusting based on student-level data as defined in the Taxonomy of Intervention Intensity.

Tier-1 Universal School-Wide Supports

In an effective MTSS system, the supports that are provided to all students lead to expected proficiency outcomes for 80%+ of the student population. It is important for the team to ensure that the materials, tools, and instructional practices that are used are evidence-based.

When teams notice deficits, they should consider evaluating the current practices to ensure that they are evidence-based. A commitment should be made to embed evidence-based practices, more intensive instructional methods as needed, and utilize formative assessment data to ensure that students are progressing at the expected rate. Teams should review assessments to ensure that the skills being taught align with what is being assessed.

The district, site, and grade level teams should ensure that both the instruction and data collected from the following meets the expected proficiency:

- **Formative assessments-** a method of evaluating a student's learning during a lesson, unit, or course to inform instructional modifications. (i.e., exit ticket, quick write, brain work, quiz, etc.)
- **Summative assessments-** a method of evaluating the end of the defined instructional period (i.e., a test, a summary evaluation, etc.)
- **Progress-monitoring assessments-** a method of evaluating the progress obtained from a normed assessment that indicates the small growth points from increased proficiency.

Academics; Core Curriculum with Standards for Rigor

An effective Tier 1 structure must have a research-based/evidence-based core curriculum that is aligned with state standards and meets the needs of the learners in the school. The Oklahoma State Department of Education has many tools to support districts and schools in their ability to determine which High Quality Instructional Material (HQIM) meets their needs and their educators' abilities.

It is also important for schools to ensure alignment between grade levels. The team should consider if the curriculum meets the needs of all the learners they serve, for example English Learners, Special Education students, gifted and talented students, etc. Teams must look at their student population and ensure that the curriculum they have selected is validated and has the supports needed to target their student's needs based on the data the school has collected and analyzed. Some HQIM's have higher efficacy rates for specific populations and schools that have specific needs should consider those tools.

Resource	Detail	Audience
OSDE Frameworks for formative assessment	Each of the Oklahoma frameworks has an objective analysis that breaks down the objective, so educators understand what needs to be assessed. Objective analysis includes student actions, misconceptions, recommendations and other information to create formative assessments. Each framework includes practical engagement strategies that can be used for formative assessment.	Educators
ELA Framework	Each framework includes practical engagement strategies that can be used for formative assessment.	Educators

Objective Analysis	Student Actions/Misconceptions/Recommendations	Educators
Proficiency Levels	Describe levels of understanding for each objective.	Educators
Writing Resources	Checklists can be used as formative assessment.	Educators
Exemplar Comprehension Lesson Plans	Each example includes a method for assessing comprehension.	Educators
Math Framework	Each framework includes practical engagement strategies that can be used for formative assessment.	Educators
Science Framework	Each framework includes practical engagement strategies that can be used for formative assessment.	Educators
Social Studies Framework	Each framework includes practical engagement strategies that can be used for formative assessment.	Educators
OK Multi-Tiered System of Supports	Oklahoma Academic Intervention Library	Educators

Self-Assessment for Academics; Core Curriculum with Standards for Rigor

Indicator	5	3	1
Research-Based Curriculum Materials	All core curriculum materials are research-based for the target population of learners (including subgroups such as English learners and students with disabilities).	Some core curriculum materials are research-based for the target population of learners (including subgroups such as English learners and students with disabilities).	Few core curriculum materials are research-based for the target population of learners (including subgroups such as English learners and students with disabilities).
Articulation of Teaching and Learning (in and across grade levels)	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning are well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: 1) teaching and learning objectives are well articulated from one grade to another; and teaching and learning are well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning are well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.

Behavior/Mental Health; Prevent, Teach, Reinforce, Respond Practices to Support School Climate and Culture

Schools should consider their behavioral approach in parallel with their academic Tier 1 approach. Beginning with a school-wide behavior system that prevents, teaches, reinforces, and responds with practices to support school climate and culture.

Behavioral supports as a prevention should be the initial starting point. Mirrored with the academic approach, approximately 80%+ of students should be successful behaviorally with the preventative approach. This practice ensures the following:

- **Prevent:**
 - All staff members uphold the expectations and common language.
- **Teach:**
 - All students are taught the school-wide expectations.
- **Reinforce:**
 - All staff members support reinforcing expectations.
- **Respond:**
 - Behavior referrals are followed up with supports to provide students with additional differentiated learning opportunities to enhance behavior outcomes.

Behavioral supports are taught explicitly. Students need to know how they are expected to act, react, and engage appropriately. “Whichever type of behavior you pay more attention to, is the type of behavior you are going to get more of” (Jones, 2007). In elementary school, it is likely that a student may not have had experiences to provide them with enough opportunity to ‘know better’. It is the responsibility of the teacher to explicitly teach each expected action. In secondary, students may have many transitions and different teachers to interact with; therefore, the students will need to be taught how each educator wants them to behave in their classrooms. For example, the behavior expectations in a laboratory setting will be different than the expectations in a drama class.

The teacher should continuously reinforce the expectations by offering reminders, opportunities for demonstrating the correct behavior, and providing behavior-specific praise. This builds the climate and the culture of the school as a positive place to be with positive reinforcement to support students.

Lastly, if behaviors do not improve after implementing various preventive measures such as teaching and modeling clear expectations and providing behavior-specific praise, it may be necessary to provide more support. The appropriate response should be determined by the MTSS team to ensure alignment and reactionary appropriateness in alignment with evidence-based supports. For example, a team should strongly avoid suspension for minor instances and instead determine a bank of behavior supports that improve the behavioral skill deficit.

Resource	Detail	Audience
National Center for Rural School Mental Health	This website supports implementation with a roadmap for rural schools	Teachers, School counselors, and School-Based Mental Health Professionals
Behavior Expectation Matrix	PREVENT- The behavior matrix is the first step to setting up schoolwide expectations for behavior across settings. This example provides a matrix with a link to a template to individualize for the school.	District Team Site Team
Behavior Lesson Planning	TEACH All developed expectations should be explicitly taught across settings. This example provides a lesson plan for teaching with a link to a template to individualize for the school.	District Team Site Team
Behavior Acknowledgement Matrix	REINFORCE- The acknowledgement matrix is the plan for how students will be recognized for displaying the expected behaviors. This is example with a link to a template to individualize for the school.	District Team Site Team

Self-Assessment Behavior/Mental Health; Prevent, Teach, Reinforce, Respond Practices to Support School Climate and Culture

Indicator	5	3	1
Schoolwide Behavioral Practices	A schoolwide behavioral system is in place that includes 1) behavior expectations taught to all students, 2) consistent identification of office-managed and classroom-managed behaviors, and 3) an acknowledgment system to reward positive behaviors.	Only one or two of the following conditions are met for a schoolwide behavior system: 1) behavior expectations taught to all students, 2) consistent identification of office-managed and classroom-managed behaviors, and 3) an acknowledgment system to reward positive behaviors.	None of the following conditions are met for a schoolwide behavior system: 1) behavior expectations taught to all students, 2) consistent identification of office-managed and classroom-managed behaviors, and 3) an acknowledgment system to reward positive behaviors.

Tier 1- Universal Class-Wide Supports

Academics; High-Quality, Differentiated Instruction for Core Academics

If the district or site is determining a core curriculum, the site team must determine and be clear about which components are going to remain standardized, and which portions the educator has autonomy to embed evidence-based instructional practices. For example, the team may determine that they will use the weekly story from a literacy curriculum, but the teacher may

need to provide additional support that is not provided in the guidance, such as a think-aloud strategy or a graphic organizer. This differentiation in the classroom provides the teacher an opportunity to target specific skill deficits or skill strengths that the class could benefit from. This is also the space in which the curriculum can be supported by the teacher. Perhaps the classroom is not at 80%+ proficiency, the teacher can embed more intense strategies that will support the improvement of student outcomes as a whole group. For example, the teacher could use a small group center option to support the rotation of skills and targeted support. In a secondary environment, the teacher could provide various options for assignments to provide the choice of student product to allow for a wider range of skill demonstration.

Tier 1+

Tier 1+ refers to specific Oklahoma Policies under the Strong Readers Act for English Language Proficiency. The MTSS Center incorporates Tier 1+ within the Tier 1 designation as differentiation. However, within the Strong Readers Act (Title 70, Section 1210.508C), Oklahoma has specific language to identify students for a Student Literacy Intervention Plan (SLIP) when the student does not meet the grade-level target. The grade-level target has been identified as the 40th percentile. Statistical analysis of students who score between the 26th-39th percentile equates to a standard score that could be on the low end of the average range of expected performance. Students who score within this range (26th-39th percentile) are demonstrating risk for reading difficulty and are required to be placed on a SLIP by the Strong Readers Act to address their needs. Oklahoma has named this SLIP Tier as Tier 1+. These services can be provided in the general education classroom and may include explicit differentiation strategies to improve Tier 1 instruction such as:

- **Gradual Release of Responsibility-** increased intentionality in providing comprehensive explicit instruction (I do, we do, you do, do again)
- **Repeated Opportunities for Practice-** increasing the opportunities for students to practice (Turn and Talk, Multiple Practice, Distributed Practice, etc.)
- **Reteaching-** different from intervention provision; reteaching is embedded within whole group or small group and targets specifically the information students missed from the day, week, or unit.
- **Multiple Methods for Instruction-** utilizing more than one method to communicate information to students (auditory, multi-modal, kinesthetic, visual, etc.)
- **Frequent Opportunities for Feedback-** providing timely feedback to correct misconceptions often and praise exceptional work.

More strategies can be found on the Academic Intervention Library linked in a resources box below.

Resource	Detail	Audience
OK Multi-Tiered System of Supports	Oklahoma Academic Intervention Library	Educators

Self-Assessment for Academics; Differentiated Instruction

Indicator	5	3	1
Differentiated Instruction	Both of the following conditions are met: (1) staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) staff can explain how most teachers in the school use student data to identify and address the needs of students.	Only one of the following conditions is met: (1) staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) staff can explain how most teachers in the school use student data to identify and address the needs of students.	Neither of the following conditions is met: (1) staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) staff can explain how most teachers in the school use student data to identify and address the needs of students.
Standards-Based	The core curriculum is aligned with the state standards or other agreed upon standards.	The core curriculum is partially aligned with the state standards or other agreed upon standards.	The core curriculum is not aligned with the state standards or agreed upon standards.
Exceeding Benchmark	Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Neither of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.

Behavior/Mental Health; Prevent, Teach, Reinforce, Respond Practices to Support Classroom Climate and Culture

Classroom teachers should also consider implementing a class-wide behavior system in alignment with the school-wide system, to prevent, teach, reinforce, and respond with practices to support school climate and culture.

Prevent: Behavioral prevention begins on the first interaction. Positive relationship building should be modeled by the teacher and is built upon mutual respect with students. Once trust is lost, it is difficult to rebuild and takes time to repair the relationship. Prevention includes but is not limited to:

- Active supervision
- Activity choice
- Behavioral momentum

- Classroom arrangement
- Class routines
- Instructional matching
- Non-contingent reinforcement

Teach: Behavioral supports are taught explicitly. Teachers should give explicit instructions and corrections to support students understanding of the expectations. Using a model of teaching, modeling, practicing, and providing feedback supports student's explicit understanding. It is important for the teacher to provide pre-corrections and opportunities to respond. In some circumstances, the teacher may be able to rely on appropriate background knowledge, but it should never be assumed that a student understands a behavior expectation without being taught.

Reinforce: Positive behavior-specific praise, token economies, and group contingencies are a great method to reinforce behavior expectations. Humans are more likely to behave in a way that merits a positive interaction than a negative reaction. Depending on the context of the student group it may be expected that more reminders are appropriate. However, positivity should be a consistent part of any behavioral reinforcement.

Respond: The teacher should engage in an appropriate response when the behavior does not follow expectations by providing an expected redirection, response, or reinforcement. If a student continues the behavior, the teacher must not escalate the behavior but instead support the student to come to a calm state either independently or with support. These evidence-based strategies should be defined with the MTSS team to select interventions that best fit within the culture of the school.

Following a classroom procedure for handling behaviors that are not appropriate supports the teachers and the student in remaining direct and objective in response to a violation of expectations.

Resource	Detail	Audience
Teaching Regulation Strategies	A research-based guide for teachers	Teachers
OK Multi-Tiered System of Supports	Oklahoma Academic and Behavior Intervention Library	Educators and Teams

Self-Assessment Behavior/Mental Health; Prevent, Teach, Reinforce, Respond Practices to Support Classroom Climate and Culture

Indicator	5	3	1
Classroom Behavior Practices	The classroom teacher has established all the following practices: 1) Well defined classroom behavior expectations that align with the school-wide expectations 2) Evidence-based lessons and practices to teach, reinforce, and reteach the classroom behavior expectations throughout the school year 3) Clearly defined procedures, that align with the school-wide policies, to respond to behaviors that do not align with classroom expectations	The classroom teacher has established two of the following practices: 1) Well defined classroom behavior expectations that align with the school-wide expectations 2) Evidence-based lessons and practices to teach, reinforce, and reteach the classroom behavior expectations throughout the school year 3) Clearly defined procedures, that align with the school-wide policies, to respond to behaviors that do not align with classroom expectations	The classroom teacher has established none of the following practices: 1) Well defined classroom behavior expectations that align with the school-wide expectations 2) Evidence-based lessons and practices to teach, reinforce, and reteach the classroom behavior expectations throughout the school year 3) Clearly defined procedures, that align with the school-wide policies, to respond to behaviors that do not align with classroom expectations

Tier 2- Interventions

Within an effective MTSS framework, approximately 10-15% of students should be accessing Tier 2 interventions. This is not the same as reteaching. For example, if a teacher notices that the class does not understand single-digit multiplication, they might have students practice this skill again or work with some students on this same content at the back table. This should occur within the Tier 1 framework. Tier 2 interventions are specific to a skill deficit and use a standardized protocol to support student outcomes.

Standard protocol, evidence-based interventions to address specific skill deficits

Tier 2 interventions are based on a standardized protocol and are linked to a specific skill deficit. Using the previous example, the teacher might have realized that some students still do not have the skill of single-digit multiplication. The students have been provided with the initial lesson, practice sessions, and reteaching. The students are still unable to complete the process and calculation correctly. Now, the teacher will use an evidence-based standard protocol for a determined amount of time (approximately 4-8 weeks) until the student has an expected or unexpected response to the intervention.

Interventions need the following:

- Alignment to the skill deficit
- A standardized, evidence-based protocol
- An aligned progress monitoring tool
- Fidelity to the standardized protocol

It is the process of the MTSS team, to determine which evidence-based protocols the team will use for each skill deficit. Teams will simultaneously identify the progress monitoring tool to measure student changes. Universal screeners are not typically sensitive enough to indicate small student change. For example, if a student has been working on single-digit multiplication, that may or may not show change on a universal screener if it is a single calculation question. For this reason, the team must determine progress monitoring tools that will be sensitive to student skill change. These could be:

- **Normed assessments-** tools that are specifically measuring student skills based on expected age/grade ranges (ex. timed fluency tests, normed comprehension tests, timed computation tests, etc.).
- **Content mastery assessments-** tools that are based on mastering a defined set of content (ex. All letter sounds, all letter names, multiplication facts from 0-12, etc.).
- **General outcome measures-** tools that support more skills at once regarding a specific topic (ex. Unit test based in a curriculum that is normed, adding in content as the content is progressing, etc.)

Some universal screeners have progress monitoring tools embedded within them. The team should ensure that these tools are measuring the expected skills they have been receiving intervention on.

Resource	Detail	Audience
OK Multi-Tiered System of Supports	Oklahoma Academic and Behavior Intervention Library	Educators and Teams
Math Instruction & Lessons: Instructional Strategies NCII	NCII developed a series of mathematics lessons and guidance documents to support special education instructors, mathematics specialists, and others working with students who struggle with mathematics.	Educators
Reading & Literacy Lessons: Instructional Strategies NCII	NCII provides a series of reading lessons to support special education instructors, reading interventionists, and others working with students who struggle with reading.	Educators
Tier 2 Data, Systems & Practices	This resource from PBIS outlines key components for designing and implementing effective Tier 2 interventions, emphasizing systematic data-driven decision making, progress monitoring, and maintaining fidelity.	District Teams Site Teams
What considerations do you need to keep in mind when determining if a student should move directly into Tier III supports? NCII	Video: This NCII resource discusses when a student may need access to immediate Tier 3 support based on the severity of the support needed.	District Teams Site Teams
Tier 2 and Tier 3 Intervention Reading Rockets	An overview of how schools can organize their Tier 2 and Tier 3 interventions within an MTSS/RTI framework.	District Teams Site Teams
Student Intervention Implementation Log	This NCII weekly log helps educators track daily intervention implementation and student engagement to support data driven decisions and fidelity in intervention planning.	Site Teams Educators

Self-Assessment for Tier 2 Interventions

Indicator	5	3	1
Evidence-Based Intervention	All Tier 2 interventions are evidence-based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence-based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence-based in content areas and grade levels where they are available.
Complements Core Curriculum	Tier 2 interventions are well aligned with core instruction and incorporate foundational skills that support the learning objectives of core curriculum and instruction at Tier 1.	Tier 2 interventions incorporate foundational skills, but only occasionally align with the learning objectives of core curriculum and instruction at Tier 1.	Tier 2 interventions are poorly aligned with core instruction and incorporate different topics that do not directly support core program learning objectives at Tier 1.
Instructional Characteristics	All three of the following conditions are met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).	Two of the following conditions are met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).	None or only one of the following conditions is met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).
Addition to Tier 1 Core Programming	Tier 2 interventions supplement Tier 1 core programming and instruction.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 core programming and instruction.	Tier 2 interventions replace Tier 1 core programming and instruction.

Tier 3-Interventions

Some students, approximately 3-5%, will need more intensive interventions. These interventions use a standardized protocol and adjust the protocol to provide more support with more intensity considerations. These more intensive interventions should be modified on an individual basis and use data to determine what changes will lead to the best student outcome.

Intensified Evidence-Based Interventions Matched to Individual's Needs

The guidance regarding increasing or decreasing the intensity of interventions comes from the National Center for Intensive Intervention (Fuchs, 2017) and focuses on seven components:

1. Strength
2. Dosage
3. Alignment
4. Attention to Transfer
5. Comprehensiveness
6. Behavioral or Academic Intervention
7. Individualization

Strength is the evidence the intervention has strong effectiveness for the students with intensive needs. When selecting an intervention, the team determines if the intervention is targeted to the skill deficit described. As the intervention is selected the team may determine that a student has a specific intensive need and may require an intervention that is specifically targeted to the student's demographic, age, ability, etc.

Dosage refers to the number of opportunities the student has to respond to and receive feedback from the teacher. The frequency and duration of the intervention should be considered as the student is working on the skill. Some skills and interventions may need to be very frequent; a behavior intervention may be needed every time the behavior or transition occurs. However, some interventions may be more effective by increasing duration; an academic skill might be more effective if it is completed for 10 minutes of practice instead of 5 minutes. It is up to the team to determine the frequency and duration based on the standardized protocol's guidance.

Alignment is how well the intervention matches the targeted academic skills or behaviors of concern, as well as how it incorporates grade-level standards or behaviors expected for a particular context. It is important for the team to ensure that the alignment is consistent with the tools and methods the teacher uses for Tier 1 instruction.

Attention to transfer relates to whether the intervention is explicitly designed to help students make connections between the skills taught in the intervention and skills learned in other contexts and environments. This is important to consider because the student should not require an intervention protocol to learn every new skill. The strategies should consistently support the acquisition of new skills. For example, the teacher could provide a strategy to support a mathematical process that the student will use to extend their ability to do any step-by-step procedure.

Comprehensiveness is how well the intervention incorporates a broad array of explicit instruction principles. Some students will need a lot of direct feedback. The teacher will provide explicit direction indicating what to do next or how to think about a process. Sometimes the intervention requires the teacher to refrain from explicitness to support the

student's ability to work independently. For example, a student practicing a math algorithm that is sequential the teacher may elect to wait for the student to work through the steps independently before supporting errors. For other students, the teacher may directly instruct the student each step as they come to it.

Behavioral or academic supports

relate to whether an academic intervention incorporates behavioral strategies that may support students with self-regulation, motivation, or externalizing behaviors that impact their ability to learn. The type of support determines whether a behavioral intervention considers academic components as part of the intervention. For example, a student may arrive tardy to class every day and need the intervention to account for their lateness by being moved to a different time of day. Or a student may have a visual schedule but not know how the images relate to the parts of the day; they would need academic support to teach them what the pictures represent.

Individualization focuses on the ongoing use of progress monitoring data and other diagnostic data sources to intensify and individualize the intervention, based on student need. This could be using a student Rate of Improvement (ROI) as the method to calculate the target goal. This could be selecting student-level options to include voice and choice.

The intensity changes should be clearly indicated in the student's intervention documentation. Any adjustments made during the intervention period should be indicated by a phase line, a vertical line that indicates when the intensity adjustment occurred. This line is critical as it supports the team in identifying when the intervention change led to improved outcomes, no change in outcomes, or reduced outcomes.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Taxonomy of Intervention Intensity: Academics

The *Taxonomy of Intervention Intensity*[®] was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does not address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contents and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S., Fuchs, D. & Malone, A.S. (2007). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

This document was developed under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. H4326Q160001. Celia Rosenquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education.

WANT TO LEARN MORE?

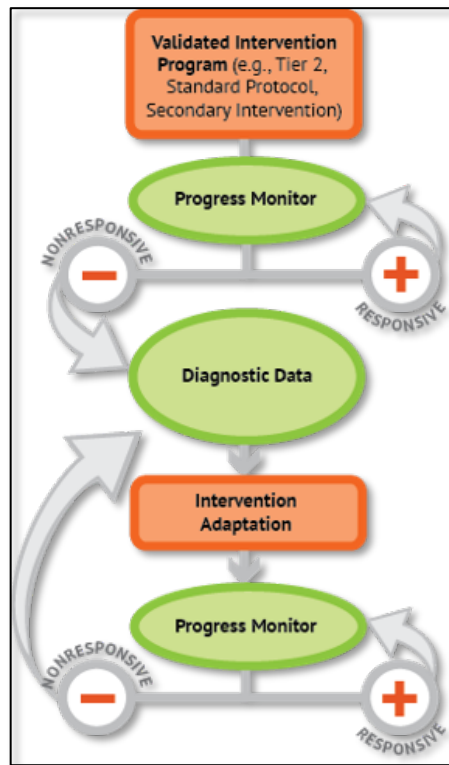
Visit us at www.intensiveintervention.org.

Resource	Detail	Audience
OK Multi-Tiered System of Supports	Oklahoma Academic and Behavior Intervention Library	Educators and Teams
Overview of the Taxonomy of Intervention Intensity NCI	This interactive self-paced module is intended to help educators and administrators learn about the Taxonomy of Intervention Intensity	Educators and Teams

Self-Assessment Tier 3 Interventions

Indicator	5	3	1
Evidence-Based Intervention	All Tier 2 interventions are evidence-based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence-based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence-based in content areas and grade levels where they are available.
Complements Core Curriculum	Tier 2 interventions are well aligned with core instruction and incorporate foundational skills that support the learning objectives of core curriculum and instruction at Tier 1.	Tier 2 interventions incorporate foundational skills, but only occasionally align with the learning objectives of core curriculum and instruction at Tier 1.	Tier 2 interventions are poorly aligned with core instruction and incorporate different topics that do not directly support core program learning objectives at Tier 1.
Instructional Characteristics	All three of the following conditions are met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).	Two of the following conditions are met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).	None or only one of the following conditions is met: (1) interventions are standardized; (2) Tier 2 interventions are led by staff trained in the intervention according to developer requirements; (3) group size and dosage are optimal (according to research) for the age and needs of students; and 4) interventions are well-aligned to targeted skill(s).
Addition to Tier 1 Core Programming	Tier 2 interventions supplement Tier 1 core programming and instruction.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 core programming and instruction.	Tier 2 interventions replace Tier 1 core programming and instruction.

Data-Based Individualization Protocol



Data-Based Individualization (DBI) is A research-based process for individualizing and intensifying interventions for students with severe and persistent learning and behavioral needs. The DBI process integrates evidence-based intervention, assessment, and strategies using five interactive steps.

The DBI Process begins with a validated intervention program with a progress monitoring assessment and uses diagnostic data to ensure that the intervention's adaptation is supported. Progress monitoring is at the forefront of this data process.

The validated intervention program is evaluated by the MTSS team based on the seven components of an intervention intensity: strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualism. Then, the intervention must be delivered with fidelity. The team should consider the student's engagement, adherence, program specificity, exposure and duration, and quality of delivery.

The progress monitoring plan should be developed before the student begins with the intervention plan. The purpose of the progress monitoring tool is to support the determination that the student has had an expected or unexpected response to the intervention.

Expected response- the student progressed consistently and with the rate of improvement defined by the intervention/progress monitoring tool. The student was making progress within the timeframe and scale the team expected.

Unexpected response- the student progressed inconsistently, either too quickly or not quickly enough. The rate of improvement of the student did not match the rate of improvement defined by the intervention/progress monitoring tool.

Once the team develops the intervention plan and the progress monitoring tool, then they must, at regular intervals, determine if the student is having an expected or unexpected response. They will hypothesize why the student is not responding based on the informal diagnostic data. Thinking about intervention design, fidelity of the intervention, and the student's needs will all contribute to deciding to adapt the intervention.

Intervention adaptation should consider the student group and the individual student. Is the intervention working for some students? Is the intervention specifically not working for a few students? Considering these questions can support the ongoing changes that the team must make to support outcomes.

Resource	Detail	Audience
OSDE Connect: The Five Steps of the DBI Process	This interactive self-paced module is intended to help educators and administrators learn about the data-based individualization (DBI) process. By completing the Five Steps of the DBI Process course, you will be able to: • Explain how DBI supports individualizing and intensifying interventions. • Define the five steps of the DBI process. • Identify questions to guide implementation of each of the five DBI steps. • Identify resources to support DBI implementation.	Teams learning about Data Based Individualization

Continuous School Improvement

Multi-Tiered System of Supports follows a continuous school improvement cycle. MTSS uses current data analysis of the system-level data, site-level data, and student-level data to plan, do, study, and act on the data analysis. It is expected that schools engaging in MTSS are not going to “complete” MTSS. A true MTSS system, or “doing MTSS”, looks like ongoing consistency and continuous engagement to the cycle. Many factors within the MTSS process are constantly varied and therefore it is important for teams to critically assess each of these areas as they intentionally or unintentionally change.

- Student population changes annually
- Staff turnover/ areas for professional growth
- Changes in funding
- Changes in data sources
- Additional or fewer resources
- Professional learning changes practices

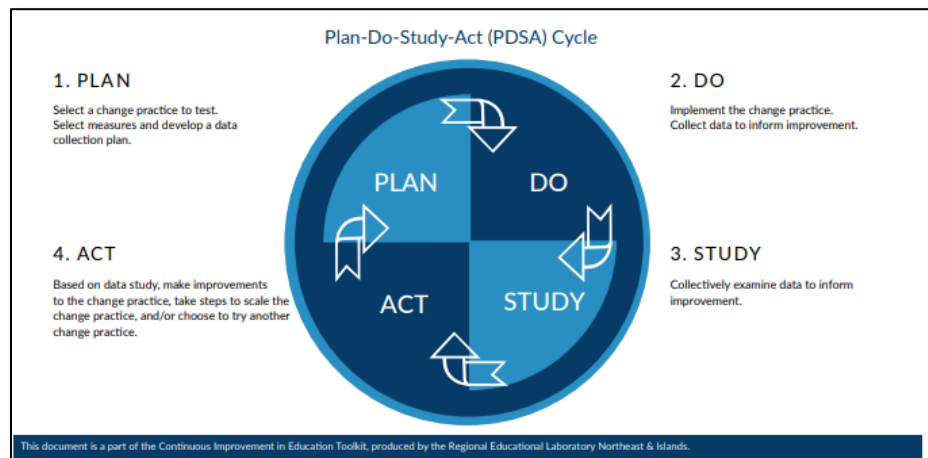
Plan

Planning is critical to continuous improvement. Without planning, activities are haphazard, unaligned, and may not address root causes. Planning includes system-level activities to ensure the district/school is ready to engage in continuous improvement. Other factors the district/school should consider within planning include:

- **Readiness-** assessing current practices to determine if school infrastructure is ‘ready’ to engage in the work (i.e., capacity of staff, scheduling, fit of the activities, etc.)
- **Focus-** assessing the focus of the specific outcomes sought for the cycle the district/school is engaging in (i.e., ELA, Math, Behavior, grade level implementation, new practice, etc.)
- **Recruiting-** identifying team members to fill the necessary roles and responsibilities
- **Scheduling-** ensuring adequate time and space for collaboration opportunities

Do

During this step, the team should collect relevant data and begin implementing the plan determined from the previous step. It is reasonable to expect that some level of change will happen during this time. As teams can collect data, they may notice changes they want to ‘test’ out and use the data results to justify the change or make further changes.



This step is critical to continuous improvement. Without doing the action, implementation will stall and cycle through an endless planning phase.

Study

When the data collected has been completed and the team is ready to engage in analysis of the plan's outcomes, they should begin examining the data and comparing the outcomes to the sought goals. This is the time when the team will engage with hypothesizing the reasons for the outcomes. The team may determine that their plan worked or decide reasonable adjustments.

Act

Following the study step, the team should now consider what actions they need to take to begin the cycle again. The team considers the following questions:

- Has the goal been met?
- Is the goal sustainable?
- Is there more work to be done with this goal?
- What might have been a factor for this outcome?
- Where is the focus for the next cycle?
- What does the data indicate as the next focus?

Resource	Detail	Audience
Continuous Improvement in Education: A Toolkit for Schools and Districts	This toolkit is designed to help school- and district-based practitioners engage in a continuous improvement effort. It provides an overview of continuous improvement and focuses on the Plan-Do-Study-Act cycle. It includes tools and resources that practitioners can use to implement a continuous improvement effort in their own schools, districts, or agencies.	District and Site Teams

Self-Assessment Score Reporting

Indicator	Page in Document	MTSS Needs Assessment Section	OKMTSS Framework Section	Self-Reported Score
Prevention Focus	7	Section 5: Infrastructure	Sustainable Teaming	
Leadership Personnel	8	Section 5: Infrastructure	Sustainable Teaming	
Resources	9	Section 5: Infrastructure	Sustainable Teaming	
Communication with and Engagement of Families	12	Section 5: Infrastructure	Sustainable Teaming	
Cultural and Linguistic Responsiveness	12	Section 5: Infrastructure	Sustainable Teaming	
MTSS Teams	15	Section 5: Infrastructure	Sustainable Teaming	
Communication with and Involvement of All Staff	16	Section 5: Infrastructure	Sustainable Teaming	
Schedules	17	Section 5: Infrastructure	Sustainable Teaming	
School-Based Professional Development	20	Section 5: Infrastructure	Sustainable Teaming	
Data Points to Verify Risk	23	Section 1: Screening	Data-Driven Decisions	
Data System	26	Section 3: Data-Decision Making	Data-Driven Decisions	
Responsiveness to Secondary and Intensive Levels of Intervention	26	Section 3: Data-Decision Making	Data-Driven Decisions	
Decision Making Process	34	Section 3: Data-Decision Making	Data-Driven Decisions	
Instructional Characteristics	35	Section 4: Tier 3	Data-Driven Decisions	
Data-Based Interventions Adapted Based on Student Need	36	Section 4: Tier 3	Data-Driven Decisions	

Indicator	Page in Document	MTSS Needs Assessment Section	OKMTSS Framework Section	Self-Reported Score
Relationship to Tier 1 Core Programming	37	Section 4: Tier 3	Data-Driven Decisions	
Progress Monitoring Process	40	Section 2: Progress Monitoring	Data-Driven Decisions	
Evaluation	41	Section 5: Infrastructure	Data-Driven Decisions	
Fidelity	43	Section 5: Infrastructure	Data-Driven Decisions	
Research-Based Curriculum Materials	51	Section 4: Tier 1	Evidence-Based Practices	
Articulation of Teaching and Learning (in and across grade levels)	51	Section 4: Tier 1	Evidence-Based Practices	
Schoolwide Behavioral Practices	53	Section 4: Tier 1	Evidence-Based Practices	
Differentiated Instruction	55	Section 4: Tier 1	Evidence-Based Practices	
Standards-Based	55	Section 4: Tier 1	Evidence-Based Practices	
Exceeding Benchmark	55	Section 4: Tier 1	Evidence-Based Practices	
Classroom Behavior Practices	57	N/A	Evidence-Based Practices	
Evidence-Based Intervention	60	Section 4: Tier 2	Evidence-Based Practices	
Complement Core Curriculum	60	Section 4: Tier 2	Evidence-Based Practices	
Instructional Characteristics	60	Section 4: Tier 2	Evidence-Based Practices	
Addition to Tier 1 Core Programming	60	Section 4: Tier 2	Evidence-Based Practices	

References

- Anderson, E. (2017). Accommodating Change: Relating Fidelity of Implementation to Program Fit in Educational Reforms. . *American Educational Research Journal*, 1288-1315.
- Center on Multi-Tiered System of Supports. (2025). *Welcome to the MTSS Center*. Retrieved from American Institutes for Research: <https://mtss4success.org/>
- Center on PBIS. (January 2022). *School Climate Survey (SCS) Suite Manual*. Retrieved from www.pbis.org
- Clark, A. &. (2019). *Multi-Tiered Systems of Support in Secondary Schools: The Definitive Guide to Effective Implementation and Quality Control*. New York: Routledge.
- Colter, W. A. (2018). Creating Thirsty Horses: Three Keys to Implementation Fidelity. *National Association of School Psychologists Annual Conference*. Chicago, IL.
- DiMaggio, P. &. (1992). The iron cage revisited institutional isomorphism and collective rationality in organizational fields. In P. &. DiMaggio, *The new institutionalism in organizational analysis* (pp. 63-82). Chicago, IL: University of Chicago Press.
- Fuchs, L. F. (2017). *The Taxonomy of Intervention Intensity*. . Chicago: TEACHING Exceptional Children.
- Hanson, M. (2001637-661). Institutional theory and educational change. *Educational Administration Quarterly*.
- Hanson, M. (2003). *Educational administration and organizational behavior*. Boston, MA: Allyn & Bacon.
- Huges, A. a. (2011). *Explicit Instruction: Effective and Efficient Teaching*.
- Jones, J. M. (2007). Learning to Use Selective Attention: How and Why. In R. P. (Eds.), *Helping troubled children and youth* (pp. 265-279). Memphis, TN: American Re-Education Association.
- Kent McIntosh, S. G. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York: The Guilford Press.
- McLeskey, J. B.-D. (2017). High-Leverage Practices in Special Education. *Council for Exceptional Children & CEEDAR Center*. Arlington, Virginia, United States of America.
- National Center for Intensive Intervention. (2024). *Decison Rules for Analyzing Academic Progress Monitoring Data*. Retrieved from Intensive Intervention: <https://intensiveintervention.org/sites/default/files/2024-12/apm-decision-rules.pdf>
- National Center on Intensive Intervention. (2025). *National Center on Intensive Intervention*. Retrieved from <https://intensiveintervention.org/>
- Shakman, K. W. (2020). Continous Improvement In Education: A Toolkit for Schools and Districts. *U.S. Department of Educaation, Institute of Education Sciences*.

Glossary

Administrator- an individual who can command change, allocate money and resources to enact action, and monitors progress toward goals.

Assessment- methods or tools that educators use to evaluate, measure, and document academic readiness, learning progress, skill acquisition or educational needs of students.

Criterion Referenced Assessments- referenced refers to an assessment that compares a student's performance against a "predetermined" standard, cut score, or other criterion (e.g., at-risk, some-risk, proficient, advanced).

Data-Analyst Expert- Individual(s) who is/are knowledgeable of data-based individualization, data collection, and data analysis as it relates to systems and student level data.

Data-Driven Decision Making- the process of using accurate and timely data to make informed educational adjustments to improve student outcomes.

Diagnostic Assessments- assessments used to support the identification of specific skill deficits.

District level teams – These teams consist of key stakeholders involved in the planning and decision-making at the district level. This team focuses on developing and overseeing district-wide strategies and initiatives to support student success. Their planning impacts the broader educational landscape, ensuring that resources, policies, and supports are aligned with district goals.

Expected response- the student progressed consistently and with the rate of improvement defined by the intervention/progress monitoring tool. The students were making progress within the timeframe and scale the team expected.

Exceptional student expert- individual(s) who is/are knowledgeable of exceptional students (i.e., special education, gifted and talented, English Language learners, Native American Families, etc.) and instructional practices.

Fidelity- Refers to the consistency of the practice/intervention; effective practices and interventions need a high level of fidelity to indicate they have been the variable that led to the observed outcome. (Syn. Integrity).

Formative Assessments- a method of evaluating a student's learning during a lesson, unit, or course to inform instructional modifications. (i.e., exit ticket, quick write, brain work, quiz, etc.)

General Education Expert- Individual(s) who is/are knowledgeable of general education curriculum and instructional practices.

Intervention Team – these teams work directly with individual students requiring specific interventions. This team is responsible for developing and implementing student-specific interventions, using data-driven approaches to support the individual needs of the student. Their work focuses on delivering tailored support to help students overcome academic and/or behavioral challenges, ensuring access to appropriate resources and specialized instruction.

Normed Assessments- measurement tools that have been validated to compare student outcomes to other students within the same age or grade, necessary to compare student outcomes outside of a local district.

Progress Monitoring Assessments- a method of evaluating the progress obtained from a normed assessment that indicates the small growth points from increased proficiency.

Resource Expert- Individuals(s) who is/are knowledgeable of resources within the community, district, and site.

Site Level Teams – These teams focus on planning and implementation at the school or building level. This team takes district-level initiatives and adapts them to the specific needs of the school site. They work together to ensure effective interventions and supports are available, addressing the unique needs of students within the building.

Summative Assessments- a method of evaluating the end of the defined instructional period (i.e., a test, a summary evaluation, etc.)

Tier 1- the instructional practices and high-quality resources provided for all students intended to support student proficiency in ELA, math, behavior/mental health. Often referenced as the 'universal' tier. Effective practices and resources should lead to 80% of the student population scoring proficiently on assessments.

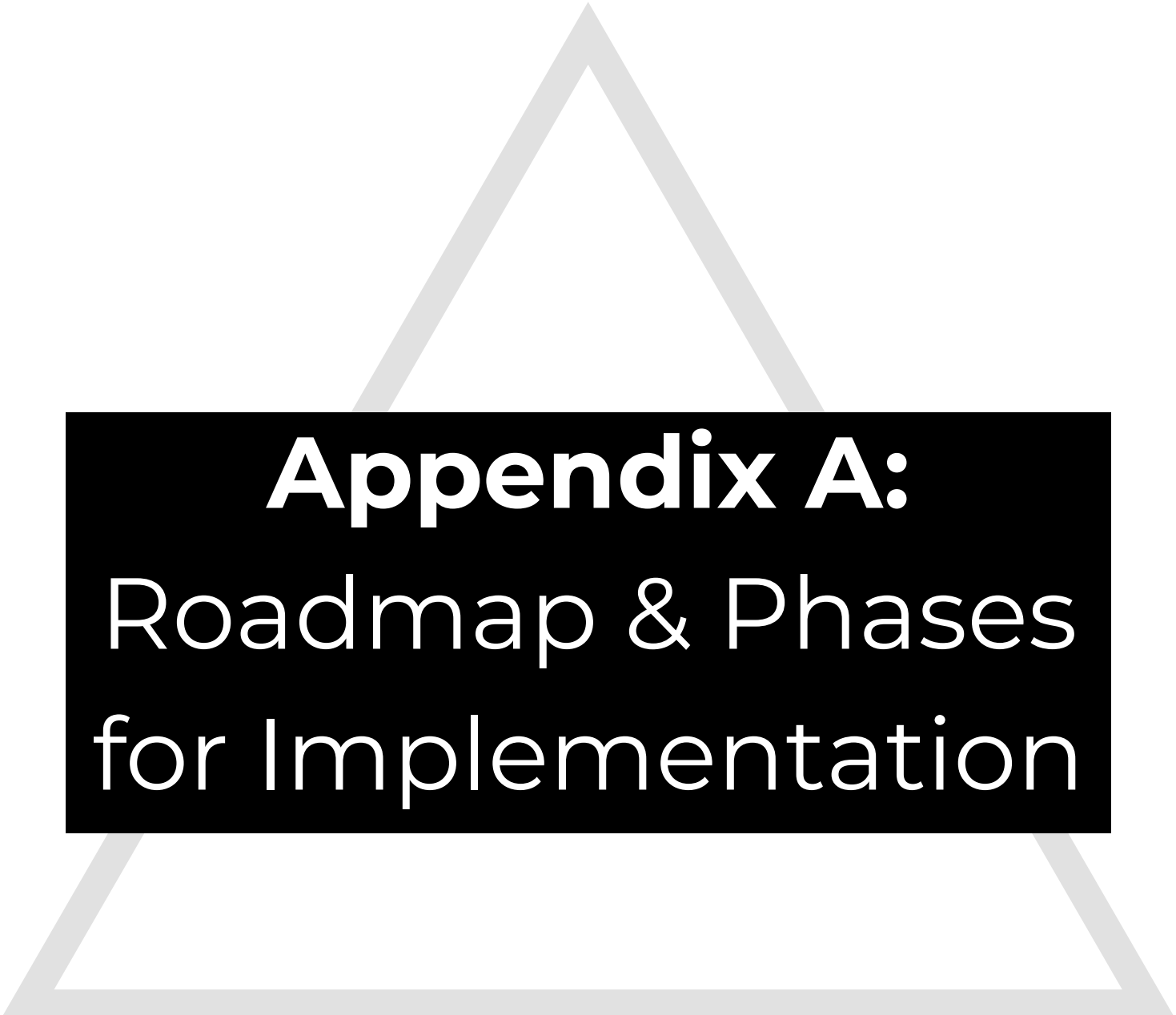
Tier 1+- an Oklahoma-specific tier to support legislative requirements for Strong Readers Act; used to indicate high-quality instructional practices that are differentiated for student success.

Tier 2- targeted interventions based on skill deficits, aligned to curriculum, utilizing a standard protocol with fidelity to increase student outcomes. With effective targeted interventions, approximately 10-15% of the student population will need this support to score proficiently on assessments.

Tier 3- intensive interventions targeted for students who have been unresponsive or demonstrated inadequate response to Tier 2 interventions. These students will likely need these supports continuously to be proficient. However, in an effective system, only 3-5% of the student population will need this level of intensity.

Unexpected Response- the student progressed inconsistently, either too quickly or not quickly enough. The rate of improvement of the student did not match the rate of improvement defined by the intervention/progress monitoring tool.

Universal Screener- a tool or process used to measure all student's proficiency in a specific subject area. Screeners are provided to all students and do not require parent consent. Screening tools can include computer-based assessments, student or teacher survey, or collected and analyzed data based on student office discipline referrals.



Appendix A: Roadmap & Phases for Implementation

OKMTSS ROADMAP 2032-2033



DEFINE, ALIGN, & REFINE

- Measure implementation
- Continuous improvement
- Institutionalize MTSS into district culture
- Monitor equity and access



ENGAGE (2-4 YEARS)

- School Implementation Team
- Data-Based Decision-Making with partner schools
 - Develop data decision rules
 - Utilize a Data-Based Individualization (DBI) process
 - DBI for students with severe and persistent learning and/or behavioral needs.
- Develop Action Plans
- Deliver Professional Development
- Policy & Funding Alignment
- Ensure District Policies & procedures support MTSS implementation
- Adjust district funding to support intervention services, data systems, & professional development
- Ensure Compliance with state and federal regulations related to MTSS
- Teacher buy in
- Select Pilot Schools
- Ensure principals & district leaders receive coaching & support
- Communicate MTSS progress to families and the community.



ACTIVATE (4-8 YEARS)

- Measure implementation
- Scale up implementation
- Build leadership capacity and sustainability
- Ensure policy and funding sustainability



DISCOVERY (1-2 YEARS)

- Why is this needed?
- Data Sources (Academics & Behavior)
- Focus on trends
- What is it?
- Communication & Readiness
 - Define MTSS & Components
 - Resources to develop
- Capacity Building
- Action Planning

Appendix B:
OKMTSS for
Elementary

APPENDIX B

OKMTSS FOR ELEMENTARY

INTRODUCTION

This document serves as a supplemental, user-friendly resource guide on the OKMTSS framework for PK-12 educators, school counselors, interventionists, and other student support professionals. Successful implementation of the OKMTSS framework relies on the collective efforts of all stakeholders. This guide helps student support professionals align their practices with the framework by focusing on three key areas: **Data-Driven Decision-Making, Sustainable Teaming, and Evidence-Based Practices.**

OKMTSS: OKLAHOMA MULTI-TIERED SYSTEMS OF SUPPORT

Oklahoma Multi-Tiered System of Supports (OKMTSS) is a state-defined framework incorporating the tenets of MTSS into a comprehensive tool for local educational agencies (LEAs) to utilize, ultimately supporting their implementation of an effective and cohesive MTSS system.

The MTSS Center at the American Institutes for Research (AIR) defines MTSS as follows:

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.

THE OKMTSS FRAMEWORK

DATA-DRIVEN DECISIONS	SUSTAINABLE TEAMING	EVIDENCE-BASED PRACTICES
Measurement for Team-based Decisions	Leadership Support	Tier 1 - Universal School-wide Supports
Effective screening tools and processes	Administrator involvement	<i>Academics</i> Core curriculum with standards for rigor
Structure to analyze graphic results	Allocation of resources	<i>Behavior/Mental Health</i> Prevent, Teach, Reinforce, Respond Practices to support school climate and culture
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1 - Universal Class-wide Supports
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3	Engagement of students, families, and community stakeholders	<i>Academics</i> High-quality, differentiated instruction for core academics
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)	Selection/identification of appropriate school personnel	<i>Behavioral/Mental Health</i> Prevent, Teach, Reinforce, Respond Practices to support classroom climate and culture
Student grouping for intervention that prioritizes skill	Multi-directional communication	Tier 2 Interventions
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Standard protocol, evidence-based interventions to address specific skill deficits
Data informs instructional changes and alterations	Agenda and action plan	Tier 3 Interventions
Progress monitoring individual student interventions	Team member roles and responsibilities	Intensified evidence-based interventions matched to individual's needs
Progress monitoring class, school, and district-level interventions and practices	MTSS Coaching Support	Data-based individualization protocol
Evaluate Fidelity of Implementation	Internal coaching capacity through district-level support	
Fidelity checks for teaming structure	Access to external MTSS coaching expertise	
Fidelity inventories for practices	Professional learning	
Implement on the Foundation of the 4 Rs of a Trauma-Informed Approach	● Realize how trauma can affect people and groups ● Recognize the signs of trauma ● Respond to trauma ● Resists (re-)traumatization in the organizational environment	

SUSTAINABLE TEAMING

OKMTSS for Educators & Related Providers

TEAMING FOR STUDENT SUCCESS

In an elementary school setting, sustainable teaming involves collaboration among educators and staff to meet the diverse needs of all students. This approach enhances capacity and maintains effective practices, in line with a Multi-Tiered System of Supports (MTSS). Key school leaders are essential in driving school goals by forming specialized leadership teams.

MTSS Leadership Teams provide:

- Strategic planning and vision setting
- Coordinated implementation
- Data analysis and data-driven decision making
- Sustainability, consistency, and fidelity
- Stakeholder engagement and communication
- Fair and comprehensive support

MTSS TEAMS AT EACH LEVEL

District Level Teams	Site Level Teams
• Comprised of district and school leadership, counselors, teaching staff, community partners. • Elementary administrators promote strong leadership and a culture of collaboration. They allocate resources for team leadership, data collection, and scheduled collaboration time. • Data systems should monitor student progress to guide decisions and assess strategy effectiveness. • Scheduled collaboration allows staff to meet regularly, while designated time for tiered interventions addresses varying student needs.	• Comprised of administrators, counselors, general education and special education teachers, school MTSS coordinator, and student support personnel. • Teams work together on strategic planning and interventions, ensuring the success of school programs. • Grade level or content specific teams focus on lesson planning and providing extra support for students in need, fostering an environment where all students can thrive • Multidisciplinary teams of teachers, specialists, counselors, and administrators should collaborate in decision-making, with roles assigned based on strengths.
Problem Solving Team	
• Elementary administrators must foster a culture of trust, collaboration, continuous improvement, and open communication. • Establishing a clear vision and developing a diverse leadership team ensures a broad range of perspectives in decision-making. • Creating a shared vision, mission, and school-wide goals for academics and behavior aligns staff efforts toward common objectives, ultimately ensures high levels of learning for all students.	

SUSTAINABLE TEAMING

OKMTSS for Educators & Related Providers

MULTI-DIRECTIONAL COMMUNICATION

Effective communication is essential to ensure educators contribute meaningfully to their district/site's MTSS process. Teachers must actively engage in structured feedback loops to ensure their students' progress is well-documented and shared with the MTSS team.

SHARED UNDERSTANDING

- Teachers sharing classroom observations to help specialists tailor their support.
- Specialist sharing their expertise to enrich classroom teachers instructional practices,
- Administration understands the reality shared by teachers leading to more relevant resource allocation and policy decisions.

COLLECTIVE OWNERSHIP

- Teachers feel more vested when their voice and input can influence decisions.
- Support staff share their expertise and collaborate with classroom teachers thorough more integrated approach.
- Families stay informed allowing for a stronger partnership in their child's education.

PROACTIVE PROBLEM SOLVING

- Teachers quickly communicate to grade level teams patterns of struggle.
- Data shared across teams reveal systemic trends requiring proactive interventions at the building level.
- Open communication allows for brainstorming solutions from various viewpoints leading to more creative and effective strategies.

KEY ACTIONS OF SUCCESSFUL TEAMS

- *Engagement from staff, students, and families is essential to create a shared vision.*
- *Meetings should have clear agendas and defined roles to ensure accountability.*
- *Ongoing professional development is necessary for building staff capacity in sustainable teaming, collaboration, and data use.*
- *Schools should regularly review data tools, promote cross-disciplinary collaboration, and check-in with teams to help monitor progress and adjust strategies to achieve shared goals.*
- *Celebrating successes, even small ones, is vital for maintaining morale and momentum in implementing new strategies.*

DATA-DRIVEN DECISIONS

OKMTSS for Educators & Related Providers

SITE-LEVEL DECISIONS

- Create decision-making rules to determine the intensity of student instruction (Tier 1, 2, or 3) and rules to guide students transitions from one tier to another
- Involve a multi-disciplinary team to determine the most appropriate set of assessments for each site's unique population

SCREENING & PROGRESS MONITORING TOOLS

- Create a calendar of screening and assessment windows to ensure consistent timing across grade levels.
- Screening should be completed three times per year, beginning, middle, and end to quickly determine the status of each student. Screening should be followed with diagnostic assessments as needed.
- A list of state-approved screening tools for literacy can be found here.
<https://oklahoma.gov/education/services/literacy-policy-and-programs/strong-readers-for-schools.html>
- Progress monitoring is an ongoing endeavor. Ensure progress monitoring tools are measuring the skills being taught. Progress Monitoring Tools determine if progress is adequate for instruction provided or if more (or different) intervention is required.
- [Academic Screening Tools](#)

FIDELITY CHECK

Establishing Clear Expectations	Implementation Integrity
• Expectations are clearly communicated to all staff implementing the practice/intervention	• Intervention is delivered at the correct duration
• Expectations directly align with each item on the fidelity checklist	• Intervention is delivered at the correct frequency
	• Student attendance at intervention sessions is monitored and documented
	• Student engagement during intervention sessions is actively monitored
	• Intervention content is focused on the targeted skill or strategy diagnosed through data

[Considerations for Effective Implementation: 5 Elements of Fidelity | NCI](#)

DATA-DRIVEN DECISIONS

OKMTSS for Educators & Related Providers

INTERVENTIONS VS. RETEACHING

Interventions and **reteaching** are both strategies used to support student learning, but they have distinct purposes and approaches.

Feature	Interventions	Reteaching
Purpose	Address skill Deficits	Clarify or reinforce learning
Intensity	More frequent and targeted	Less intensive, short-term
Students	At-risk learners	Any student needing reinforcement
Structure	Systematic, evidence-based	Flexible, teacher-driven
Timing	Scheduled over weeks/months	Happens as needed within instruction

STUDENT GROUPING FOR INTERVENTION

Grouping students by similar skill deficits allows for targeted, evidence-based interventions. Effective student grouping can enhance peer support, maximize intervention time, and improve learning outcomes.

Key Considerations for Student Grouping

- Use assessment data and observations to form groups.
- Match students with similar skill needs and appropriate interventions.
- Consider school context, student age, and individual needs.

Intervention Scheduling

- **Elementary Schools:** The Strong Readers Act (2024) requires structured literacy interventions. Schools may extend similar intervention models to math, behavior, and mental health.
- **Secondary Schools:** Schools may adjust schedules to include intervention time while ensuring students meet required course minutes and credits.

Purpose of Student Grouping

- **Peer Support & Confidence:** Students benefit from learning alongside peers with similar challenges.
- **Increased Motivation & Engagement:** Small groups foster a supportive and interactive learning environment.
- **Ensuring Progress:** Targeted intervention ensures all students receive the support they need.

For students with significant skill deficits, individual interventions may be necessary. The size and intensity of groups should always align with student needs to maximize effectiveness.

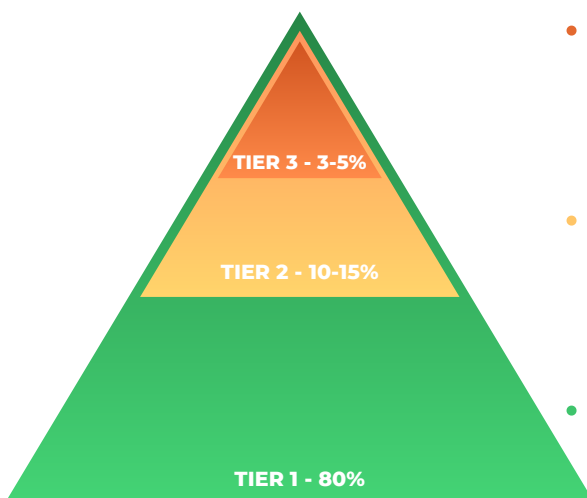
EVIDENCE BASED PRACTICES

OKMTSS for Educators & Related Providers

EFFECTIVE USE OF EVIDENCE-BASED PRACTICES

An effective Multi-Tiered System of Supports (MTSS) relies on evidence-based assessments, curriculum, instruction, and interventions that have been proven through research to support student success. Within MTSS, student proficiency should follow an expected distribution:

When student proficiency aligns with these expected percentages, it indicates that interventions are effectively supporting growth. If a significant number of students are not progressing within their assigned tier, teams should assess and adjust the intensity of interventions to better meet student needs. By analyzing both system-level and student-level data, educators can ensure interventions are appropriately matched to students, leading to improved outcomes across all tiers.



- **Tier 3 (Intensive Supports):**
 - **3-5%** of students will need intensive (Tier 3) interventions in addition to universal supports to succeed.
- **Tier 2 (Targeted Supports):**
 - **10-15%** of students may require targeted (Tier 2) interventions *alongside* universal supports to reach proficiency.
- **Tier 1 (Universal Supports):**
 - **80%** of students should achieve proficiency with high-quality universal (Tier 1) supports.

HOW AND WHY?

How to identify and implement evidence-based practices:

- Review research: Look for studies that demonstrate the effectiveness of specific interventions.
- Consult with experts: Seek guidance from specialists in areas like instruction and behavior.
- Pilot and evaluate: Implement interventions on a small scale and track their impact.
- Use data to inform decisions: Regularly monitor student progress and adjust interventions as needed.

• Why use evidence-based practices:

- Improved student outcomes: Students are more likely to succeed academically.
- Increased efficiency: Resources are used effectively, leading to better outcomes.

EVIDENCE BASED PRACTICES

OKMTSS for Educators & Related Providers

TIER 1 - UNIVERSAL ACADEMIC SUPPORTS

Core Curriculum with Standards for Rigor - Effective Tier 1 supports require a standards-aligned, evidence-based core curriculum that meets the needs of all learners. The Oklahoma State Department of Education provides tools to help schools select High-Quality Instructional Materials (HQIM).

- Schools must ensure curriculum alignment across grade levels and evaluate whether materials meet the needs of diverse student populations, including English Learners, students with disabilities, and gifted students.
- Curriculum decisions should be based on student data, with an emphasis on selecting HQIM with proven efficacy for the populations served.

Tier 1 Instructional Strategies:

These strategies are designed to be proactive, preventative, and universally applied to ensure student success before targeted interventions are necessary.

- **Clear learning goals:** Ensure students understand what they are expected to learn.
- **Differentiated instruction:** Tailor instruction to meet the needs of learners.
- **Explicit instruction:** Teach concepts and skills directly and systematically.
- **Regular formative assessment:** Monitor student learning and provide feedback.
- **Use of visuals and manipulatives:** Support understanding of abstract concepts.
- **Scaffolded Instruction:** Gradually release responsibility (I do, we do, you do) to students by providing structured support, including sentence starters, guided questioning, and step-by-step problem-solving models.

TIER 1 - UNIVERSAL BEHAVIORAL SUPPORTS

Prevent, Teach, Reinforce, Respond: Supporting School Climate

Effective Tier 1 behavioral systems proactively prevent, teach, reinforce, and respond to behavior, promoting a positive school climate. When paired with academic supports, over 80% of students can be successful when explicitly taught expectations.

- Clear behavioral expectations must be taught explicitly, as many elementary students may lack the experience to "know better."
- Teachers should consistently reinforce behavioral expectations with reminders, opportunities for practice, and behavior-specific praise.
- If behaviors do not improve despite these measures, additional support may be necessary.
 - The MTSS (Multi-Tiered System of Support) team should determine appropriate interventions.
 - Suspension for minor infractions should be avoided, with the focus on developing behavioral skills.

Tier 1 Behavior Strategies:

- **Positive classroom management:** Create a positive and supportive learning environment with intentional expectations.
- **Behavior-specific praise:** Acknowledge and reinforce positive behaviors.
- **Visual aids and schedules:** Help students understand expectations and routines.

EVIDENCE BASED PRACTICES

OKMTSS for Educators & Related Providers

TIER 2 - TARGETED INTERVENTIONS

Approximately 10-15% of students access Tier 2 interventions, which differ from reteaching by focusing on specific skill deficits using standardized protocols.

- Interventions are based on standardized, evidence-based protocols targeting specific skill deficits, and typically last between 4-8 weeks to measure student progress.
- Teams must choose sensitive progress monitoring tools, such as normed assessments and content mastery assessments, to accurately track changes in student skills beyond universal screeners.
- Tier 2 interventions vary in their evidence-based content, alignment with core curriculum, and instructional characteristics, with higher effectiveness when all conditions are met.
- Tier 2 interventions are designed to supplement Tier 1 core programming, ensuring they align with core instruction while providing additional support for foundational skills.

Tier 2 provides additional support for **any** student requiring more than Tier 1, regardless of overall performance. This includes students who are advanced, below grade level, or on grade level but in need of targeted support for specific skills.

TIER 3 - INTENSIVE INTERVENTIONS

Approximately 3-5% of students require more intensive interventions, which utilize standardized protocols tailored to individual needs, guided by data to optimize outcomes. The National Center for Intensive Intervention outlines seven components for increasing or decreasing intervention intensity: **Strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization.**

- The effectiveness of the intervention (strength) must be matched to the student's specific needs, while dosage refers to the frequency and duration of interactions, which should be tailored based on the skill being targeted.
- Interventions should align with targeted skills, grade-level standards, and explicitly facilitate connections between learned skills and real-world applications to enhance student learning.
- Ongoing progress monitoring is essential for individualization, and any adjustments to intervention intensity must be clearly documented with phase lines to track changes in student outcomes effectively.

Data is essential for informing both the selection and ongoing refinement of interventions, ensuring they are responsive to each student's individual learning needs.

Appendix C:
OKMTSS for
Secondary

APPENDIX

OKMTSS for Secondary MTSS

INTRODUCTION

The Oklahoma Multi-Tiered System of Supports (OKMTSS) is a framework designed to support all students by integrating academic and behavioral practices. In secondary schools, unique structural challenges such as departmentalization, strict credit requirements, and large student caseloads create roadblocks to traditional MTSS implementation. This guide offers strategies specific to secondary educators, addressing scheduling inflexibility, course credit accountability, and interdisciplinary communication challenges. It provides tools for practical implementation by focusing on three foundational components: Data-Driven Decisions, Sustainable Teaming, and Evidence-Based Practices tailored for middle and high school environments.

THE OKMTSS FRAMEWORK

DATA-DRIVEN DECISIONS	SUSTAINABLE TEAMING	EVIDENCE-BASED PRACTICES
Measurement for Team-based Decisions	Leadership Support	Tier 1 - Universal School-wide Supports
Effective screening tools and processes	Administrator involvement	Academics Core curriculum with standards for rigor
Structure to analyze graphic results	Allocation of resources	Behavior/Mental Health Prevent, Teach, Reinforce, Respond Practices to support school climate and culture
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1 - Universal Class-wide Supports
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3	Engagement of students, families, and community stakeholders	Academics High-quality, differentiated instruction for core academics
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)	Selection/identification of appropriate school personnel	Behavior/Mental Health Prevent, Teach, Reinforce, Respond Practices to support classroom climate and culture
Student grouping for intervention that prioritizes skill	Multi-directional communication	Tier 2 Interventions
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Standard protocol, evidence-based interventions to address specific skill deficits
Data informs instructional changes and alterations	Agenda and action plan	Tier 3 Interventions
Progress monitoring individual student interventions	Team member roles and responsibilities	Intensified evidence-based interventions matched to individual's needs
Progress monitoring class, school, and district-level interventions and practices	MTSS Coaching Support	Data-based individualization protocol
Evaluate Fidelity of Implementation	Internal coaching capacity through district-level support	
Fidelity checks for teaming structure	Access to external MTSS coaching expertise	
Fidelity inventories for practices	Professional learning	
Implement on the Foundation of the 4 Rs of a Trauma-Informed Approach	● Realize how trauma can affect people and groups ● Recognize the signs of trauma ● Respond to trauma ● Resists (re-)traumatization in the organizational environment	

DATA-DRIVEN DECISIONS

OKMTSS in Secondary Settings

DATA-DRIVEN DECISIONS

Measurement for Team-based Decisions

Effective screening tools and processes

Structure to analyze graphic results

Identifying Needs and Selecting Interventions and Practices

Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3

Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)

Student grouping for intervention that prioritizes skill needs

Evaluate Effectiveness of Interventions and Practices

Data informs instructional changes and alterations

Progress monitoring individual student interventions

Progress monitoring class, school, and district-level interventions and practices

Evaluate Fidelity of Implementation

Fidelity checks for teaming structure

Fidelity inventories for practices

KEY PRACTICES

- Use universal screening (academic, behavior, attendance) 3 times a year across core content areas.
- Apply diagnostic tools aligned with secondary standards to identify specific skill gaps.
- Monitor progress biweekly for Tier 2 and weekly for Tier 3 interventions using content-specific assessments.
- Track key indicators: GPA, attendance, behavior flags, and benchmark scores that impact promotion and graduation.
- Set decision rules for moving between tiers.

STRATEGIES

- Establish a 30-day data cycle: pull data → meet as a team → monitor progress.
- Use shared dashboards to unify data across departments and give all teachers access to grades, attendance, and discipline records.
- Partition time in core classes (e.g., last 15–20 minutes) for targeted reteach or intervention.
- Schedule "Flex Periods," "Advisory Blocks," or "Lunch-and-Learn" interventions that do not jeopardize credit accrual.
- Use homeroom or enrichment periods creatively to deliver short-term interventions without pulling students from required courses.

SUSTAINABLE TEAMING

MTSS in Secondary Settings

KEY PRACTICES

Sustainable teaming for educators and school professionals means creating collaborative structures that are effective, efficient, and maintainable over time without leading to burnout or inefficiency. In the context of Multi-Tiered System of Supports (MTSS), sustainable teaming is essential because it ensures that educators can consistently and equitably support all students in academics, behavior, and well-being.

SUSTAINABLE TEAMING
Leadership Support
Administrator involvement
Allocation of resources
Multidisciplinary Teams
Engagement of students, families, and community stakeholders
Selection/identification of appropriate school personnel
Multi-directional communication
Effective Meetings
Agenda and action plan
Team member roles and responsibilities
MTSS Coaching Support
Internal coaching capacity through district-level support
Access to external MTSS coaching expertise
Professional learning

MTSS Leadership Teams provide:

- Strategic planning and vision setting
- Coordinated implementation
- Data analysis and data-driven decision making
- Sustainability, consistency, and fidelity
- Stakeholder engagement and communication
- Fair and comprehensive support

Multi-Tiered System of Supports- Teaming Structures

Team	Membership	Level of focus	Purpose	Meeting Frequency
School Level MTSS Team	• Principal • School Counselor • School Psychologist • Grade level/content area representatives • Specialists/Student services representative • District Representative	• School capacity • School-wide level: ALL students • Tier 1/Universal • Tier 2/Supplemental • Tier 3/Intensive	• Develop and implement school-wide MTSS plan • Coordinate and manage integrated MTSS model including evidence-based interventions • Evaluate implementation, fidelity and effectiveness of Tier 1 by analyzing academic, behavior, school mental health data • Evaluate implementation, fidelity and effectiveness of Tier 2 and Tier 3 interventions/accelerations	Monthly
Grade Level/Content Area MTSS Team	• Principal/Curriculum Coach/School Counselor • Grade-level teachers • Content Area Teachers • School Psychologist/ Social Worker • Support staff/classroom paraprofessionals	• ALL grade level students • Students receiving evidence-based interventions/ accelerations	• Collect and review grade level universal screening data and diagnostic assessment • Collaborate and implement grade level integrated behavior and academic practices such as intervention groupings and evidence-based intervention	Monthly/Quarterly/as Universal Screening Data is available
Student Intervention Team	• School administrator or Counselor • School Psychologist/ Social Worker • Classroom teacher • Interventionist/Specialists • Family members	• Individual student strengths and areas of growth	• Set individual student goals • Choose appropriate evidence-based interventions • Review student progress monitoring data	4-8 weeks as determined by the district guidance

Chart adapted from: McIntosh, K. & Goodman, G. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York, NY: The Guilford Press.

SUSTAINABLE TEAMING

MTSS in Secondary Settings

MULTI-DIRECTIONAL COMMUNICATION

Effective communication is essential to ensure educators contribute meaningfully to their site's MTSS process. Teachers must actively engage in structured feedback loops to ensure their students' progress is well-documented and shared with the MTSS team.

KEY PRACTICES

- Clearly define roles for each team member and rotate leadership responsibilities to reduce burnout.
- Maintain regular meetings with focused agendas aligned to academic calendars (e.g., progress report dates, finals, credit checks).
- Include representation from all departments to address the full academic schedule of secondary students.

COMMUNICATION

Educators should ensure timely and structured communication with their site-level MTSS team. Key components of communication include:

- **Scheduled Data Submissions:** Regularly input student progress data into the school's designated data system
- **Participation in Team Meetings:** Share key insights on student progress, discuss challenges, and propose potential intervention adjustments.
- Use standardized forms or digital platforms to ensure all student progress data is easily accessible and interpretable by the MTSS team.

Additional Resources

Implementing MTSS in Secondary Schools: Challenges and Strategies

MTSS School Teams

EVIDENCE BASED PRACTICES

MTSS in Secondary Settings

EFFECTIVE USE OF EVIDENCE-BASED PRACTICES

An effective Multi-Tiered System of Supports (MTSS) relies on evidence-based assessments, curriculum, instruction, and interventions that have been proven through research to support student success. Within MTSS, student proficiency should follow an expected distribution:

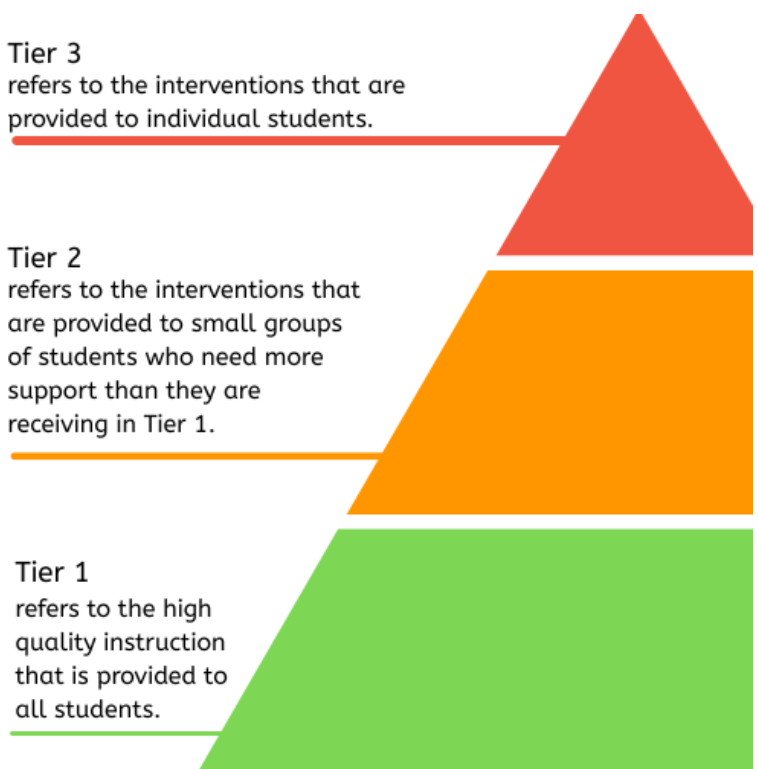
When student proficiency aligns with these expected percentages, it indicates that interventions are effectively supporting growth. If a significant number of students are not progressing within their assigned tier, teams should assess and adjust the intensity of interventions to better meet student needs. By analyzing both system-level and student-level data, educators can ensure interventions are appropriately matched to students, leading to improved outcomes across all tiers.

EVIDENCE-BASED PRACTICES	
Tier 1 - Universal School-wide Supports	
<i>Academics</i>	Core curriculum with standards for rigor
<i>Behavior/Mental Health</i>	Prevent, Teach, Reinforce, Respond Practices to support school climate and culture
Tier 1 - Universal Class-wide Supports	
<i>Academics</i>	High-quality, differentiated instruction for core academics
<i>Behavioral/Mental Health</i>	Prevent, Teach, Reinforce, Respond Practices to support classroom climate and culture
Tier 2 Interventions	
Standard protocol, evidence-based interventions to address specific skill deficits	
Tier 3 Interventions	
Intensified evidence-based interventions matched to individual's needs	
Data-based individualization protocol	

Tier 3
refers to the interventions that are provided to individual students.

Tier 2
refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

Tier 1
refers to the high quality instruction that is provided to all students.



EVIDENCE BASED PRACTICES

MTSS in Secondary Settings

TIER 1 - UNIVERSAL SUPPORTS

Core Curriculum with Standards for Rigor - Effective Tier 1 supports includes evidence-based core curriculum aligned with state standards and meets the needs of all students.

- Deliver instruction using high-quality instructional materials (HQIM) aligned to Oklahoma Academic Standards.
- Implement consistent expectations across classrooms for behavior and grading policies.
- Use high-leverage practices, such as instructional choice, formative feedback, and modeling.

TIER 2 - TARGETED INTERVENTIONS

Approximately 10-15% of students access Tier 2 interventions, which differ from reteaching by focusing on specific skill deficits using standardized protocols.

- Provide course-specific support, such as targeted tutoring, reteaching modules, or strategy groups.
- Implement Check-In/Check-Out for organization, task completion, or emotional regulation.
- Monitor student progress using classroom-based data, short-cycle assessments, or digital learning platforms.

TIER 3 - INTENSIVE INTERVENTIONS

Approximately 3-5% of students require more intensive interventions. The National Center for Intensive Intervention outlines seven components for increasing or decreasing intervention intensity: **Strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization.**

- Use individualized supports, such as credit recovery labs, behavior intervention plans, or trauma-informed mentoring.
- Adjust intervention intensity using the Taxonomy of Intervention Intensity framework.
- Maintain fidelity documentation and phase lines for all adaptations made.

Appendix D:
OKMTSS for
Educators

APPENDIX D

OKMTSS for Educators & Related Providers

INTRODUCTION

This document serves as a supplemental, user-friendly resource guide on the OKMTSS framework for PK-12 educators, school counselors, interventionists, and other student support professionals. Successful implementation of the OKMTSS framework relies on the collective efforts of all stakeholders. This guide helps student support professionals align their practices with the framework by focusing on three key areas: **Data-Driven Decision-Making, Sustainable Teaming, and Evidence-Based Practices.**

OKMTSS: OKLAHOMA MULTI-TIERED SYSTEMS OF SUPPORT

Oklahoma Multi-Tiered System of Supports (OKMTSS) is a state-defined framework incorporating the tenets of MTSS into a comprehensive tool for local educational agencies (LEAs) to utilize, ultimately supporting their implementation of an effective and cohesive MTSS system.

The MTSS Center at the American Institutes for Research (AIR) defines MTSS as follows:

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students.

THE OKMTSS FRAMEWORK

DATA-DRIVEN DECISIONS	SUSTAINABLE TEAMING	EVIDENCE-BASED PRACTICES
Measurement for Team-based Decisions	Leadership Support	Tier 1 - Universal School-wide Supports
Effective screening tools and processes	Administrator involvement	<i>Academics</i> Core curriculum with standards for rigor
Structure to analyze graphic results	Allocation of resources	<i>Behavior/Mental Health</i> Prevent, Teach, Reinforce, Respond Practices to support school climate and culture
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1 - Universal Class-wide Supports
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3	Engagement of students, families, and community stakeholders	<i>Academics</i> High-quality, differentiated instruction for core academics
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)	Selection/identification of appropriate school personnel	<i>Behavioral/Mental Health</i> Prevent, Teach, Reinforce, Respond Practices to support classroom climate and culture
Student grouping for intervention that prioritizes skill	Multi-directional communication	Tier 2 Interventions
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Standard protocol, evidence-based interventions to address specific skill deficits
Data informs instructional changes and alterations	Agenda and action plan	Tier 3 Interventions
Progress monitoring individual student interventions	Team member roles and responsibilities	Intensified evidence-based interventions matched to individual's needs
Progress monitoring class, school, and district-level interventions and practices	MTSS Coaching Support	Data-based individualization protocol
Evaluate Fidelity of Implementation	Internal coaching capacity through district-level support	
Fidelity checks for teaming structure	Access to external MTSS coaching expertise	
Fidelity inventories for practices	Professional learning	
Implement on the Foundation of the 4 Rs of a Trauma-Informed Approach	● Realize how trauma can affect people and groups ● Recognize the signs of trauma ● Respond to trauma ● Resists (re-)traumatization in the organizational environment	

DATA-DRIVEN DECISIONS

OKMTSS for Educators & Related Providers

USING DATA TO SUPPORT STUDENT SUCCESS

In an effective Multi-Tiered System of Supports (MTSS), data is essential for identifying student needs and guiding instruction and interventions. By using reliable data from multiple sources, educators can make informed decisions that improve outcomes for all students.

MTSS teams analyze data at two levels:

School & Classroom Level (System-Level Data)

- Helps educators assess trends and adjust Tier 1, Tier 2, and Tier 3 supports to improve instruction and interventions across grades, schools, and districts.

Individual Student Level (Student-Level Data)

- Guides targeted support for students in Tier 2 and Tier 3. Educators use data-based individualization (DBI) to refine interventions and ensure they are meeting each student's specific needs.

DATA-DRIVEN DECISIONS
Measurement for Team-based Decisions
Effective screening tools and processes
Structure to analyze graphic results
Identifying Needs and Selecting Interventions and Practices
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)
Student grouping for intervention that prioritizes skill needs
Evaluate Effectiveness of Interventions and Practices
Data informs instructional changes and alterations
Progress monitoring individual student interventions
Progress monitoring class, school, and district-level interventions and practices
Evaluate Fidelity of Implementation
Fidelity checks for teaming structure
Fidelity inventories for practices

SYSTEM-LEVEL DATA COLLECTION

CLASSROOM

Teachers track student progress using formative and summative assessments, behavioral observations, and intervention logs.

GRADE LEVEL

Teams analyze trends in student performance, adjust group interventions, and ensure instructional consistency across classrooms.

SITE LEVEL

MTSS teams and administrators assess school-wide trends, allocate resources, and refine system-wide supports.

MULTIPLE FORMS OF DATA IN MTSS

To ensure a comprehensive understanding of student needs, educators should use:

- **Universal Screening Data:** Identifies students needing additional support (e.g., literacy, math, behavior, mental health).
- **Progress Monitoring Data:** Tracks student response to interventions and informs instructional adjustments.
- **Diagnostic Assessments:** Provides deeper insight into specific skill deficits and targeted intervention needs.
- **Classroom Assessments:** Includes exit tickets, quizzes, and teacher observations.
- **Behavioral and Attendance Data:** Helps identify patterns impacting student success.

DATA-DRIVEN DECISIONS

OKMTSS for Educators & Related Providers

DECISION-MAKING PROCESS USING ASSESSMENTS

Step 1: Identify Struggling Students

- **Universal Screener:** Use a universal screener 3 times a year (fall, winter, spring) to identify students who score below benchmark expectations.
- **Identify Students:** Flag students who fall in the **at-risk** or **below-grade-level** range for further evaluation.

Step 2: Diagnose the Root Cause

- **Diagnostic Assessments:** Use diagnostic assessments to pinpoint whether the difficulty is with foundational skills (e.g., phonemic awareness, decoding, fluency) or a temporary misunderstanding.
 - Example: A student struggles with reading fluency—PAST (Phonological Awareness Screening Test) can help determine if phonemic awareness deficits are the root cause.

Step 3: Determine if Reteaching or Intervention is Needed

Assessment Result	Instructional Response
Students misunderstood the concept but has prerequisite skills	Reteaching: Adjust instruction, provide scaffolds, use different strategies
Student lacks foundational skills (e.g. decoding, number sense)	Intervention: Systematic, explicit instruction targeting deficit
Student performs below grade level despite quality instruction	Intensive Intervention: Multi-week structured program with progress monitoring
Student improves with reteaching but needs more support	Consider small-group targeted reteaching before moving to full intervention

Step 4: Implement & Monitor Progress

- **Monitor:** If reteaching is chosen, use quick formative assessments to check if the concept was mastered. If intervention is chosen, use progress monitoring tools at least every 2 weeks to ensure growth.
- **Adjust:** If a student is not making progress in an intervention, consider increasing frequency, intensity, or trying a different approach.

DATA-DRIVEN DECISIONS

OKMTSS for Educators & Related Providers

STUDENT GROUPING FOR INTERVENTION

Grouping students by similar skill deficits allows for targeted, evidence-based interventions. Effective student grouping can enhance peer support, maximize intervention time, and improve learning outcomes.

Key Considerations for Student Grouping

- Use assessment data and observations to form groups.
- Match students with similar skill needs and appropriate interventions.
- Consider school context, student age, and individual needs.

Intervention Scheduling

- **Elementary Schools:** The Strong Readers Act (2024) requires structured literacy interventions. Schools may extend similar intervention models to math, behavior, and mental health.
- **Secondary Schools:** Schools may adjust schedules to include intervention time while ensuring students meet required course minutes and credits.

Purpose of Student Grouping

- **Peer Support & Confidence:** Students benefit from learning alongside peers with similar challenges.
- **Increased Motivation & Engagement:** Small groups foster a supportive and interactive learning environment.
- **Ensuring Progress:** Targeted intervention ensures all students receive the support they need.

For students with significant skill deficits, individual interventions may be necessary. The size and intensity of groups should always align with student needs to maximize effectiveness.

SUSTAINABLE TEAMING

OKMTSS for Educators & Related Providers

TEAMING FOR STUDENT SUCCESS

Sustainable teaming for educators and school professionals means creating collaborative structures that are effective, efficient, and maintainable over time without leading to burnout or inefficiency. In the context of Multi-Tiered System of Supports (MTSS), sustainable teaming is essential because it ensures that educators can consistently and equitably support all students in academics, behavior, and well-being.

MTSS Leadership Teams provide:

- Strategic planning and vision setting
- Coordinated implementation
- Data analysis and data-driven decision making
- Sustainability, consistency, and fidelity
- Stakeholder engagement and communication
- Fair and comprehensive support

SUSTAINABLE TEAMING
Leadership Support
Administrator involvement
Allocation of resources
Multidisciplinary Teams
Engagement of students, families, and community stakeholders
Selection/identification of appropriate school personnel
Multi-directional communication
Effective Meetings
Agenda and action plan
Team member roles and responsibilities
MTSS Coaching Support
Internal coaching capacity through district-level support
Access to external MTSS coaching expertise
Professional learning

MTSS TEAMS AT EACH LEVEL

District Level Teams	Site Level Teams
• Comprised of district and school leadership, counselors, teaching staff, community partners. • Provides foundation and leadership for implementation. • Goals include establishing the framework for tiered services and identifying expected outcomes for all sites within the district. • Committed to honest discussions about strengths, challenges, and goals.	• Comprised of administrators, counselors, general education and special education teachers, school MTSS coordinator, and student support personnel. • Provides leadership for implementation at the site based on district level expectations. • Creates the agenda and focuses meetings on universal data, school-wide trends and needs, ensuring fidelity of MTSS processes and tiered decision-making structures.
Student Facing Teams	
• Comprised of educators, counselors and administrators with specific knowledge of student needs, reading/math specialists, tiered interventionists. • Identifies students struggling academically, behaviorally, or personally. • Conducts assessments to determine appropriate supports. • Develops and implements evidence-based interventions informed by assessment results. • Monitors progress, tracking student improvement and adjusting interventions as needed. • Reflects on and refines processes to enhance student success over time.	

SUSTAINABLE TEAMING

OKMTSS for Educators & Related Providers

MULTI-DIRECTIONAL COMMUNICATION

Effective communication is essential to ensure educators contribute meaningfully to their district/site's MTSS process. Teachers must actively engage in structured feedback loops to ensure their students' progress is well-documented and shared with the MTSS team.

DOCUMENT

Educators play a vital role in implementing MTSS by documenting student progress, intervention effectiveness, and classroom-level data. Educators should:

- Maintain detailed records of student progress using formative and summative assessments, intervention logs, and anecdotal notes.
- Utilize progress monitoring tools to track student response to interventions and instructional adjustments.
- Document Tier 1 instructional strategies and any additional Tier 2 or Tier 3 supports provided within the classroom setting.

COMMUNICATE

Educators should ensure timely and structured communication with their site-level MTSS team. Key components of communication include:

- Scheduled Data Submissions: Regularly input student progress data into the school's designated data system
- Participation in Team Meetings: Share key insights on student progress, discuss challenges, and propose potential intervention adjustments.
- Use standardized forms or digital platforms to ensure all student progress data is easily accessible and interpretable by the MTSS team.

COLLABORATE

Collaboration among teacher teams is critical for sustaining MTSS implementation within the classroom and across grade levels. Educators should:

- Engage in Professional Learning Communities (PLCs) to analyze data, refine instructional strategies, and share best practices.
- Co-plan interventions with grade-level or content-area teams to ensure consistency across classrooms.
- Provide peer feedback and support within collaborative planning sessions to align instructional approaches with MTSS goals.

KEY ACTIONS OF SUCCESSFUL TEAMS

- Individual members have clearly defined roles and responsibilities with distributed leadership.
- Meetings are regularly calendared and purpose-driven with clear agendas, defined action steps, and follow-up accountability. Focus centers on data-driven discussions about student needs.
- Time and resources are efficiently managed through streamlined communication processes and prioritized tasks and interventions based on greatest impact.
- Cross-disciplinary collaboration engages a variety of professionals with varied expertise to engage in shared problem-solving, ensuring comprehensive and cohesive student support.
- Ongoing training ensures staff understand MTSS processes and best practices and that new members are supported with onboarding and mentoring.

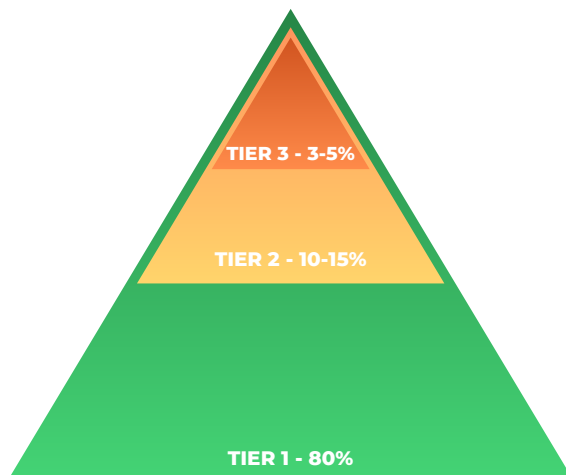
EVIDENCE BASED PRACTICES

OKMTSS for Educators & Related Providers

EFFECTIVE USE OF EVIDENCE-BASED PRACTICES

An effective Multi-Tiered System of Supports (MTSS) relies on evidence-based assessments, curriculum, instruction, and interventions that have been proven through research to support student success. Within MTSS, student proficiency should follow an expected distribution:

When student proficiency aligns with these expected percentages, it indicates that interventions are effectively supporting growth. If a significant number of students are not progressing within their assigned tier, teams should assess and adjust the intensity of interventions to better meet student needs. By analyzing both system-level and student-level data, educators can ensure interventions are appropriately matched to students, leading to improved outcomes across all tiers.



- **3-5%** of students will need intensive (Tier 3) interventions in addition to universal supports to succeed.
- **10-15%** of students may require targeted (Tier 2) interventions alongside universal supports to reach proficiency.
- **80%** of students should achieve proficiency with high-quality universal (Tier 1) supports.

EVIDENCE-BASED PRACTICES
Tier 1 - Universal School-wide Supports
<i>Academics</i> Core curriculum with standards for rigor
<i>Behavior/Mental Health</i> Prevent, Teach, Reinforce, Respond Practices to support school climate and culture
Tier 1 - Universal Class-wide Supports
<i>Academics</i> High-quality, differentiated instruction for core academics
<i>Behavioral/Mental Health</i> Prevent, Teach, Reinforce, Respond Practices to support classroom climate and culture
Tier 2 Interventions
Standard protocol, evidence-based interventions to address specific skill deficits
Tier 3 Interventions
Intensified evidence-based interventions matched to individual's needs
Data-based individualization protocol

TIER 1 - UNIVERSAL SUPPORTS

When evidence-based supports are implemented through a Multi-Tiered System of Supports (MTSS),

- positive outcomes can be achieved for 80% or more of the students,
- school teams should ensure their methods are evidence-based and that more intensive interventions are available when necessary,
- formative assessment data should be used to monitor student progress and to ensure that assessments align with the skills taught, and
- if MTSS supports begin to lose effectiveness, current intervention practices should be evaluated.

EVIDENCE BASED PRACTICES

OKMTSS for Educators & Related Providers

TIER 1 - UNIVERSAL ACADEMIC SUPPORTS

Universal School-Wide Academic Supports

Core Curriculum with Standards for Rigor - Effective Tier 1 supports must include an evidence-based core curriculum aligned with state standards and meets the needs of all students. The Oklahoma State Department of Education has many tools to support districts and schools in determining which High-Quality Instructional Materials (HQIM) meet the needs of their students.

- Schools must ensure curriculum and Tier 1 alignment between grade levels.
- School teams should consider whether the curriculum meets the needs of all the learners they serve, such as English Learners, Special Education students, and gifted and talented students.
- Teams must look at their student population and ensure that the curriculum selected is valid and includes the supports necessary to target their students' needs based on the data the school has collected and analyzed.
- Some HQIM's have higher efficacy rates for specific populations, and schools with many students with individual needs should consider those tools.

Universal Class-Wide Academic Supports

Differentiated Instruction for Core Curriculum - When establishing a core curriculum, the site team must clarify which components will be standardized and which will allow educators to incorporate evidence-based instructional practices. For example, they may use a weekly story from a literacy curriculum while allowing teachers to provide additional support, such as think-aloud strategies or graphic organizers.

- Differentiation enables teachers to address specific skill deficits or strengths in their classes.
- When proficiency is below 80%, educators can implement more intensive strategies, like small group centers, to enhance overall student outcomes.
- In secondary education, offering various assignment options allows students to choose how to demonstrate their skills, accommodating diverse abilities.

EVIDENCE BASED PRACTICES

OKMTSS for Educators & Related Providers

TIER 1 - UNIVERSAL BEHAVIORAL SUPPORTS

Universal School-Wide Behavioral Supports

Prevent, Teach, Reinforce, Respond Practices to Support School Climate and Culture - Schools must consider their behavioral interventions along with their academic Tier 1 approach.

- A school-wide behavior system that prevents, teaches, reinforces, and responds with practices to support school climate and culture should be the first step in the prevention of problematic behaviors.
- When paired with an academic approach, over 80% of students can succeed behaviorally.
- Clear behavioral expectations must be taught explicitly, as many elementary students may lack the experience to "know better."
- In secondary schools, students must understand each teacher's expectations since classroom behavioral expectations may vary greatly from teacher to teacher.
- Teachers should consistently reinforce behavioral expectations with reminders, opportunities for practice, and behavior-specific praise to foster a positive school culture.
- If behaviors do not improve despite these measures, additional support may be necessary.
- The MTSS (Multi-Tiered System of Support) team should determine appropriate interventions.
- Suspension for minor infractions should be avoided, with the focus on developing behavioral skills.

Universal Class-Wide Behavioral Supports

Prevent, Teach, Reinforce, Respond Classroom Practices to Support School Climate and Culture - Behavioral supports should be the primary focus of prevention efforts, as over 80% of students can achieve behavioral success when explicitly taught expectations.

- Elementary school teachers should clearly instruct students on appropriate actions, while in secondary school, students should learn specific expectations for each classroom.
- Teachers should reinforce these behaviors with reminders and behavior-specific praise to cultivate a positive school climate.
- When behaviors do not improve despite these measures, the Multi-Tiered System of Supports (MTSS) team should explore additional evidence-based responses, avoiding suspensions for minor infractions and instead providing targeted behavior supports.

EVIDENCE BASED PRACTICES

OKMTSS for Educators & Related Providers

TIER 2 - TARGETED INTERVENTIONS

Approximately 10-15% of students access Tier 2 interventions, which differ from reteaching by focusing on specific skill deficits using standardized protocols.

- Interventions are based on standardized, evidence-based protocols targeting specific skill deficits, and typically last between 4-8 weeks to measure student progress.
- Teams must choose sensitive progress monitoring tools, such as normed assessments and content mastery assessments, to accurately track changes in student skills beyond universal screeners.
- Tier 2 interventions vary in their evidence-based content, alignment with core curriculum, and instructional characteristics, with higher effectiveness when all conditions are met.
- Tier 2 interventions are designed to supplement Tier 1 core programming, ensuring they align with core instruction while providing additional support for foundational skills.

Strategies for Alignment in Tier 2 Interventions

- Collaborative planning
- Standardized protocols/Progress monitoring policies
- Common Assessment practices
- Regular intervention reviews
- Consistent data collection procedures
- Clear transition plans for moving students between tiers

TIER 3 - INTENSIVE INTERVENTIONS

Approximately 3-5% of students require more intensive interventions, which utilize standardized protocols tailored to individual needs, guided by data to optimize outcomes. The National Center for Intensive Intervention outlines seven components for increasing or decreasing intervention intensity: **Strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization.**

- The effectiveness of the intervention (strength) must be matched to the student's specific needs, while dosage refers to the frequency and duration of interactions, which should be tailored based on the skill being targeted.
- Interventions should align with targeted skills, grade-level standards, and explicitly facilitate connections between learned skills and real-world applications to enhance student learning.
- Ongoing progress monitoring is essential for individualization, and any adjustments to intervention intensity must be clearly documented with phase lines to track changes in student outcomes effectively.

Strategies for Alignment in Tier 3 Interventions

- Collaborative goal setting with providers
- Regular planning sessions with all providers
- Shared data analysis
- Standardized documentation process
- Recurrent communication

Appendix E:
Early OKMTSS
Birth to School Age

APPENDIX

OKMTSS for Early Childhood Educators

INTRODUCTION

Early Multi-Tiered System of Supports (MTSS)

Early MTSS is a framework of evidence-based practices designed to promote healthy development and positive behavior in young children. It is not a curriculum but a structure that works alongside existing curricula to support all children in early learning environments.

WHO BENEFITS

Early MTSS provides support for:

- Early childhood educators
- Early childhood special education personnel
- Early intervention personnel
- Families

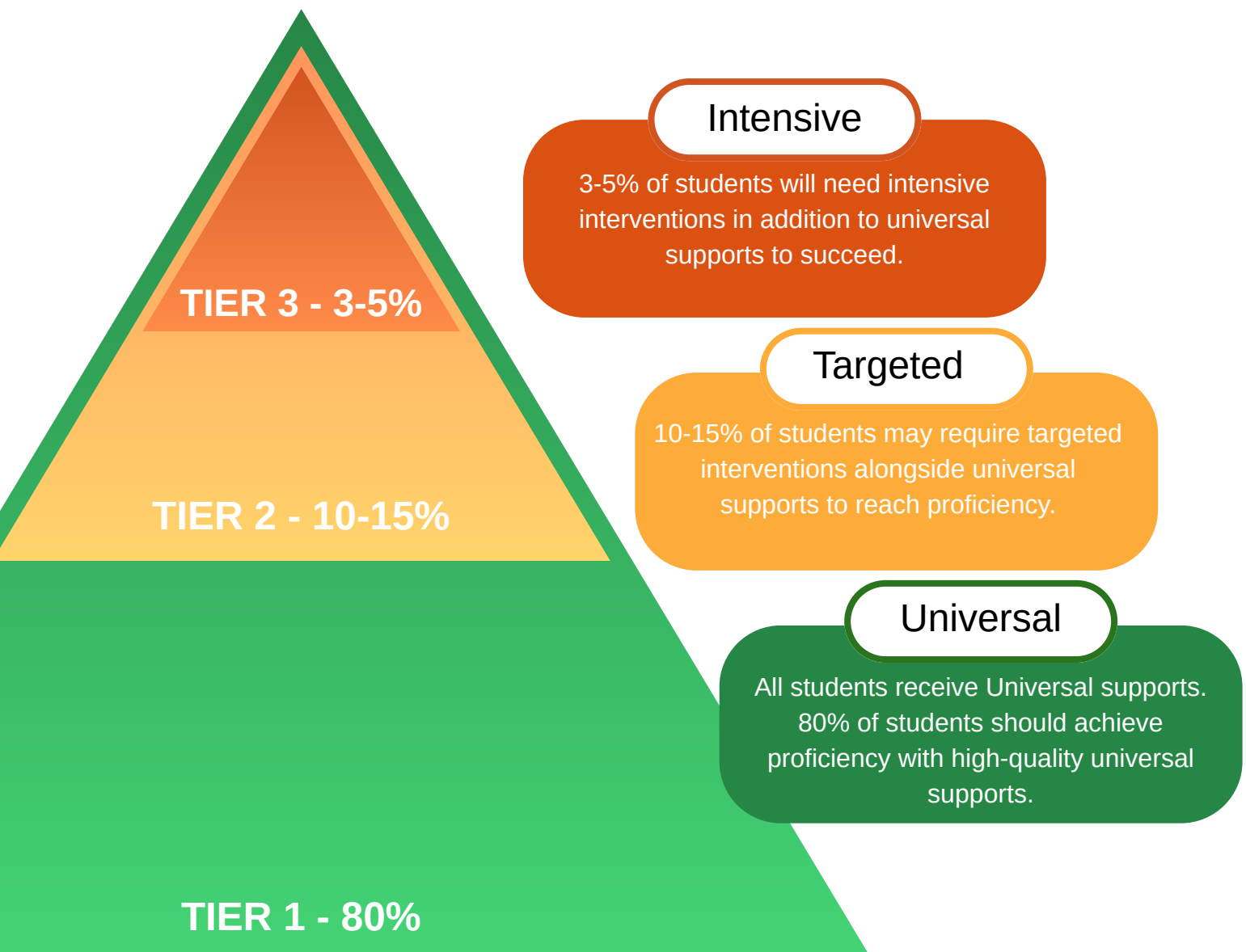
THE OKMTSS FRAMEWORK

DATA-DRIVEN DECISIONS	SUSTAINABLE TEAMING	EVIDENCE-BASED PRACTICES
Measurement for Team-based Decisions	Leadership Support	Tier 1 - Universal School-wide Supports
Effective screening tools and processes	Administrator involvement	Academics Core curriculum with standards for rigor
Structure to analyze graphic results	Allocation of resources	Behavior/Mental Health Prevent, Teach, Reinforce, Respond Practices to support school climate and culture
Identifying Needs and Selecting Interventions and Practices	Multidisciplinary Teams	Tier 1 - Universal Class-wide Supports
Multiple sources of data for decision making at Tier 1, Tier 2, and Tier 3	Engagement of students, families, and community stakeholders	Academics High-quality, differentiated instruction for core academics
Decision rules to identify areas of needed supports and interventions (Tier 1, Tier 2, and Tier 3)	Selection/identification of appropriate school personnel	Behavioral/Mental Health Prevent, Teach, Reinforce, Respond Practices to support classroom climate and culture
Student grouping for intervention that prioritizes skill	Multi-directional communication	Tier 2 Interventions
Evaluate Effectiveness of Interventions and Practices	Effective Meetings	Standard protocol, evidence-based interventions to address specific skill deficits
Data informs instructional changes and alterations	Agenda and action plan	Tier 3 Interventions
Progress monitoring individual student interventions	Team member roles and responsibilities	Intensified evidence-based interventions matched to individual's needs
Progress monitoring class, school, and district-level interventions and practices	MTSS Coaching Support	Data-based individualization protocol
Evaluate Fidelity of Implementation	Internal coaching capacity through district-level support	
Fidelity checks for teaming structure	Access to external MTSS coaching expertise	
Fidelity inventories for practices	Professional learning	
Implement on the Foundation of the 4 Rs of a Trauma-Informed Approach	• Realize how trauma can affect people and groups • Recognize the signs of trauma • Respond to trauma • Resists (re-)traumatization in the organizational environment	

FRAMEWORK TIERS

An effective Multi-Tiered System of Supports (MTSS) relies on evidence-based assessments, curriculum, instruction, and interventions that have been proven through research to support student success. Within MTSS, student proficiency should follow an expected distribution:

When student proficiency aligns with these expected percentages, it indicates that interventions are effectively supporting growth. If a significant number of students are not progressing within their assigned tier, teams should assess and adjust to meet the needs of the student.



Early MTSS Reflection

Current Practices



Behavior Expectations

- ☐ Broader, general goals, “be kind, be safe”
- ☐ Positively stated
- ☐ No more than 5 expectations
- ☐ Displayed expectations include an image or signal
- ☐ Posted & visible to children in the classroom (example: classroom contract)

Rules

- ☐ Specific observable expectations
- ☐ Rules are stated in a positive manner
- ☐ Manageable amount of rules
- ☐ Visual representation for each rule
- ☐ Rules are posted at eye level in the activity or setting where applicable

Environment

- ☐ Enough centers for the number of students
- ☐ Centers have clear boundaries
- ☐ Materials are appropriate and adequate in number and variety
- ☐ Spaces for whole group instruction
- ☐ Groups are well defined
- ☐

Visual Schedules

- ☐ Activities are represented by photographs or clip art
- ☐ Each daily activity is represented
- ☐ Posted at children’s eye level
- ☐ Accommodates when changes occur
- ☐ Remains visible the entire day

Family Engagement

- ☐ Consistent and frequent communication (newsletters, apps, etc)
- ☐ Two-way communication
- ☐ Language-accessible materials
- ☐ Family support and education (home visits, workshops, sharing resources, family guides etc)
- ☐ Collaborative decision making that involves parents. (goal-setting, intervention plans, data review)

Systems

- ☐ Assessments are identified
- ☐ Data protocols are in place
- ☐ Schedules are in place
- ☐ Curriculum materials are available
- ☐ Staff are supported by professional Development
- ☐ Support Systems are in place

TIER 1 - UNIVERSAL SUPPORTS

Evidence-based Practices

When evidence-based supports are implemented through a Multi-Tiered System of Supports (MTSS),

- positive outcomes can be achieved for 80% or more of the students.
- methods are evidence-based and that more intensive interventions are available when necessary.
- student progress should be monitored to ensure that assessments align with the skills taught.
- building relationships is the foundation to decreasing challenging behaviors.

TIER 1 - UNIVERSAL BEHAVIOR SUPPORTS

Prevent, Teach, Reinforce, Respond Practices to Support School Climate and Culture

Schools must consider their behavioral interventions along with their academic Tier 1 approach. A school-wide behavior system that prevents, teaches, reinforces, and responds with practices to support school climate and culture, should be the first step in the prevention of problematic behaviors.

NURTURING AND RESPONSIVE RELATIONSHIP PRACTICES

Classroom Community

- Teach children to care for one another.
- Give children opportunities to be leaders.
- Display children's work in the classroom.
- Get to know the students & families.

Positive Attention

- Comment often on children's appropriate behavior.
- Use positive descriptive feedback.
- Use forms of acknowledgement (smile, thumbs up, etc).
- Build positive interactions into the daily routine.

Supporting Relationships

- Create opportunities for student interactions.
- Extend play by offering ideas and making connections.
- Build relationships with families. See Oklahoma Family Guides ([website](#)).

Building Relationships

- Greet children on arrival.
- Use a positive & supportive tone of voice.
- Show respect & warmth to everyone.
- Learn key words to use with dual language learners.

Supportive Conversation

- Reflect & expand on student's communication.
- Ask questions, make comments, and take turns.
- Engage in children's conversations.
- Support communication attempts.

TIER 1-UNIVERSAL SUPPORTS

Evidence-based Practices

The classroom environment plays a crucial role in decreasing challenging behaviors in early childhood settings. A well-designed environment supports children's emotional regulation, promotes positive interactions, and provides clear expectations. When spaces are organized and engaging, children feel safe, understood, and empowered, which reduces frustration, and increases both cooperation and independence.

HIGH-QUALITY SUPPORTIVE ENVIRONMENT

Predictable Daily Schedule

- Create and post a schedule with visuals to represent activities throughout the day.
- Develop and implement a classroom schedule.
- Refer to, and review the schedule on a daily basis.
- Make visual modifications when needed to adjust for changes during the day.

Predictable Classroom Routines

- Design and implement predictable routines throughout all activities.
- Follow routines consistently throughout the day.
- Embed instruction into activities and daily routines.
- Structure activities with a clear beginning, middle, and end.

Adapt Curriculum to Meet Student's Individual Needs

- Consider children's interests, strengths, needs, and abilities.
- Adapt to meet child's individual needs to help them be successful.
- Adapt materials to meet child's individual needs.

Transitions

- Provide warnings or cues prior to transitions for all students.
- Use transition strategies (games, songs, and actions).
- Teach transition expectations and practice the expectations.
- Provide immediate and positive feedback.

Behavior Expectations

- Identify 2-5 expectations (ex. "We are safe.", "We are kind.")
- Identify a manageable number of rules that are positively stated.
- Refer to expectations throughout the day.
- Provide instruction on expectations and rules.
- Display expectations and rules with visual depictions at eye level of children.

TIER 1-UNIVERSAL SUPPORTS

Resources

OKLAHOMA ACADEMIC STANDARDS

Oklahoma Academic Standards serve as expectations for what students should know and be able to do by the end of the school year and are written by Oklahomans for Oklahoma.

All Oklahoma Academic Standards are aligned from pre-K to 12th grade. All Oklahoma Academic Standards can be found here: [Oklahoma Academic Standards](#)

OKLAHOMA FRAMEWORKS

The OSDE frameworks are sets of instructional resources developed by Oklahoma teachers to help educators translate the Oklahoma Academic Standards into classroom practice. They illustrate what is expected of students at each grade level by examining the intent of each standard and providing instructional options to support student learning. The OK frameworks provide additional clarification on the intent of the standards and implementation resources. Frameworks can be found here: [Oklahoma Frameworks](#)

FAMILY GUIDES

The Oklahoma State Department of Education (OSDE) offers printable Oklahoma Family Guides for Pre-K through 6th grade. These flyers provide snapshots of what students are learning, aligned to the Oklahoma Academic Standards, and offer tips for supporting learning at home.

Guides are available for ELA, math, science, social studies, health, music, PE, visual art, and artificial intelligence. Oklahoma Academic Standards can be found here: [Oklahoma Academic Standards webpage](#).

HIGH-QUALITY INSTRUCTIONAL MATERIALS

High quality instructional materials is a vital part of using research-based practices and materials to support student learning. Learn more about the HQIM cycle here: [HQIM cycle](#).

APPROVED INSTRUCTIONAL MATERIALS

Approved comprehensive early childhood instructional materials can be [found here](#) and on the [approved titles page](#). Rubric for Early Childhood Instructional Materials can be found here: [Early Childhood Education \(Comprehensive\)](#).

TIER 2-TARGETED SUPPORTS

Evidence-based Practices

Approximately 10-15% of students access Tier 2 interventions

- Interventions are based on standardized, evidence-based protocols targeting specific skill deficits, and typically last between 4-8 weeks to measure student progress.
- Teams must choose progress monitoring tools, such as normed assessments and content mastery assessments, sensitive enough to accurately track changes in student skills beyond universal screeners.
- Tier 2 interventions are designed to supplement Tier 1 Universal Supports, ensuring they align with core instruction and evidence-based practices while providing additional support for foundational skills.

TARGETED SUPPORTS-BEHAVIOR

Delivery Method

- Large group instruction
- Small group instruction
- Routines and transitions
- Structured or casual interactions

Self-Regulation & Anger Management

- Teach how to appropriately express emotions.
- Teach and encourage calm-down strategies.
- Model & and support recognition of emotions.
- Individualize instruction to meet individual student needs.

Friendship Skills

- Use a variety of strategies to teach friendship skills.
- Arrange the classroom to encourage social interactions.
- Prompt children to work together.
- Utilize large and small group instruction for skill development.

Problem-Solving Skills

- Teach the steps for solving problems.
- Prompt the generation of solutions from children.
- Display problem-solving visual reminders at child level throughout the room.
- Model and role-play problem-solving.

Progress Monitoring

- Establish a system for data collection.
- Incorporate data collection into daily routines.
- Maintain and review data regularly and adjust instruction as needed.

TIER 2-TARGETED SUPPORTS

Evidence-based Practices

Tier 2 academic interventions are designed to support students who need more targeted instruction beyond the universal Tier 1 level. These interventions are typically small-group, focused, and data-driven. Here are several effective methods for delivering Tier 2 academic interventions:

TARGETED SUPPORTS-ACADEMIC

Small group instruction

- *What it is:* Provide instruction on specific skills to groups of 3–5 students.
- *How to do it:* Schedule daily or multiple weekly sessions using evidence-based curricula or strategies aligned with student needs.
- *Why it works:* It allows for more interaction and feedback than whole-group instruction.

Progress monitoring

- *What it is:* Track students' progress regularly, using short, frequent assessments.
- *How to do it:* Administer short, skill-specific assessments at frequent intervals and use the data to adjust instruction.
- *Why it works:* It ensures interventions are working and allows for timely adjustments.

Targeted Skill Instruction

- *What it is:* Focus lessons on specific academic areas or gaps in student learning (e.g., phonemic awareness, number sense).
- *How to do it:* Analyze data to identify exact skill gaps, then teach using explicit, systematic methods.
- *Why it works:* Students receive direct instruction on what they need most.

Increased Opportunity for practice

- *What it is:* Reinforce new learning with repeated, guided practice.
- *How to do it:* Provide scaffolded practice opportunities with immediate feedback.
- *Why it works:* It provides repetition, strengthens retention, and fluency.

Play-Based learning

- *What it is:* Design learning using engaging and purposeful play.
- *How to do it:* Design activities that are engaging while intentionally targeting specific learning goals and skills.
- *Why it works:* It encourages engagement and builds confidence.

Consistent Scheduling & Fidelity

- *What it is:* Deliver regular, uninterrupted intervention sessions.
- *How to do it:* Protect time for interventions, train staff, and use checklists or coaching for fidelity.
- *Why it works:* Consistency and fidelity are key to effectiveness.

TIER 2-TARGETED SUPPORTS

Evidence-based Practices

TARGETED SUPPORTS-ACADEMIC

Reading/Writing

- **Small Group:** Teacher will work with students on an identified skill such as phonemic awareness, phonics, fluency, vocabulary, letter writing, sequencing events, etc. with 3-5 students. Instructional methods will include games or other interactive activities.
- **Targeted Skill Instruction:** Teachers will direct instruction with a student on an identified learning gap, such as isolating the initial sound of a word.
- **Play-Based Learning:** Teachers will include materials in play-based learning areas to strengthen areas of need. This may include books in each center, props to increase vocabulary, paper or notepads with writing tools, etc. In this setting, the teacher will enter the students' play and ask questions to support the identified area of need.
- **Increased Opportunity for Practice:** Teachers will weave identified skills into whole group instruction to provide extra practice or utilize transition times to practice skills. For example, the teacher will call out words while students are lining up and the students can respond with the initial sound of the word.

Math

- **Small Group:** Teachers will work with students on an identified skill, such as number sense, counting, sorting, patterning, etc., with 3-5 students. Instructional methods will use interactive activities with manipulatives.
- **Targeted Skill Instruction:** Teachers will provide direct instruction to students on an identified learning gap, such as creating a repeating pattern. The teacher will work with a student on the specific skill using manipulatives.
- **Play-Based Learning:** Teachers will include materials in play-based learning areas to strengthen areas of need. This may include materials to sort or pattern, blocks of various sizes and shapes, manipulatives to count, such as play money, etc. In this setting, the teacher will enter the students' play and ask questions to support the identified area of need.
- **Increased Opportunity for Practice:** Teachers will weave identified skills into whole group instruction to provide extra practice or utilize transition times to practice skills. For example, the teacher will have students count or replicate clapping patterns.

TIER 2-TARGETED SUPPORTS

Evidence-based Practices

TARGETED SUPPORTS-ACADEMIC

Large Motor Skills

- **Small Group:** Teachers will work with students on an identified skill, such as jumping, balancing, etc., with 3-5 students. Large motor interventions may need to be done outside or in specified areas of the room.
- **Play-Based Learning:** Teachers will include materials in play-based learning spaces to strengthen areas of need. This may include bean bags to toss, move to music, throwing tissues, hopping on one foot, hopscotch, etc. In this setting, the teacher will enter the students' play and ask questions to support the identified area of need.
- **Increased Opportunity for Practice:** Teachers will weave identified skills in whole-group instruction to provide extra practice or utilize transition times to practice skills. For example, the teacher will add clapping, tapping, or jumping when responding to skills. Students can use their bodies to make letters or numbers.

Additional Resources

- Oklahoma Academic Standards <https://oklahoma.gov/education/services/standards-learning/oklahoma-academic-standards.html>
- Oklahoma Frameworks: <https://oklahoma.gov/education/services/standards-learning/oklahoma-frameworks.html>
- What Works Clearinghouse Practice Guides: <https://ies.ed.gov/ncee/wwc/practiceguides>
- Florida Center for Reading Research: <https://fcrr.org/student-center-activities>
- Play-Based learning activities: <https://www.playlearninglab.ca/examples-of-play>
- Physical Activity Breaks: <https://bit.ly/3JUfIZV>
- Physical Activities Breaks and descriptions: https://docs.google.com/document/d/1RAyfwelafGhMa_N-Fna-gaZ7B5Gfs8Cj6ALsDSqz9cE/edit?usp=sharing

TIER 3-INTENSIVE SUPPORTS

Evidence-based Practices

Approximately 3-5% of students require more intensive interventions, which utilize standardized protocols tailored to individual needs, guided by data to optimize outcomes. The National Center for Intensive Intervention outlines seven components for increasing or decreasing intervention intensity: Strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral or academic support, and individualization.

- The effectiveness of the intervention (strength) must be matched to the student's specific needs, while dosage refers to the frequency and duration of interactions, which should be tailored based on the skill being targeted.
- Ongoing progress monitoring is essential for individualization.

INTENSIVE SUPPORTS-BEHAVIOR

Understanding Challenging Behaviors

- Collect data on behavior to identify needed areas of support.
- Identify the possible communicative function or purpose of the challenging behavior.

Appropriate Responses

- Use appropriate strategies in response to challenging behaviors.
- Explain the expected behavior to the child.
- Give positive attention and descriptive feedback for appropriate behavior.
- Use a neutralizing routine, such as pause and breathe.

Documenting Behaviors

- Follow district protocols.
- Examples
 - Functional Behavior Assessment (FBA)
 - Observational Data
- When appropriate, consult with special education. Follow district protocols.

Academic

- One-on-one
- More targeted small group
- Increased progress monitoring
- Change intervention according to data
- When appropriate, consult with special education. Follow district protocols.

DATA-DRIVEN DECISIONS

Evidence-based Practices

INTERVENTIONS VS. RETEACHING

Interventions and **reteaching** are both strategies used to support student learning, but they have distinct purposes and approaches.

Feature	Interventions	Reteaching
Purpose	Address skill deficits	Clarify or reinforce learning
Intensity	More frequent and targeted	Less intensive, short-term
Students	At-risk learners	Any student needing reinforcement
Structure	Systematic, evidence-based	Flexible, teacher-driven
Timing	Scheduled over weeks/months	Happens as needed within instruction

STUDENT GROUPING FOR INTERVENTION

Grouping students by similar skill deficits allows for targeted, evidence-based interventions. Effective student grouping can enhance peer support, maximize intervention time, and improve learning outcomes.

Key Considerations for Student Grouping

- Use assessment data and observations to form groups.
- Match students with similar skill needs and appropriate interventions.
- Consider school context, student age, and individual needs.

Intervention Scheduling

- **Elementary Schools:** The Strong Readers Act (2024) requires structured literacy interventions. Schools may extend similar intervention models to math, behavior, and mental health.

Purpose of Student Grouping

- **Peer Support & Confidence:** Students benefit from learning alongside peers with similar challenges.
- **Increased Motivation & Engagement:** Small groups foster a supportive and interactive learning environment.
- **Ensuring Progress:** Targeted intervention ensures all students receive the support they need.

For students with significant skill deficits, individual interventions may be necessary. The size and intensity of groups should always align with student needs to maximize effectiveness.

SUSTAINABLE TEAMING

OKMTSS for Educators & Related Providers

MULTI-DIRECTIONAL COMMUNICATION

Effective communication is essential to ensure educators contribute meaningfully to their district/site's MTSS process. Teachers must actively engage in structured feedback loops to ensure their students' progress is well-documented and shared with the MTSS team.

DOCUMENT

Educators play a vital role in implementing MTSS by documenting student progress, intervention effectiveness, and classroom-level data. Educators should:

- Maintain detailed records of student progress using formative and summative assessments, intervention logs, and anecdotal notes.
- Utilize progress monitoring tools to track student response to interventions and instructional adjustments.
- Document Tier 1 instructional strategies and any additional Tier 2 or Tier 3 supports provided within the classroom setting.

COMMUNICATE

Educators should ensure timely and structured communication with their site-level MTSS team. Key components of communication include:

- Scheduled Data Submissions: Regularly input student progress data into the school's designated data system
- Participation in Team Meetings: Share key insights on student progress, discuss challenges, and propose potential intervention adjustments.
- Use standardized forms or digital platforms to ensure all student progress data is easily accessible and interpretable by the MTSS team.

COLLABORATE

Collaboration among teacher teams is critical for sustaining MTSS implementation within the classroom and across grade levels. Educators should:

- Engage in Professional Learning Communities (PLCs) to analyze data, refine instructional strategies, and share best practices.
- Co-plan interventions with grade-level or content-area teams to ensure consistency across classrooms.
- Provide peer feedback and support within collaborative planning sessions to align instructional approaches with MTSS goals.

KEY ACTIONS OF SUCCESSFUL TEAMS

- Individual members have clearly defined roles and responsibilities with distributed leadership.
- Meetings are regularly calendared and purpose-driven with clear agendas, defined action steps, and follow-up accountability. Focus centers on data-driven discussions about student needs.
- Time and resources are efficiently managed through streamlined communication processes and prioritized tasks and interventions based on greatest impact.
- Cross-disciplinary collaboration engages a variety of professionals with varied expertise to engage in shared problem-solving, ensuring comprehensive and cohesive student support.
- Ongoing training ensures staff understand MTSS processes and best practices and that new members are supported with onboarding and mentoring.

Appendix F:
Superintendents &
School Boards

MTSS Timeline

Superintendent Role



Discovery Phase (1-2 years)

• Set the Vision & Communicate the Why

- Develop and communicate a clear districtwide vision for MTSS.
- Ensure MTSS aligns with the district's strategic plan and other initiatives (Present the rationale for MTSS to principals, teachers, families, and community stakeholders).

• Data Analysis & Needs Assessment

- Oversee a districtwide annual review of academic, behavioral, and financial data to identify gaps.
- Support the development of data decision rules, data collection and reporting systems.
- Ensure school leaders and teachers understand how to use data for decision-making, and the utilization of the DBI process.

• Infrastructure & Capacity Building

- Allocate funding, staffing, and resources to support MTSS.
- Establish leadership teams to guide MTSS implementation at district and school levels.
- Identify and address barriers to implementation (e.g., staffing, scheduling, training).



Engage Phase (2-4 years)

• Pilot & Support School Implementation

- Select pilot schools to test MTSS implementation.
- Ensure principals and district leaders receive coaching and support.
- Facilitate collaboration among schools, intervention teams, and community partners.

• Policy & Funding Alignment

- Ensure district policies and procedures support MTSS implementation.
- Adjust district funding to support intervention services, data systems, and professional development.
- Ensure compliance with federal and state regulations related to MTSS.

• Stakeholder Engagement

- Communicate MTSS progress to families and the community.
- Work with teacher stakeholder groups
- Establish feedback loops between teachers, administrators, and families.
- Reflect and adjust to evaluate the pilot.
- Review and revise policies and procedures where needed.

MTSS **Timeline**

Superintendent Role

Activate Phase (4-8 years)

• **Scaling Up Implementation**

- Expand MTSS from pilot schools to all district schools.
- Ensure every school has trained MTSS leadership teams.
- Embed MTSS training into new teacher and administrator onboarding.

• **Monitor & Support Implementation Fidelity**

- Conduct regular progress checks using fidelity tools and student data.
- Ensure principals and instructional leaders are held accountable for MTSS implementation.
- Support district wide professional learning communities (PLCs) focused on MTSS best practices.

• **Secure Long-Term Sustainability**

- Integrate MTSS within the district's ongoing strategic planning process.
- Ensure dedicated staffing for MTSS implementation.
- Maintain consistent funding for interventions and professional development.
- Review and revise policies and procedures where needed.

Define, Align, & Refine

• **Continuous Improvement & Data-Driven Adjustments**

- Regularly evaluate MTSS effectiveness using student outcomes and implementation fidelity data.
- Adjust interventions and supports based on evolving district needs.
- Ensure ongoing training for new and existing staff.

• **Policy & Leadership Development**

- Work with the school board to update policies that sustain MTSS.
- Review and revise policies and procedures where needed.
- Train future district leaders in MTSS practices.
- Keep MTSS as a priority in district planning and budgeting.

MTSS **Timeline**

Board Member Role



Discovery Phase (1-2 years)

- **Attend MTSS Professional Development**
 - OKMTSS Winter and Summer Conference
 - MTSS Fidelity of Implementation Self Assessment
- **Adopt MTSS as a District Priority**
 - Pass resolutions or policies affirming MTSS as a district initiative.
 - Ensure the district's strategic plan includes MTSS goals.
 - Require regular reports from the superintendent on MTSS development.
- **Review & Approve Financial Investments**
 - Approve funding for professional development, intervention programs, and data systems.
 - Evaluate budget allocations to ensure MTSS is adequately funded.
 - Consider grant opportunities or additional funding sources to support MTSS.



Engage Phase (2-4 years)

- **Monitor Early Implementation Progress**
 - Request regular updates from the superintendent on pilot school progress.
 - Ensure district policies align with the MTSS framework
 - Review student outcome data and early implementation successes/challenges.
- **Support Community Engagement Efforts**
 - Ensure parents and the community understand MTSS.
 - Promote transparency in how MTSS decisions are made.
 - Advocate for state-level policies that support MTSS.
 - Review student handbooks align with MTSS.

MTSS **Timeline**

Board Member Role



Activate Phase (4-8 years)

- **Ensure Districtwide Implementation Accountability**
 - Continue reviewing student progress and MTSS fidelity data.
 - Hold the superintendent accountable for meeting MTSS goals.
 - Adjust policies as needed to remove barriers to implementation.
- **Review Long-Term Budget Needs**
 - Ensure ongoing funding for MTSS initiatives.
 - Support staff positions dedicated to MTSS implementation.
 - Identify state and federal funding sources to sustain MTSS.



Define, Align, & Refine

- **Monitor Effectiveness & Adjust Policies as Needed**
 - Require annual MTSS progress reports from district leaders.
 - Adjust policies to support ongoing improvement.
 - Ensure MTSS remains embedded in the district's long-term strategic plan.
 - Promote MTSS as a model for data-driven decision-making
- **Engage with community stakeholders**
- **Support statewide efforts to align MTSS practices across districts.**

MTSS Timeline



Superintendent Role



✓ Discovery Phase (1-2 years)

- Set the Vision & Communicate the Why
- Data Analysis & Needs Assessment
- Infrastructure & Capacity Building

✓ Engage Phase (2-4 years)

- Policy & Funding Alignment
- Stakeholder Engagement
- Pilot & Support School Implementation

✓ Activate Phase (4-8 years)

- Scaling Up Implementation
- Monitor & Support Implementation Fidelity
- Secure Long-Term Sustainability

✓ Define, Align, & Refine

- Continuous Improvement & Data-Driven Adjustments
- Policy & Leadership Development

Board Member Role



✓ Discovery Phase (1-2 years)

- Attend MTSS Professional Development
- Adopt MTSS as a District Priority
- Review & Approve Financial Investments

✓ Engage Phase (2-4 years)

- Monitor Early Implementation Progress
- Support Community Engagement Efforts

✓ Activate Phase (4-8 years)

- Ensure Districtwide Implementation Accountability
- Review Long-Term Budget Needs

✓ Define, Align, & Refine

- Monitor Effectiveness & Adjust Policies as Needed
- Engage with community stakeholders
- Support statewide efforts to align MTSS practices across districts.

OKMTSS Written Procedure Template

I. Sustainable Teaming

- A. List Names and Responsibilities
- B. Meeting Types, Purposes, Frequency & Duration, And Required Members
- C. Provide Professional Development Scope and Sequence

II. Data Driven Decisions

- A. Screening and Progress Monitoring
 - 1. Professional Development- Assessment Administration
 - 2. Professional Development- Reporting and Data Analysis
- B. Diagnostic Assessments
 - 1. Professional Development- Assessment Administration
 - 2. Professional Development- Reporting and Data Analysis
- C. Identify Decision Rules
 - 1. Screener Scores
 - 2. Progress Monitoring Scores

III. Evidence-Based Practices

- A. Tier 1 ELA
 - 1. Core Curriculum
 - 2. Supplemental Curriculum
 - 3. Professional Development-Curriculum
 - 4. Fidelity/ Evaluation

B. Tier 1 Math

1. Core Curriculum
2. Supplemental Curriculum
3. Professional Development-Curriculum
4. Fidelity/ Evaluation

C. Tier 1 Behavior

1. Core Curriculum
2. Supplemental Curriculum
3. Professional Development-Curriculum
4. Fidelity/ Evaluation

D. Tier 2 ELA

1. Core Curriculum
2. Supplemental Curriculum
3. Professional Development-Curriculum
4. Fidelity/ Evaluation

E. Tier 2 Math

1. Core Curriculum
2. Supplemental Curriculum
3. Professional Development-Curriculum
4. Fidelity/ Evaluation

F. Tier 2 Behavior

1. Core Curriculum
2. Supplemental Curriculum
3. Professional Development-Curriculum

4. Fidelity/ Evaluation

G. Tier 3 ELA

1. Core Curriculum
2. Supplemental Curriculum
3. Professional Development-Curriculum
4. Fidelity/ Evaluation

H. Tier 3 Math

1. Core Curriculum
2. Supplemental Curriculum
3. Professional Development-Curriculum
4. Fidelity/ Evaluation

I. Tier 3 Behavior

1. Core Curriculum
2. Supplemental Curriculum
3. Professional Development-Curriculum
4. Fidelity/ Evaluation

IV. Appendix: Flowchart

V. Appendix: Revision Documentation

Date of Most Recent Update	Authors	Stakeholder Feedback/ Large Changes