



Henrico Tiered System of Supports (HTSS)

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HCPS SEAC

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Multi-Tiered System of Supports (MTSS)

A *data-driven decision making approach* for establishing evidence-based practices needed for a school to be a *supportive learning environment* for *all students*.

A Focus on Continuous Improvement

MTSS is a FRAMEWORK

A Framework of **evidence-based system-wide practices**

Universally supports **ALL** students.

Provides progressive **academic & behavioral** interventions.

Requires **frequent progress monitoring** to empower sound data-based instructional decisions for students.

Is **NOT a program**; MTSS will look differently at different schools, however is a shared common framework.



**Virginia
Tiered
System of
Supports**



**Henrico
Tiered
System of
Supports**



HTSS Includes:

Positive Behavior Intervention & Supports (PBIS)

- Current focus: ALL middle schools , some high/elementary schools

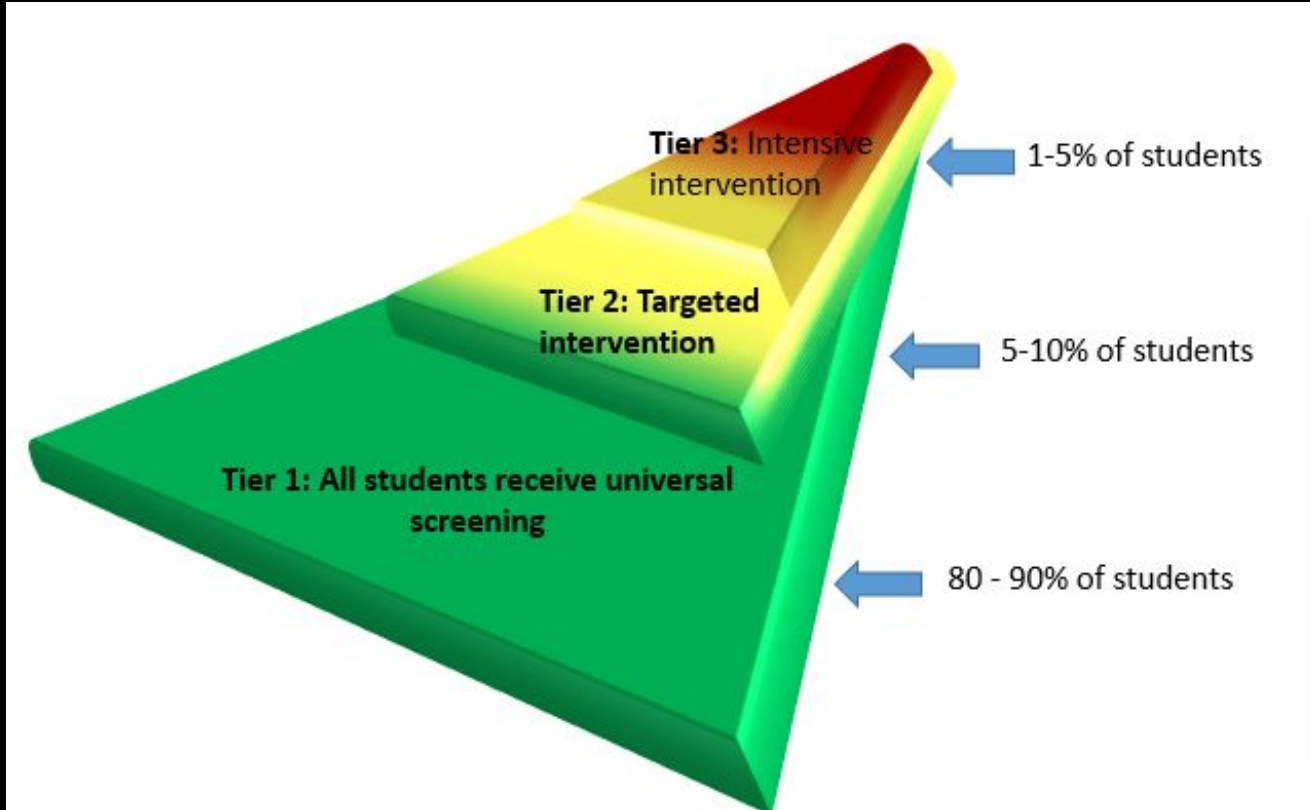
High Quality Academic Instruction & Tiered Interventions

- ALL elementary & middle schools

Response to Intervention (RtI)/Problem Solving

- RtI is the action (student response-academic /behavioral) and movement within the HTSS framework

Henrico Tiered System of Support



Tier I = 80-90% of Students

- High quality classroom instruction & behavioral support
- All students receive Tier I
- All students complete universal screeners
 - PALS, NWEA, etc.
 - Pre/referral data/behavior
- Most students are successful here



Tier II = 5-10% of Students

- Few students
- Small group intervention
- Typically 90 minutes of additional assistance
- Bi-weekly progress monitoring
- Hybrid Problem-Solving Model



Tier III = 1-5% of Students

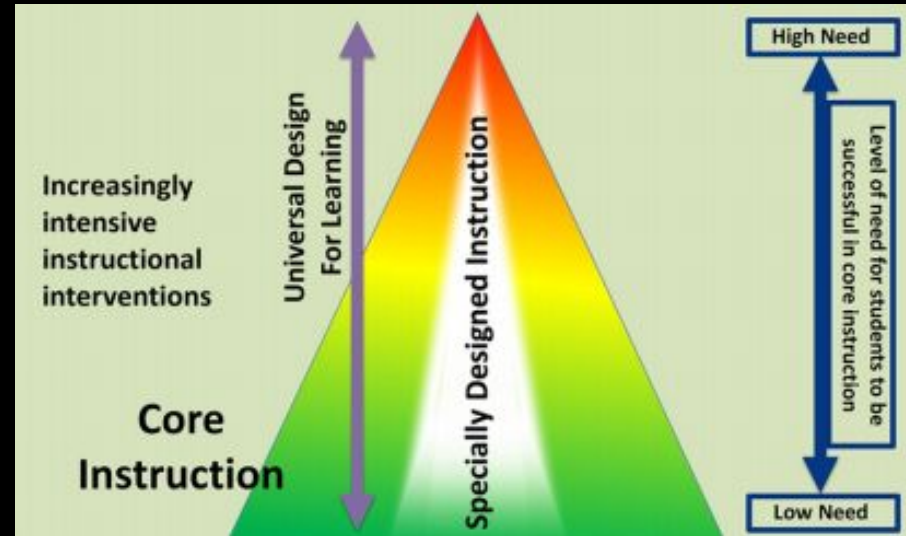
- Very few students
- Intensive intervention
 - More Time
 - Fewer Students
- More frequent progress monitoring
 - At least weekly



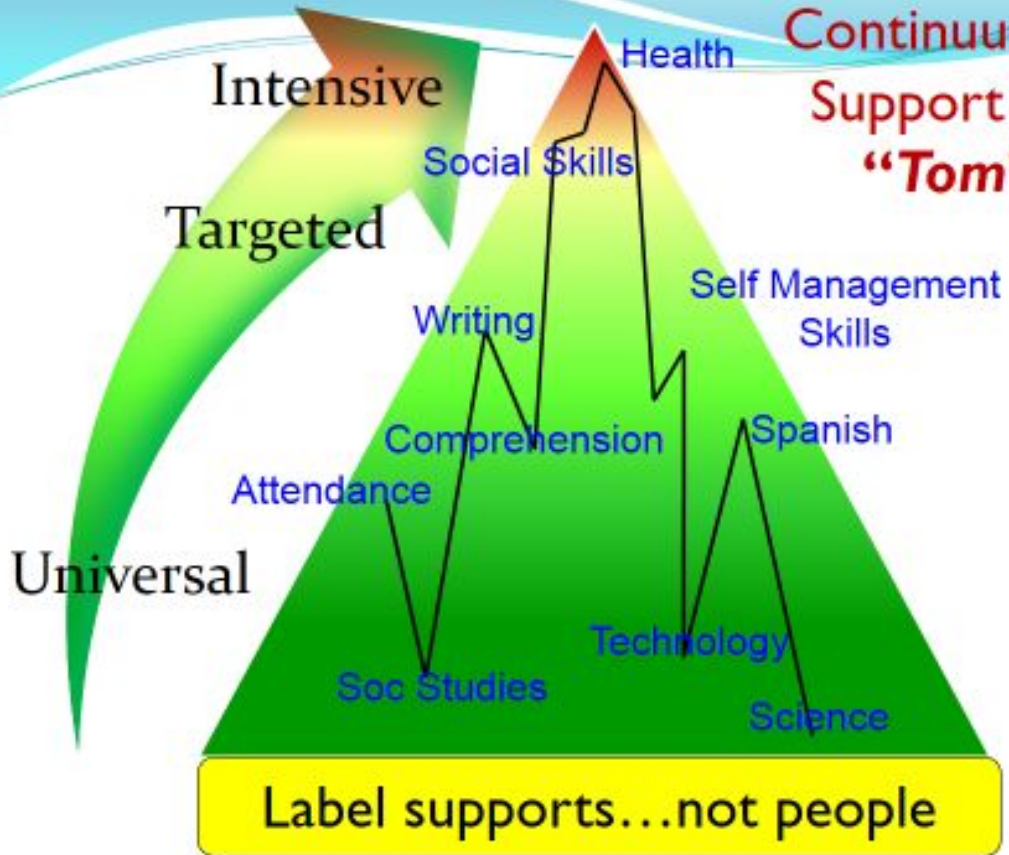
So... where does Special Education fit?

Tiered Systems Support ALL students

- Exceptional Education services are not Tier III (or Tier IV)
- Difference is the provision of services (e.g. provider, funding, amount, etc.)
- IEP goals/services must be related to identified disability



Continuum of Support for "Tom"



Meet Tom



Supports at all levels: Resource Maps

District

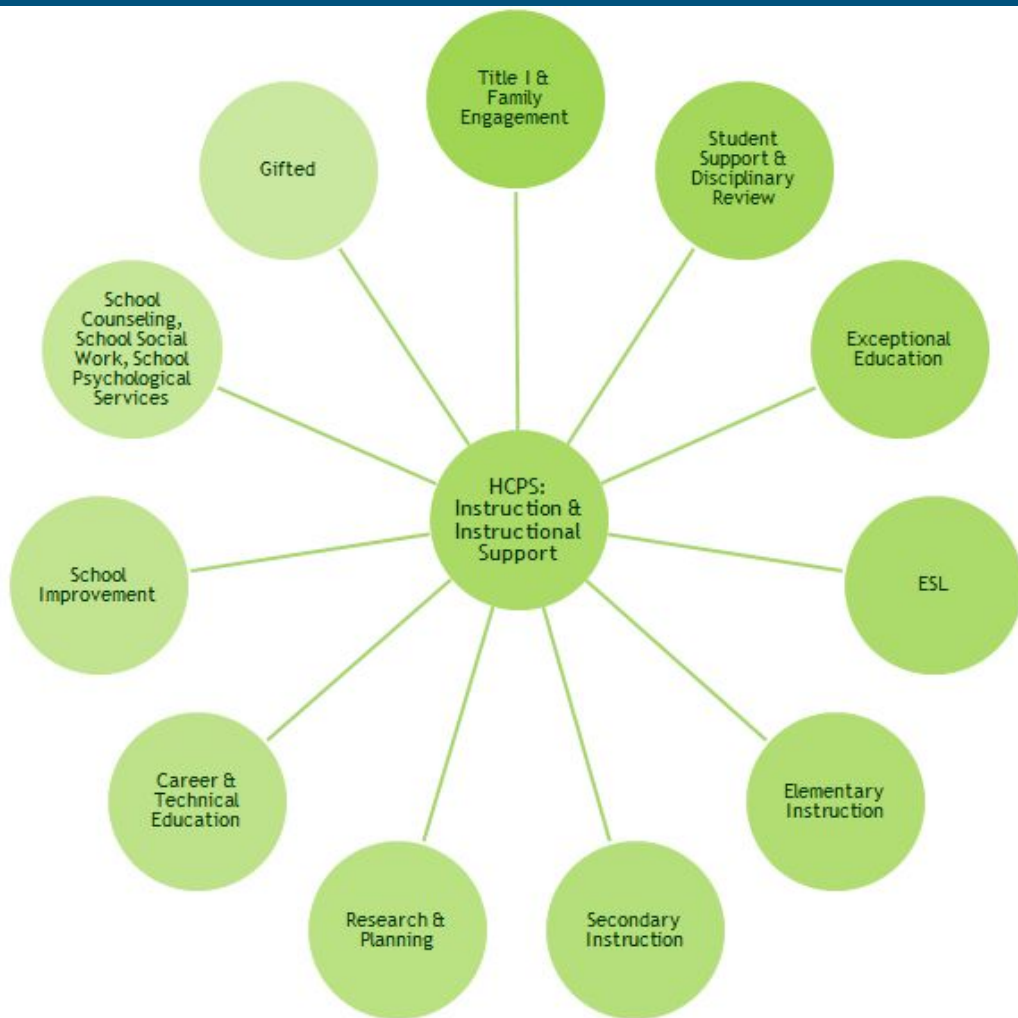
Identify and align all departments within the division and what resources and supports (people, programs, funds, etc.) each has to offer at the Tier I, II, and III level



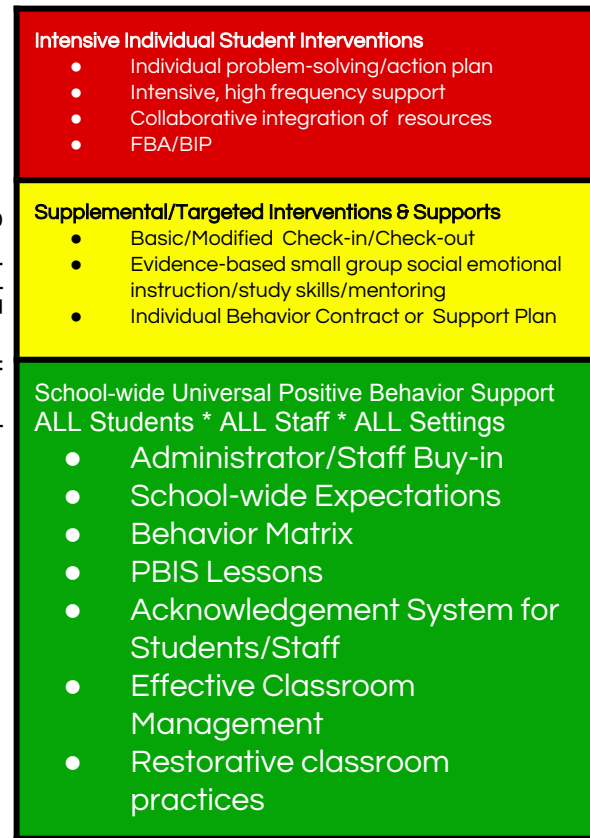
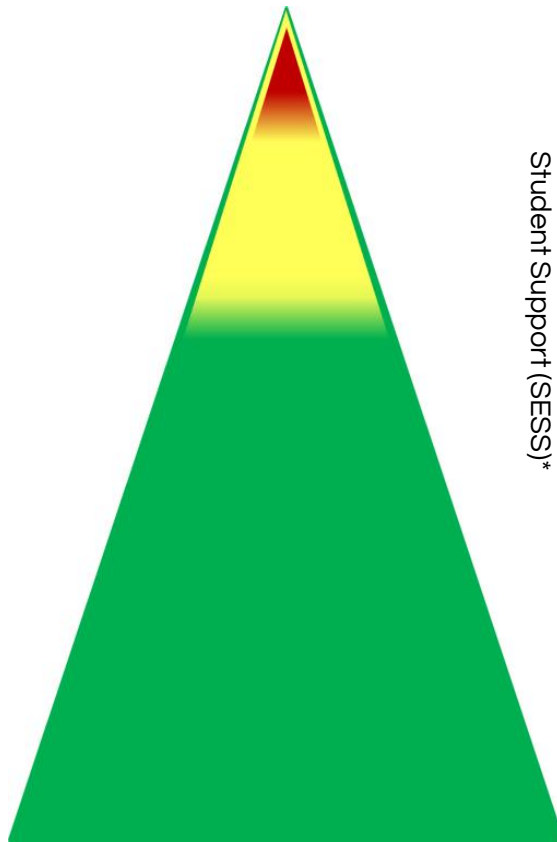
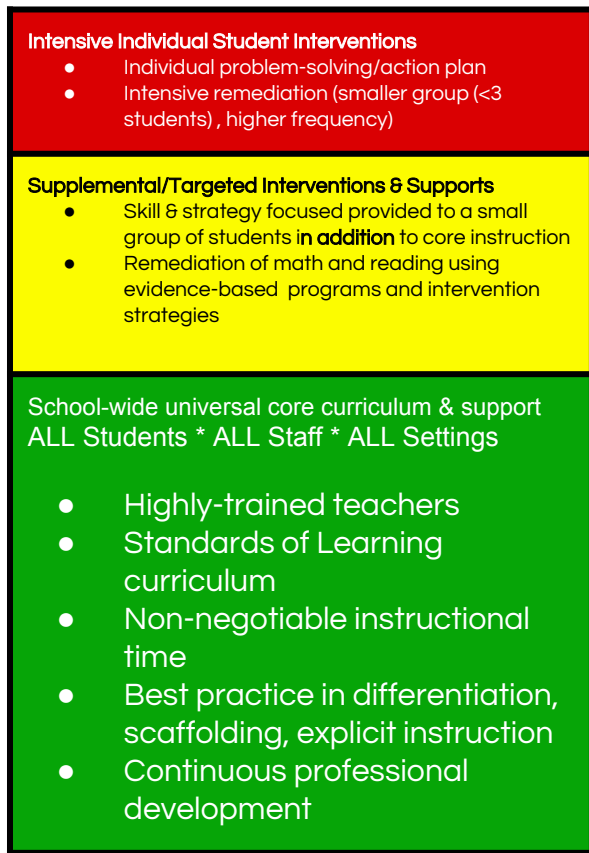
School

All Elementary and Middle Schools complete and submit an Academic & Behavioral Resource Map which include resources & supports (people, programs, funds, etc.) in the building::

- Universal Tier 1 Supports & Tweaks
- Tier 2 Targeted Standard Protocol Interventions
- Tier 3 Interventions



Henrico Interventions & Supports



*SESS Teams are site specific

Teacher Empowerment Behavior Support Team: Student Empowerment

How do students access supports within HTSS?



Data, Data, Data!

DATA drives Problem-solving and informs identification of intervention(s) that are aligned with student academic & behavioral needs.

DATA are used to measure student response and progress toward targeted goals.

DATA are used to make decisions about tier movement.

GOT DATA?



Data teams routinely collect/monitor/analyze

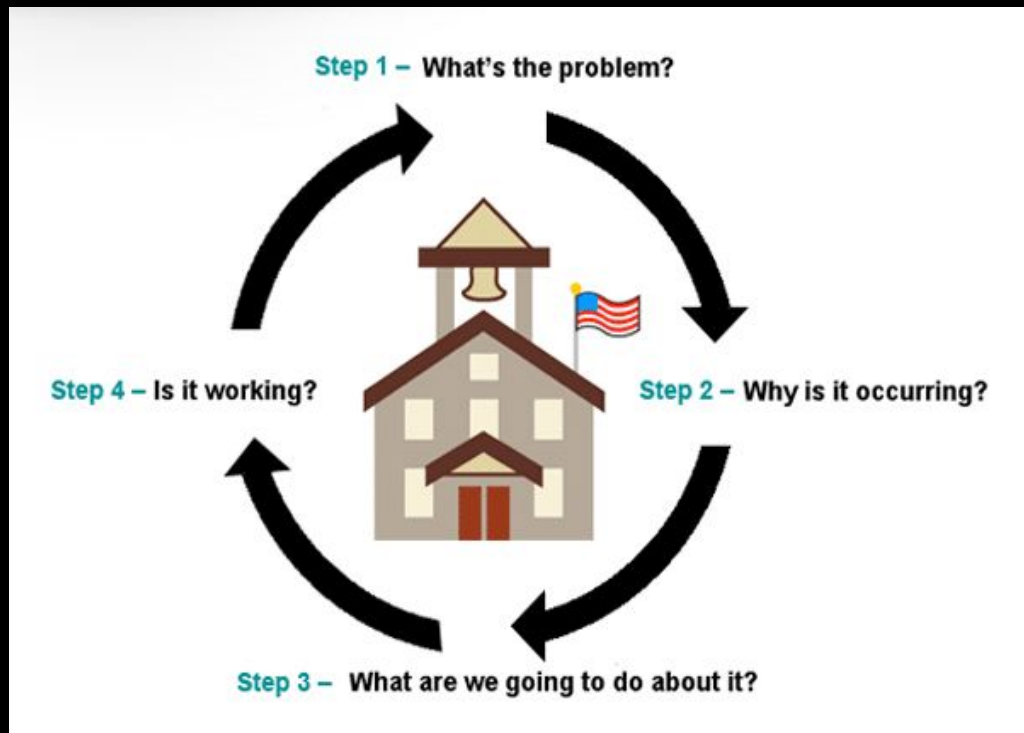
Academics

- PALS (K-3) Summed Score
- PALS subtest scores
- MAPS scores (3-5)
- SOL Scores (3-5)
- HAT Scores
- Participation in Tier II/III last year
- Grades*
- Attendance
- Parental Contacts
- Advanced Tier intervention response data

Behavior

- Staff/student/parent climate survey
- Common area observational data
- Attendance
- Grades
- Time out of Class: Attendance/Clinic data
- Minor & major infractions, OSS/ISS
- Parental Contacts
- Observational Data: Learner Engagement. OTR, Ratio +/- int.
- Advanced Tier intervention response data

Problem-Solving/RtI Cycle



*If, at any time, an educational disability is suspected a Child Find meeting must be held. The RtI process must not be used to delay or deny an evaluation.



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