Multi-Tiered System of Supports (MTSS) (formerly known as Response to Intervention) is a multi-tiered instructional framework aimed at improving outcomes for ALL students. MTSS allows schools to:

- Identify students at risk for not meeting grade level outcomes
- Provide evidence-based interventions
- Monitor progress toward grade level outcomes
- Adjust the intensity and nature of those interventions based on how a student responds to instruction and intervention

Like any successful school initiative, parents play a critical role in MTSS. If you have any questions, please contact your child’s teacher, school counselor or principal.

MTSS Process:

**Tier 1**

All students receive high quality core curriculum through whole group and small group differentiated instruction by the classroom teacher within the regular classroom.

**Tier 2**

In addition to core instruction, students needing intervention receive supplemental instruction closely aligned to the core curriculum that targets the specific area of need. Progress is monitored to determine improvement.

**Tier 3**

In addition to core and supplemental instruction, students needing intense instruction to target skill defects receive interventions that are aligned and structured to the area of need over time. Progress is monitored frequently. After multiple waves of intervention, increasing in intensity, frequency, and duration, if an educational disability is suspected, the team will work collaboratively with the parent to pursue an evaluation for special education eligibility.

**Key Terms in MTSS:**

- **Core Curriculum**
  Instruction provided to every student to meet Ohio’s Academic Content Standards.

- **Universal Screening**
  Periodic assessments given to all students in grade level to monitor student growth and respond to student needs.

- **Research Based Intervention**
  Structured supplement to core grade level instruction to respond to student needs using validated strategies

- **Tiered Instruction**
  Within the MTSS framework are several tiers, or levels, of instruction. General education is referred to as Tier 1. Additional tiers use increasingly intense levels of instruction.

- **Progress Monitoring**
  Brief frequent assessments of specific skills to ensure progress as a result of intervention.

- **Data Based Decision Making**
  Using data from established assessment, observation and interviews for instructional decisions.