### Indicator 4.A: Multitiered System of Supports

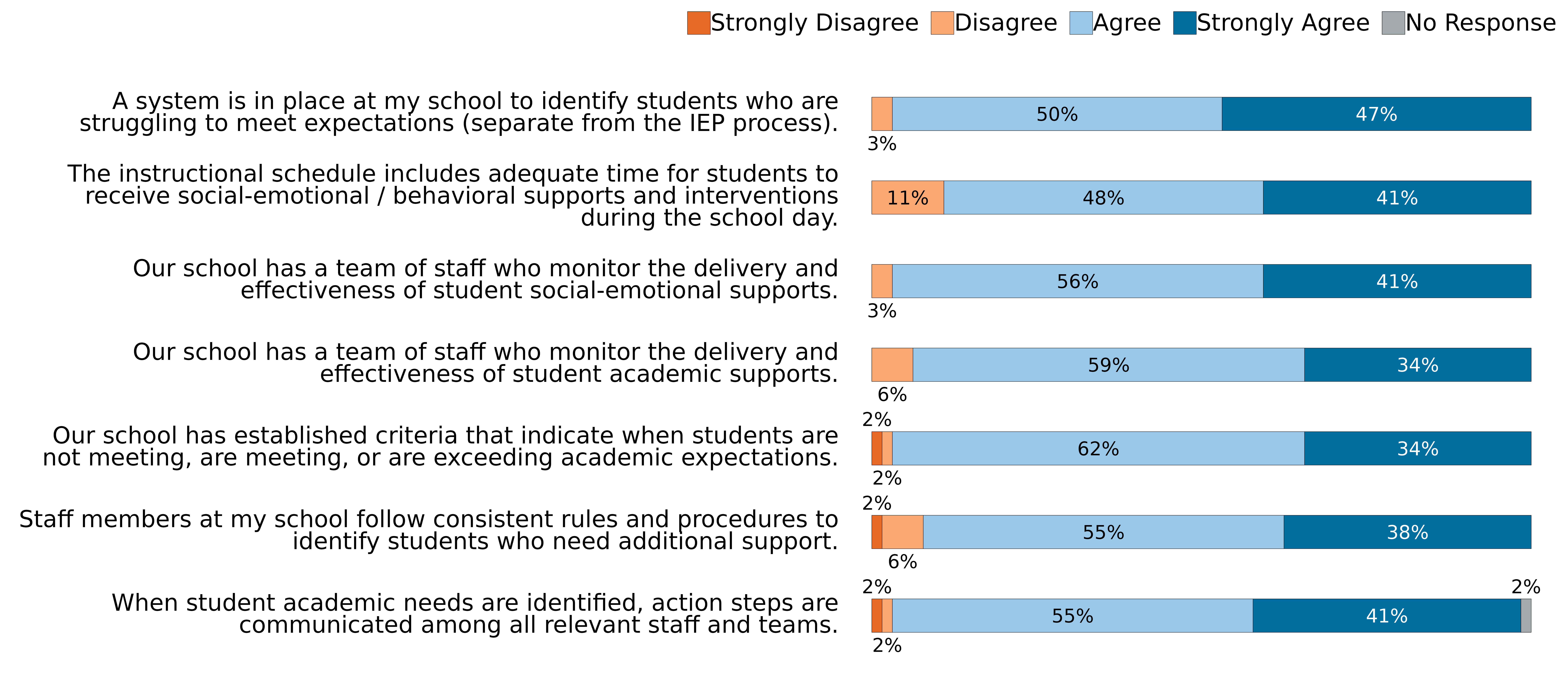


School leadership has implemented a system that integrates data and some individualized supports to meet student academic needs and/or students’ social, emotional, and behavioral needs. The system meets at least three of the following criteria for both academic and social-emotional needs (but may lack all four elements for both sets of needs): (a) Intervention assignments are reviewed at least every 6 weeks; (b) Intervention assignments are reviewed by an appropriate team of school staff; (c) Staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; (d) A schoolwide system exists for communicating intervention action plans to all relevant staff and caregivers.

#### OVERALL RATING SUMMARY:

Consistent with an established rating for this indicator, school leadership and staff implement a system of academic and social emotional supports. The system(s) includes important features, including a team of staff to review academic and social emotional needs and assignments, reviews of intervention assignments at least every 6 weeks, consistent roles and procedures for supports, and a communication plan to all relevant staff. However, at the time of the visit there were some concerns regarding the processes in place for students to receive interventions, as well as the current amount and scope of provided supports.

#### STAFF SURVEY RESPONSE:



Indicator 4.A: Multitiered System of Supports (CONT.)

#### STAFF PERSPECTIVES:

* Staff focus group participants and school leaders reported that the school has teams to review student academic and social-emotional data and assign supports. Most staff survey respondents concurred, with 94% agreeing or strongly agreeing that there is a team that monitors the delivery and effectiveness of academic supports, and 97% agreeing or strongly agreeing that there is a team that monitors social-emotional supports. In addition, school leaders reported that the social-emotional team also reviews school-wide behavior through the use of the Positive Behavioral Interventions and Supports (PBIS) framework.
* While teams are in place to monitor student supports, both school leaders and staff focus group participants indicated that the process of getting students into the Multitiered Systems of Supports (MTSS) could be challenging, and that the documentation process for interventions is time-consuming and complex. School leaders reported that the MTSS was not being utilized as much as it should be, and that teachers may need additional training on how to use the intervention platform (Panorama).
* While all school leaders agreed or strongly agreed that the school has a tiered system of academic supports, staff focus group participants indicated that the removal of some key staff support roles has impacted students. For example, while the school utilizes a Reading Recovery teacher, tutors, and Special Education teachers, the school no longer has interventionists or an instructional coach. In addition, focus group participants agreed that more than one tutor per grade level would be beneficial.