

# Multi-Tiered Systems of Support (MTSS) Update

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# AUSTIN PUBLIC SCHOOLS STRATEGIC PLAN

## OUR MISSION

*(Our Core Purpose)*

Inspire. Empower. Accelerate.

## OUR VISION

*(What We Intend to Create)*

Preparing all learners to make a difference in the world.

## Our Core Values

*(Drivers of Our Words and Actions)*

- Responsible: Demonstrates accountability to self and others
- Resilient: Develops perseverance and self-confidence
- Learner: Challenges self to think critically
- Communicator: Listens actively and shares learning and experiences
- Contributor: Engages as a productive member of the community and global society

## OUR STRATEGIC PRIORITIES

*(Drivers of Our Continuous Improvement)*

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



## STUDENTS

**I am supported and challenged in my learning and believe I will be successful**

- Teachers and all staff are approachable, listen and respond to my needs
- My teachers have time to talk through and help answer questions or help solve problems I have
- I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed

**I feel that school is safe and that school is challenging and fun**

- I am heard and respected for who I am by school staff and students
- The school and my interactions with students and staff are safe, positive and inclusive
- I enjoy coming to school every day and have time to be with friends during school
- I understand what is expected from me at school
- I am supported in my mental health needs

**I am an engaged learner at school and in our community**

- I have a voice and choice in how and what I learn
- ★ My learning is hands-on, meaningful, challenging and helps me prepare for my future
- My teachers like me and believe in me
- I have teachers and staff that work with me in a way that benefits all students
- I am physically comfortable in the school setting
- This school should be about me not the teachers



## FAMILIES

**I am part of my child's education and feel welcomed, valued, and respected as a family**

- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
- My student can voice their thoughts and ideas without being discriminated against so they continue to learn

**My child enjoys coming to school and is safe, included and respected so they are learning every day**

- ★ My child is challenged (not overwhelmed) in learning and development, listened to, and provided choice and voice in learning options
- Teachers know my child well and creates a fun, interactive approach to learning which is responsive to my child's and family needs

**I am engaged in a partnership with my child's school so I know what to do to help my child continue to grow and learn**

- I will feel welcome, informed and encouraged to collaborate with the teachers and staff at the school to help my child grow
- My child's teachers, my child and myself have open communication about their academic progress, social development and well-being
- District and school information is easy to understand and easily accessible
- My child is taught the life skills necessary to be successful in whatever path they choose after high school





## STAFF

### I am seen, valued, and respected for who I am and the work I do

- I work in a collaborative not competitive environment that honors the unique strengths of each individual
- I am seen as a professional and given the flexibility and support to provide students what they need to be successful
- I am listened to, heard and know that I matter
- I have a level of freedom and innovation within reasonable parameters

### I receive the support and resources to do my job well so I am able to create a healthy and safe learning environment

- I am a valued member of a caring, engaged, and collaborative team
- I receive constructive feedback in regards to my position so I can be the best version of myself
- I am treated with respect and fairness with reasonable expectations for work, performance, time, and employment
- I enjoy my job and have flexibility, satisfaction, and recognition

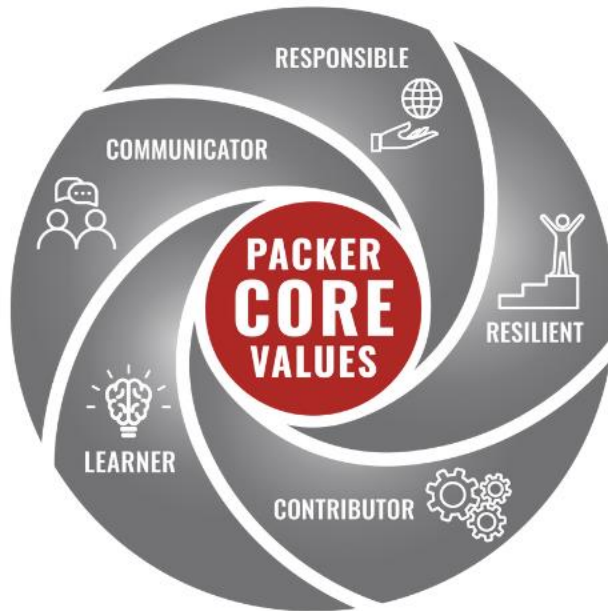
### I work in a district that is willing to adapt and change when necessary to best meet the needs of all students

- Diversity, equality, inclusion and equity for everyone
- I have the resources and materials I need in my classroom and for families so they know what they can do to support learning at home
- There is effective communication across the district and community so staff and families have the information they need
- ★ I have adequate training for various aspects of my job



## WHAT OUGHT TO BE

The **Desired Daily Experience** sets the foundation of descriptions of the student, family, and staff experiences *if* the strategic plan is successfully implemented in APS.

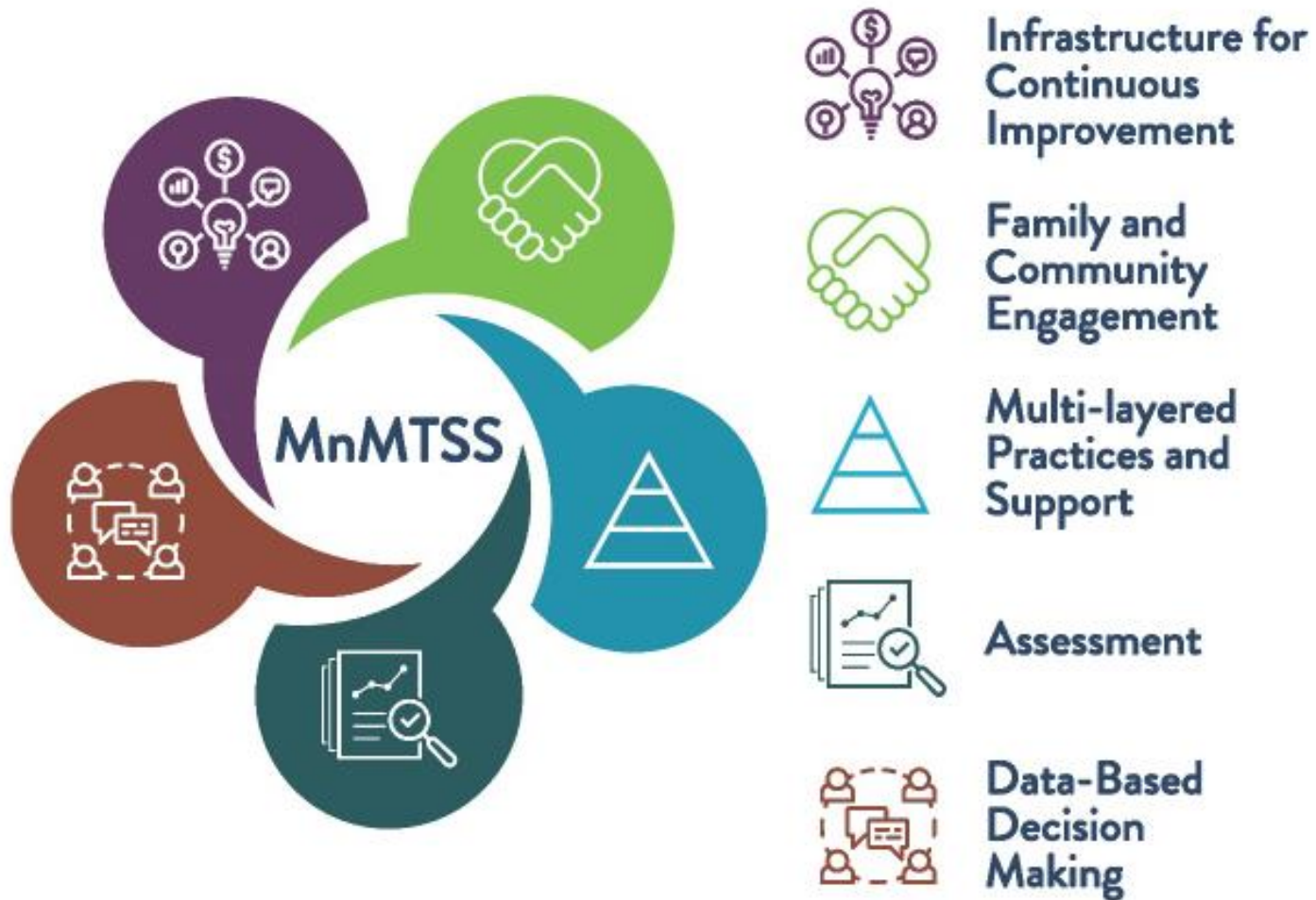


## OUR CORE VALUES

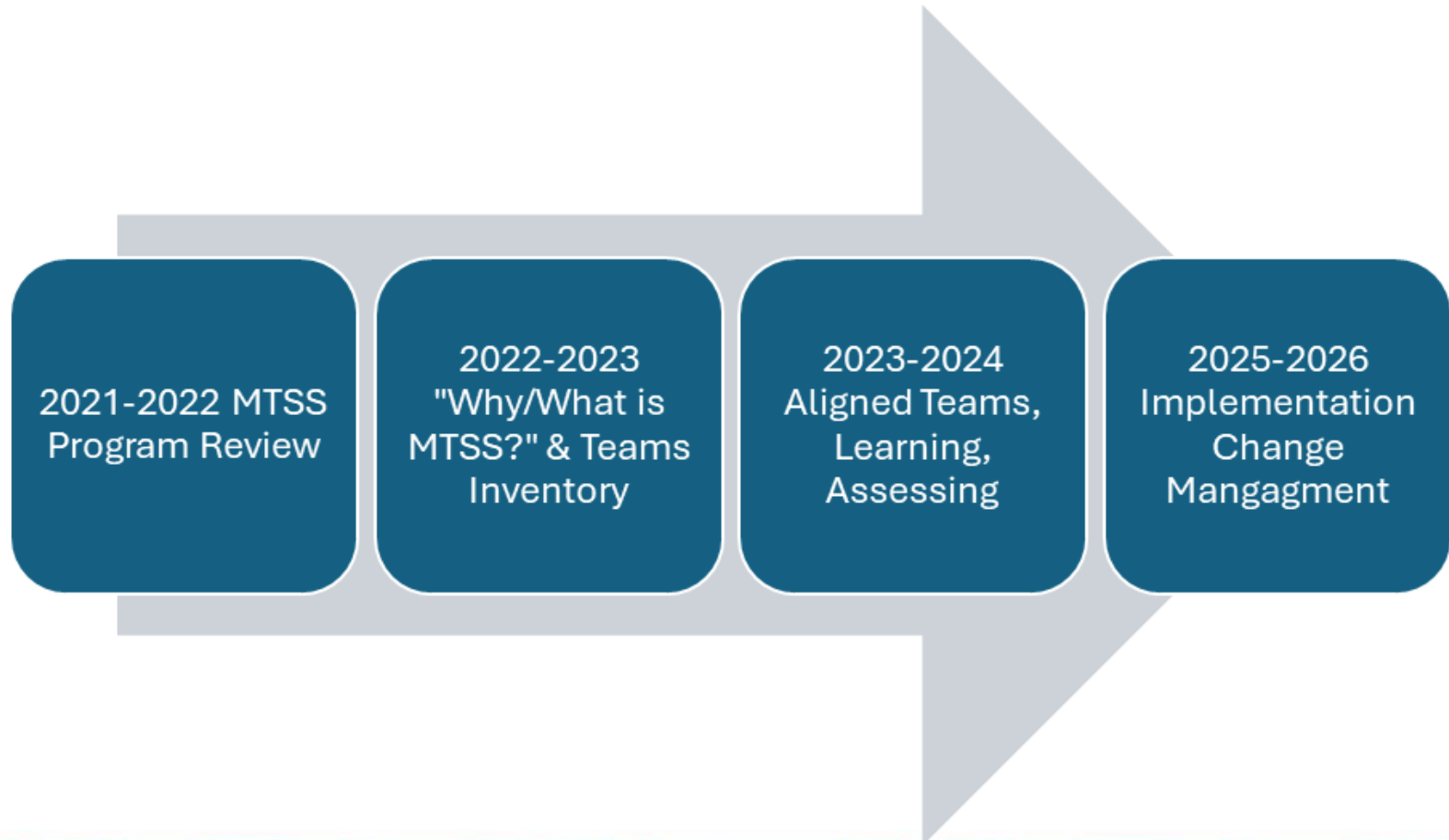
*(Drivers of Our Words and Actions)*

- **Responsible:** Demonstrates accountability to self and others
- **Resilient:** Develops perseverance and self-confidence
- **Learner:** Challenges self to think critically
- **Communicator:** Listens actively and shares learning and experiences
- **Contributor:** Engages as a productive member of the community and global society

# Five Fundamental Components of MnMTSS



# MTSS Program Review Implementation Timeline





# District MTSS Team

- Implementation Plan
  - Assessment – universal screening, SEB, Phonics
  - Data-Based Decisions – build staff literacy
  - Tiered Instruction – OL&LA, HITS, Decision Rules, Access to GT
  - Coordination – tools for teams
  - Professional Development – plan data literacy
- Feedback loops
- Handbook of resources and consistent tools



# 4 Tiers of Teams Operationalized at Building Level:

- School Leadership Team (SLT)
  - The School Leadership Team identifies building-wide MTSS priorities (that may align with district priorities), and develops a strategic plan to achieve building goals and address building needs
- Professional Learning Communities (Grade/Content Level Teams)
  - Planning and delivery of Tier 1 instruction and use of assessment data to monitor student progress and differentiate as needed to ensure the student academic, behavioral and social-emotional success of all students.
- Supplemental Support Team (SST—Tier 2)
  - Planning, monitoring, and revising Tier 2 behavior and academic interventions.
- Intensive Support Team (IST—Tier 3)
  - Intensive problem solving for individual students whose needs exceed what is provided through Tier 1 instruction and targeted Tier 2 instructional intervention. This level of need is identified when a student either does not demonstrate adequate progress in response to targeted Tier 2 interventions or requires immediate intensive Tier 3 intervention based upon initial assessment.



# School Leadership Team Updates

- Goal Creation aligned to District Vision Card, SIP, and feeds work at the PLC level
  - EduClimber Data
  - Celebrations and Priorities
- August/September Organizational Meeting
  - Strategic Priorities and PD
  - Curriculum and Program Review
  - PBIS
  - Family and School Community Engagement
- Regular meeting framework alignment





# Professional Learning Communities (PLCs) Updates

- Professional Development for Administrators
- Data Meetings following Benchmark Assessments
- BARR Implementation
- PLC Meeting Tool
  - Building goal
  - Norms of Engagement
  - Roles of Team
  - Team Task, Action Step, Timeline
    - 16 meeting types and tools



# Supplemental Support Team (SST) Updates

- Meeting Agendas/Data Review Process
  - SST Benchmark Data Review Framework
  - SST Regular Meeting Framework
- Menu of Interventions
- Decision Rules

# Menu of Interventions: Reading



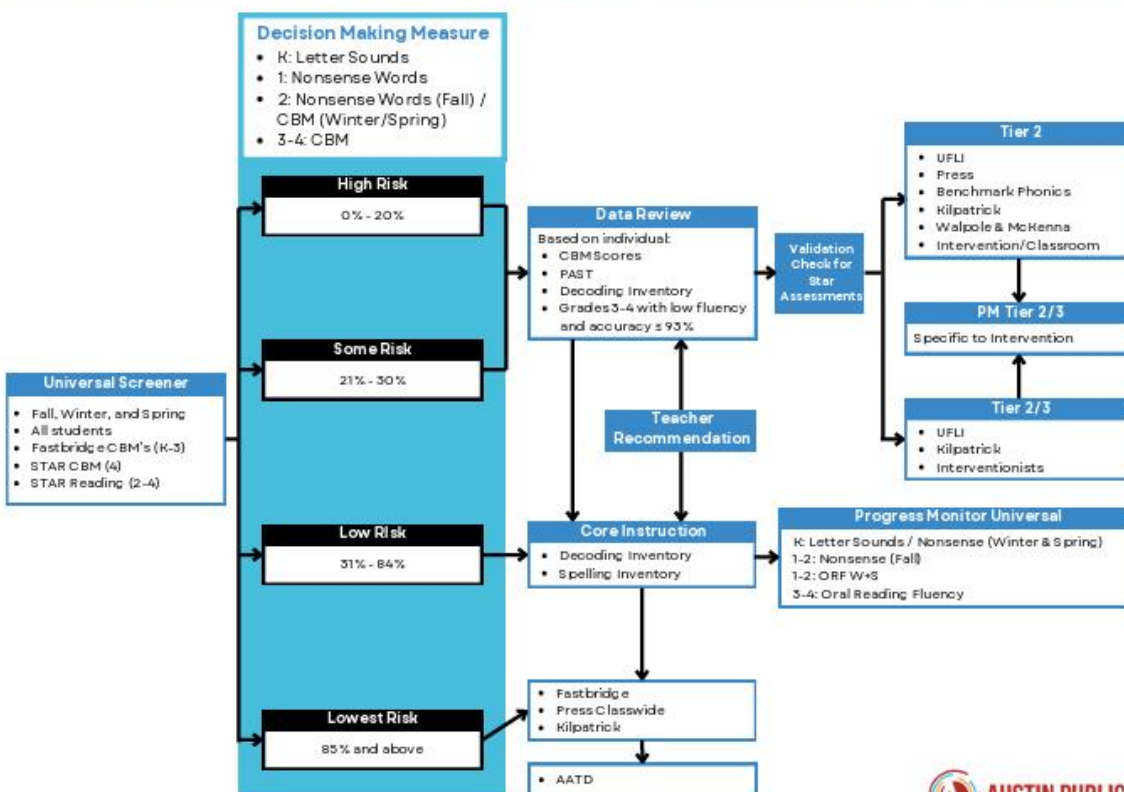
|                           | Tier I  | Tier II   | Tier III   |
|---------------------------|---|---|--|
| <b>Phonemic Awareness</b> | Kilpatrick<br>Walpole & McKenna<br>Press <sup>o</sup> | Benchmark Phonics<br>UFLI Grades 1-2<br>Press Grade 1-4 | UFLI, SIPPS<br>Sondy System (LPL, I, and II)<br>Pathways to Reading:<br>Grades 1 & 2 |
| <b>Phonics</b>            | Walpole & McKenna<br>Press <sup>o</sup>               | Benchmark Phonics<br>UFLI Grades 1-2<br>Press Grade 1-4 | UFLI, SIPPS<br>Sondy System (LPL, I, and II)<br>Pathways to Reading:<br>Grades 1 & 2 |
| <b>Comprehension</b>      | LLI Books w/ Thinking Maps<br>Press <sup>o</sup>      | Benchmark Phonics<br>Press Grade 1-4                    | UFLI, SIPPS<br>Sondy System (LPL, I, and II)<br>Pathways to Reading:<br>Grades 1 & 2 |
| <b>Fluency</b>            | Press <sup>o</sup>                                    | Benchmark Phonics<br>UFLI Grades 1-2<br>Press Grade 1-4 | UFLI, SIPPS<br>Sondy System (LPL, I, and II)<br>Pathways to Reading:<br>Grades 1 & 2 |
| <b>Vocabulary</b>         | LLI Books w/ Thinking Maps<br>Press <sup>o</sup>      | Benchmark Phonics<br>Press Grade 1-4                    | UFLI, SIPPS<br>Sondy System (LPL, I, and II)<br>Pathways to Reading:<br>Grades 1 & 2 |

<sup>o</sup> Classwide or students not receiving Tier 2 intervention from Reading Interventionist

The same intervention can be utilized in all tiers if **INTENSITY** is changed based on consultation with MTSS team: time, group size, etc.



# Decision Rules: Reading



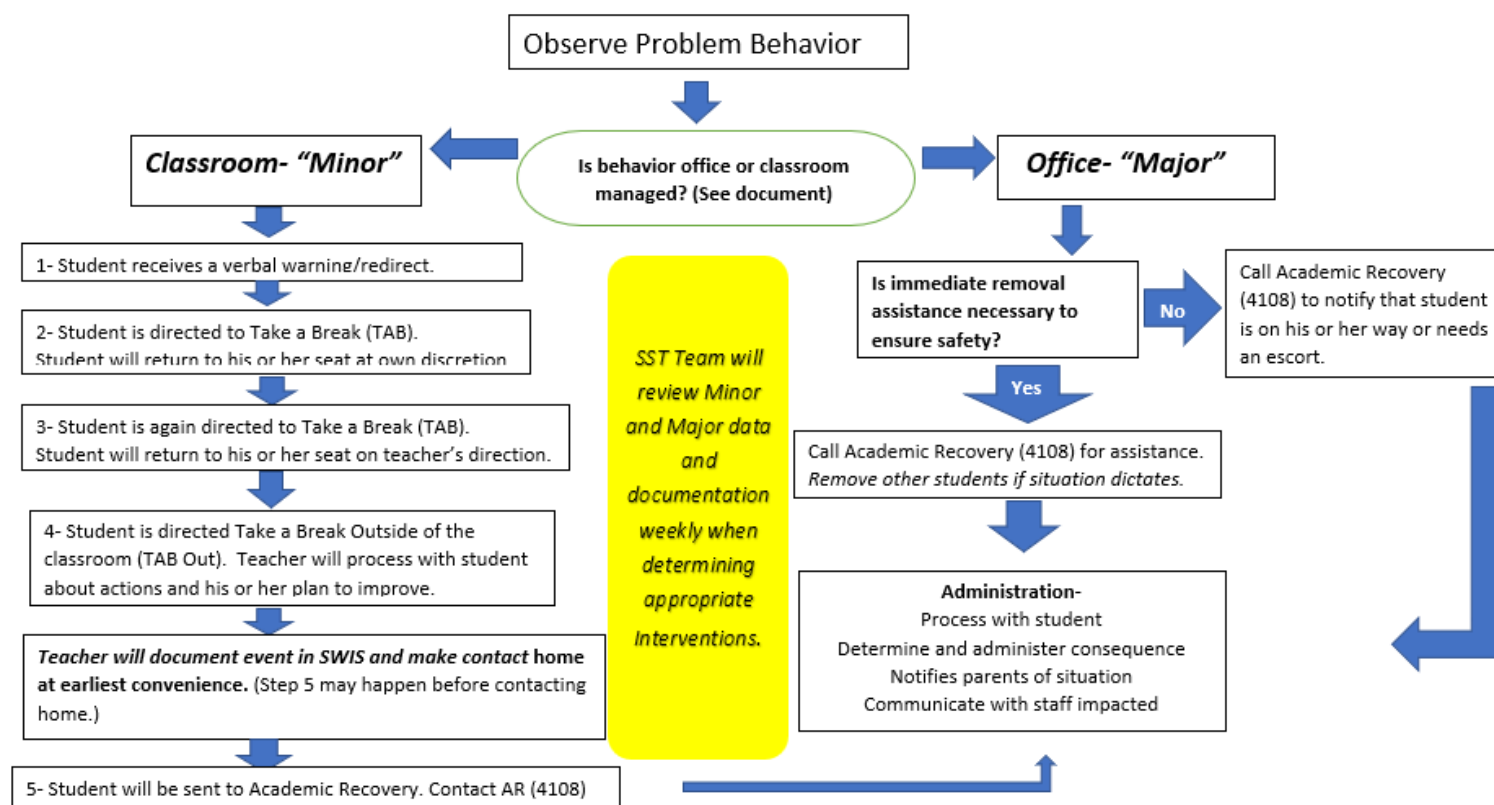
# Holton Menu of Interventions: Behavior

## MTSS Behavior Interventions IJ Holton

| Tier I   | Tier II  | Tier III  |
|--|--|---|
| <b>PBIS</b> <ul style="list-style-type: none"> <li>Reward system and incentives (Spark Tickets)</li> <li>Visible signage with expectations</li> <li>Scripted stories, recorded videos, specific expectation lessons and PowerPoints</li> <li>Data collection and Review</li> </ul> | <ul style="list-style-type: none"> <li>Small groups                             <ul style="list-style-type: none"> <li>Coping</li> <li>Self-management</li> <li>Regulation</li> </ul> </li> <li>Relationships</li> </ul> | <ul style="list-style-type: none"> <li>1:1 Skills Sessions</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>Tab in/Tab out</li> </ul>   | <ul style="list-style-type: none"> <li>Check-in Check-out</li> </ul>   | <ul style="list-style-type: none"> <li>504</li> </ul>   |
| <ul style="list-style-type: none"> <li>Be Good People SEL Curriculum</li> </ul>  | <ul style="list-style-type: none"> <li>Behavior contracts/Point sheets</li> </ul>  | <ul style="list-style-type: none"> <li>Sensory room scheduled activities after OT consult</li> </ul>      |
| <ul style="list-style-type: none"> <li>Movement and brain <a href="#">breaks</a></li> </ul>  | <ul style="list-style-type: none"> <li>Structured Break Plan</li> <li>Inside room</li> <li>Outside room (buddy classroom or support room)</li> <li>Sensory Motor Room</li> </ul>   | <ul style="list-style-type: none"> <li>Adult Mentoring; such as Navigators from Austin Aspires</li> </ul> |
| <ul style="list-style-type: none"> <li>Frontloading expectations prior to events, change in routine, or activities</li> </ul>  | <ul style="list-style-type: none"> <li>Intersperse difficult or non-preferred tasks with easy or preferred tasks</li> </ul>  | <ul style="list-style-type: none"> <li>Check and Connect</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>BARR (2025-2026)</li> </ul>   | <ul style="list-style-type: none"> <li>Reward/Incentive System                             <ul style="list-style-type: none"> <li>Fun Friday</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>Consultation with Case Manager</li> </ul>                          |
| Monthly Staff Behavior Data Meetings   | <ul style="list-style-type: none"> <li>Use of Austin Aspires Navigators</li> </ul>   | <ul style="list-style-type: none"> <li>Team and Schedule Change</li> </ul>                                |
|  | <ul style="list-style-type: none"> <li>2x10 Relationship Building</li> </ul>   |   |
|  | <ul style="list-style-type: none"> <li>Social Stories</li> </ul>   |   |
|  | <ul style="list-style-type: none"> <li>Academic Recovery with intervention supports</li> </ul>   |   |
|  | <ul style="list-style-type: none"> <li>RADs (Restorative Alternatives to Discipline)</li> </ul>  |   |
|  | <ul style="list-style-type: none"> <li>BARR (2025-2026)</li> </ul>   |   |
|  | <ul style="list-style-type: none"> <li>Dean of Students Position</li> </ul>  |   |
|  | <ul style="list-style-type: none"> <li>Student Constraints</li> </ul>  |   |

# Holton Behavior Decision Rules:

## II Holton Behavior Decision Making Flowchart







# Intensive Support Team (IST) Updates

- Base forms will remain the same
- Additional standard forms will be available based on individual student need:
  - Developmental/Health History
  - ELL Questionnaire
  - MTSS Permission Form for further screening (OT, Speech, Observation)

|                                   | Measure  | % Wt. | Year                           | Level 1<br>Intervention<br>1.0-1.9   | Level 2<br>High Concern<br>2.0-2.9   | Level 3<br>Baseline<br>3.0-3.9   | Level 4<br>Progressing<br>4.0-4.9  | Level 5<br>Vision<br>5.0+   | Score |
|-----------------------------------|--|-------|--------------------------------|--|--|--|--|---|-------|
| 1                                 | Read well by 3rd grade as measured by Statewide Accountability Assessments (Pending READ Act)                  | 20    | 20-21<br><i>(baseline)</i>     | Less than 30.9%  | 31.0% - 32.3%  | 32.4% Proficient   | 32.5% - 94.9%  | 95.0% or higher   | 4     |
|                                   |  |       | 21-22                          |  |  |  | 33.7% Proficient   |   |       |
|                                   |  |       | 22-23                          |  |  |  | 35.3% Proficient   |   |       |
|                                   |  |       | 23-24                          |  |  |  | 37.7% Proficient   |   |       |
|                                   |  |       | 24-25                          | TBA August 2025  | TBA August 2025  | TBA August 2025  | TBA August 2025  | TBA August 2025   |       |
| 2                                 | 8th grade math proficiency as measured by Statewide Accountability Assessments                                 | 20    | 20-21<br><i>(baseline)</i>     | Less than 13.9%  | 14.0% - 15.4%  | 15.5% Proficient   | 15.6 - 94.9%   | 95.0% or higher   | 4     |
|                                   |  |       | 21-22                          |  |  |  | 23.3% Proficient   |   |       |
|                                   |  |       | 22-23                          |  |  |  | 29.4% Proficient   |   |       |
|                                   |  |       | 23-24                          |  |  |  | 30.6% Proficient   |   |       |
|                                   |  |       | 24-25                          | TBA August 2025  | TBA August 2025  | TBA August 2025  | TBA August 2025  | TBA August 2025   |       |
| 3                                 | Baseline skills showing readiness for K as measured by FALL STAR EarlyLit FY23-FY24<br>*FAST EarlyReading FY25 | 20    | Fall 2022<br><i>(baseline)</i> | Less than 29.9%  | 30.0% - 40.0%  | 40.1% At/Above Benchmark   | 40.2% - 79.9%  | 80.0% or higher   | 4     |
|                                   |  |       | Fall 2023                      |  | 33.2% At/Above Benchmark   |  |  |   |       |
|                                   |  |       | Fall*<br>2024                  |  |  |  | 42.3% Low Risk   |   |       |
| 4                                 | Participation in Advanced Programming reflective of student population   | 10    | 21-22<br><i>(baseline)</i>     | Student participation in advanced programming is discrepant by 30%+ of district demographics | Student participation in advanced programming is discrepant by 23-29% of district demographics | Students participating in advanced programming is 32.6% students of color vs 55.3% students of color in total population (22.9% discrepancy) | Students participating in advanced programming is discrepant by 6-22% of district demographics | Students participating in advanced programming is discrepant by 5% or less of district demographics             | 4     |
|                                   |  |       | 22-23                          |  |  |  | 39.4% student of color vs 58.9% student of color in total population (17.5% discrepancy)       |   |       |
|                                   |  |       | 23-24                          |  |  |  | 40.0% student of color vs 58.6% student of color in total population (18.6% discrepancy)       |   |       |
|                                   |  |       | 24-25                          | TBA Spring 2025  | TBA Spring 2025  | TBA Spring 2025  | TBA Spring 2025  | TBA Spring 2025   |       |
| 5                                 | Establishment of MTSS Teams<br>NEW thought - **PLCs setting aligned goals to data for building goals**         | 10    | 22-23<br><i>(baseline)</i>     | No meetings of MTSS teams  | District MTSS team meeting less than monthly   | District MTSS team meeting monthly   | District MTSS team meeting monthly and building level MTSS teams meeting monthly               | District MTSS team meeting monthly and building level MTSS teams meeting according to the District expectations | 5     |
|                                   |  |       | 23-24                          |  |  |  |  | District MTSS team meeting monthly and building level MTSS teams meeting according to the District expectations |       |
|                                   |  |       | 24-25                          |  |  |  |  |   |       |
| 6                                 | 4-Yr Graduation Rate   | 20    | 2021<br><i>(baseline)</i>      | Less than 76.0%  | 76.1% - 78.8%  | 78.9%<br>4-Year Graduation Rate  | 79.0% - 94.9%  | 95% or higher   | 1     |
|                                   |  |       | 2022                           | 71.9%  |  |  |  |   |       |
|                                   |  |       | 2023                           | 75.5%  |  |  |  |   |       |
|                                   |  |       | 2024                           | TBA March 2025   | TBA March 2025   | TBA March 2025   | TBA March 2025   | TBA March 2025  |       |
| Total Vision Card Score xx of 5.0 |  |       |                                |  |  |  |  |   |       |

A red diagonal banner on the left side of the slide features a collage of white educational icons. These include mathematical formulas like  $R = 2\sin\alpha$ ,  $4+2=6$ ,  $E=mc^2$ ,  $\pi$ , and  $(ab)^n = a^n b^n$ , as well as symbols for science (flasks, DNA helix), geometry (compass, ruler, triangle), and general education (books, calculator, lightbulb).

# Questions?

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