



# EAGLE PRIDE

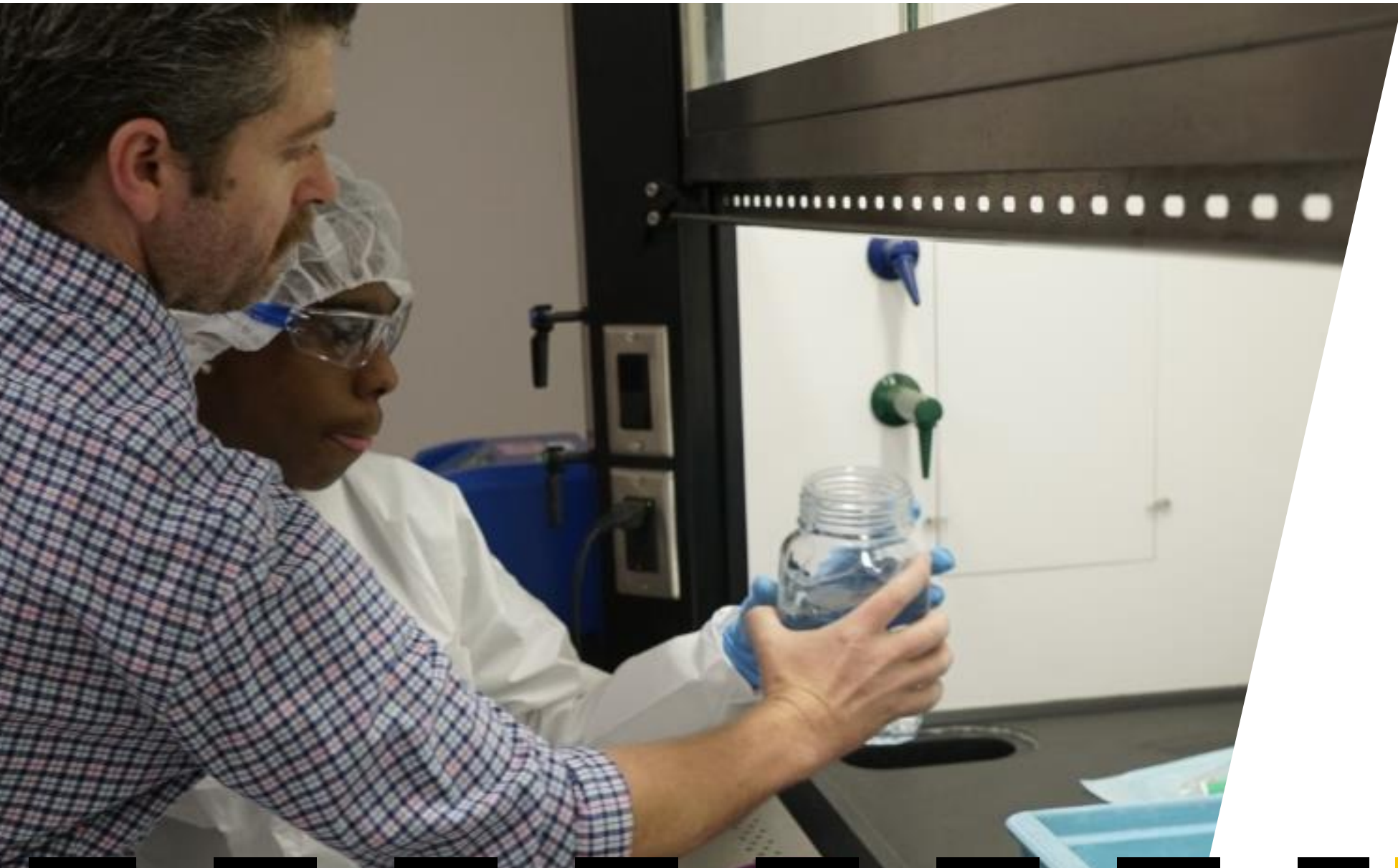
*Constructing our Future*

PRESENTATION

# Strengthening Student Outcomes Through MTSS-A

April 20, 2026





# THE BLUEPRINT

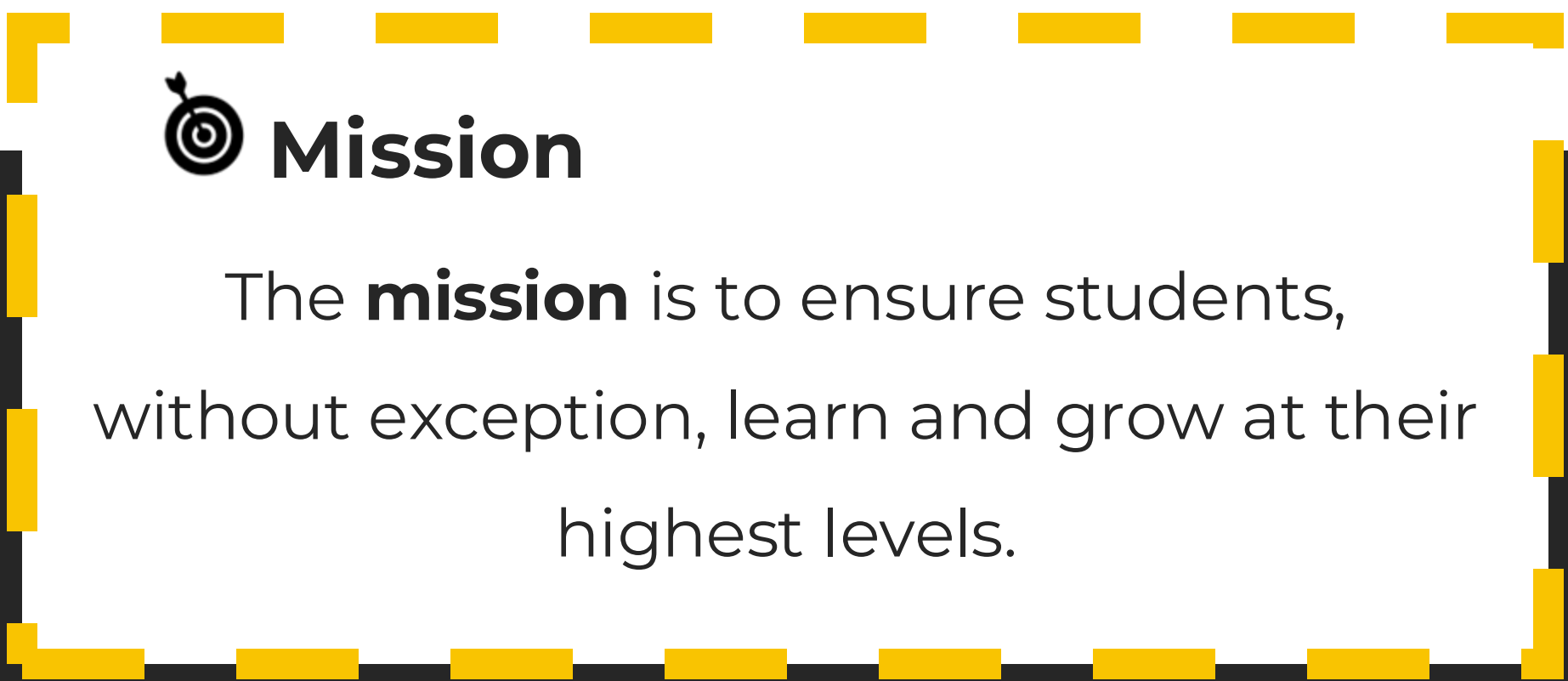
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## Vision

The **vision** of DeSoto ISD is to inspire curiosity and consciousness, develop character, build courage and nurture compassion.

## Mission

The **mission** is to ensure students, without exception, learn and grow at their highest levels.





# THE STRUCTURAL DESIGN



01

## CCMR

The percentage of DeSoto ISD students who graduate college, career, and military ready will increase from 88% in May 2024 to 96% by May 2030

02

## Literacy

The percentage of DeSoto ISD students who perform at the meets level or above on the 3rd Grade STAAR Reading assessment, will increase from 33% in May 2025 to 48% by May 2030.

03

## Numeracy

The percentage of DeSoto ISD students who perform at the meets level or above in mathematics on the 3rd Grade STAAR Math assessment will increase from 29% in May 2025 to 42% by May 2030.

04

## Math

The percentage of 8th grade students achieving meets or higher on STAAR/EOC Math assessments will increase from 35% in May 2025 to 43% by Spring 2030

05

## Reading

The percentage of 8th grade students achieving meets or higher on the STAAR Reading assessment will increase from 45% in May 2025 to 56% by Spring 2030

# Strengthening Student Outcomes Through MTSS-A...

...means recognizing that data is not about numbers; it's about students. When used effectively, it empowers educators to identify needs, personalize instruction, and ensure every learner has the opportunity to succeed.



# MTSS OVERVIEW



Multi-Tiered Systems of Support (MTSS) is a framework that focuses on intervention best practices within the areas of **academics**, behavior, and social/emotional supports for the whole child. Tiers are based on student need and increase the level of support provided as a student moves from classroom-wide, to targeted and intensive interventions.

The goal of MTSS is to find struggling students early and quickly provide intervention. The systems use interventions proven by research to meet a student's needs. Progress monitoring data is used to make decisions about movement between the tiers.



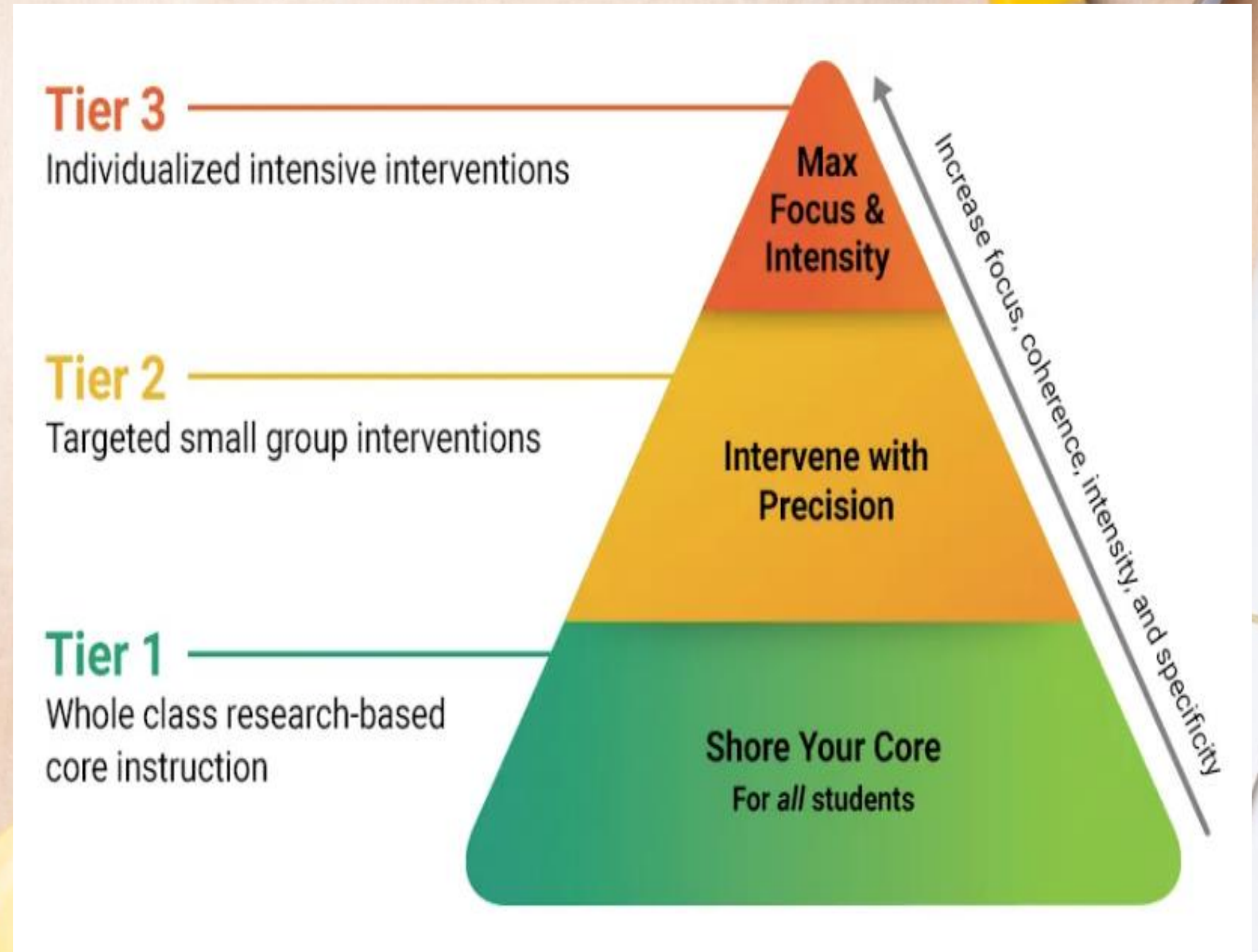


# MTSS OVERVIEW

MTSS is a multi-tiered framework that promotes school improvement through engaging, research-based academic and behavioral practices.

ALL Desoto ISD students are included in the MTSS process.

*We are focused on maximizing growth for all scholars.*



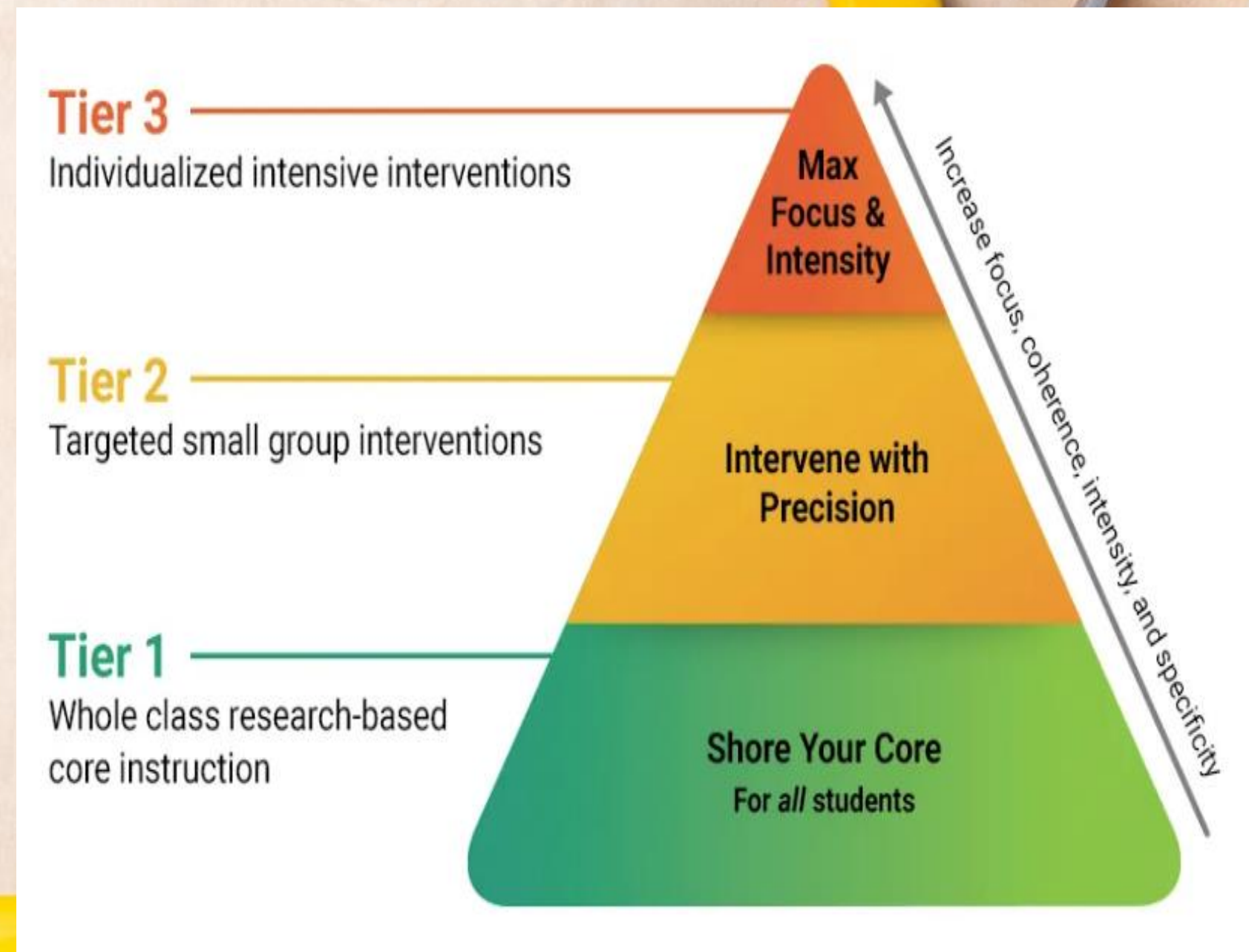


# State Requirements & Parent Communication

**TEC §26.0081**, which requires Local Education Agencies (LEAs) to annually notify parents of children not receiving special education about any "intervention strategy" being used in an MTSS program.

An intervention strategy is defined as a support above the general level of instruction, and the notification must be provided in a parent's native language, to the extent practicable. Upon parental consent, parents are to be provided updates on student progress.

**Intervention Strategy:** *This refers to any intervention in an MTSS program that is more intensive than the general education instruction provided to all students. This includes interventions at Tier 2 and Tier 3 in a three-tiered MTSS system.*



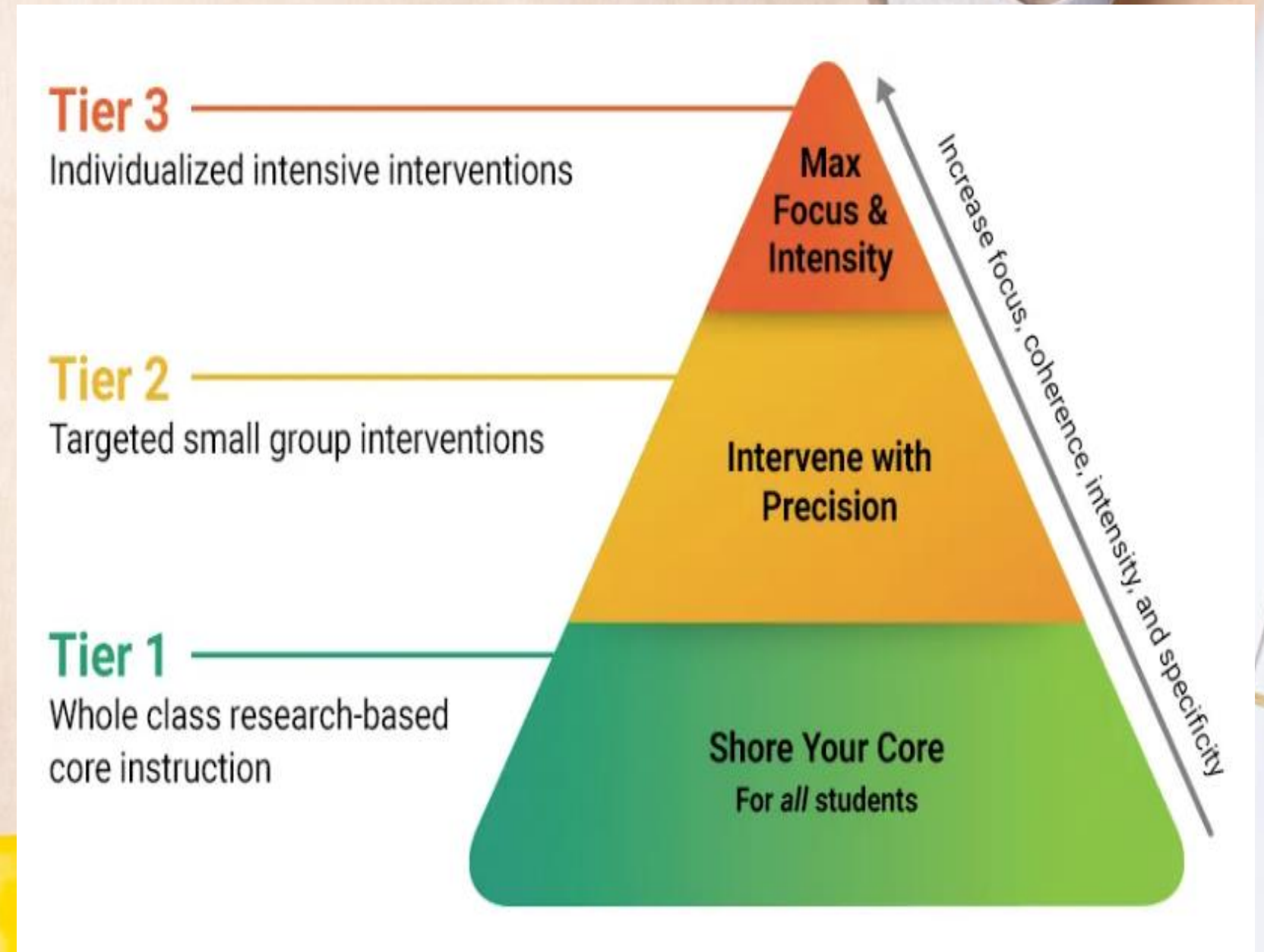


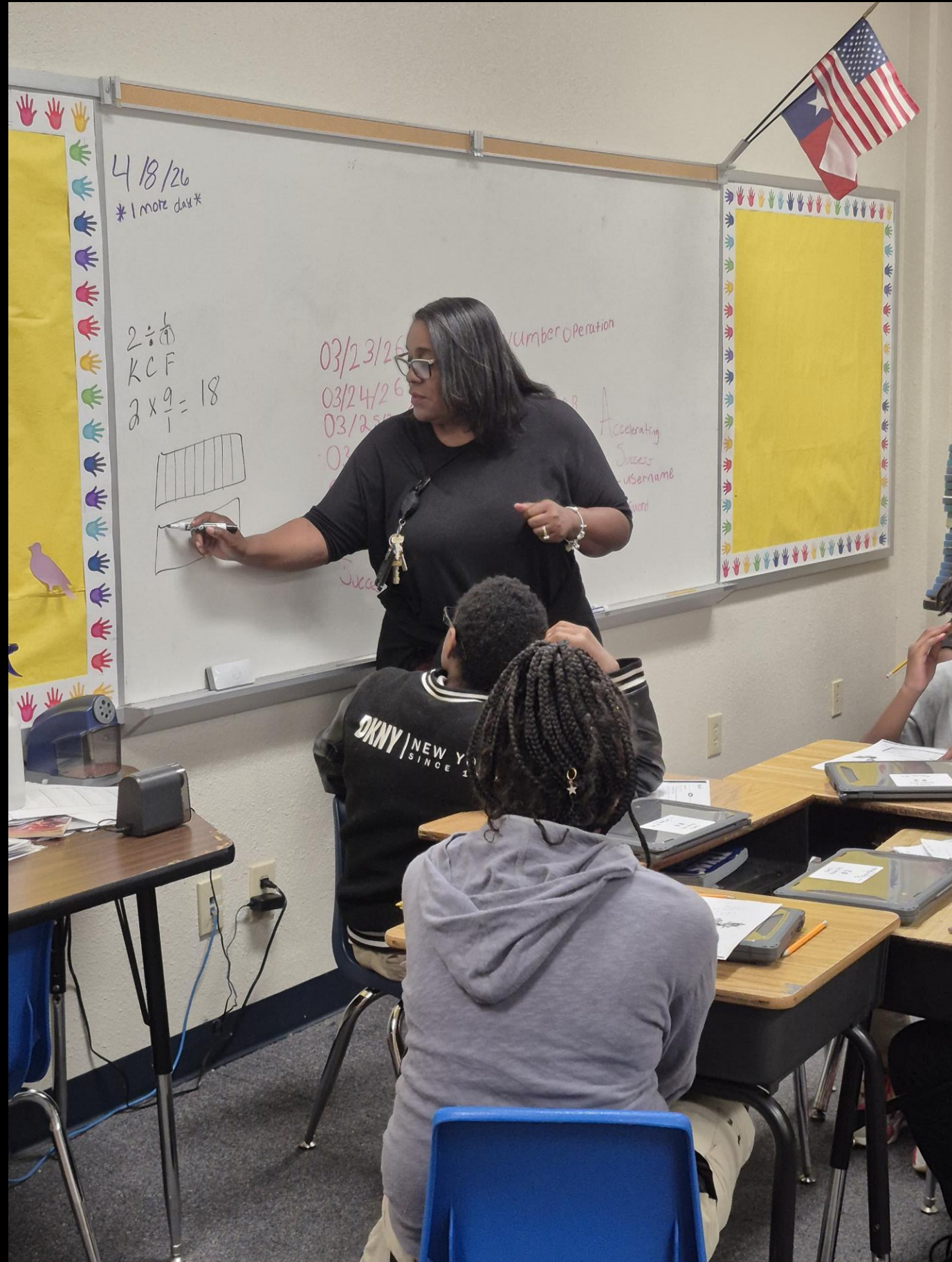
# MTSS OVERVIEW

*The goal of MTSS is to provide support through:*

- **PREVENTION: TIER 1, High Quality Instruction; Strong First Teach**
- **INTERVENTION: TIER 2, High Quality Targeted Intervention :TIER 1 plus** addressing specific gaps in skills and/or concepts
- **INTERVENTION: TIER 3, High Quality Intensive Intervention: TIER 1, TIER 2, plus** providing individualized and intensive support more often and in smaller groups or one-to-one
- **ENRICHMENT:** High Quality Advanced Instruction

*...for ALL students*





# TIER 1



**ALL Students Receive research-based core Instruction**



*If screeners and formative assessment data collection reveal continuous deficiencies, personnel may recommend the student for TIER 2 Interventions using the MTSS Referral Google Form.*



# TIER 1



## DeSoto Independent School District

The mission of DeSoto ISD is to ensure students, without exception, learn and grow at their highest levels.

### (MTSS) Multi-Tiered Systems of Support

#### Initial Placement in Intervention Support

Dear Parent/Guardian:

DeSoto ISD recently completed a Universal Screener assessment. This diagnostic assessment is given three times during the school year and is designed to identify your students' skill ability in Reading and/or Math. After providing supplemental intervention based on screener results, all students in the school will be placed into a skill group in Tier 1 (grade level skill ability) or Tier 2 or Tier 3 (in need of additional and/or more intensive skill intervention). You are receiving this letter based on the results from the following screening:

- Fall/Beginning-of-Year Screening: Grades K-12
- Winter/Middle-of-Year Screening: Grades K-12
- Spring/End-of-Year Screening: Grades K-12

The diagnostic assessments determine if your student would benefit from additional reading and/or math support to reach grade-level proficiency. Your student will receive skill-based intervention in reading/English Language Arts and/or math for additional instruction in a small group setting. Evidence-based strategies and resources will be used to address your student's specific area(s) of need. We will continue to monitor your student's progress frequently, and you will receive notification of the results and/or recommendations at the end of each intervention cycle.

Sincerely,

**Shauntai Hicks**  
Principal  
The Meadows Elementary



## DeSoto Independent School District

The mission of DeSoto ISD is to ensure students, without exception, learn and grow at their highest levels.

### Multi-Tiered Systems of Support (MTSS)

Dear Parent/Guardian,

Earlier this school year, DeSoto ISD administered the **Beginning of the Year (BOY) I-Ready Assessment**, an assessment given three times each year to identify students' skill levels in **Reading and Mathematics**.

Based on these results, all students are placed into instructional support tiers:

- **Tier 1:** On grade-level skills
- **Tier 2:** Needs additional small-group support
- **Tier 3:** Needs more intensive, individualized intervention

Your child has received six weeks of evidence-based intervention. Based on ongoing progress monitoring, your child continues to demonstrate academic gaps in:

- Reading/Literacy
- Mathematics
- Reading & Mathematics

To help close these gaps, your child will continue to receive supplemental instruction beyond the general classroom setting. The campus instructional team will continue to monitor your child's progress closely and adjust support as needed. You will receive updates on your child's growth and recommendations at the end of each intervention cycle.

We encourage you to support your child's learning at home by reading together daily and practicing basic math skills. Thank you for your partnership in helping your child reach their full academic potential.

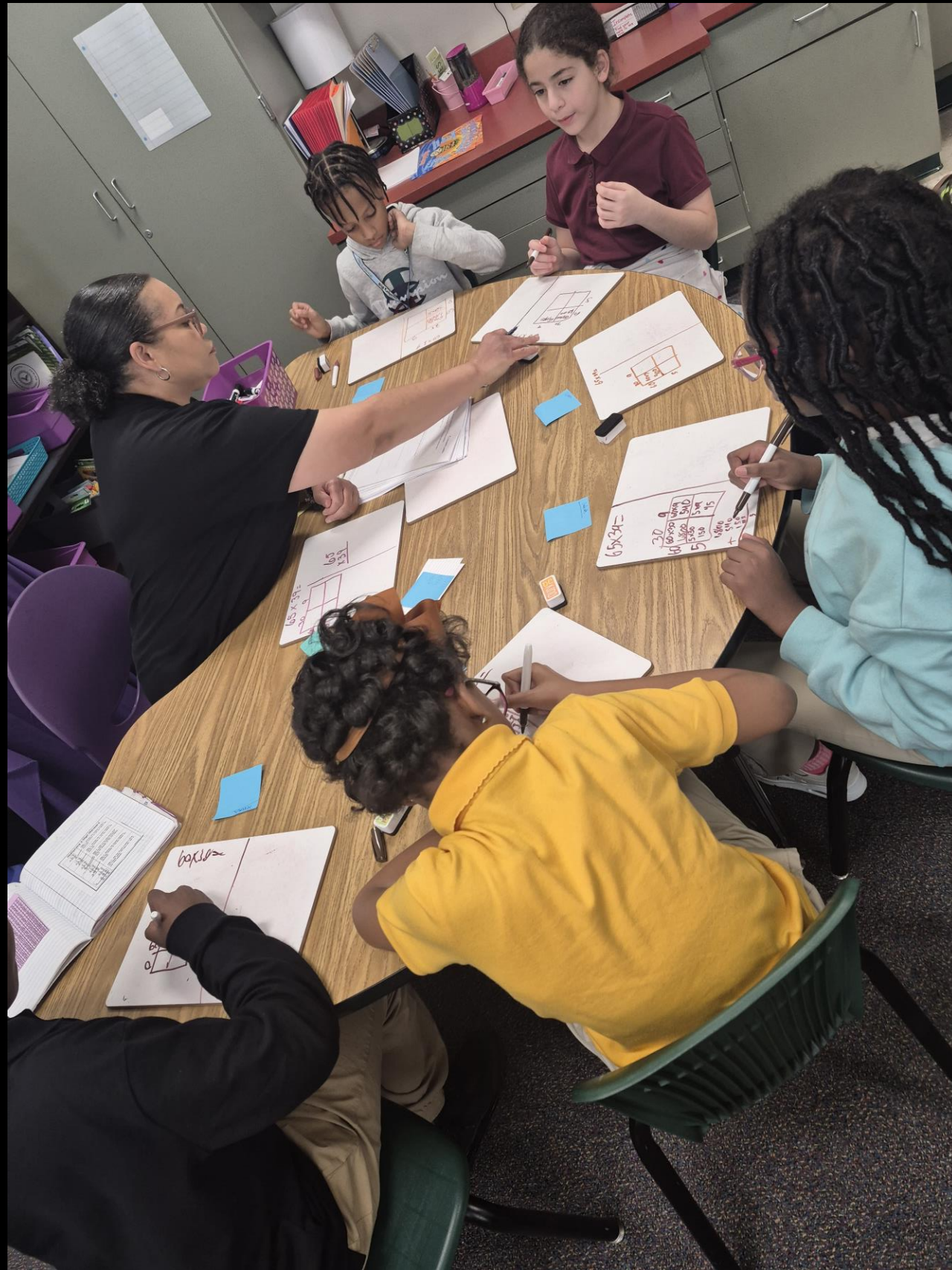
Sincerely,

**Dr. LeDominique Hubbard**  
Instructional Specialist  
The Meadows Elementary


### W.I.N. Time Record of Intervention

Teacher :		Subject												
Block 1					Block 2					Block 3				
Group 1					Group 1					Group 1				
Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes
Billy Bob	Phonics	Appro...	8/11/25	struggles with short o										
Group 2					Group 2					Group 2				
Group 3					Group 3					Group 3				
Group 4					Group 4					Group 4				





# TIER 1



## MOATES ELM 25-26 MTSS Referral Form

Please complete the MTSS Referral Form in its entirety. Be as specific as possible when completing this form.

The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

\* Indicates required question

**Referring Teacher: First and Last Name \***

Your answer \_\_\_\_\_

**Date \***

Date  
mm/dd/yyyy 📅

**Student Name: First and Last (As seen on official roster) \***

Your answer \_\_\_\_\_

**Type \***

	No Concern	Low Concern	Moderate Concern	High Concern
Academic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Provide brief description of communications with parent and dates of contact. \***

Your answer \_\_\_\_\_

---

**Interventions That Have Been Implemented and Data-Based Outcomes \***

Your answer \_\_\_\_\_

---

**Goals for the student have been added to Edugence \***

Yes

No

---

**Student Strengths and/or Successes \***

Your answer \_\_\_\_\_

---

**Observations Noted Related to Concerns \***

Your answer \_\_\_\_\_

---

**Supporting documents that will further support the MTSS Guiding Coalition**

Upload up to 5 supported files: PDF or image. Max 10 MB per file.

[📎 Add file](#)



# TIER 2 Referral



The MTSS team receives data and hosts a meeting with stakeholders to determine if TIER 2 is appropriate.



## Movement to Tier II Review Questions

(To be completed by the student's MTSS Team meeting before movement into Tier II)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Core ___ literacy and/or ___ math instruction has been implemented with fidelity <input type="checkbox"/> ≥80% of student needs are met by core instruction (Check either literacy or math above.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Differentiated instruction has been provided in a small group within core literacy instruction <input type="checkbox"/> Documentation is attached	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student has been present for the majority of instructional days.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student has passed the vision and hearing screening.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Data indicates performance below grade level/Tier 2 or 3 on universal screening of student achievement compared to national norms <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input type="checkbox"/> Math Calculation <input type="checkbox"/> Math Reasoning <input type="checkbox"/> Written Expression	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional Assessment data support universal screening data iReady Diagnostic Assessments _____ Classroom Assessment _____ Other Inventory Assessments _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

\*\* If the Intervention team answered "Yes" to the above questions, the student should be placed in Tier II intervention. If the Intervention team answered "No" to any of the questions, that area should be addressed before the move into Tier II.

Team members involved in approving this plan with name and relationship to the student:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# TIER 2 Referral



*If YES, the team will create an intervention plan and add the student and intervention plan into EDUGENCE and monitor student progress.  
[Intervention Resource: Ready-TX; ThinkUp! -TX]*

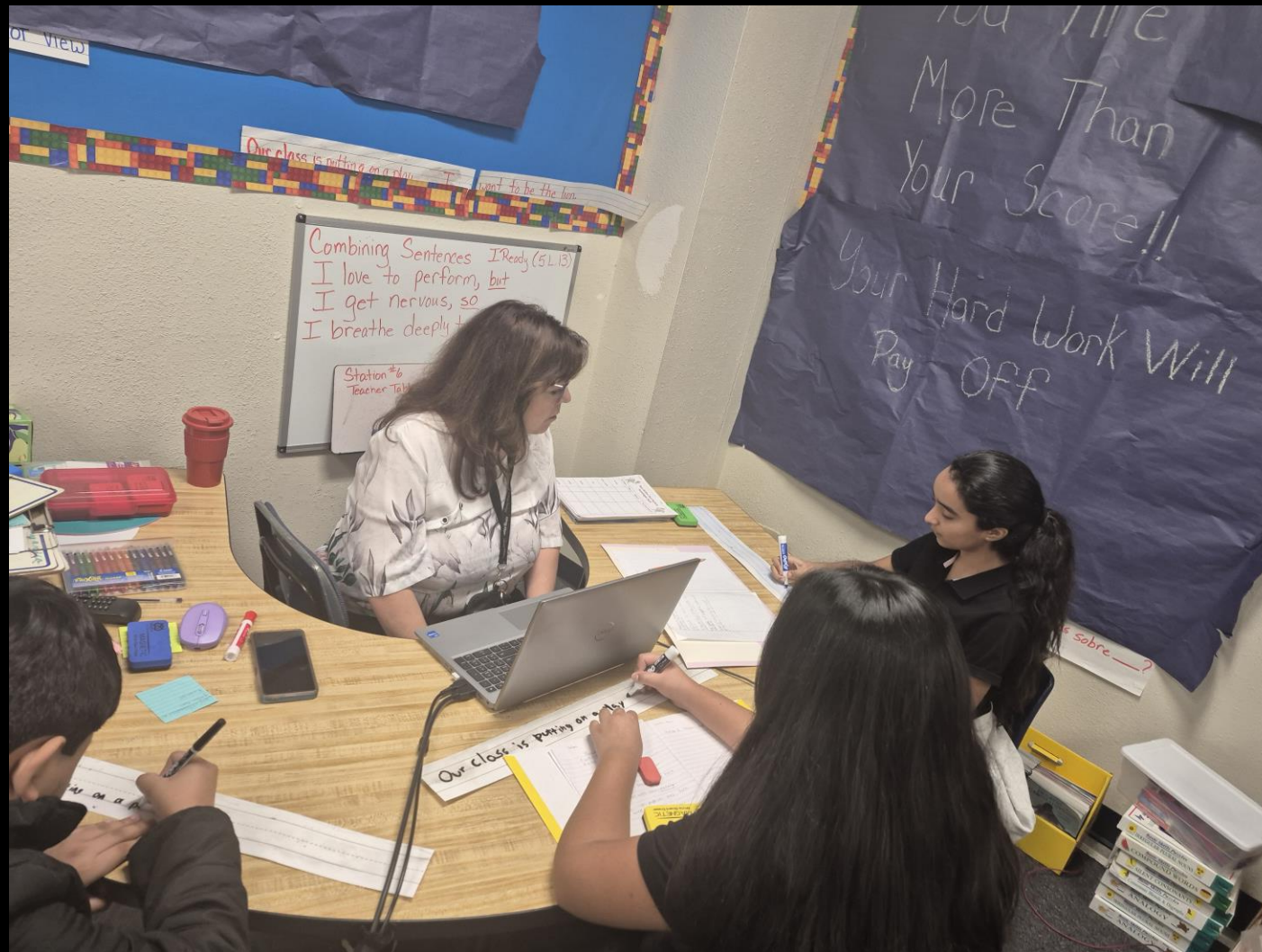
Committee	ELA	MA	SC	SS	Behavior	Tier2	Active Dates: 03/06/2026	Stop	Delete	+ Add Review
By the end of this intervention cycle [redacted] will add and subtract 3 or 4 digits numbers with regrouping with 70% accuracy										Updated By: Ernie
Review Date	Interventions/Targeted Skills/Strategies					Frequency	Duration	Outcome	PM/US Score	
03-06-2026	place value, regrouping					2-3 times per week	30			

7183)	Reading	Mathematics <span style="color: green;">■</span>	Science	Social Studies	Behavior		
		01/21/2026 -					
6)	Reading <span style="color: green;">■</span>	Mathematics <span style="color: green;">■</span>	Science	Social Studies	Behavior		
		01/27/2026 -					
)	Reading <span style="color: green;">■</span>	Mathematics <span style="color: green;">■</span>	Science	Social Studies	Behavior		
		12/04/2025 -					



# TIER 2 Referral

**If NO, the teacher will continue Tier 1 progress monitoring.**



*W.J.N. Time Record of Intervention*

Teacher :		Subject														
Block 1					Block 2					Block 3						
Group 1					Group 1					Group 1						
Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes		
Billy Bob	Phonics	Appro...	8/11/25	struggles with short o												
Group 2					Group 2					Group 2						
Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes		
Group 3					Group 3					Group 3						
Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes		
Group 4					Group 4					Group 4						
Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes	Student	Intervention Activity	Progress	Date	Notes		

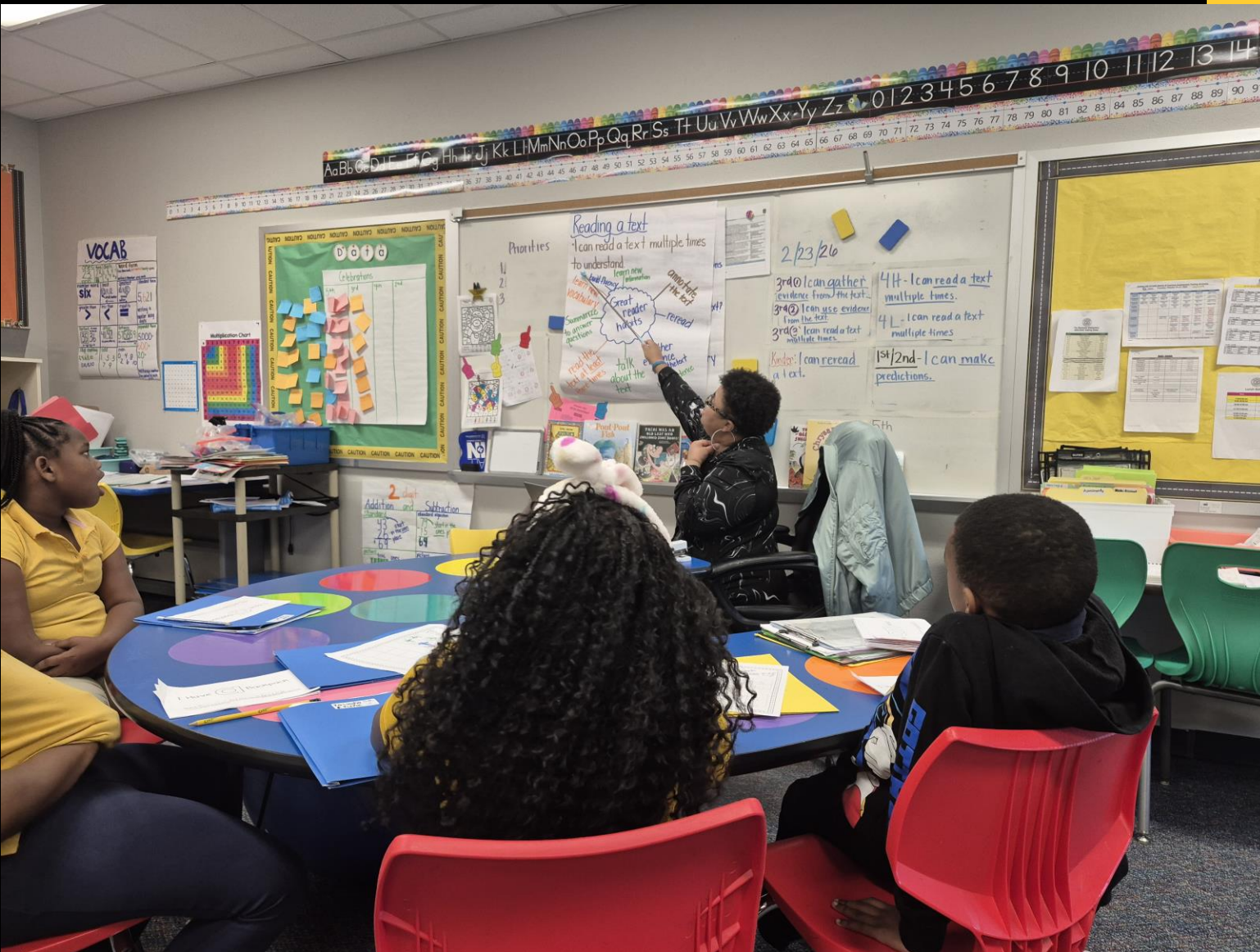


# TIER 2 Progress Monitoring



**TIER 2 Progress Monitoring:** *The MTSS team and stakeholders will meet within 3-6 weeks to review student progress.*

*If the goal is met, the MTSS team may recommend the student to transition back to TIER 1 or remain for another cycle at TIER 2. The rationale and data must be documented in Edugence.*



## Movement to Tier III Review Questions

(To be completed at follow-up MTSS Team meeting before movement into Tier III)  
 Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Tier II intervention(s) have occurred for 60 - 90 minutes a week in addition to core instruction <input type="checkbox"/> Intervention plan, tracking, and progress monitoring spreadsheet updated <input type="checkbox"/> (2) Fidelity checks on intervention completed	<input type="checkbox"/> Yes <input type="checkbox"/> No
The appropriate, effective intervention has occurred with at least 80% fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student has been present for the majority of intervention sessions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier II intervention(s) adequately addressed the student's area(s) of need.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier II intervention was appropriate and research-based Evidenced-based interventions are: <input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized	<input type="checkbox"/> Yes <input type="checkbox"/> No
Intervention was implemented with at least 3-5 data points Tracking and progress monitoring documented and uploaded on the tracking system Progress monitoring letters are attached/uploaded to Edugence	<input type="checkbox"/> Yes <input type="checkbox"/> No
Student's progress is not sufficient for making adequate interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No

**DeSoto Independent School District**  
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**Multi-Tiered Systems of Support (MTSS) Progress Monitoring Letter**

Student: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian:  
 This letter is to inform you of *(Student's Name)* progress in the intervention. During this intervention period, your student has received small group, systematic intervention on **basic foundation** skills in Reading and/or Math. Your student has had his/her progress monitored every two weeks or more using assessments specific to the type and level of intervention he/she has received.

Based on our progress measurements, we believe your student is:

Reading	Math	Action Plan
		Making <b>good, consistent</b> progress, and we plan to discontinue the additional intervention. Your student will not need further intervention and receive all reading and/or math instruction through his/her regular classroom.
		Making <b>good</b> progress, and we plan to include an additional area of focus during intervention support.
		Making <b>some/limited</b> progress, and we plan to continue the intervention with increased emphasis on deficit skills.
		Making <b>poor</b> progress, and we plan to consider changes in the type of intervention being provided.
		Making <b>insufficient</b> progress. Further assessment and/or a parent meeting may be necessary.
		<b>Other:</b>

If you have additional questions or concerns, please contact your student's classroom teacher or our campus interventionist. We look forward to continuing to support your student in becoming a lifelong learner and achieving at their highest levels.

Sincerely,  
 (Name & Signature)  
 (Title)  
 (Campus)

answered "Yes" to the above questions, the student should be moved into Tier III. If the team answered "No" to any of the questions, that area should be documented in Edugence.

\_\_\_\_\_  
 approving this plan with name and relationship to the student:  
 \_\_\_\_\_

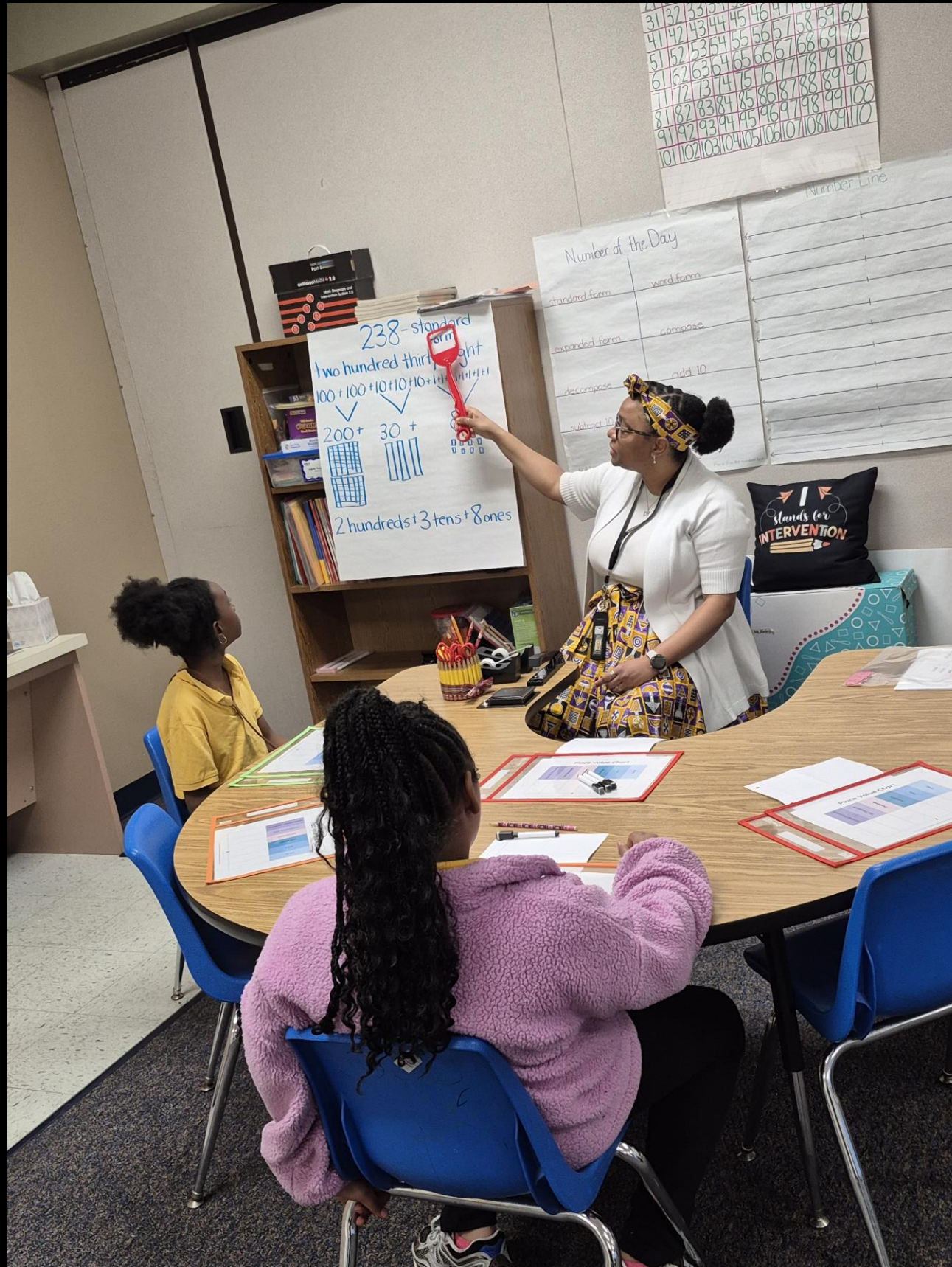


# Tier 2 Progress Monitoring



**Remaining at Tier 2:**  
 If the goal is not met, the team will adjust the intervention plan for TIER 2, document within Edugence, and continue Tier 2 progress monitoring.

By the end of November, [redacted] will be able to interpret and represent the values of digits to the hundred thousands place with 80% accuracy.						Updated By: [redacted]
By the end of January, [redacted] be able to subtract three-digit numbers with regrouping with 80% accuracy.						Updated By: [redacted]
Review Date	Interventions/Targeted Skills/Strategies	Frequency	Duration	Outcome	PM/US Score	Updated By
02-12-2026	subtracting using place value chart,	4-5 times per week	30	Unsatisfactory		[redacted] on 02-11-2026
12-05-2025	identify digits using base ten blocks, place value chart, identify value of each digit	4-5 times per week	30	Satisfactory		[redacted] on 12-04-2025



# Tier 3 Referral



**Referral to TIER 3:** *If the student has made little to no progress, the MTSS team will determine if TIER 3 is appropriate.*

**If YES, the team will create an intervention plan for TIER 3 within Edugence and monitor student progress.**

█████ will be able to identify and read 1st grade HFW and decodables with at least a 94% accuracy by the April 26, 2026. Updated By: ██████

█████ will be able to add and delete phonemes, and produce rhyme with at least a 90% accuracy by April 26, 2026. Updated By: ██████

Review Date	Interventions/Targeted Skills/Strategies	Frequency	Duration	Outcome	PM/US Score
04-09-2026	Receives phonological sessions with isolating, deleting, and blending phonemes in a small group setting.	2-3 times per week	30	Satisfactory	75
03-10-2026	Student receiving support in phonological awareness using magnetic reading. Students uses teacher to model mouth movement with produce sounds, and sticky notes to cover sounds. Blending and segmenting blending phonemes targeted skills.	4-5 times per week	30	Satisfactory	
03-10-2026	Identifying and reading with fluency 1st grade dolch sight words and fry list. To be able to read with fluency.	4-5 times per week	30	Satisfactory	

# TIER 3 Progress Monitoring



**Progress Monitoring:** *The MTSS team and stakeholders will meet within 3-6 weeks to review student progress.*

If the student has met the goal, the MTSS team may recommend the student to transition back to TIER 2 or remain for another cycle at TIER 3. The rationale and data must be documented in Edugence. *[Intervention Resource: Phonics of Reading; ThinkUp!-TX]*



████ will be able to identify and read 1st grade HFW and decodables with at least a 94% accuracy by the April 26, 2026. Updated By █████ + ✎

████ will be able to add and delete phonemes, and produce rhyme with at least a 90% accuracy by April 26, 2026. Updated By █████ + ✎

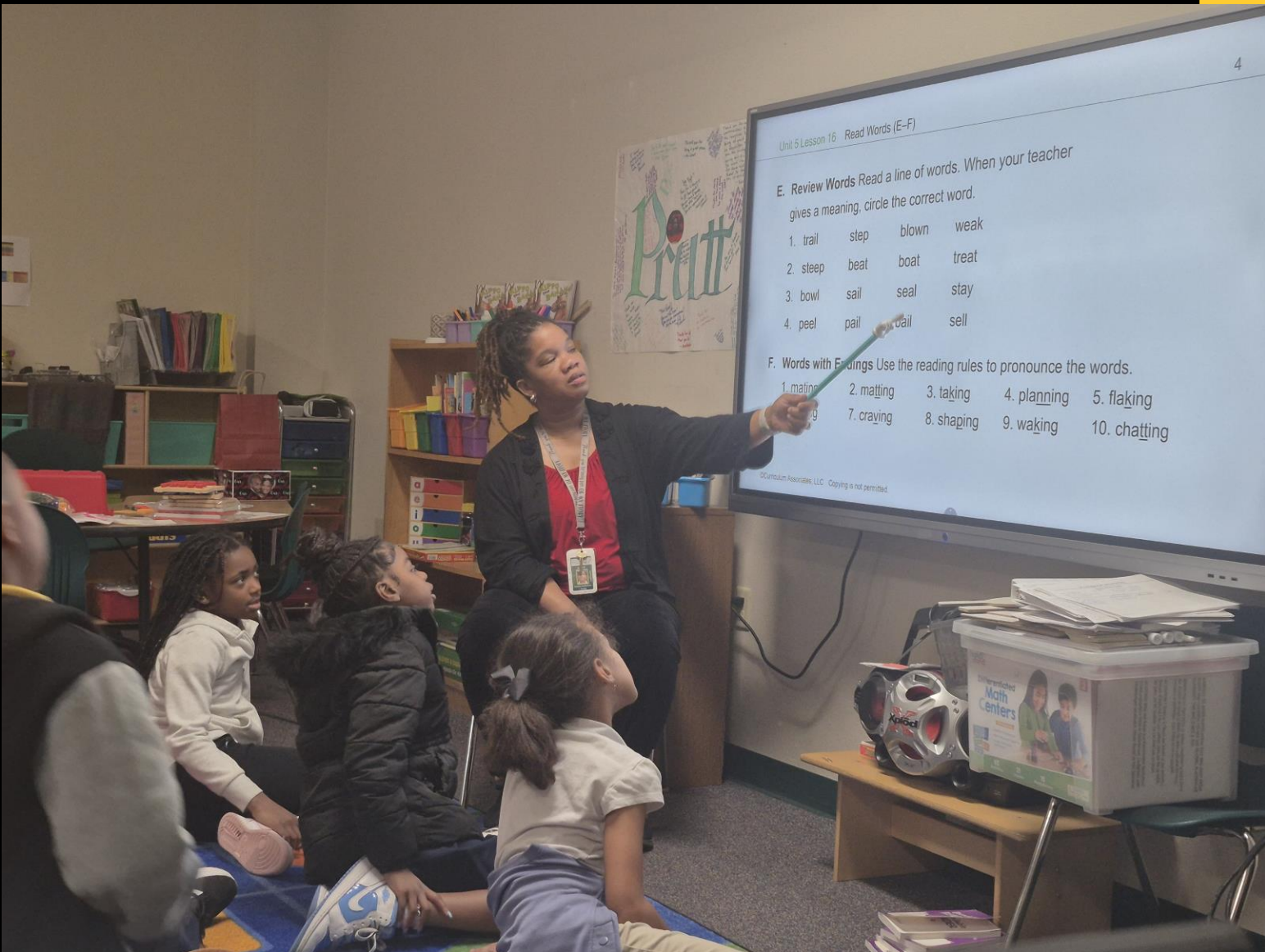
Review Date	Interventions/Targeted Skills/Strategies	Frequency	Duration	Outcome	PM/US Score
04-09-2026	Receives phonological sessions with isolating, deleting, and blending phonemes in a small group setting.	2-3 times per week	30	Satisfactory	75
03-10-2026	Student receiving support in phonological awareness using magnetic reading. Students uses teacher to model mouth movement with produce sounds, and sticky notes to cover sounds. Blending and segmenting blending phonemes targeted skills.	4-5 times per week	30	Satisfactory	
03-10-2026	Identifying and reading with fluency 1st grade dolch sight words and fry list. To be able to read with fluency.	4-5 times per week	30	Satisfactory	

# TIER 3 Progress Monitoring

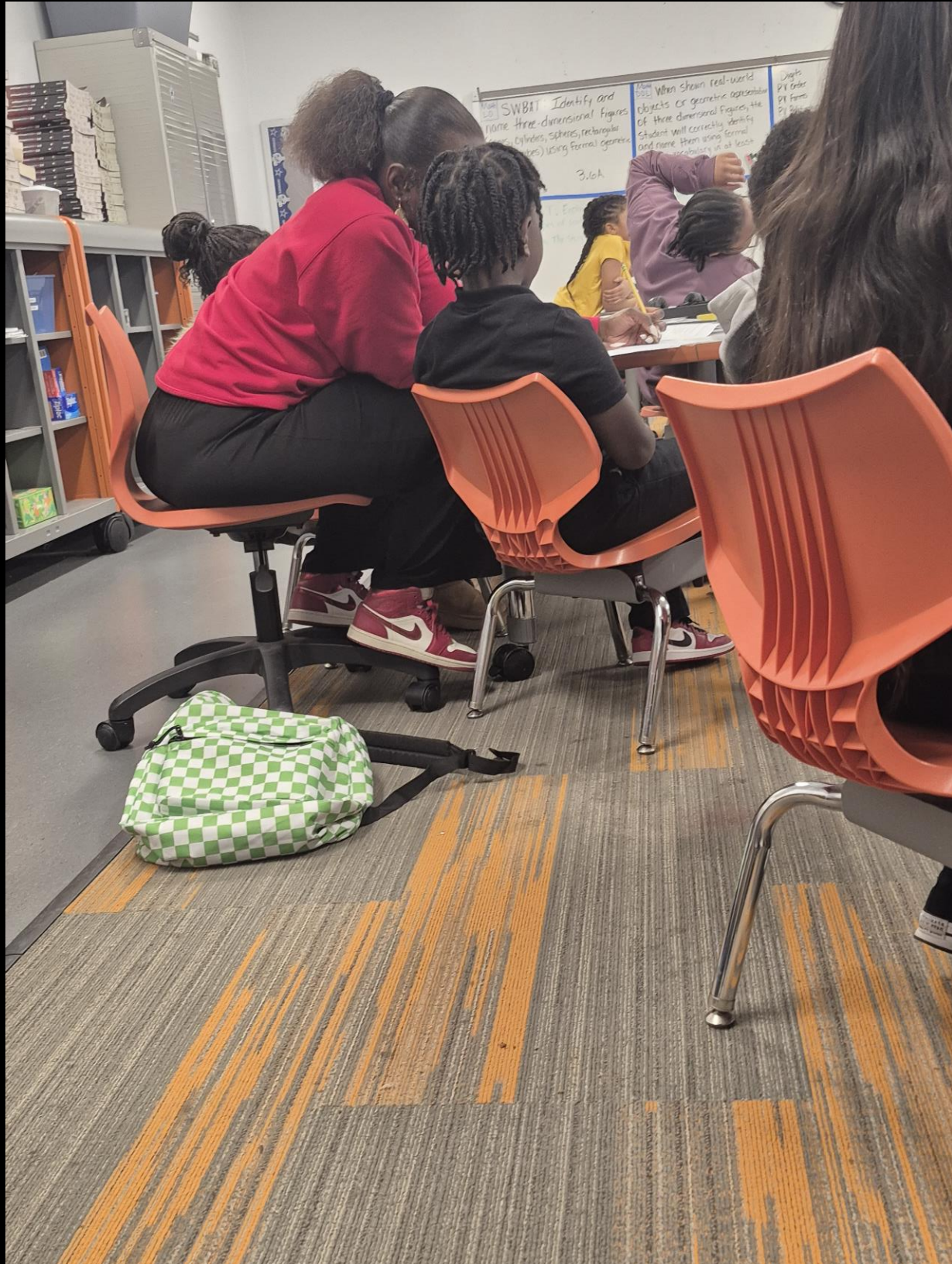
**Progress Monitoring:** *The MTSS team and stakeholders will meet within 3-6 weeks to review student progress.*

If the student has not met the goal, the MTSS team may recommend the student to Instructional Specialist (IS). *ISs pull students meeting TIER 3 criteria & who also are at or below the 30<sup>th</sup> percentile in i-Ready Diagnostic.*

*[Intervention Resource: Phonics of Reading; ThinkUp!-TX]*



<p>████ will be able to identify and read 1st grade HFW and decodables with at least a 94% accuracy by the April 26, 2026. Updated By █████</p>					
<p>████ will be able to add and delete phonemes, and produce rhyme with at least a 90% accuracy by April 26, 2026. Updated By █████</p>					
Review Date	Interventions/Targeted Skills/Strategies	Frequency	Duration	Outcome	PM/US Score
04-09-2026	Receives phonological sessions with isolating, deleting, and blending phonemes in a small group setting.	2-3 times per week	30	Satisfactory	75
03-10-2026	Student receiving support in phonological awareness using magnetic reading. Students uses teacher to model mouth movement with produce sounds, and sticky notes to cover sounds. Blending and segmenting blending phonemes targeted skills.	4-5 times per week	30	Satisfactory	
03-10-2026	Identifying and reading with fluency 1st grade dolch sight words and fry list. To be able to read with fluency.	4-5 times per week	30	Satisfactory	



# TIER 3 Evaluation Referral



If the student has made little to no progress, the MTSS team will determine if a Special Education referral is appropriate.

If YES, the MTSS team will complete and send the Referral for Evaluation Parent Notification letter to the parent/guardian and add notations within *Edugence* for the referral. The MTSS team will notify the special education department of the referral and assist with the appropriate processes for evaluation.

**DeSoto Independent School District**  
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**Multi-Tiered Systems of Support (MTSS)**

Re: Referral for Evaluation Parent Notification

Dear Parent/Guardian,  
 Throughout this school year, DeSoto ISD has monitored \_\_\_\_\_'s progress in reading, mathematics, or both through the Multi-Tiered Systems of Support (MTSS) process. Your student has received evidence-based interventions at Tier 2 which include intensive, small group and/or individualized supports. Despite these interventions, progress monitoring continues to experience significant challenges:

Reading/Literacy     Mathematics

Because adequate progress has not been achieved, we are referring \_\_\_\_\_ to determine if a disability may be impacting their learning. We want to ensure we understand your child's needs more thoroughly and provide appropriate supports.

As part of this process, you will be invited to a meeting. During the meeting, we will review your child's progress, assessment data, and intervention data. With your input, we will develop a plan for your child's intervention. We value your partnership and want to ensure the process is successful. If you have any questions regarding this process, please contact the campus MTSS Coordinator or school principal.

Sincerely,  
**David Parham**  
 Principal  
 Frank D. Moates Elementary School

### Movement to Referral Review Questions

(To be completed at follow-up MTSS Team meeting before making a Referral)  
 Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Tier III intervention(s) have occurred for 90 - 120 minutes a week in addition to core instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Intervention plan, tracking, and progress monitoring spreadsheet updated	
<input type="checkbox"/> Fidelity checks on intervention completed	
The appropriate, effective intervention has occurred with at least 80% fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student has been present for the majority of intervention sessions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention(s) adequately addressed the student's area of need	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention was appropriate and research-based	
Evidence-based interventions are:	
<input type="checkbox"/> Explicit	
<input type="checkbox"/> Systematic	
<input type="checkbox"/> Standardized	
<input type="checkbox"/> Peer reviewed	
<input type="checkbox"/> Reliable/valid	
<input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Progress monitoring has occurred with at least 3-5 data points at Tier III	
<input type="checkbox"/> Progress monitoring documented and uploaded on the tracking spreadsheet	
<input type="checkbox"/> Parent notification letters attached/uploaded to Edugence	<input type="checkbox"/> Yes <input type="checkbox"/> No
Gap analysis indicates that the student's progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No
The following have preliminarily been ruled out as the primary cause of the student's lack of response to intervention	
<input type="checkbox"/> Cultural factors	
<input type="checkbox"/> Environmental or economic factors	
<input type="checkbox"/> Limited English proficiency	
<input type="checkbox"/> Excessive absenteeism	<input type="checkbox"/> Yes <input type="checkbox"/> No

\*\* If the intervention team answered "Yes" to the above questions, the team should consider referring for a psycho-educational evaluation. If the intervention team answered "No" to any questions, that area should be addressed before referral.

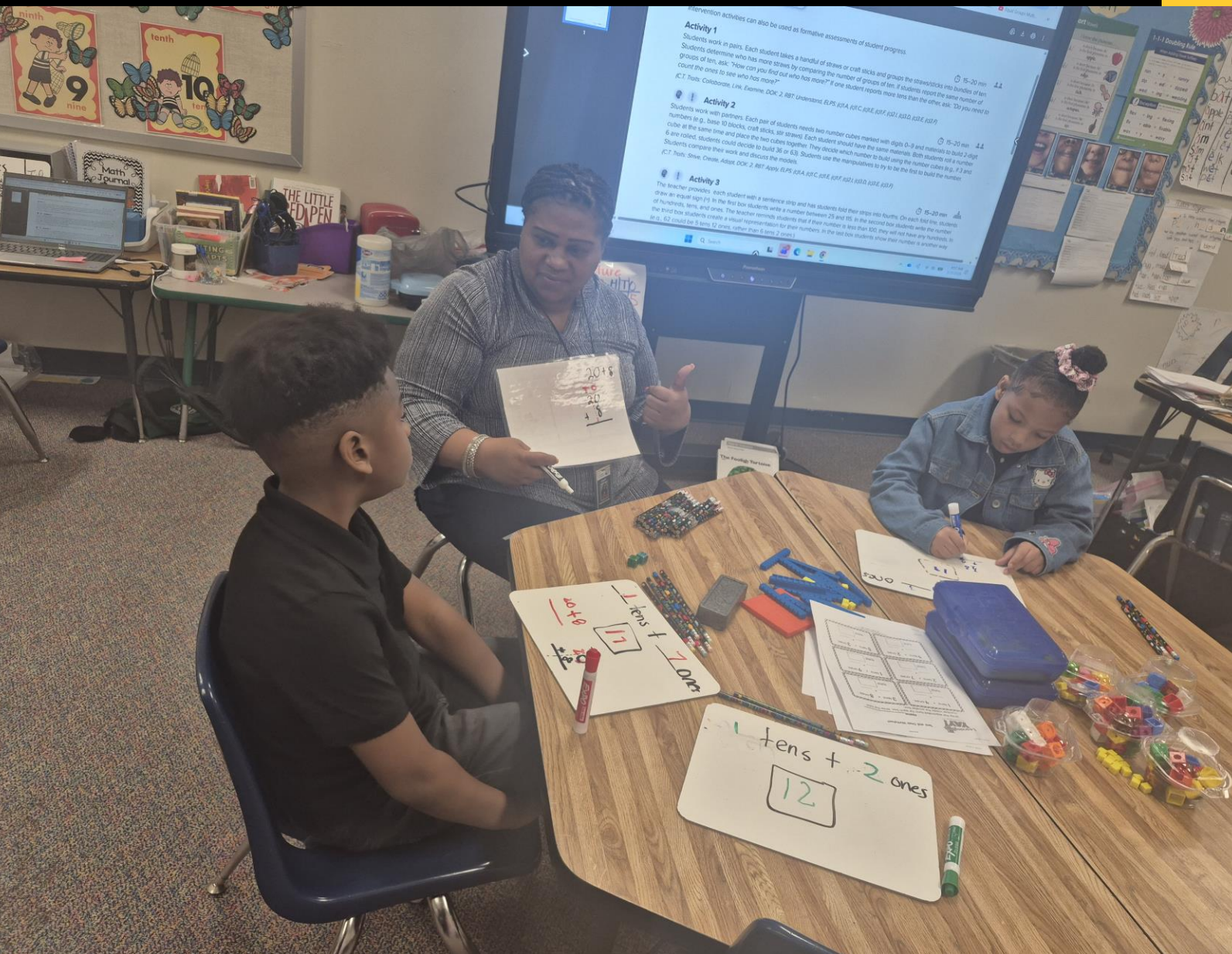
Team members involved in approving this plan with name and relationship to the student:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# TIER 3 Evaluation Referral



If the student has made little to no progress, the MTSS team will determine if a Special Education referral is appropriate.



If NO, the MTSS team will adjust the intervention plan for TIER 3, document within Edugence, and continue Tier 3 progress monitoring.

## Movement to Referral Review Questions

(To be completed at follow-up MTSS Team meeting before making a Referral)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Tier III Intervention(s) have occurred for 90 - 120 minutes a week in addition to core instruction	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Intervention plan, tracking, and progress monitoring spreadsheet updated <input type="checkbox"/> (5) Fidelity checks on intervention completed	
The appropriate, effective intervention has occurred with at least 80% fidelity	<input type="checkbox"/> Yes <input type="checkbox"/> No
The student has been present for the majority of intervention sessions	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention(s) adequately addressed the student's area of need	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tier III intervention was appropriate and research-based	
Evidence-based interventions are:	
<input type="checkbox"/> Explicit <input type="checkbox"/> Systematic <input type="checkbox"/> Standardized <input type="checkbox"/> Peer reviewed <input type="checkbox"/> Reliable/valid <input type="checkbox"/> Able to be replicated	<input type="checkbox"/> Yes <input type="checkbox"/> No
Progress monitoring has occurred with at least 3-5 data points at Tier III	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Progress monitoring documented and uploaded on the tracking spreadsheet <input type="checkbox"/> Parent notification letters attached/uploaded to Edugence	
Gap analysis indicates that the student's progress is not sufficient for making adequate growth with current interventions	<input type="checkbox"/> Yes <input type="checkbox"/> No
The following have <i>preliminarily</i> been ruled out as the <i>primary</i> cause of the student's lack of response to intervention	
<input type="checkbox"/> Cultural factors <input type="checkbox"/> Environmental or economic factors <input type="checkbox"/> Limited English proficiency <input type="checkbox"/> Excessive absenteeism	<input type="checkbox"/> Yes <input type="checkbox"/> No

\*\* If the intervention team answered "Yes" to the above questions, the team should consider referring for a psycho-educational evaluation. If the intervention team answered "No" to any questions, that area should be addressed before referral.

Team members involved in approving this plan with name and relationship to the student:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Strengthening Student Outcomes Through MTSS-A...

...means, when used with purpose, it equips us to systematically identify needs, personalize instruction and ensure every learner has the opportunity to succeed.

