



Supporting Secondary Students Through Tiered Behavior Practices

QR Codes/Links

Conference Presentation	MTSS Process Overview	Student Tracker
Emergent Tree 2025 presented by Kathleen Sullivan & Zachary Moss Please note the presentation will be available immediately after session due to facilitation style  Click Here	Comprehensive step by step process of how Jefferson RISE tiers students both behaviorally and academically and analyzes data, evidence, and artifacts to provide appropriate interventions  Click Here	Template (with formulas) and examples for the data needed to analyze students behaviorally and academically to determine students that potentially need further interventions  Click Here

Participant Reflection & Action Plan

Process Component	Never	Rarely	Sometimes	Frequently
Collect Comprehensive Data				
Regularly Meet to Discuss Student Data				
Collect Additional Evidence/Artifacts				
Identify Root Cause of Student Needs				
Select Appropriate Intervention(s) for Root Cause				
Implement Intervention with Fidelity				
Monitor Intervention Progress for 6+ Weeks				
Re-Evaluate Student Needs				
Action Step Commitment				



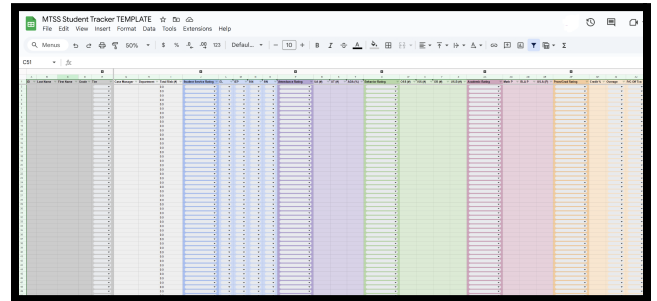
MTSS Process Overview

Step 1: Universal Screen

The universal screen **aggregates data on all students so that the team can identify potential students** in need of support. It is important to have a variety of data points and sources to create an accurate picture of student performance, both academically and behaviorally. Additional data can be added throughout the year.

Action Steps:

- Create spreadsheet with all students
- Enter in historical academic and behavior data
- Enter in annual universal screening data
- Indicate additional student information
 - IEP or 504
 - English Learner
 - Receives social work services
 - Additional notes (ex: medical needs, previous school, etc.)
- Ask teachers, social workers, and administrators for students of concern
 - Student name and ID
 - Concern type(s) (academic, behavior, social)
 - Notes



Step 2: Identify Potential Students in Need

Potential students are identified by looking at all factors both mathematically and manually in order to maximize efficiency and accuracy. Students that are identified will not immediately receive tiered supports, but instead, additional data will be collected to determine the root cause and appropriate next steps.

Action Steps:

- Associate risk numbers with each data point or utilize a spreadsheet that has formulas to turn raw data into risk numbers [MTSS Student Tracker TEMPLATE](#)
 - Ex: math state test score
 - Masters = No Risk = 0
 - Meets = Low Risk = 1
 - Approaches = Medium Risk = 2
 - Does Not Meet = High Risk = 3
 - Ex: number of referrals from previous year
 - 0 = No Risk = 0
 - 1-4 = Low Risk = 1
 - 5-10 = Medium Risk = 2
 - >10 = High Risk = 3



- Calculate each student's total risk number and sort spreadsheet (high to low)
- Filter to look for outliers
 - Ex: student that has a referral but no other risk factors
 - Ex: student with high performance in academics but behavior concerns
- Manually scroll through all students to look for any that slipped through cracks
 - Ex: student that has very little data
 - Ex: student whose behavior does not match reported data
 - Ex: student with 4 referrals (Low Risk = 1) but all referrals were major fights
 - Ex: student with 15 referrals (High Risk = 3) but all occurred in 1st quarter of previous year which was student's first year with the school

Step 3: Additional Data Collection & Analysis

Analyzing students based on data provides a starting point; however, it is **critical to collect additional, individualized evidence** regarding the student, his/her performance, and the factors that contribute to that performance. This process includes getting additional information from teachers, school personnel, parents, and students themselves. Student work, classroom observations, and interviews provide critical information that does not always appear in a spreadsheet.

Action Steps:

- Interview student
 - Select a qualified adult with a positive relationship
 - Tell the student what you noticed and that you want to help
 - Listen to the student's response and ask follow up questions that may aid in determining the root cause
- Interview parent if needed based on student response
 - Tell the parent what you noticed and that you spoke with the student
 - Share that you are with the MTSS team and want to help ensure the student's success
 - Ask the parent what they are noticing and if they have any additional information that would be helpful
 - Listen to the parent's response and ask follow up questions that may aid in determining the root cause
- Based on interview results, collect additional information if needed
 - Request teacher input (suggest using a form and asking all teachers to complete separately)
 - Collect student work samples from each teacher (can also be done on the form)
 - Observe the student in a variety of environments (different classes, different times of day, non-classroom settings)
 - Schedule an evaluation/introductory meeting with the social worker if the behavior warrants

Step 4: Provide and Monitor Tiered Support as Needed

For students that need tiered support, **the team identifies appropriate interventions that will best address the likely root cause of the issues** that are observed. Interventions and student progress are tracked over time so that the team can determine the effectiveness.

Action Steps:

- Determine the most likely root cause after analysis of all the data and evidence

- If needed, place the student on Tier 2 intervention (if previously Tier 1)
 - Identify intervention(s) that would be most successful based on root cause analysis
 - Identify case manager that would be most successful
 - Root cause expertise
 - Student relationship
 - Availability/logistics
- If needed, place the student on Tier 3 intervention (if previously on Tier 2 without success after 6+ weeks of implementation of interventions with fidelity)
 - Confirm implementation was with fidelity
 - Analyze what did vs. did not work
 - Identify new factors, data, and/or evidence that was observed over the Tier 2 implementation period
 - Re-evaluate the root cause analysis
 - Re-evaluate case manager to determine if this person is the most appropriate
 - Determine whether or not to move to Tier 3 interventions
 - Remain on Tier 2 interventions with an adjustment
 - Case manager
 - Frequency/timing of interventions
 - Other
 - Identify individualized Tier 3 interventions that would be most successful
- Monitor fidelity and success of interventions
 - Track numerical data over 6+ weeks
 - Keep documentational logs of observational data and/or notes
 - Update the team weekly (or every two weeks)
 - New information
 - What appears to be working vs. not (don't change too soon)
 - Issues with fidelity of implementation
 - Student progress