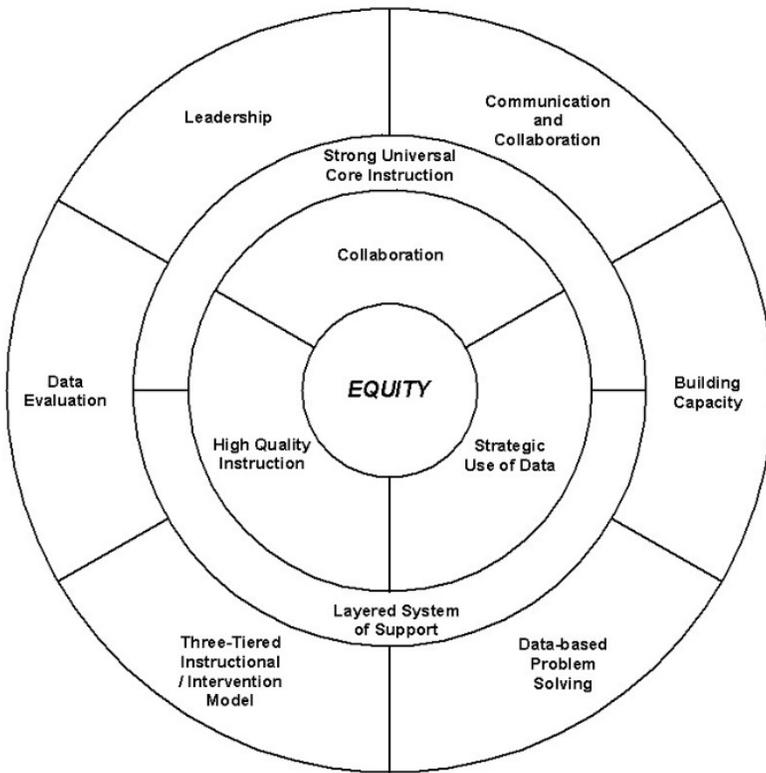


The South Carolina MTSS Quick Start Guide



What is MTSS in South Carolina? SCMTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. The statewide framework was introduced as part of Act 213 in 2018.

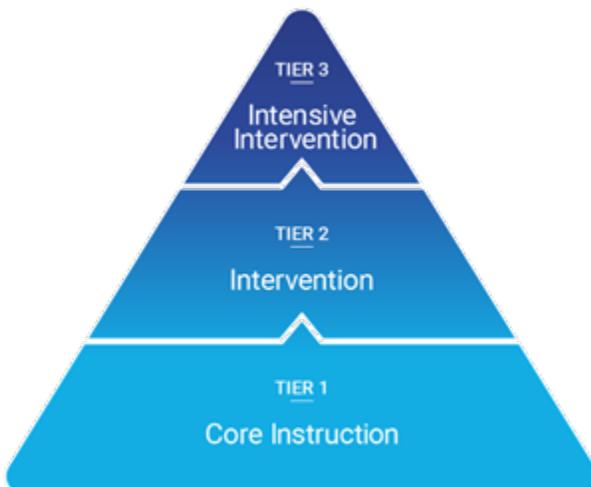
The vision for MTSS in South Carolina: South Carolina will use the SCMTSS framework to continuously improve Tier 1 instruction for all students and to problem-solve for students who need additional support academically and/or social emotionally.

Mission: Use the MTSS framework to improve instruction so all students graduate college and career ready.

Equity: Every student in South Carolina deserves the equal opportunity to graduate from high school being college and career ready as stated in the *Profile of the South Carolina Graduate*.

The Six Components of South Carolina's MTSS System

- **Leadership** – Support the implementation of MTSS by communicating the vision and mission of MTSS, planning for implementation at the school level, engaging the staff in ongoing professional learning, and modeling and ensuring data-based problem solving occurs regularly
- **Building Capacity** – Focus on ongoing professional learning and coaching with an emphasis on improving Tier 1 instruction and data-based problem-solving
- **Communication and Collaboration** – Including all stakeholders in the process and providing continuous feedback
- **Data-Based Problem Solving** – Define the problem or goal; analyze the problem and relevant data; implement the instructional and/or intervention plan; evaluate the effectiveness of the plan



- **Three-Tiered Instruction/Intervention Model** – Tier 1 is the instruction delivered to all students; Tier 2 is the additional, supplemental instruction some students need to meet the benchmarks; and Tier 3 is the intensified, targeted instruction a few students need to meet benchmarks
 - It is important to consider academic, behavior, and social-emotional instruction and intervention when examining this domain
- **Data Evaluation** – School staff has access to and understands procedures and protocols for administering assessments and using that data to make educational decisions. In addition, data should be collected on the implementation of SCMTSS in order to examine current practices and make adjustments as needed

How to Begin the SCMTSS Process

1. The school leadership team should use the [Self-Assessment of MTSS](#) (SAM 2.0) to evaluate the school's SCMTSS implementation reality (a copy of the SAM can also be found on Page 38 of the SCMTSS Framework).
2. Develop an action plan based on the results of the self-assessment.
3. Monitor the progress of the action plan.
4. Make adjustments/refinements as needed.
5. Revisit the SAM at the end of the year to measure the growth of the school's implementation.

Using Universal Screening Data to Make Educational Decisions at the School Level

1. Select a universal screener from the state-approved list. The list of universal screeners were selected based on the following criteria:
 - a. Screener must be brief;
 - b. Screener must contain normative data for cut points;
 - c. Screener must screen for dyslexia and have the ability to progress monitor the skills mentioned below;
 - d. Screener must measure all of the following abilities/skills:

Kindergarten Skills	First Grade Skills	Second Grade Skills
Phonological Awareness: <ul style="list-style-type: none"> ● Word Awareness ● Rhyming and Alliteration ● Syllables ● Phonemic Awareness Alphabetic Principle (letters represent sounds which form words) <ul style="list-style-type: none"> ● Letter Sounds ● Alphabet Knowledge Listening Comprehension Vocabulary Development	Phonological Awareness: <ul style="list-style-type: none"> ● Word Awareness ● Rhyming and Alliteration ● Syllables ● Phonemic Awareness Alphabetic Principle (letters represent sounds which form words) <ul style="list-style-type: none"> ● Letter Sounds ● Alphabet Knowledge Phonics Fluency (high frequency words) Fluency (with connected texts) Vocabulary Comprehension	Phonics Fluency with connected text Vocabulary Comprehension

Approved screeners include:

- Acadience Reading (previously called DIBELS Next);
- aimswebPLUS from Pearson;
- Amira from Houghton Mifflin Harcourt;
- DIBELS 6th and 8th Editions from the University of Oregon;
- easyCBM from Riverside Insights;
- FAST from FastBridge;
- iReady Diagnostic from Curriculum Associates, LLC;
- iSTEEP from iSTEEP Learning;
- MAP Reading Fluency from NWEA;
- mCLASS with DIBELS 8th Edition from Amplify;
- STAR CBM from Renaissance Learning; and
- STAR Early Literacy if used with STAR CBM fluency tasks.

2. Administer the universal screener.
3. Examine the data at the school level.
 - a. Are 80% of the students meeting the benchmark?
 - i. **If Yes**, plan for intervention to meet the needs of the students who need it while continuing to provide strong Tier 1 universal core instruction.
 - ii. **If No**, focus on improving Tier 1 universal core instruction.
 - b. Identify school trends.
 - i. Are there holes in grade-level performance?
 - ii. What does the data suggest about the performance of subgroups?
 - iii. What does the data suggest about the effectiveness of the school-wide curriculum and instructional delivery?
 - iv. Who does the data suggest may need additional instruction and/or intervention?
4. Create a plan of action to meet the goals.
5. Implement the plan.
6. Monitor progress.
7. Make adjustments/refinements as needed.