Response to Intervention:
A Multi-Tiered System of Supports (MTSS)

NYS-RtI TAC
nysrti.org

Dr. George M. Batsche
Director
Institute for School Reform
University of South Florida
batsche@usf.edu

- Using Key Components of a MTSS Framework
- Implementing the Common Core Learning Standards within MTSS
- Integrating the Data-Based Problem-Solving Process (RtI) into a MTSS
- Aligning Instruction/Interventions with the CCLS and Integrating Instructional Practices Across the Tiers
- Ensuring the Integration of Academic Skills, Academic Behavior Expectations and Scaffolding to Maximize Student Engagement within the Instructional Process
- Meeting the Needs of Students with Disabilities and Students with 504 Accommodations Through Specially Designed Instruction within an MTSS Framework
- Have courageous conversations
- Reflect, celebrate, reverberate, breathe
- GET FIRED UP!

Every system is perfectly aligned for the results it gets.

If you want to change and improve the climate and outcomes of schooling – ***both for students and teachers***, there are features of the school culture that have be to changed, and if they are not changed, your well intentioned efforts will be defeated.

Seymore Sarason
1996

3

Two basic questions…

Are you happy with your data?

Is every classroom one you would put your own flesh and blood?

Fundamental Assumptions

There are no quick fixes. Dedication, hard work and checking your ego at the door....works!

There is a need for General, Special, and Gifted Education, but not as it currently exists.

Too much time has been spent admiring problems.

No student is worthless. Even the worst student is a good example of what's not working.

The best place to address diverse learning needs is in the instructional process.

A *Shift* in Thinking

The central question is not:

"What about the students is causing the performance discrepancy?"

but rather...

"What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?"

Ken Howell

Reflect & Share

- What about the culture of your School will facilitate this shift in thinking?
- What about the culture of your School will be a barrier to this shift?

RtI to MTSS

Response to Intervention

- RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

  (Batsche, et al., 2005)
- Problem-solving is the process that is used to develop effective instruction/interventions.

RtI to MTSS

Then

- A "practice" or way of work
- Focused on student-level problem solving-4th step
- Often "led" by SPED
- Related to interventions and SLD evaluations
- More rudimentary data systems focused on literacy
- School District led
- Practice Driven

Now

- A systems approach to school reform-ROI model
- System, School and Student problem-solving
- Led by general education
- Focused on accelerating performance of ALL students
- Broader, integrated systems (academic/behavior and data)
- SEA involvement
- Policy Driven

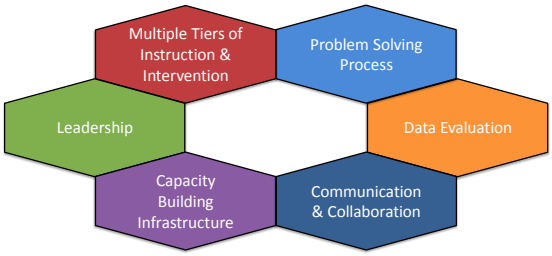
MTSS

- A Multi-Tiered System of Supports (MTSS) is a term used to describe an **evidence-based model** of schooling that uses **data-based problem-solving** to **integrate academic and behavioral instruction and intervention**.
- The integrated instruction and intervention is delivered to students **in varying intensities (multiple tiers) based on student need.**
- **"Need-driven"** decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency .

Bottom Line

- ***Early Warning/Identification***
  - The earlier identification occurs, the more time you have to work on improvement.
- ***Act Quickly and Aggressively***
  - Never "wait". ACT. Problem Solve.
- ***Monitor Progress***
  - We need to know what is and is not working. Time is of the essence here.
- ***Modify as Necessary-Again, do not wait. ACT.***
  - Let data guide your practice
- ***Honesty and Transparency***
  - This is not about anyone's "fault." This is about being honest about student response to instruction/intervention. Being OK talking about it and having a group norm of action focused instruction and intervention.

Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

What Does It Look Like?

- All instructional and support services are delivered through a multi-tiered system
- Decisions regarding instruction/support are made using a data-based, problem-solving process
- All problem-solving considers academic and behavior (student engagement) together
- A district-based team is responsible for monitoring performance of schools to determine the overall "health" of the district

What Does It Look Like?

- A school-based team is responsible for monitoring student performance to determine overall "health" of the school environment
- Parents are engaged in the problem-solving and instruction/intervention process
- Student engagement is a primary priority
- Lesson Study (Planning) is the focus for effective instruction
- Early Warning Systems are in place to ensure a focus on prevention
- The focus is on Tier 1 and the integration of Universal Design for Learning Principles

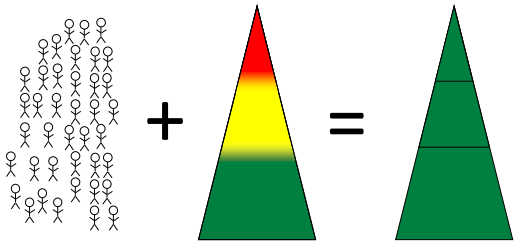
What Does It Look Like?

- District leadership is held accountable for implementation and outcomes
- The school (Principal) is held accountable for high quality implementation of MTSS as well as student outcomes

Levels of Implementation and Analysis

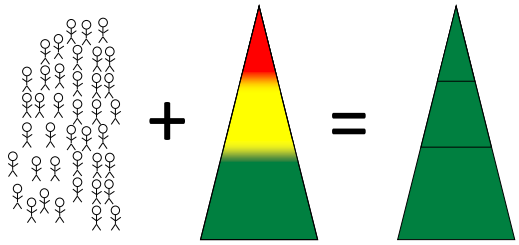
- Student
- Classroom
- Grade
- Subject Area
- Building
- District

Three Tiered Model of Student Supports



Three Tiered Model of Student Supports

These students get these tiers of support in order to meet benchmarks.



The goal of the tiers is student success, not labeling.

Multi-tier System of Student Supports (MTSSS):
Response to Instruction/Intervention (RtI)
An Overview of Data-based Problem-solving within a Multi-tier System of Instruction and Student Supports

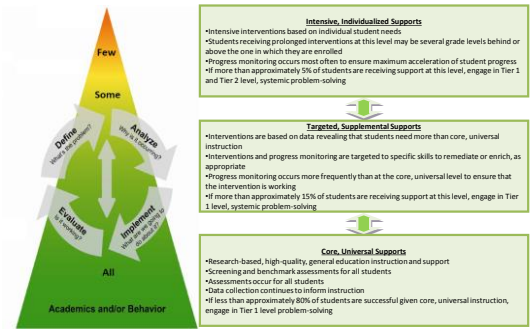


Table Top Activity

- First, by yourself—identify up to three RtI/MTSS practices that your school or district has embraced and up to three barriers to the use of RtI/MTSS practices that might arise.
- Second, share with your table and see how much agreement occurs among table mates.

Critical Considerations that Underlie Consensus (Common Language/Common Understanding)

http://www.floridarti.usf.edu/resources/format/pdf/mtss_q_and_a.pdf

Student Achievement
Student Performance

- ***Academic Skills***
  - Goal setting tied to state/district standards
  - Common Core Learning Standards
  - Developmental Standards
- ***Academic Behaviors-Student Engagement***
  - Behaviors associated with successful completion of the academic skills
  - On-task, listening, following-directions, ignoring distractions, self-monitoring, goal setting, content of private speech
- ***Inter-/Intra-Personal Behaviors***
  - Behaviors that support social skills
  - Social/emotional development

Some Fundamental Principles

- ***Standards Based Instruction***
  - What students should know and be able to do
    - ***Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.***
  - Clearly defined for each grade level and subject area
  - Serve as the content for high-stakes assessment
  - Utilizes benchmark assessment to determine if students and the curriculum is "on-track"
  - Assists in the identification of "essential elements" of instruction

Kindergarten	1st Grade	2nd Grade	3rd Grade
READING STANDARDS FOR LITERATURE, Key Ideas and Details			
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

How is the demand of this standard rising across the grades?

27

9th -10th Grade	11th -12th Grade
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

How is the demand of this standard rising across the grades?

28

Academic Behaviors Checklist
(Skillstreaming, Research Press)

Behaviors	Present	Absent
Following Directions		
Verbal Participation		
Asking a Question		
Setting a Goal		
Completing Work		
Ignoring Distractions		
Making Corrections		
Sharing		
Asking for Help		
Taking Turns		
Accepting Correction		
Accepting Praise		
Giving Praise		
Self-Monitoring		
Self-Instruction		
Raising Hand		

Unpacking Template

STANDARDS-BASED Instructional Planning

GRADE: **SUBJECT:**

STANDARD: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

SKILLS: What students should DO — VERBS

CONCEPTS: What students should KNOW — NOUNS

Based on Assessments:

a. Which access skills does the student possess?

b. Which skills require initial instruction or strengthening

c. What Academic BEHAVIORS (Engagement) must the student have to engage instruction?

ESSENTIAL QUESTIONS for Tier 2/3 Instruction

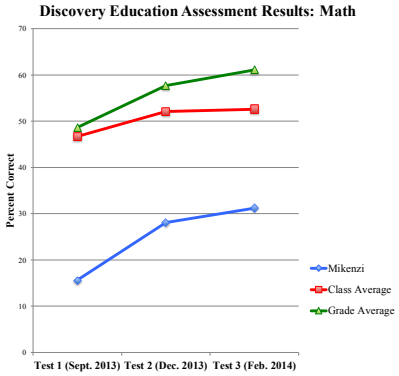
1. What Universal Design Strategies can reduce or neutralize the impact of the deficit areas (e.g., text to speech)
2. What Instructional strategies should be used in Tier 1?
3. How will all instruction incorporate Tier 1 materials, pacing, scope and sequence? (e.g., pre-teach, review, reteach)

Some Fundamental Principles of Teaching and Learning

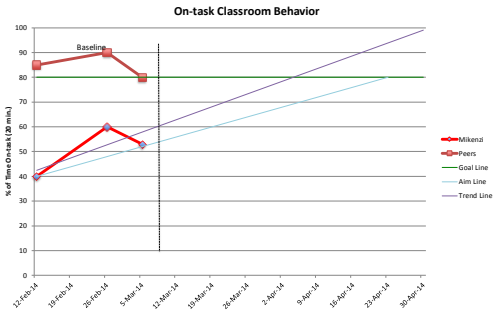
- ***Academic Engaged Time (AET)***
  - AET predicts student performance better than any other variable, including:
    - IQ
    - Language
    - SES
    - Disability
    - Culture/Race
  - Amount of time students are engaged in quality instruction
  - Includes evidence-based instructional strategies
  - Matched to student context, culture and relevance
  - With student engagement in the process

Some Fundamental Principles

- ***Rate of Growth***
  - Where is the student now?
  - Where is the student supposed to be?
  - How much time do we have to get there?
  - Is that time realistic?
  - Rate of growth is the best measure of student response to instruction and intervention
  - Rate of growth is used within an early warning system to determine if students will attain benchmarks ***before time runs out and while we have time left to modify instruction***
  - Rate of Growth is the best measure of effectiveness of instruction AND the most fair measure.



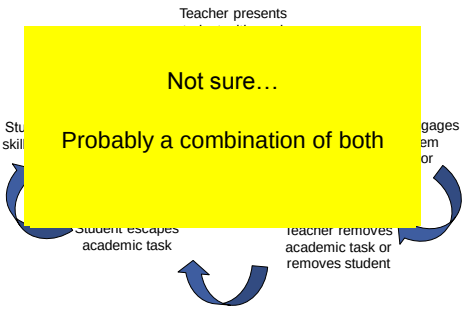
Rate of Growth



Integration of Academics, Behavior and Universal Design

Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)



What Elements MUST Be Present to Have and ***Integrated*** MTSS Model?

- Academic Skills and Academic Behaviors are identified for all students (**Skill Integration)**
- The data are presented in a way that reflects the ***relationship*** between academic skills and behaviors (**Data Integration)**
- The instruction provided in Tiers 2 and 3 integrates Tier 1 instruction (materials, performance expectations.) (**Tier Integration)**
- The instruction provided in Tier 1 integrates the effective instructional strategies and performance expectations from Tiers 2 and 3 (**Tier Integration)**

Universal Design for Learning

- The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:
- (A) provides flexibility in the **ways information is presented**, in the **ways students respond** or demonstrate knowledge and skills, and in the **ways students are engaged**; and
  (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Three Principles

- **Principle I: Provide Multiple Means of Representation (the "what" of learning)**
  - Perceptions, Language expressions and symbols and Comprehension
- **Principle II: Provide Multiple Means of Action and Expression (the "how" of learning)**
  - Physical action, Expression and communication and Executive function
- **Principle III: Provide Multiple Means of Engagement (the "why" of learning)**
  - Recruiting Interest, Sustaining effort and persistence and Self-regulation

UDL Exercise

3rd Grade CCLS

- Recount stories, including fables, folktales, andmyths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

UDL Principles

- **ways information is presented**
- **ways students respond** or demonstrate knowledge and skills
- **ways students are engaged**

Look at the standard on the left. Provide 2 options for each UDL Principle

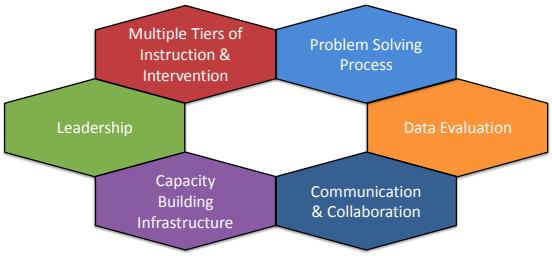
Consensus on Critical Components of the Model

Table Top Discussion

On a scale of 1 (not much) to 5 (consistently) how would you rate your school/district on each of the following:

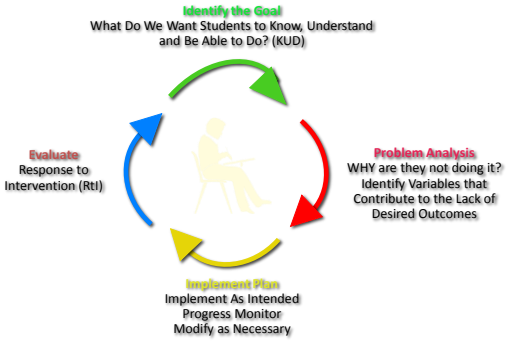
1. Academic skill focused/aligned with standards?
2. Considering BOTH the academic skill focus AND student engagement behaviors in the planning of instruction?
3. Understanding the relationship between Academic Engaged Time and Student Growth.
4. Use Student Growth Data to evaluate the impact of instruction—not discrepancy from grade level.

Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Problem Solving Process



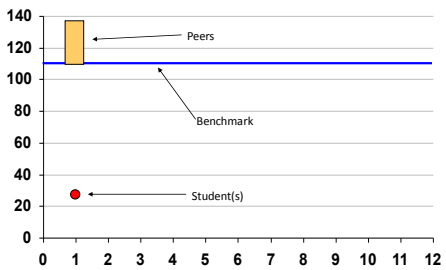
Steps in the Problem-Solving Process

1. **Problem Identification**
   - Identify replacement behavior
   - Data- current level of performance
   - Data- benchmark level(s)
   - Data- peer performance
   - Data- GAP analysis
2. **Problem Analysis**
   - Develop hypotheses (brainstorming)
   - Develop predictions/assessment
3. **Intervention Development**
   - Develop interventions in those areas for which data are available and hypotheses verified
   - Proximal/Distal
   - Implementation support
4. **Response to Intervention (RtI)**
   - Frequently collected data
   - Type of Response- good, questionable, poor

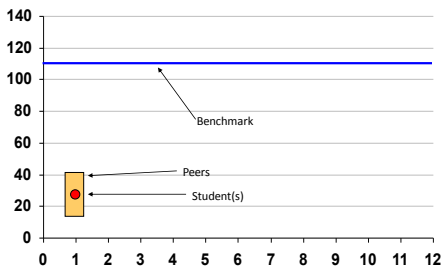
Step 1

Identifying the GOAL

Problem ID Review



Problem ID Review



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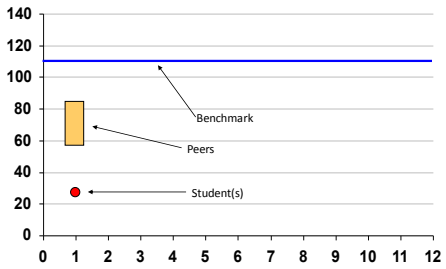
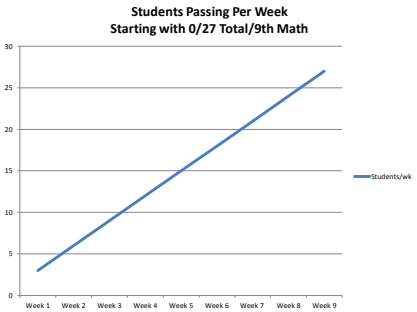


Steps in the Problem-Solving Process

1. **Goal Identification**
   - Identify replacement behavior
     - Pass math in 9th grade
   - Data- current level of performance
     - 193 are passing math 27 are not passing
   - Data- benchmark (desired) level(s)
     - 220
   - Data- peer performance
     - 193/220 passing
   - Data- GAP analysis
     - 27 students

Data-Based Determination of Expectations Math 9

- Current- 27 Students Failing
- Benchmark Level- 0 Failing
- Date- Want all passing within 9 weeks.
- Calculate-
  - Difference between current and benchmark level- 220-193=27
  - Divide by # Weeks- 9
  - Result: # of student increased passing - 3 per week in order to hit the goal of 27 in 9 weeks.



Step 2: Problem Analysis

The "Why", "Root Cause"

Hypotheses Development

Assessment To Validate Hypotheses

Fact Finding

Problem Analysis is the process of gathering information in the domains of **instruction, curriculum, environment and the learner (ICEL)** through the use of **reviews, interviews, observations, and tests (RIOT)** in order to evaluate the underlying causes of the problem.

Generate Hypotheses

Developing informed statements about ***why*** the desired behavior(s) are not occurring.

The (desired behavior) is not occurring because…

27 students are unable to pass Math 1 because....

Sources of data to **evaluate** hypotheses

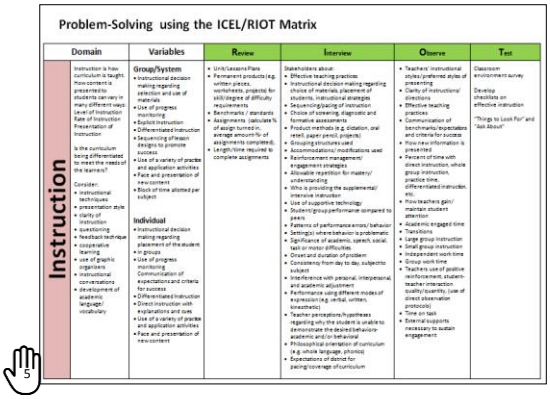
- ✓ Review
- ✓ Interview
- ✓ Observe
- ✓ Test

(RIOT)

Develop Hypothesis: ICEL

- We must ask questions to form a hypothesis regarding "What is the goal not being attained? Why is the goal not being attained?"
- We ask questions across four domains.

Key Domains of Learning		
I	Instruction	Instruction is **how** the curriculum is taught.
C	Curriculum	Curriculum refers to **what** is taught.
E	Environment	The environment is **where** the instruction takes place.
L	Learner	The learner is **who** is being taught.



E The schedule does not provide time/opportunity for practice and instruction necessary to "catch up".

I The instructional strategies do not emphasize explicit instructional strategies, content enhancement routines, sufficient feedback, guided instruction, or differentiation

E Expectations (home/school community)for performance are low

C Pacing is too fast, does not provide for sufficient student engagement. Materials are not aligned with standards, and instructional sequences are not sufficiently explicit and inconsistent across teachers.

Step 2-Problem Analysis
Hypotheses

Step 2: Problem Analysis *(Why is it occurring?)*
Generate multiple hypotheses addressing what you think is at the root of the identified issue.

Hypothesis sentence frame: *The problem is occurring because _____.*

HYPOTHESIS 1	***The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.***
Prediction **If,then...**	***When students attend class at a much high rate then they will receive passing grades.***

Step 2-Problem Analysis
Hypotheses

Problem-Solving Protocol

HYPOTHESIS 2	***The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.***
Prediction **If, then…**	***If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with teacher support, guided practice with peer support) then student performance would improve***

Step 2-Problem Analysis
Hypotheses

HYPOTHESIS 4	The difference between expected and current levels of performance in Common Core Math I exist because students who are failing complete less than 50% of their classwork and their homework.
Prediction **If, then...**	When struggling students (D or F) complete more that 80% of their homework and classwork, then they improve at least 1 letter grade. When struggling students (D or F) complete less than 50% of their homework they do not improve at least 1 letter grade.

Test and Validate Hypotheses

R	eview	Review of historical records and products
I	nterview	Interviews of key stakeholders
O	bserve	Observe performance in real time functional settings
T	est	Test through careful use of appropriately matched measurement strategies/methods

(and/or between each row)

Assessment Information RIOT

Step 2: Problem Analysis *(Why is it occurring?)*
Generate multiple hypotheses addressing what you think is at the root of the identified issue.

Hypothesis sentence frame: *The problem is occurring because _____.*

HYPOTHESIS 1	***The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.***
Prediction **If,then...**	***When students attend class at a much high rate then they will receive passing grades.***
Relevant Data R I O T	Compare grade distributions of students attending 95% of the time or more to the grade distributions of students attending 80-89%.

Step 2-Problem Analysis Hypotheses

Problem-Solving Protocol

HYPOTHESIS 2	***The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.***
Prediction **If, then...**	***If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with teacher support, guided practice with peer support) then student performance would improve***

Happy High School

ICEL by RIOT: Validating/Invalidating Hypothesis

Hypothesis 1:

The difference between expected and current levels of performance in Common Core Math I exists because of excessive absenteeism during 1st period.

Data: The average rate of attendance for students receiving A-C grades is 96%. The average rate of attendance for students receiving F grades is 94%. No difference exists.

Complete Step 2

Step 2: Problem Analysis *(Why is it occurring?)*
Generate multiple hypotheses addressing what you think is at the root of the identified issue.

Hypothesis sentence frame: *The problem is occurring because _____.*

HYPOTHESIS 1	***The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.***
Prediction **If,then...**	***When students attend class at a much high rate then they will receive passing grades.***
Relevant Data R I O T	Compare grade distributions of students attending 95% of the time or more to the grade distributions of students attending 80-89%.
Validated? *Yes/No*	NO. A Review of the attendance and grade data indicated that the students receiving F grades had attendance patterns very similar to those students receiving A-C grades.

Assessment Information RIOT

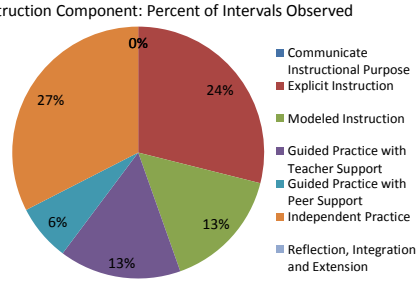
Problem-Solving Protocol

HYPOTHESIS 2	***The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.***
Prediction **If, then...**	***If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with teacher support, guided practice with peer support) then student performance would improve***
Relevant Data R I O T	Observation- collect data during walkthroughs to assess the types of instruction strategies used, what percent of the time they are used and the level of student engagement for each type of strategy.

Model: Happy High School

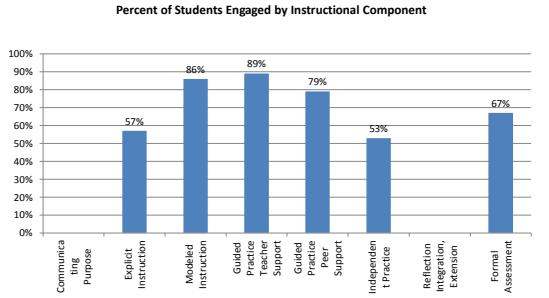
OBSERVE: Conducted Walkthrough

Instruction Component: Percent of Intervals Observed



Model: Happy High School

OBSERVE: Walkthrough Data



Complete Step 2 Hypothesis 2

Problem-Solving Protocol

HYPOTHESIS 2	***The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.***
Prediction If, then…	***If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with teacher support, guided practice with peer support) then student performance would improve***
Relevant Data R I O T	Observation- collect data during walkthroughs to assess the types of instruction strategies used, what percent of the time they are used and the level of student engagement for each type of strategy.
Validated? *Yes/No*	YES. The types and times of instructional strategies vary significantly and the strategies with the greatest student engagement are used for lesser amounts of time.

Complete Step 2 Hypothesis 3

HYPOTHESIS 4	The difference between expected and current levels of performance in Common Core Math I exist because students who are failing complete less than 50% of their classwork and their homework.
Prediction If, then…	When struggling students (D or F) complete more that 80% of their homework and classwork, then they improve at least 1 letter grade. When struggling students (D or F) complete less than 50% of their homework they do not improve at least 1 letter grade.
Relevant Data R I O T	Review. Identify struggling students who complete less than 50%of their homework/classwork and students who complete more than 80%.

Student Survey Data: Productivity: The ILT collected survey data from all current students to better understand the barriers that impede productivity (work completion).

About how often do you not complete your classwork?				
Almost Everyday	1-3 times a week	1-3 times a month	1-3 times a semester	I always complete my classwork
6%	11%	17%	12%	54%
When you do not complete your classwork, it is because…				
I don't understand how to do it	I need my teacher to show me more examples of how to do it	I need my teacher to watch me work and correct my mistakes	The classwork is boring	It doesn't matter if I do my classwork, I will fail anyway
49%	23%	31%	39%	9%
About how often do you not complete your homework?				
Almost Everyday	1-3 times a week	1-3 times a month	1-3 times a semester	I always complete my classwork
9%	16%	16%	13%	46%
When you do not complete your homework, it is because…				
I don't understand how to do it	I don't have help to do it	I didn't write down the assignment correctly	I didn't bring home the right materials	No one is checking to see if I did my homework	I always complete my homework without trouble
66%	43%	12%	13%	3%	43%

Grade Book Data

	Less than 50% work comp	80% or more work comp
Grading Period 1-1st half	D or F grade	NA
Grading Period 1-2nd half	D or F grade	C or D Grade

Step 3

Developing, Implementing Instruction/Interventions With Fidelity and Sufficiency

From Problem Analysis to Intervention

- Hypothesis 2: **Validated**

The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.

What type of intervention does this validated hypothesis suggest?

From Problem Analysis to Intervention

- Hypothesis 4: Validated

The difference between expected and current levels of performance exits because students are not completing sufficient amounts of homework and classwork.

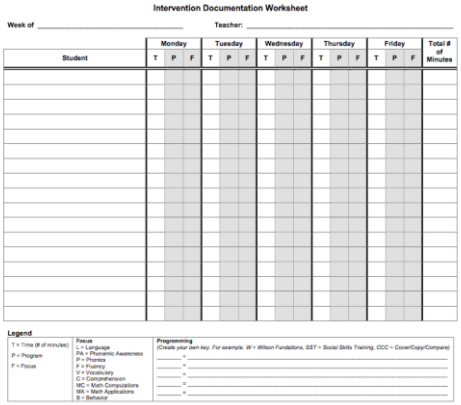
What type of intervention does this validated hypothesis suggest? Is it a separate intervention or another validation for Hypothesis 2?

Interventions

- **WHAT** will be done?
  - Allocate more time to the most effective instructional practices that engage students.
- **WHO** will do it?
  - Classroom Teachers with PLC support
- **WHEN** will it be implemented and for how long?
  - Start Date---
  - 4 weeks
- **WHAT** data will be collected to monitor intervention on student performance
  - Accuracy on chapter tests and common assessments
  - Peer observations of instructional practices and student engagement
- **HOW** often will the data be reviewed?
  - **After each chapter test**.

Intervention Support

- Intervention plans should be developed based on student need and skills of staff
- All intervention plans should have intervention support
- Principals should ensure that intervention plans have intervention support
- Teachers should not be expected to implement plans for which there is no support



Intervention Documentation Worksheet

Week of _____ Teacher: _____

Student	Monday T	Monday P	Monday F	Tuesday T	Tuesday P	Tuesday F	Wednesday T	Wednesday P	Wednesday F	Thursday T	Thursday P	Thursday F	Friday T	Friday P	Friday F	Total # of Minutes

Legend

T = Time (# of minutes)
P = Program
F = Focus

Focus
L = Language
PA = Phonemic Awareness
P = Phonics
F = Fluency
V = Vocabulary
C = Comprehension
MC = Math Computations
MA = Math Applications
B = Behavior

Programming
(Create your own key. For example, W = Wilson Fundations, SST = Social Skills Training, CCC = Cover/Copy/Compare)

_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____

Step 4

Response to Instruction/Intervention

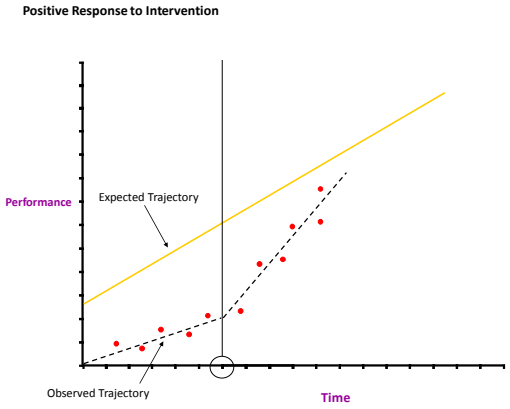
Decision Rules: What Constitutes Sufficient Progress?

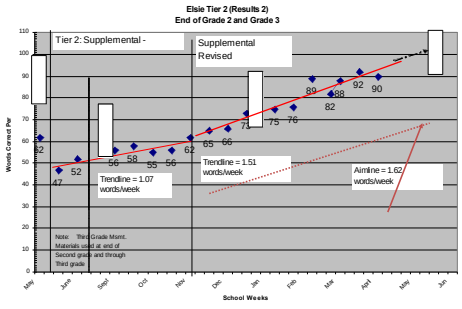
Decision Rules

- Response to Intervention Rules
- Linking RtI to Intervention Decisions

Decision Rules: What is a "Good" Response to Intervention?

- ***Positive Response***
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
  - Level of "risk" lowers over time
- ***Questionable Response***
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- ***Poor Response***
  - Gap continues to widen with no change in rate.

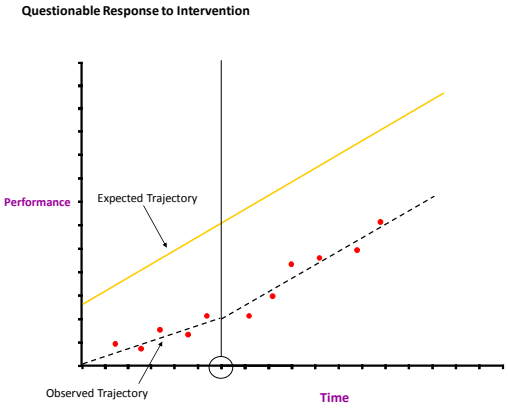


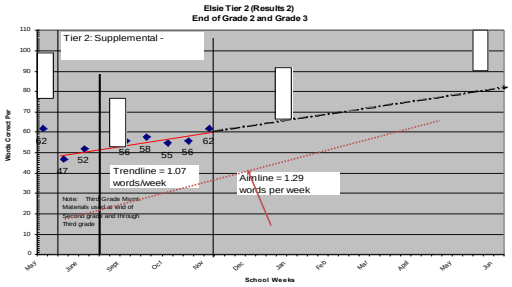


Good RtI

Decision Rules: What is a "Questionable" Response to Intervention?

- ***Positive Response***
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
- ***Questionable Response***
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
  - Level of "risk" remains the same over time
- ***Poor Response***
  - Gap continues to widen with no change in rate.

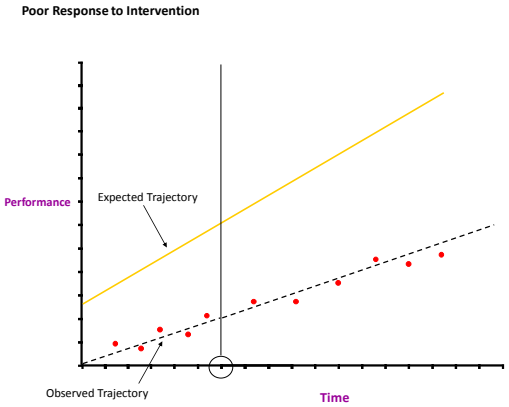


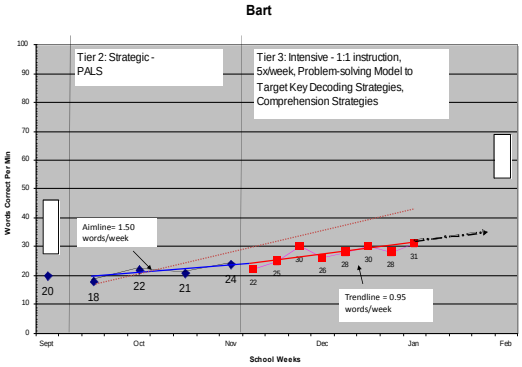


Questionable RtI

Decision Rules: What is a "Poor" Response to Intervention?

- ***Positive Response***
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
- ***Questionable Response***
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- ***Poor Response***
  - Gap continues to widen with no change in rate.
  - Level of "risk" worsens over time





Decision Rules: Linking RtI to Intervention Decisions

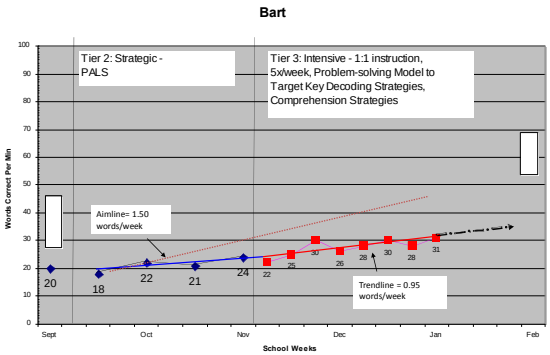
- ***Positive***
  - Continue intervention with current goal
  - Continue intervention with goal increased
  - Fade intervention to determine if student(s) have acquired functional independence.

Decision Rules: Linking RtI to Intervention Decisions

- ***Questionable***
  - Was intervention implemented as intended?
    - If no - employ strategies to increase implementation integrity
    - If yes -
      - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.

Decision Rules: Linking RtI to Intervention Decisions

- ***Poor***
  - Was intervention implemented as intended?
    - If no - employ strategies in increase implementation integrity
    - If yes -
      - Is intervention aligned with the verified hypothesis? (Intervention Design)
      - Are there other hypotheses to consider? (Problem Analysis)
      - Was the problem identified correctly? (Problem Identification)



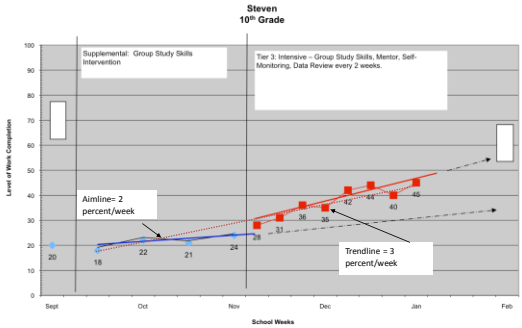
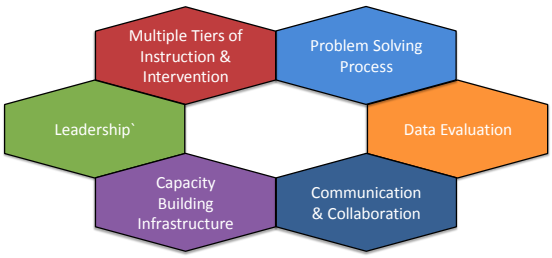


Table Top Activity

- What is the status of your school(s) consistently using a problem-solving process to develop, implement and evaluate instruction/intervention?
- What would you like to improve about the implementation of problem-solving?
- Priority to Address?

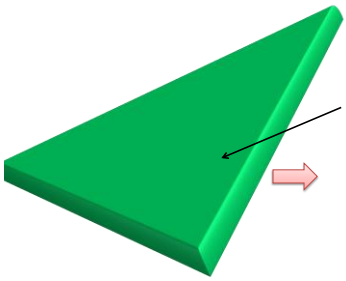
Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.
Tier I: Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.
Tier I: Begins with clear goals:

1. What exactly do we expect all students to learn ?
2. How will we know if and when they've learned it?
3. How you we respond when some students don't learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

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Tier I : A supportive Learning Climate sets the stage for productive learning by establishing positive behaviors as the norm

For: **ALL STUDENTS**
Requires: **ALL STAFF**

School Climate:
PBIS –or– Foundations

Classroom Management:
CHAMPS (K-8);
DSC (9-12)

POSITIVE LEARNING CLIMATES

throughout the SCHOOL and in the CLASSROOMS include:

- A pervasive **culture of respect** and collaboration, including high rates of **positive interactions** among all members of the school community;
- A **motivating**, **participatory**, and **learning-focused** environment that promotes student ownership over learning and improving; and
- Well-managed, **structured** and **clearly-defined** practices and behavioral **expectations** that create a sense of safety, fairness and productivity.

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Tier I: Within these environments, adults shape how students develop key skills & relationships that strengthen their connection to school and prepare them to succeed in college, career & life.

For: **ALL STUDENTS**
Requires: **ALL STAFF**

SEL Curriculum:
Second Step (K-8)
Advisory/Seminar (9-12)

Restorative Practices:
Restorative Conversations & Talking Circles

SOCIAL & EMOTIONAL LEARNING

shapes students' skills and relationships through:

- Explicit instruction and pedagogy that promote: **self-awareness**, **self-management**, **social awareness**, **relationship skills**, and **decision-making skills** in alignment with SEL Standards
- Interactions and culture that promotes positive **adult-student relationships** and **student-student relationships**
- **Restorative approaches for all students** that promote inclusiveness, relationship-building and problem solving

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Effective Instruction

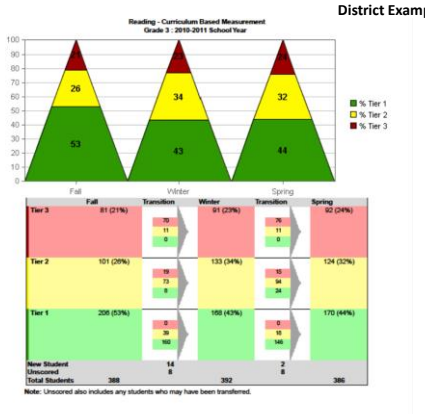
(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

Characteristic	Guiding Questions	Well Met	Somewhat Met	Not Met
Goals and Objectives	Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?	□	□	□
Explicit	Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?	□	□	□
Systematic	Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?	□	□	□
Scaffolding	Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?	□	□	□
Corrective Feedback	Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?	□	□	□
Modeling	Are the skills and strategies included in instruction clearly demonstrated for the student?	□	□	□
Guided Practice	Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?	□	□	□
Independent Application	Do students have sufficient opportunities to practice new skills independently?			
Pacing	Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response? Does the pace maximize instructional time, leaving no down-time?	□	□	□
Instructional Routine	Are the instructional formats consistent from lesson to lesson?	□	□	□

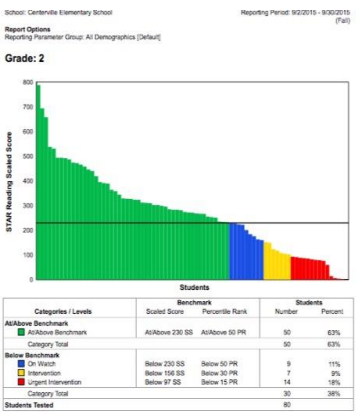
Critical Data Questions: Tier 1?

- For students who are receiving ONLY Tier 1 services:
  - What percent are proficient?
  - What percent are not proficient?
  - What are we doing about those who are not proficient?
  - What are the trend data for those students who receive only Tier 1?

District Example

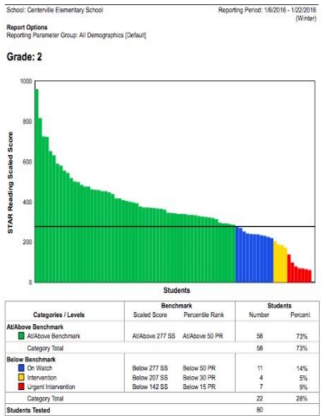


Fall Data


School: Centerville Elementary School
Reporting Period: 9/2/2015 - 9/30/2015 (Fall)
Report Options
Reporting Parameter Group: All Demographics [Default]
Grade: 2
STAR Reading Scaled Score
Students

Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 230 SS	At/Above 50 PR	50	63%
Category Total			50	63%
Below Benchmark				
On Watch	Below 230 SS	Below 50 PR	9	11%
Intervention	Below 156 SS	Below 30 PR	7	9%
Urgent Intervention	Below 97 SS	Below 15 PR	14	18%
Category Total			30	38%
Students Tested			80	

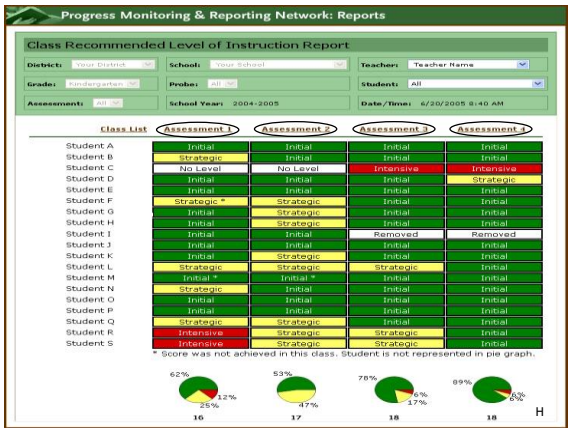
Winter Data


School: Centerville Elementary School
Reporting Period: 1/6/2016 - 1/22/2016 (Winter)
Report Options
Reporting Parameter Group: All Demographics [Default]
Grade: 2
STAR Reading Scaled Score
Students

Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 277 SS	At/Above 50 PR	58	73%
Category Total			58	73%
Below Benchmark				
On Watch	Below 277 SS	Below 50 PR	11	14%
Intervention	Below 207 SS	Below 30 PR	4	5%
Urgent Intervention	Below 142 SS	Below 15 PR	7	9%
Category Total			22	28%
Students Tested			80	

Fall/Winter Comparisons

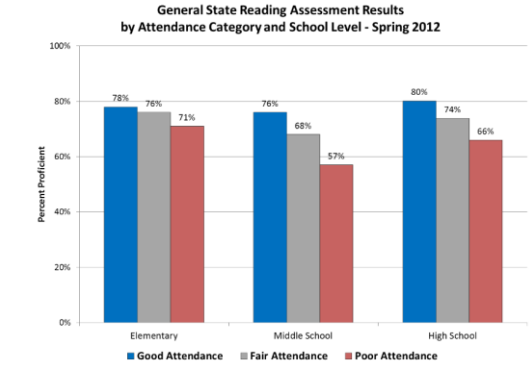
	Fall	Winter	
At/Above Proficiency	63	73	+10
On Watch	11	14	+3
Intervention	9	5	-4
Urgent Intervention	18	9	-9


Progress Monitoring & Reporting Network: Reports
Class Recommended Level of Instruction Report
District: Your District | School: Your School | Teacher: Teacher Name
Grade: Kindergarten | Probe: All | Student: All
Assessment: All | School Year: 2004-2005 | Date/Time: 6/20/2005 8:40 AM

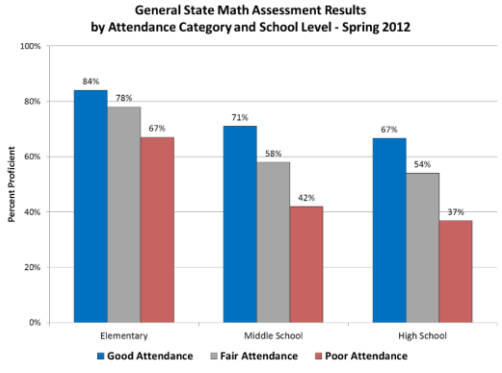
Class List	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Student A	Initial	Initial	Initial	Initial
Student B	Strategic	Initial	Initial	Initial
Student C	No Level	No Level	Intensive	Intensive
Student D	Initial	Initial	Initial	Strategic
Student E	Initial	Initial	Initial	Initial
Student F	Strategic *	Strategic	Initial	Initial
Student G	Initial	Strategic	Initial	Initial
Student H	Initial	Strategic	Initial	Initial
Student I	Initial	Initial	Removed	Removed
Student J	Initial	Initial	Initial	Initial
Student K	Initial	Strategic	Initial	Initial
Student L	Strategic	Strategic	Strategic	Initial
Student M	Initial *	Initial *	Initial	Initial
Student N	Strategic	Initial	Initial	Initial
Student O	Initial	Initial	Initial	Initial
Student P	Initial	Initial	Initial	Initial
Student Q	Strategic	Strategic	Initial	Initial
Student R	Intensive	Strategic	Strategic	Initial
Student S	Intensive	Strategic	Strategic	Initial

* Score was not achieved in this class. Student is not represented in pie graph.

62% 12% 25% 16
53% 47% 17
78% 6% 17% 18
89% 8% 18
H



Good Attendance = *Less than 5% of school days missed throughout the school year (8 or fewer days)*
Fair Attendance = *5%-10% of school days missed throughout the school year (8.5-16.5 days)*
Poor Attendance = *10% or more of school days missed throughout the school year - i.e. chronically absent (17+ days)*



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Early Warning Systems

- Goal: Identify those students, as early as possible, who are at-risk for graduation and post-secondary outcomes.
- Challenge: Identify the accurate indicators taking into consideration age, race/ethnicity, SES, etc.

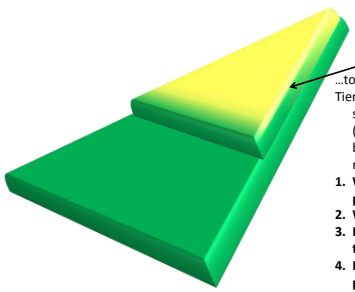
Table 4 – High School and Post-Secondary Outcomes by 9th Grade Behavioral Indicators

aracteristic	# of Students With Characteristic	% Who Dropped Out	% Who Graduated	% Who Enrolled in PS	Average Term Comple
0 Suspensions	133,044	16%	75%	58%	4
1 Suspension	25,821	32%	52%	39%	1
2 Suspensions	11,693	42%	38%	31%	1
3 Suspensions	5, 833	49%	30%	26%	0
4 or more Suspensions	5,506	53%	23%	23%	0
Attendance >= 95%	101,296	11%	81%	62%	4
Attendance 90-94%	34,601	25%	63%	47%	2
Attendance 85-89%	16,210	39%	44%	35%	1
Attendance 80-84%	7,307	47%	31%	26%	1
Attendance <80%	14,386	57%	15%	19%	0
0 Failures	93,626	8%	85%	67%	4
1 Failure	18,500	23%	66%	44%	2

Table Top Discussion

- Do you believe that the personnel in your school/district are focused on improving the effectiveness of Tier 1 prior to depending on interventions to "fix" students who are not successful in Tier 1?

TIER II: *Supplemental, Targeted*



Tier II

For approx. 20% of students

Core

+

Supplemental

…to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. **Where are the students performing now?**
2. **Where do we want them to be?**
3. **How long do we have to get them there?**
4. **How much do they have to grow per year/monthly to get there?**
5. **What resources will move them at that rate?**

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Intensifying Instruction

- Time
  - More time, more practice and rehearsal, more opportunity for feedback
  - Typically, up to 50% more than Tier 1 for that content
- Focus
  - Narrowing the range of instruction
    - Reading: 5 Big Ideas, SOME of the 5 Big Ideas
- Type
  - More explicit, more frequent, errorless

3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- **Frequency** and duration of meeting in small groups – every day, etc.
- **Focus** of instruction *(the What)* – work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson *(the How)* – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 3, 6, or 8 students, etc.
- Use **data** to help determine the 3 Fs and 1 S *(the Why)*
- Provide **professional development** in the use of data and in the 3 Fs and 1 S

Tier 2: Curriculum Characteristics

- Standard protocol approach
- Focus on *essential* skills
- Most likely, more EXPOSURE and more FOCUS of core instruction
- On average 50% more time than Tier 1 allocation for that subject area
- Linked directly to core instruction materials and benchmarks
- Criterion for effectiveness is 70% of students receiving Tier 2 will reach benchmarks

Critical Data Questions: Tier 2?

- For students who are receiving Tier 2 services:
  - What percent are proficient? 70%?
  - What percent are not proficient?
  - What *rate of growth* for those students who receive Tier 2?
  - What are the decision rules for problem-solving those students which insufficient rates of growth?
  - How do we intensify Tier 2 services—Tier 2 is not a point/level but a continuum?

Developing A Schedule

- How many students require how many minutes of WHAT?
- Build schedule around the:
  - How many students need X number of minutes?
  - What will occur during those minutes?
  - Who is available to deliver?
  - When can they deliver?
  - How do we use the resources we have?

Example of Grade Level Schedule

Fourth Grade Schedule
2008-09

MON, TUES, THURS, FRI				WEDNESDAY			
TIME	SUBJECT	Course Code	Minutes	TIME	SUBJECT	Course Code	Minutes
8:35-8:40	Morning Routine (attendance, lunch, etc.)			8:35-8:40	Morning Routine (attendance, lunch, etc.)		
8:40-8:45	Morning News			8:40-8:45	Morning News		
8:45-10:15	Reading	5010050	90	8:45-10:15	Reading	5010050	90
10:15-10:45	PE	5015010	30	10:15-10:45	PE	5015010	30
10:45-10:55	Reading Enrichment	5010050E	10	10:45-10:55	Reading Enrichment	5010050E	10
10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010030 Guidance5022000	30	10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010030 Guidance5022000	30
11:25-12:00	Science	5020000	35	11:25-12:00	Language Arts OR Language Arts ESOL*	5010040 OR 5010010	35
12:00-12:30	Lunch	********	30	12:00-12:30	Lunch	********	30
12:30-1:00	Reading Intervention	5010020	30	12:30-1:00	Reading Intervention	5010020	30
1:00-2:00	Math	5012060	60	1:00-2:00	Math	5012060	60
2:00-3:00	Language Arts OR Language Arts ESOL*	5010040 5010010	60				
Total Minutes			375	Total Minutes			315
Total Instructional Minutes			345	Total Instructional Minutes			285

* = Sheltered

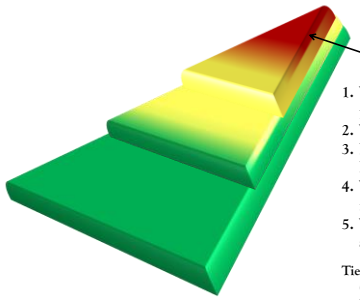
High School Algebra

- 7 periods/day
- 4 different "groups"
- 2 "Regular", 5 periods week
- 1 "Advanced", 5 periods/week
- 1 "Strategic", 7 periods/week
- Each teacher teaches 1 of each
- Strategic group outperformed the Regular group by 8% as of January 2016

Table Top Discussion

- Does your Tier 2 instruction have agreed upon characteristics for effectiveness?
- Does your school/district have a mutually agreed upon definition of "effective" Tier 2—such as the 70% figure?

TIER III:
Intensive, Individualized



Tier III
For Approx 5% of Students
Core
+
Supplemental
+
Intensive Individual Instruction
...to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

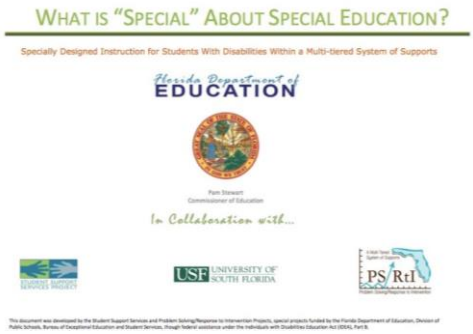
Ways that instruction must be made more powerful for students "at-risk" for reading difficulties.

More powerful instruction involves:

- More instructional time
- Smaller instructional groups
  } resources
- More precisely targeted at right level
- Clearer and more detailed explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback
  } skill

Characteristics of Specially Designed Instruction

- Focus is to reduce or eliminate the impact of a disability on academic and/or behavioral progress
- Designed specifically for an individual student following individual problem-solving
- Could be implemented in Tiers 1, 2 and/or 3
- Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols



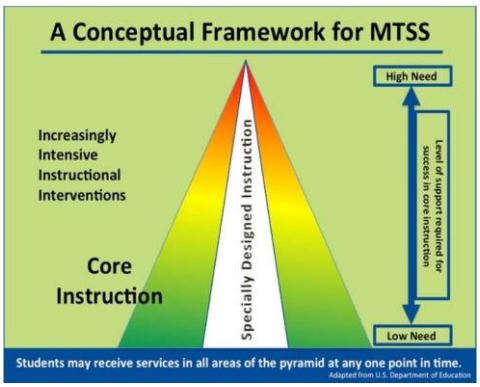


Table Top Activity

- Does a Common Language/Common Understanding exist regarding the definition of the Tiers?
- Are the characteristics of Tier 1, 2, 3 and Specially Designed Instruction well established and implemented?
- Priority to Address?

Intervention Effectiveness

Race/Ethnicity	Number of Students	Number Referred for Intervention	Number Referred for Evaluation	Intervention Effectiveness	Risk of Intervention
White	430	60	15	75%	13.95%
Black	250	48	32	33%	19.20%
Hispanic	210	10	5	50%	4.76%
Multiracial				#DIV/0!	
Asian/Pacific Islander				#DIV/0!	
American Indian/ Alaskan Native				#DIV/0!	
TOTAL	**890**	118	52	56%	13.26%
District/School:					

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Instructional Effectiveness

	# Students	# Proficient	% Proficient
TIERS			
1	480	450	93%
2	110	65	59%
3	50	22	44%

Table Top Activity

- Does your school schedule reflect an MTSS implementation model?
  - Time for Tier 2/3 instruction?
- Does sufficient intervention support exist and is there a template for this support?
- Is the instructional effectiveness of the Tiers evaluated by the team?
- Priority areas?

UNPACKING THE STANDARDS TEMPLATE

GRADE:	SUBJECT:
STANDARD: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
SKILLS: What students should DO **VERBS**	**CONCEPTS: What students should KNOW** **NOUNS**
Based on Assessments: **a. Which skills does the student possess?** **b. Which skills require initial instruction or strengthening and will be the focus of the IEP?** **c. What Academic BEHAVIORS (Engagement) must the student have to engage instruction?**	
ESSENTIAL QUESTIONS: **1. What Universal Design Strategies can reduce or neutralize the impact of the deficit areas (e.g., text to speech)** **2. What Specially Designed Instruction should be used in Tier 1?** **3. How will Special Education and other providers incorporate Tier 1 materials, pacing, scope and sequence? (e.g., pre-teach,**	

Lesson Study

- Method to integrate academic and behavior instruction/intervention into a single system
- Integrate learning goals, instructional strategies, student engagement factors and performance criteria

Characteristics of Effective Planning-Tier 1

- All providers of instruction and support are in attendance at the lesson study-general education, remedial education, special education and appropriate related services
  - *Question: at YOUR grade level lesson planning meetings, do ALL providers of instruction attend or just the general education teachers?*

Characteristics of Effective Planning-Tier 1

- The Learning Goal/Standard/Progression levels is/are identified explicitly
- Instructional strategies (evidence-based) for the goal/level and student skill levels are identified
- The explicit student performance behaviors necessary to engage the instruction are identified—GAPS for individual students identified

Characteristics of Effective Planning-Tier 2/3

- Tier 2/3 providers meet separately to lesson plan their instruction within the context of the Tier 1 lesson study meeting
- Instructional strategies, engagement behaviors, instructional materials that support student success in Tier 1 are identified

Characteristics of Effective Planning-Tier 2/3

- Alignment with the scope and sequence/pacing chart for Tier 1 is always a priority when identifying the focus of instruction on a weekly basis
- This alignment permits a strategic focus for issues such as vocabulary, background knowledge, pre-teaching/review/re-teaching, etc. that results in "just in time" readiness for students to integrate what they have learned into Tier 1

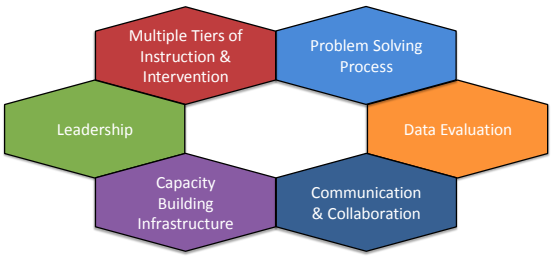
Characteristics of Effective Planning-Tier 2/3

- Assessments in Tier 2/3 incorporate characteristics of assessments in Tier 1
- The goal here is to not only ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1

Characteristics of Effective Planning-Tier 2/3

- Tier 2/3 providers observe their students in the Tier 1 environment to ensure alignment of instruction across Tiers
- Tier 2/3 providers increasingly take an active role in the Tier 1 Lesson Study to share specially designed instructional strategies and student engagement supports during the Tier 1 Lesson Study meetings

Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

The Role of the School Based Leadership Team

Implementation Critical Elements

- Membership on the School Based Leadership Team
- Clear Purpose and Vision for the work of the team
- Regular calendar for data-based decision-making
- Protocol-drive meetings/"way of work"
- Roles of the Principal, Coach/Facilitator

SBLT Members….

- be committed to school-wide change;
- be respected by colleagues;
- possess leadership potential;
- demonstrate effective interpersonal skills; and
- be able to start projects and "get things done"

Who is on the SBLT?

- Principal/Assistant Principal
- Data Coach (**role**, not necessarily title)
- Facilitator
- General Education Teacher - grade or subject area representation
- Special Education Teacher
- Specialized Teacher (e.g., reading, math)
- Student Services
- Other?

Principal's Role in Leading Implementation of RtI

- Models Problem-Solving Process
- Expectation for Data-Based Decision Making
- Scheduling "Data Days"
- Schedule driven by student needs
- Instructional/Intervention Support
- Intervention "Sufficiency"
- Communicating Student Outcomes
- Celebrating and Communicating Success

How does the SBLT support MTSS?

- Acquire the skills necessary to implement the MTSS process
- Assess the impact of instruction and interventions in Tiers 1-3
- Collaborate with building staff to strengthen or modify instruction and interventions
- Embrace the leadership responsibility in the building to promote the use of data-based decision-making to achieve high student performance
  - Share Data with Staff
  - Share Success Stories
  - Model and mentor highly effective instructional practices
- Facilitate Data Days
- Provide training and mentoring for school-based personnel in the use of the MTSS process

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How do SBLTs support the Problem Solving Process?

- Apply a systematic problem solving process
- Focus on modifying instructional environment to support students
- Use instructions & interventions that have been determined to have a high probability of success given the problem identified
- Collect relevant data and monitor student progress frequently to assess response to the interventions

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Why have past initiatives failed?

- Failure to achieve CONSENSUS
- School culture is ignored
- Purpose unclear
- Lack of ongoing communication
- Egos
- Unrealistic expectations of initial success
- Failure to measure and analyze progress
- Participants not involved in planning
- Participants lack skills and lack support for the implementation of new skills
- Lack of a strategic plan that relies on implementation science
- FAILURE TO IDENTIFY THE BARRIERS TO IMPLEMENTATION AND TO REDUCE AND/OR ELIMINATE THOSE BARRIERS
  - DISTRICT ACTION PLANNING AND PROBLEM-SOLVING PROCESS (DAPPS)