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

NYS-RtI TAC
nysrti.org

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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
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.
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

**Intensive, Individualized Supports**
- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress
- If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

**Targeted, Supplemental Supports**
- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working
- If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving

**Core, Universal Supports**
- Research-based, high-quality, general education instruction and support
- Screening and benchmark assessments for all students
- Assessments occur for all students
- Data collection continues to inform instruction
- If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem-solving
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)
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
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Grade</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Grade</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READING STANDARDS FOR LITERATURE, Key Ideas and Details</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. With prompting and support, retell familiar stories, including key details.</td>
<td>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**How is the demand of this standard rising across the grades?**
<table>
<thead>
<tr>
<th>9th -10th Grade</th>
<th>11th -12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Determine a theme or central idea of a text and analyze in detail its</td>
<td>2. Determine two or more central ideas of a text and analyze their development over the course of the text,</td>
</tr>
<tr>
<td>development over the course of the text, including how it emerges and is</td>
<td>including how they interact and build on one another to provide a complex analysis; provide an</td>
</tr>
<tr>
<td>shaped and refined by specific details; provide an objective summary of the</td>
<td>objective summary of the text.</td>
</tr>
<tr>
<td>text.</td>
<td></td>
</tr>
</tbody>
</table>

**How is the demand of this standard rising across the grades?**
# Academic Behaviors Checklist

*(Skillstreaming, Research Press)*

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following Directions</td>
<td></td>
<td></td>
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<tr>
<td>Verbal Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking a Question</td>
<td></td>
<td></td>
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<tr>
<td>Setting a Goal</td>
<td></td>
<td></td>
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<tr>
<td>Completing Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ignoring Distractions</td>
<td></td>
<td></td>
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<tr>
<td>Making Corrections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing</td>
<td></td>
<td></td>
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<tr>
<td>Asking for Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking Turns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting Correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting Praise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving Praise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising Hand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STANDARDS-BASED Instructional Planning

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS: What students should DO</th>
<th>CONCEPTS: What students should KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERBS</td>
<td>NOUNS</td>
</tr>
</tbody>
</table>

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.
Discovery Education Assessment Results: Math


Percent Correct

Mikenzi
Class Average
Grade Average

Rate of Growth

On-task Classroom Behavior

- Mikenzi
- Peers
- Goal Line
- Aim Line
- Trend Line

% of Time On-task (20 min.)

Dates:
- 12-Feb-14
- 19-Feb-14
- 26-Feb-14
- 5-Mar-14
- 12-Mar-14
- 19-Mar-14
- 26-Mar-14
- 2-Apr-14
- 9-Apr-14
- 16-Apr-14
- 23-Apr-14
- 30-Apr-14
Integration of Academics, Behavior and Universal Design
Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)

Teacher presents student with academic task

Student engages in problem behavior

Teacher removes academic task or removes student

Student escapes academic task

Student's academic skills do not improve

So, which is it…

Academic problems lead to behavior problems?

or

Behavior problems lead to academic problems?

Not sure…

Probably a combination of both
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, and myths 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.
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

**Identify the Goal**
What Do We Want Students to Know, Understand and Be Able to Do? (KUD)

**Problem Analysis**
WHY are they not doing it?
Identify Variables that Contribute to the Lack of Desired Outcomes

**Implement Plan**
Implement As Intended
Progress Monitor
Modify as Necessary

**Evaluate**
Response to Intervention (RtI)
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

- Peers
- Benchmark
- Student(s)
Problem ID Review

Benchmark

Peers

Student(s)
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.
Students Passing Per Week
Starting with 0/27 Total/9th Math
Step 2: Problem Analysis

The “Why”, “Root Cause”

Hypotheses Development
Assessment To Validate Hypotheses
**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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Instruction is <strong>how</strong> the curriculum is taught.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Curriculum refers to <strong>what</strong> is taught.</td>
</tr>
<tr>
<td>Environment</td>
<td>The environment is <strong>where</strong> the instruction takes place.</td>
</tr>
<tr>
<td>Learner</td>
<td>The learner is <strong>who</strong> is being taught.</td>
</tr>
</tbody>
</table>
# Problem-Solving using the ICEL/RIOT Matrix

## Instruction

<table>
<thead>
<tr>
<th>Domain</th>
<th>Variables</th>
<th>Review</th>
<th>Interview</th>
<th>Observe</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group/System</strong></td>
<td>Instructional decision making regarding selection and use of materials</td>
<td>Unit/Lessons Plans</td>
<td>Effective teaching practices</td>
<td>Teachers’ instructional styles/preferred styles of presenting</td>
<td>Classroom environment survey</td>
</tr>
<tr>
<td></td>
<td>Use of progress monitoring</td>
<td>Permanent products (e.g., written pieces, worksheets, projects) for skill/difficulty requirements</td>
<td>Instructional decision making regarding choice of materials, placement of students, instructional strategies</td>
<td>Clarity of instructions/directions</td>
<td>Develop checklists on effective instruction</td>
</tr>
<tr>
<td></td>
<td>Explicit Instruction</td>
<td>Assignments (calculate % of assign turned in, average amount-% of assignments completed).</td>
<td>Sequencing/pacing of instruction</td>
<td>Effective teaching practices</td>
<td>“Things to Look For” and “Ask About”</td>
</tr>
<tr>
<td></td>
<td>Differentiated Instruction</td>
<td>Length/time required to complete assignments</td>
<td>Choice of screening, diagnostic and formative assessments</td>
<td>Communication of benchmarks/expectations and criteria for success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sequencing of lesson designs to promote success</td>
<td>Use of a variety of practice and application activities</td>
<td>Product methods (e.g., dictation, oral retell, paper pencil, projects)</td>
<td>How new information is presented</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of a variety of practice and application activities</td>
<td>Pace and presentation of new content</td>
<td>Grouping structures used</td>
<td>Percent of time with direct instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Block of time allotted per subject</td>
<td><strong>Individual</strong></td>
<td>Accommodations/modifications used</td>
<td>How group instruction, whole group instruction, practice time, differentiated instruction, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consider:</td>
<td>Instructional decision making regarding placement of the student in groups</td>
<td>Reinforcement management/engagement strategies</td>
<td>How teachers gain/maintain student attention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional techniques</td>
<td>Use of progress monitoring</td>
<td>Allowable repetition for mastery/understanding</td>
<td>Academic engaged time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation style</td>
<td>Communication of expectations and criteria for success</td>
<td>Who is providing the supplemental/intensive instruction</td>
<td>Transitions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clarity of instruction</td>
<td>Differentiated Instruction</td>
<td>Use of supportive technology</td>
<td>Large group instruction</td>
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</tr>
<tr>
<td></td>
<td>Questioning</td>
<td>Direct instruction with explanations and uses</td>
<td>Student/group performance compared to peers</td>
<td>Small group instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback technique</td>
<td>Use of a variety of practice and application activities</td>
<td>Patterns of performance errors/behavior</td>
<td>Independent work time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperative learning</td>
<td>Pace and presentation of new content</td>
<td>Setting(s) where behavior is problematic</td>
<td>Group work time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of graphic organizers</td>
<td><strong>Development of academic language/vocabulary</strong></td>
<td>Significance of academic, speech, social, task or motor difficulties</td>
<td>Teachers use of positive reinforcement, student-teacher interaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional conversations</td>
<td><strong>Instruction</strong></td>
<td>Onset and duration of problem</td>
<td>Quality/quantity, (use of direct observation protocols)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of academic language/vocabulary</td>
<td>Consistency from day to day, subject to subject</td>
<td>Interference with personal, interpersonal and academic adjustment</td>
<td>Time on task</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Stakeholders about:</strong></td>
<td>Interference with personal, interpersonal and academic adjustment</td>
<td>Performance using different modes of expression (e.g., verbal, written, kinesthetic)</td>
<td>External supports necessary to sustain engagement</td>
<td></td>
</tr>
</tbody>
</table>
The schedule does not provide time/opportunity for practice and instruction necessary to “catch up”.

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

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

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.
Happy High School

Hypothesis

27 students become off-track in 9th grade due to course failures. The mathematics content area resulted in the greatest percent of course failures for 9th grade students.

Brainstorm hypotheses and write on stickies

The problem is occurring because ________________.
Happy High School

Hypothesis

The problem is occurring because ________________.

teacher and student relationships do not support or encourage participation or academic risks

insufficient instruction is not maintaining high levels of student engagement

excessive absenteeism during 1st period

the grading policy is not implemented consistently in all classes

teachers do not implement high yield instructional practices

school-wide classroom behavior expectations are not well defined and taught
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 ______.

<table>
<thead>
<tr>
<th>HYPOTHESIS 1</th>
<th>The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prediction If, then...</td>
<td>When students attend class at a much high rate then they will receive passing grades.</td>
</tr>
</tbody>
</table>
Step 2-Problem Analysis

Hypotheses

<table>
<thead>
<tr>
<th>HYPOTHESIS 2</th>
<th>The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prediction</td>
<td>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</td>
</tr>
</tbody>
</table>
**Step 2 - Problem Analysis**

**Hypotheses**

<table>
<thead>
<tr>
<th>Hypothesis 4</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prediction</td>
<td>When struggling students (D or F) complete more than 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.</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td><strong>I</strong></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Review</td>
<td>Interview</td>
</tr>
<tr>
<td>and/or</td>
<td>and/or</td>
</tr>
<tr>
<td>Review of historical records and products</td>
<td>Interviews of key stakeholders</td>
</tr>
</tbody>
</table>
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 _____.*

<table>
<thead>
<tr>
<th>HYPOTHESIS 1</th>
<th><em>The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prediction</strong></td>
<td><em>When students attend class at a much high rate then they will receive passing grades.</em></td>
</tr>
<tr>
<td><strong>If, then...</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Relevant Data RIOT</strong></td>
<td><em>Compare grade distributions of students attending 95% of the time or more to the grade distributions of students attending 80-89%.</em></td>
</tr>
</tbody>
</table>
## Problem-Solving Protocol

<table>
<thead>
<tr>
<th>HYPOTHESIS 2</th>
<th>The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prediction</td>
<td>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</td>
</tr>
</tbody>
</table>
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.
**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 _____.

<table>
<thead>
<tr>
<th>HYPOTHESIS 1</th>
<th>The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prediction If,then...</td>
<td>When students attend class at a much high rate then they will receive passing grades.</td>
</tr>
<tr>
<td>Relevant Data R I O T</td>
<td>Compare grade distributions of students attending 95% of the time or more to the grade distributions of students attending 80-89%.</td>
</tr>
<tr>
<td>Validated? Yes/No</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Problem-Solving Protocol

<table>
<thead>
<tr>
<th>HYPOTHESIS 2</th>
<th>The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.</th>
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<td>Prediction</td>
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</tr>
<tr>
<td>Relevant Data</td>
<td>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.</td>
</tr>
</tbody>
</table>
Model: Happy High School

OBSERVE: Conducted Walkthrough

Instruction Component: Percent of Intervals Observed

- Communicate
- Instructional Purpose: 0%
- Explicit Instruction: 24%
- Modeled Instruction: 27%
- Guided Practice with Teacher Support: 6%
- Guided Practice with Peer Support: 13%
- Independent Practice: 13%
- Reflection, Integration and Extension: 13%
Model: Happy High School

OBSERVE: Walkthrough Data

Percent of Students Engaged by Instructional Component

- Communicating
- Explicit Instruction
- Modeled Instruction
- Guided Practice (Teacher Support)
- Guided Practice (Peer Support)
- Independent Practice
- Reflection, Integration, Extension
- Formal Assessment

Percentages:
- Communicating: 0%
- Explicit Instruction: 57%
- Modeled Instruction: 86%
- Guided Practice (Teacher Support): 89%
- Guided Practice (Peer Support): 79%
- Independent Practice: 53%
- Reflection, Integration, Extension: 67%
### Problem-Solving Protocol

<table>
<thead>
<tr>
<th>HYPOTHESIS 2</th>
<th>The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prediction</strong></td>
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</tr>
<tr>
<td>Relevant Data</td>
<td>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.</td>
</tr>
<tr>
<td>Validated? Yes/No</td>
<td>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.</td>
</tr>
</tbody>
</table>
**HYPOTHESIS 4**

<table>
<thead>
<tr>
<th><strong>Prediction</strong></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevant Data</strong></td>
<td>When struggling students (D or F) complete more than 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.</td>
</tr>
<tr>
<td><strong>R I O T</strong></td>
<td>Review. Identify struggling students who complete less than 50% of their homework/classwork and students who complete more than 80%.</td>
</tr>
</tbody>
</table>
Student Survey Data: Productivity: The ILT collected survey data from all current students to better understand the barriers that impede productivity (work completion).

<table>
<thead>
<tr>
<th>About how often do you not complete your classwork?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Everyday</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>6%</td>
</tr>
</tbody>
</table>

When you do not complete your classwork, it is because...

<table>
<thead>
<tr>
<th>I don’t understand how to do it</th>
<th>I need my teacher to show me more examples of how to do it</th>
<th>I need my teacher to watch me work and correct my mistakes</th>
<th>The classwork is boring</th>
<th>It doesn’t matter if I do my classwork, I will fail anyway</th>
</tr>
</thead>
<tbody>
<tr>
<td>49%</td>
<td>23%</td>
<td>31%</td>
<td>39%</td>
<td>9%</td>
</tr>
</tbody>
</table>

About how often do you not complete your homework?

<table>
<thead>
<tr>
<th>Almost Everyday</th>
<th>1-3 times a week</th>
<th>1-3 times a month</th>
<th>1-3 times a semester</th>
<th>I always complete my classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>16%</td>
<td>16%</td>
<td>13%</td>
<td>46%</td>
</tr>
</tbody>
</table>

When you do not complete your homework, it is because...

<table>
<thead>
<tr>
<th>I don’t understand how to do it</th>
<th>I don’t have help to do it</th>
<th>I didn’t write down the assignment correctly</th>
<th>I didn’t bring home the right materials</th>
<th>No one is checking to see if I did my homework</th>
<th>I always complete my homework without trouble</th>
</tr>
</thead>
<tbody>
<tr>
<td>66%</td>
<td>43%</td>
<td>12%</td>
<td>13%</td>
<td>3%</td>
<td>43%</td>
</tr>
</tbody>
</table>
# Grade Book Data

<table>
<thead>
<tr>
<th></th>
<th>Less than 50% work comp</th>
<th>80% or more work comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading Period 1-1&lt;sup&gt;st&lt;/sup&gt; half</td>
<td>D or F grade</td>
<td>NA</td>
</tr>
<tr>
<td>Grading Period 1-2&lt;sup&gt;nd&lt;/sup&gt; half</td>
<td>D or F grade</td>
<td>C or D Grade</td>
</tr>
</tbody>
</table>
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: ___________________________

<table>
<thead>
<tr>
<th>Student</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Total # of Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>P</td>
<td>F</td>
<td>T</td>
<td>P</td>
<td>F</td>
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</tr>
</tbody>
</table>

### Legend

<table>
<thead>
<tr>
<th>T = Time (of minutes)</th>
<th>F = Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>L = Language</td>
<td>PA = Phonemic Awareness</td>
</tr>
<tr>
<td>P = Phonics</td>
<td>F = Fluency</td>
</tr>
<tr>
<td>V = Vocabulary</td>
<td>C = Comprehension</td>
</tr>
<tr>
<td>MC = Math Computations</td>
<td>MA = Math Applications</td>
</tr>
<tr>
<td>B = Behavior</td>
<td>Programming (Create your own key. For example. W = Wilson Fundations, SST = Social Skills Training, CCC = Cover/Copy/Compare)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program 1</th>
<th>Program 2</th>
<th>Program 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program 4</th>
<th>Program 5</th>
<th>Program 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
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</tr>
</tbody>
</table>
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.
Positive Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
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 Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
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
Poor Response to Intervention

Performance

Expected Trajectory

Observed Trajectory

Time
Tier 2: Strategic - PALS

Tier 3: Intensive - 1:1 instruction, 5x/week, Problem-solving Model to Target Key Decoding Strategies, Comprehension Strategies

Aimline = 1.50 words/week

Trendline = 0.95 words/week
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)
Bart

Tier 2: Strategic - PALS

Tier 3: Intensive - 1:1 instruction, 5x/week, Problem-solving Model to Target Key Decoding Strategies, Comprehension Strategies

Aimline = 1.50 words/week

Trendline = 0.95 words/week
Steven
10th Grade

Supplemental: Group Study Skills Intervention

Tier 3: Intensive – Group Study Skills, Mentor, Self-Monitoring, Data Review every 2 weeks.

Aimline = 2 percent/week

Trendline = 3 percent/week
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?
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 do 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.
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.

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

**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
# Effective Instruction

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

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Guiding Questions</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic</td>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrective Feedback</td>
<td>Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for the student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Application</td>
<td>Do students have sufficient opportunities to practice new skills independently?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Routine</td>
<td>Are the instructional formats consistent from lesson to lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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?
Grade: 2

<table>
<thead>
<tr>
<th>Categories / Levels</th>
<th>Benchmark</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scaled Score</td>
<td>Percentile Rank</td>
</tr>
<tr>
<td>At/Above Benchmark</td>
<td>At/Above 230 SS</td>
<td>At/Above 50 PR</td>
</tr>
<tr>
<td>Category Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below Benchmark</td>
<td>Below 230 SS</td>
<td>Below 50 PR</td>
</tr>
<tr>
<td>On Watch</td>
<td>Below 156 SS</td>
<td>Below 30 PR</td>
</tr>
<tr>
<td>Intervention</td>
<td>Below 97 SS</td>
<td>Below 15 PR</td>
</tr>
<tr>
<td>Category Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Tested</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Fall/Winter Comparisons

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall</th>
<th>Winter</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>At/Above Proficiency</td>
<td>63</td>
<td>73</td>
<td>+10</td>
</tr>
<tr>
<td>On Watch</td>
<td>11</td>
<td>14</td>
<td>+3</td>
</tr>
<tr>
<td>Intervention</td>
<td>9</td>
<td>5</td>
<td>-4</td>
</tr>
<tr>
<td>Urgent Intervention</td>
<td>18</td>
<td>9</td>
<td>-9</td>
</tr>
</tbody>
</table>
### Class Recommended Level of Instruction Report

**District:** Your District  
**School:** Your School  
**Teacher:** Teacher Name  
**Grade:** Kindergarten  
**Probe:** All  
**Student:** All  
**School Year:** 2004-2005  
**Date/Time:** 6/20/2005 8:40 AM

<table>
<thead>
<tr>
<th>Class List</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student B</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student C</td>
<td>No Level</td>
<td>No Level</td>
<td>Intensive</td>
<td>Intensive</td>
</tr>
<tr>
<td>Student D</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Strategic</td>
</tr>
<tr>
<td>Student E</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student F</td>
<td>Strategic *</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student G</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student H</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student I</td>
<td>Initial</td>
<td>Removed</td>
<td>Removed</td>
<td>Removed</td>
</tr>
<tr>
<td>Student J</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student K</td>
<td>Initial</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student L</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Initial</td>
</tr>
<tr>
<td>Student M</td>
<td>Initial *</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Initial</td>
</tr>
<tr>
<td>Student N</td>
<td>Strategic</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student O</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student P</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
<td>Initial</td>
</tr>
<tr>
<td>Student Q</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Initial</td>
</tr>
<tr>
<td>Student R</td>
<td>Intensive</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
</tr>
<tr>
<td>Student S</td>
<td>Intensive</td>
<td>Strategic</td>
<td>Strategic</td>
<td>Strategic</td>
</tr>
</tbody>
</table>

* Score was not achieved in this class. Student is not represented in pie graph.
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)
General State Math Assessment Results by Attendance Category and School Level - Spring 2012

- **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)
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

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

<table>
<thead>
<tr>
<th>TIME</th>
<th>SUBJECT</th>
<th>Course Code</th>
<th>Minutes</th>
<th>TIME</th>
<th>SUBJECT</th>
<th>Course Code</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:35-8:40</td>
<td>Morning Routine (attendance, lunch, etc.)</td>
<td></td>
<td></td>
<td>8:35-8:40</td>
<td>Morning Routine (attendance, lunch, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:40-8:45</td>
<td>Morning News</td>
<td></td>
<td></td>
<td>8:40-8:45</td>
<td>Morning News</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45-10:15</td>
<td>Reading</td>
<td>5010050</td>
<td>90</td>
<td>8:45-10:15</td>
<td>Reading</td>
<td>5010050</td>
<td>90</td>
</tr>
<tr>
<td>10:15-10:45</td>
<td>PE</td>
<td>5015010</td>
<td>30</td>
<td>10:15-10:45</td>
<td>PE</td>
<td>5015010</td>
<td>30</td>
</tr>
<tr>
<td>10:45-10:55</td>
<td>Reading Enrichment</td>
<td>5010050E</td>
<td>10</td>
<td>10:45-10:55</td>
<td>Reading Enrichment</td>
<td>5010050E</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music 5013000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy 5010050</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guidance 5022000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:25-12:00</td>
<td>Science</td>
<td>5020000</td>
<td>35</td>
<td>11:25-12:00</td>
<td>Language Arts OR Language Arts ESOL*</td>
<td>5010040</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>**********</td>
<td>30</td>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>**********</td>
<td>30</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Reading Intervention</td>
<td>5010020</td>
<td>30</td>
<td>12:30-1:00</td>
<td>Reading Intervention</td>
<td>5010020</td>
<td>30</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Math</td>
<td>5012060</td>
<td>60</td>
<td>1:00-2:00</td>
<td>Math</td>
<td>5012060</td>
<td>60</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Language Arts OR Language Arts ESOL*</td>
<td>5010040</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5010010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 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

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
- 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
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
What is "Special" About Special Education?

Specially Designed Instruction for Students With Disabilities Within a Multi-Tiered System of Support

Florida Department of EDUCATION

In Collaboration

UNIVERSITY OF SOUTH FLORIDA

This document was developed by the Student Support Services Project in Colorado, Arizona, and Pennsylvania Education and Student Services. (Student Support Services Project, Colorado, Arizona, and Pennsylvania Education and Student Services)
A Conceptual Framework for MTSS

Specially Designed Instruction

Core Instruction

Increasingly Intensive Instructional Interventions

High Need

Level of support required for success in core instruction

Low Need

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education
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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Number of Students</th>
<th>Number Referred for Intervention</th>
<th>Number Referred for Evaluation</th>
<th>Intervention Effectiveness</th>
<th>Risk of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>430</td>
<td>60</td>
<td>15</td>
<td>75%</td>
<td>13.95%</td>
</tr>
<tr>
<td>Black</td>
<td>250</td>
<td>48</td>
<td>32</td>
<td>33%</td>
<td>19.20%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>210</td>
<td>10</td>
<td>5</td>
<td>50%</td>
<td>4.76%</td>
</tr>
<tr>
<td>Multiracial</td>
<td></td>
<td></td>
<td></td>
<td>#DIV/0!</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td>#DIV/0!</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td>#DIV/0!</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>890</strong></td>
<td><strong>118</strong></td>
<td><strong>52</strong></td>
<td><strong>56%</strong></td>
<td><strong>13.26%</strong></td>
</tr>
</tbody>
</table>

**District/School:**
## Instructional Effectiveness

<table>
<thead>
<tr>
<th>TIERS</th>
<th># Students</th>
<th># Proficient</th>
<th>% Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>480</td>
<td>450</td>
<td>93%</td>
</tr>
<tr>
<td>2</td>
<td>110</td>
<td>65</td>
<td>59%</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>22</td>
<td>44%</td>
</tr>
</tbody>
</table>
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
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
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
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)