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

NYS-RtI TAC

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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!

Our Meeting Norms

- Phones on vibrate
  - If you need to take a call – “hold please” and step out of the room
- Hold on side bar conversations
  - “yes but it is on topic”…exciting conversation
- Check emails at breaks and lunch
- If you gotta go… go. Comfort is everything.
- Feel free to bring your own snacks and beverages
- Parking lot for feedback and more discussion

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

Areas of Greatest Growth and Change

- “RtI” to “MTSS”
- Greater Consensus on the Critical Components of the Model
- Systems Level Implementation/Evaluation
- Focus on Tier 1
- Integration of Academic, Behavior and Universal Design
  - Instruction
  - Data

Areas of Greatest Growth and Change

- Broader Data Systems
  - Early Warning
  - Summative
  - Formative

- Advanced Problem-Solving Models
  - 4-Step (Instructional)
  - 8-Step (Systems-level)

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.

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

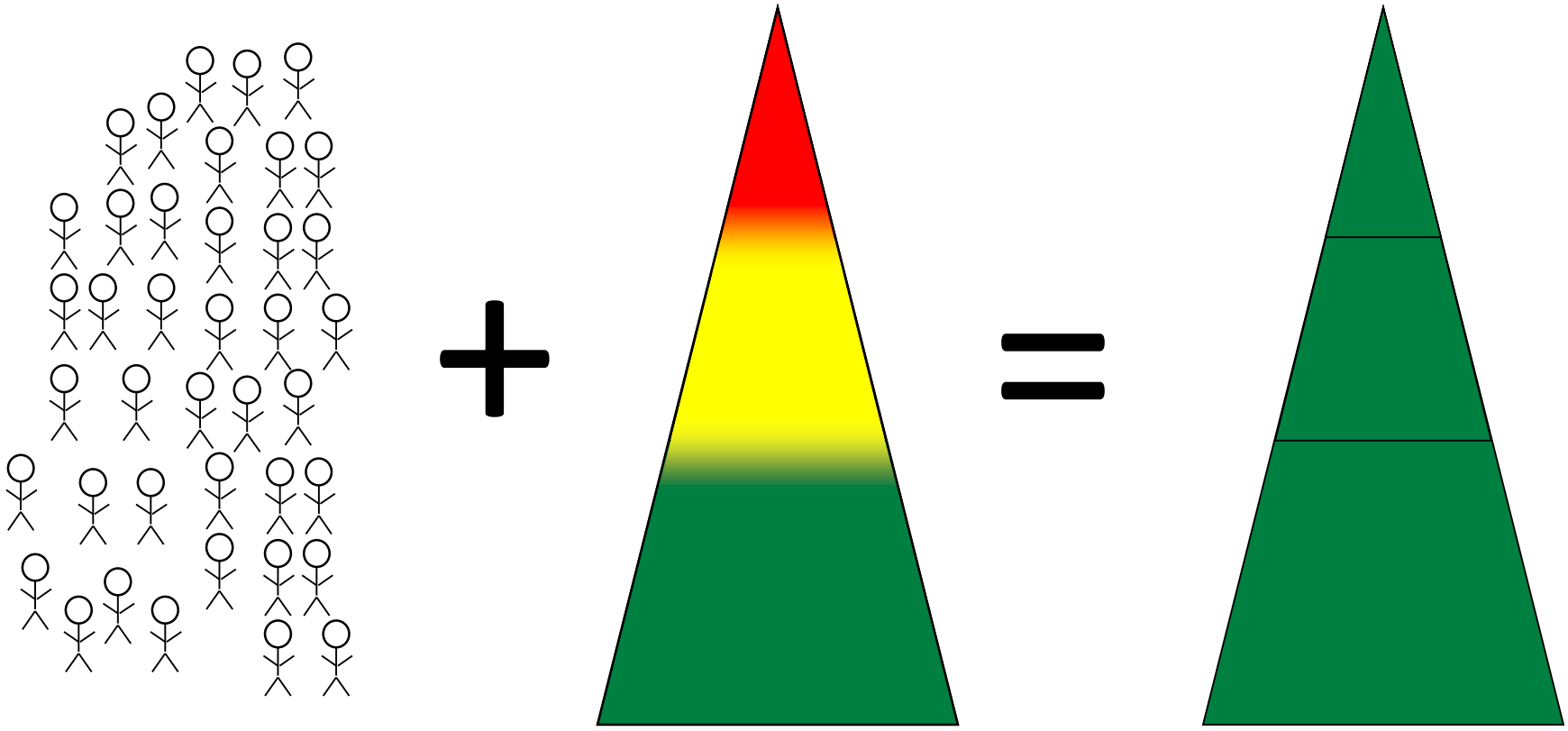
What Does It Look Like?

- 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

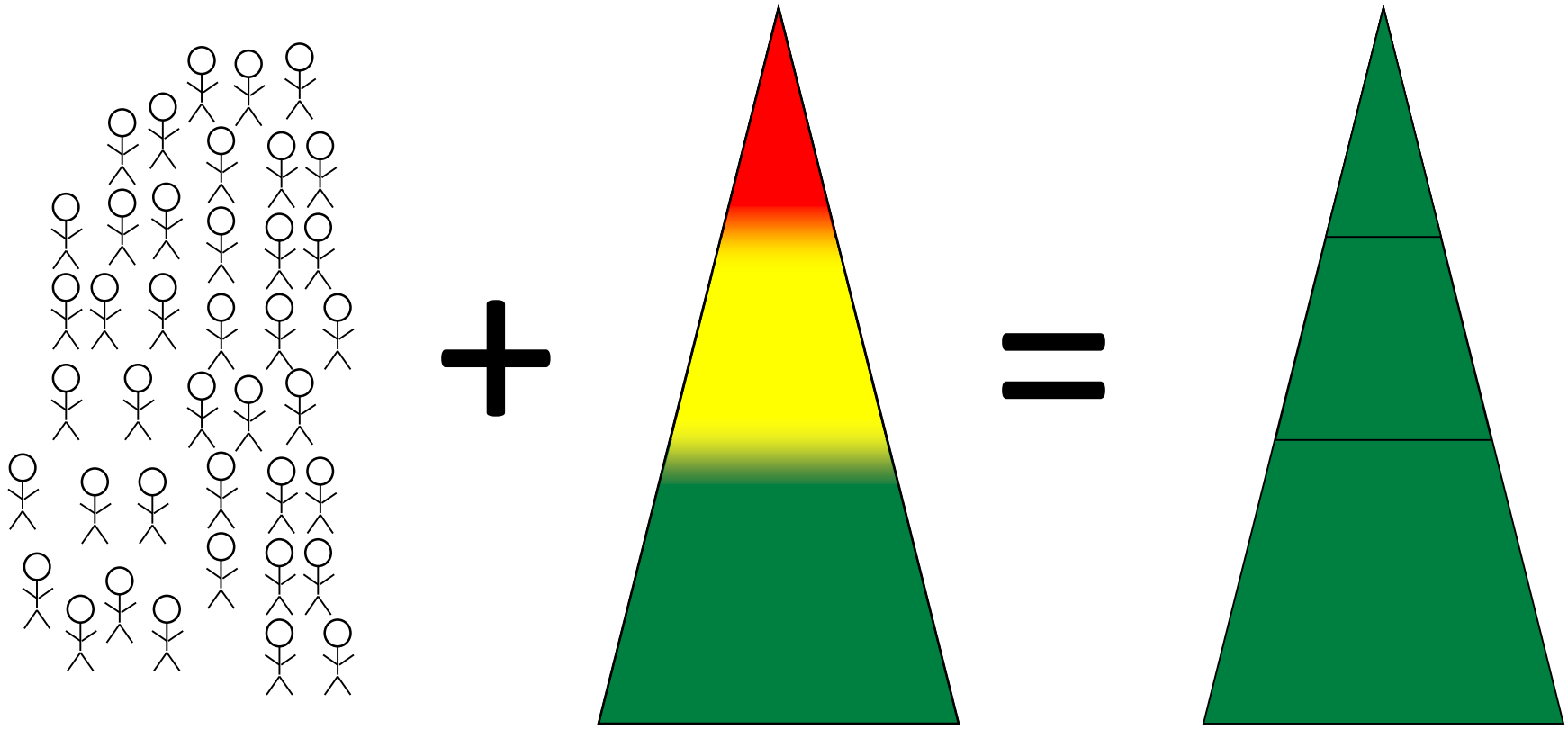


Three Tiered Model of Student Supports

These students

get these tiers of support

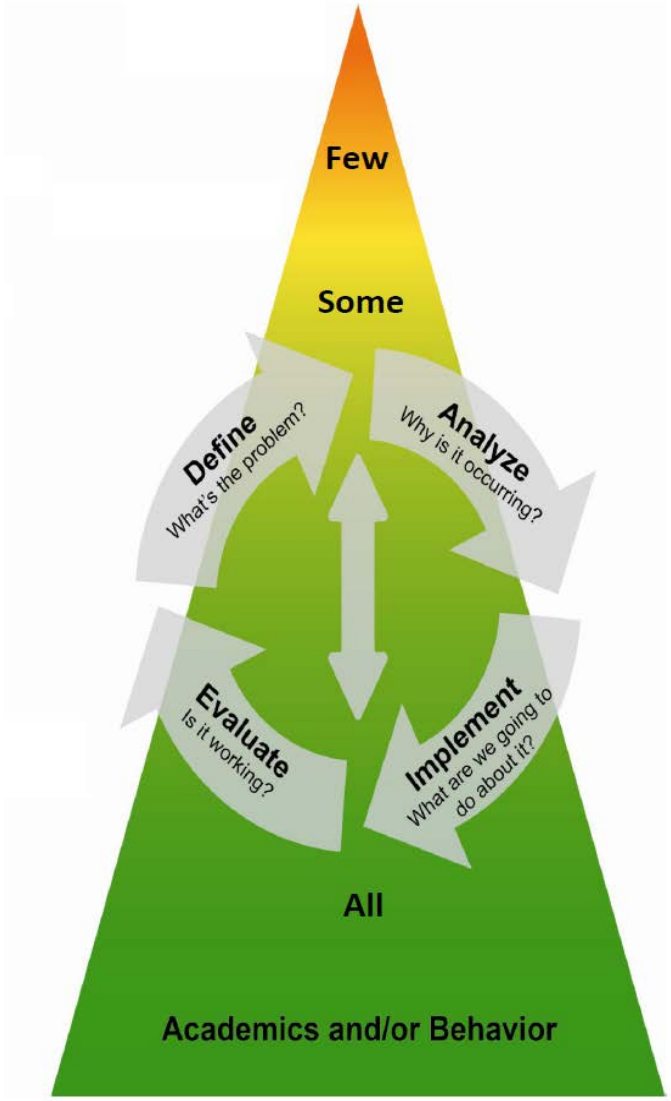
in order to meet benchmarks.



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

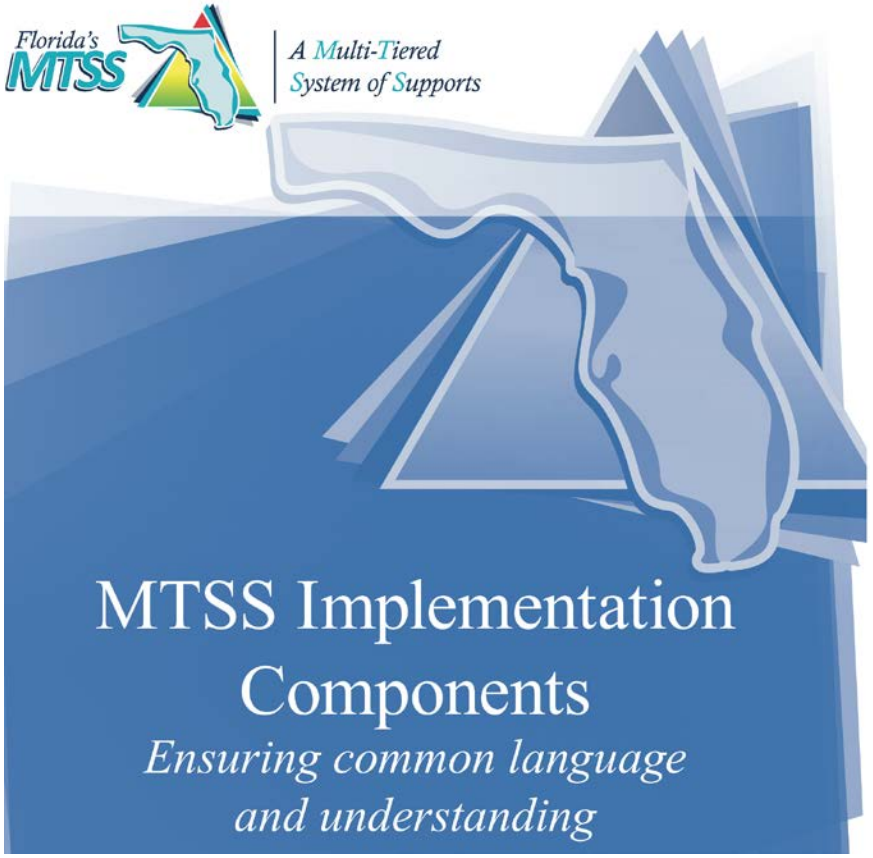
- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure 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

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 State 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?

3rd Grade	4th Grade	5th Grade	6th Grade
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.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

7th Grade	8th Grade
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

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

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?

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

UNPACKING THE STANDARDS TEMPLATE

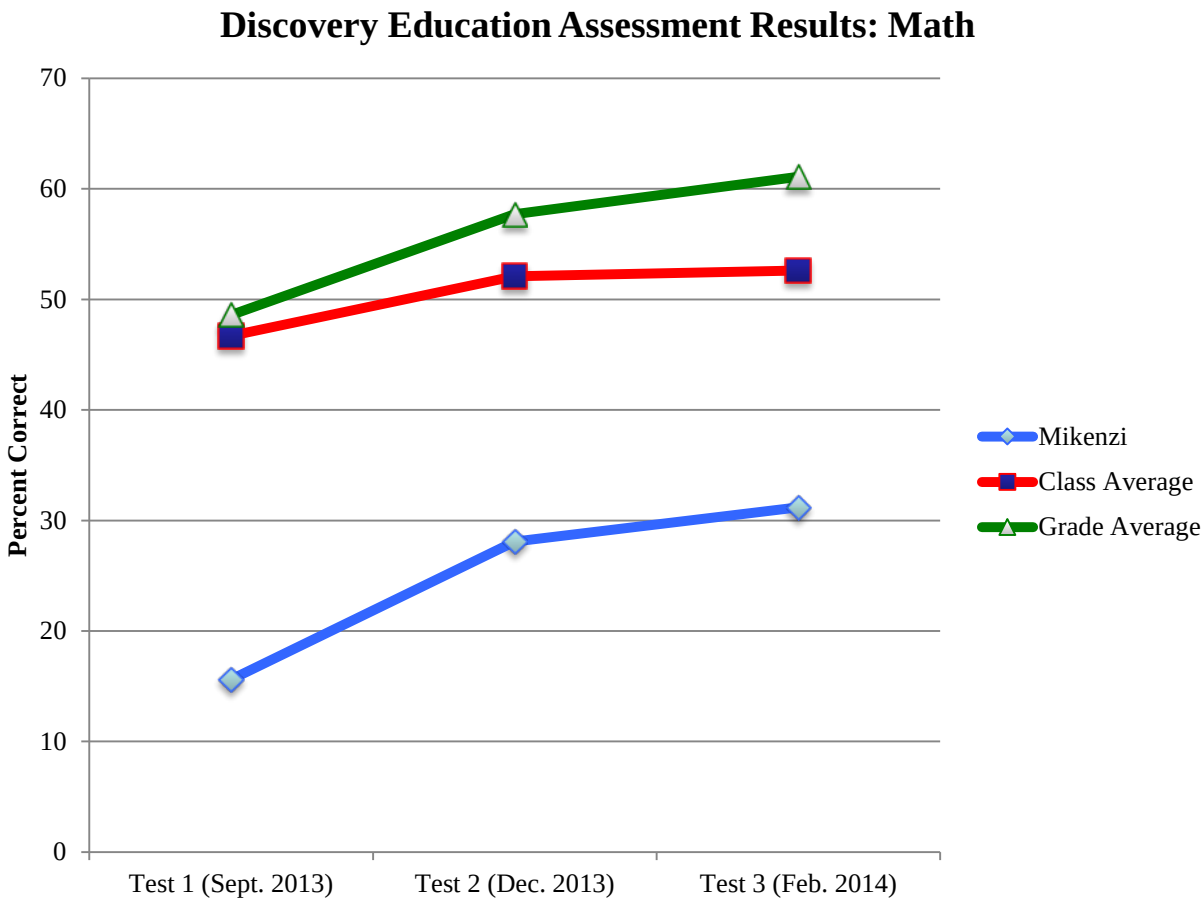
GRADE:	SUBJECT:
STANDARD: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
SKILLS: What students should DO VERBS	CONCEPTS: What students should KNOW NOUNS
Based 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?	
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, review, reteach)	

Some Fundamental Principles of Teaching and Learning

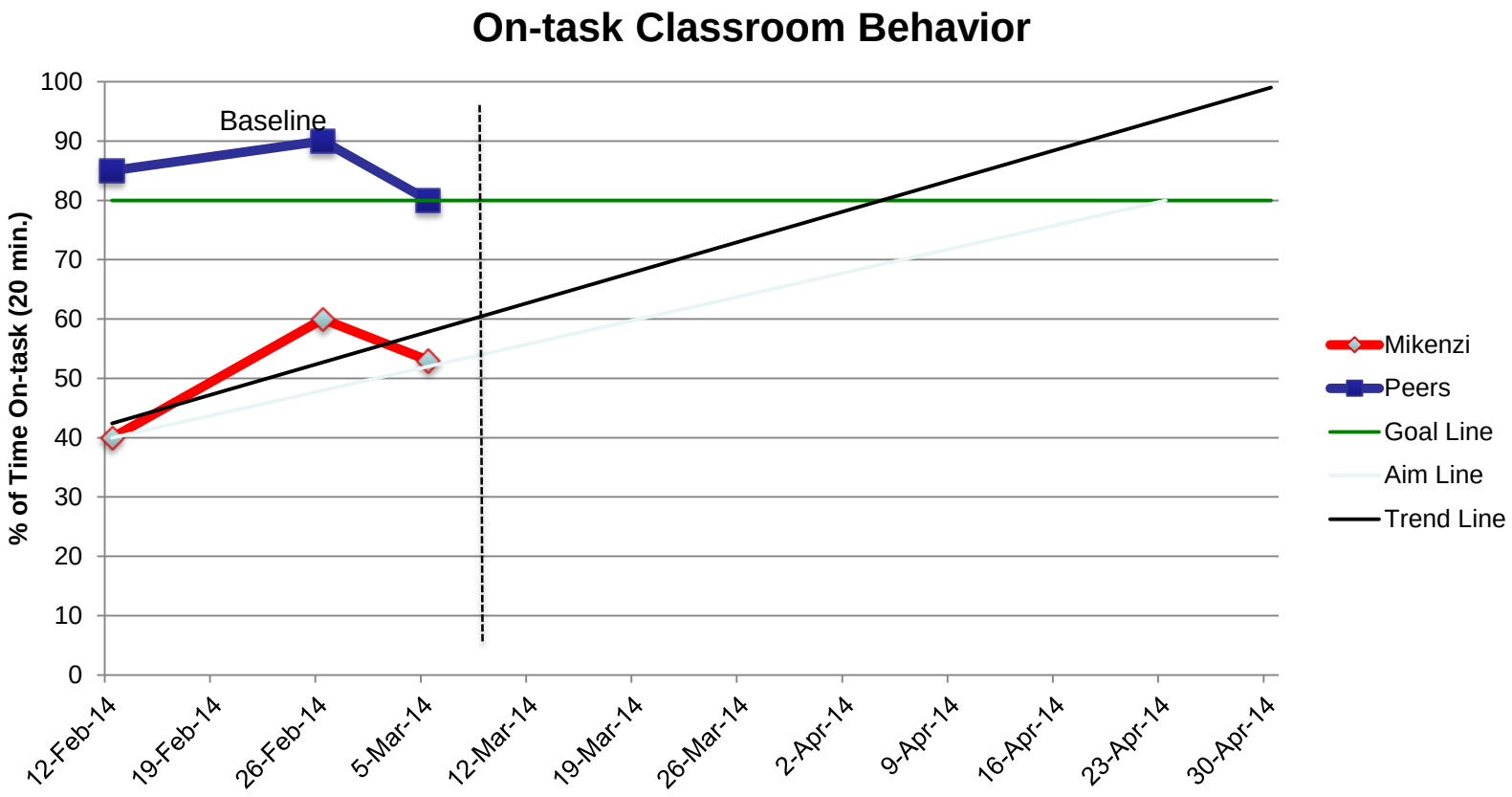
- ***Academic Engaged Time (AET)***
  - AET predicts student performance better than any other variable, including:
    - IQ
    - Language
    - SES
    - Disability
    - Culture/Race
  - Amount of time students are engaged in quality instruction
  - Includes evidence-based instructional strategies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

Some Fundamental Principles

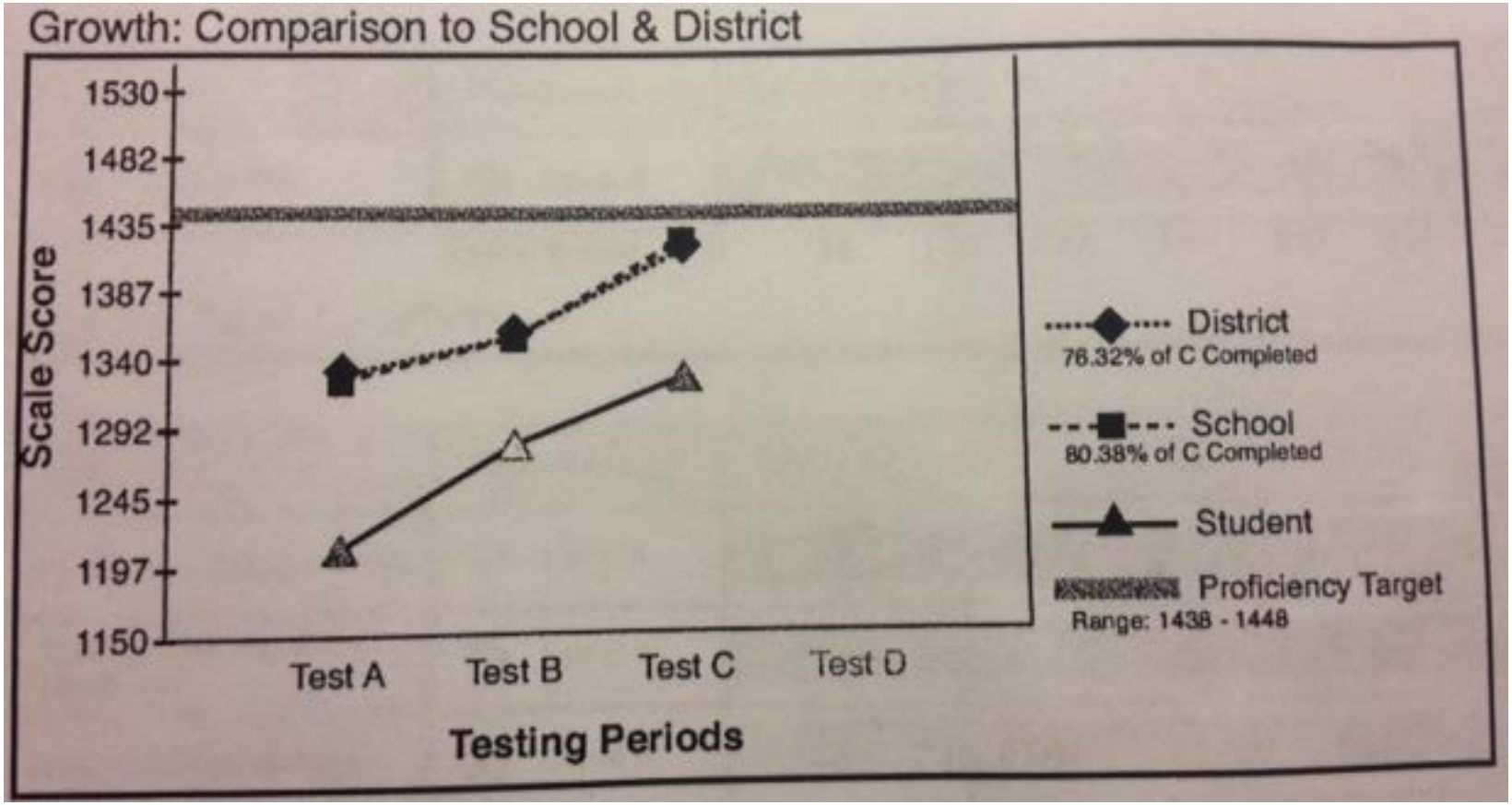
- ***Rate of Growth***
  - Where is the student now?
  - Where is the student supposed to be?
  - How much time do we have to get there?
  - Is that time realistic?
  - Rate of growth is the best measure of student response to instruction and intervention
  - Rate of growth is used within an early warning 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
70
60
50
40
30
20
10
0
Test 1 (Sept. 2013)
Test 2 (Dec. 2013)
Test 3 (Feb. 2014)
Mikenzi
Class Average
Grade Average

Rate of Growth



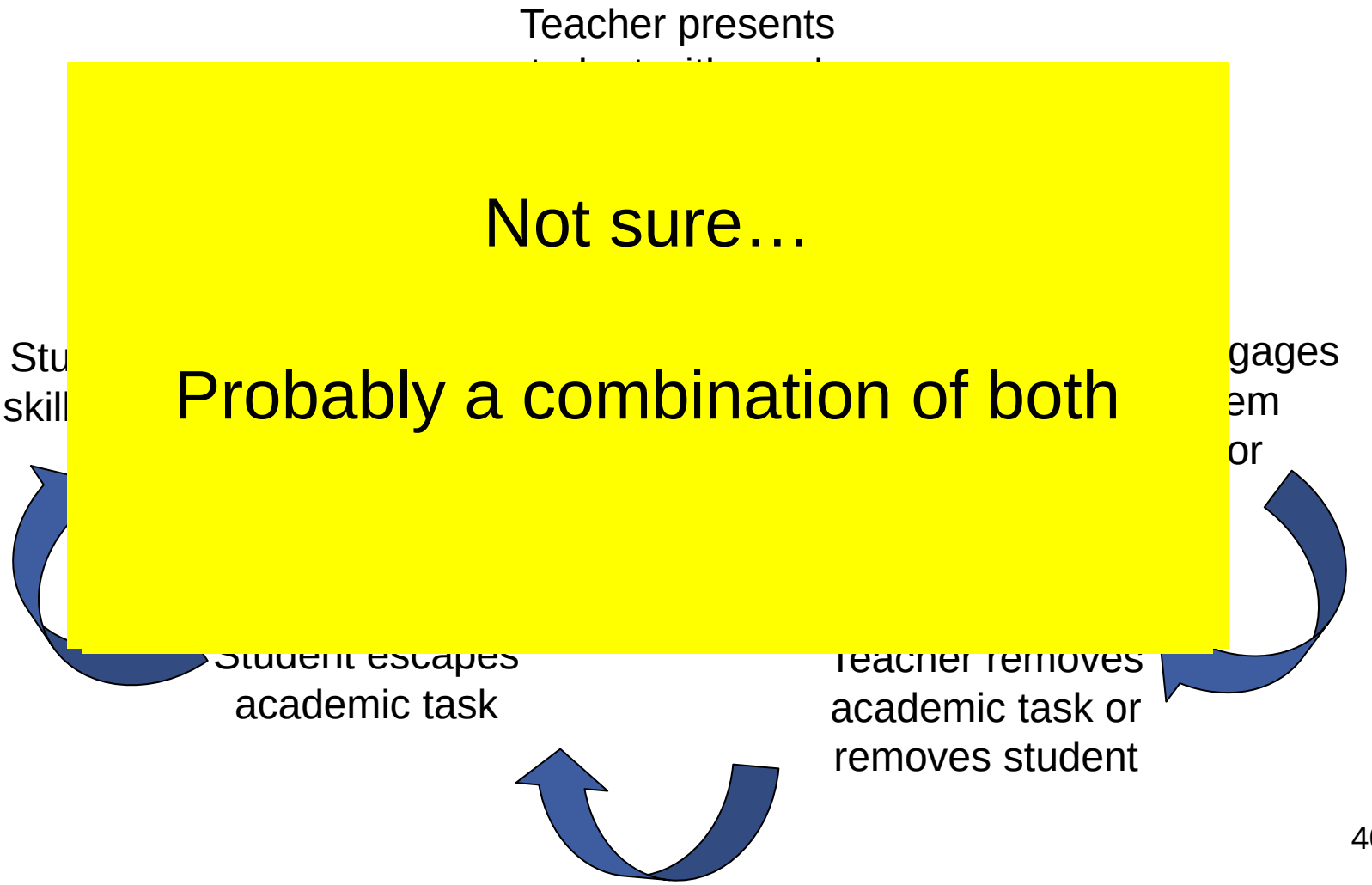
Is this effective Instruction?



Integration of Academics, Behavior and Universal Design

Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)



Highly Effective Practices: Research

- **The evidence of a transactional relationship (confined, collateral, combined) with reading and behavioral interventions. *(Bruhn & Watt, 2013; Cook et al., 2013)***
- **High quality academic instruction (e.g., content matched to student success level, frequent opportunity to respond, frequent feedback) by itself can reduce problem behavior *(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)***
- **Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes *(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)***
- **"Viewed as outcomes, achievement and behavior are related; viewed as causes of the other, achievement and behavior are unrelated. (*Algozzine, et al., 2011*)**
- **Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing *(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)***

Reading Problems and Dropout

- A student who can't read on grade level by 3rd grade is 4 times less likely to graduate by age 19 than a child who reads proficiently by that time. Add POVERTY to the mix, and a student is 13 times less likely to graduate on time.

  However, students who did not read proficiently at 3rd grade ***constitute 88% of those who did not earn a diploma.***

  Low reading skills in 3rd grade are a stronger predictor of dropping out of school than having spent at least one year in poverty.

Donald J. Hernandez

"Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation." Annie E. Casey Foundation, 2011

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

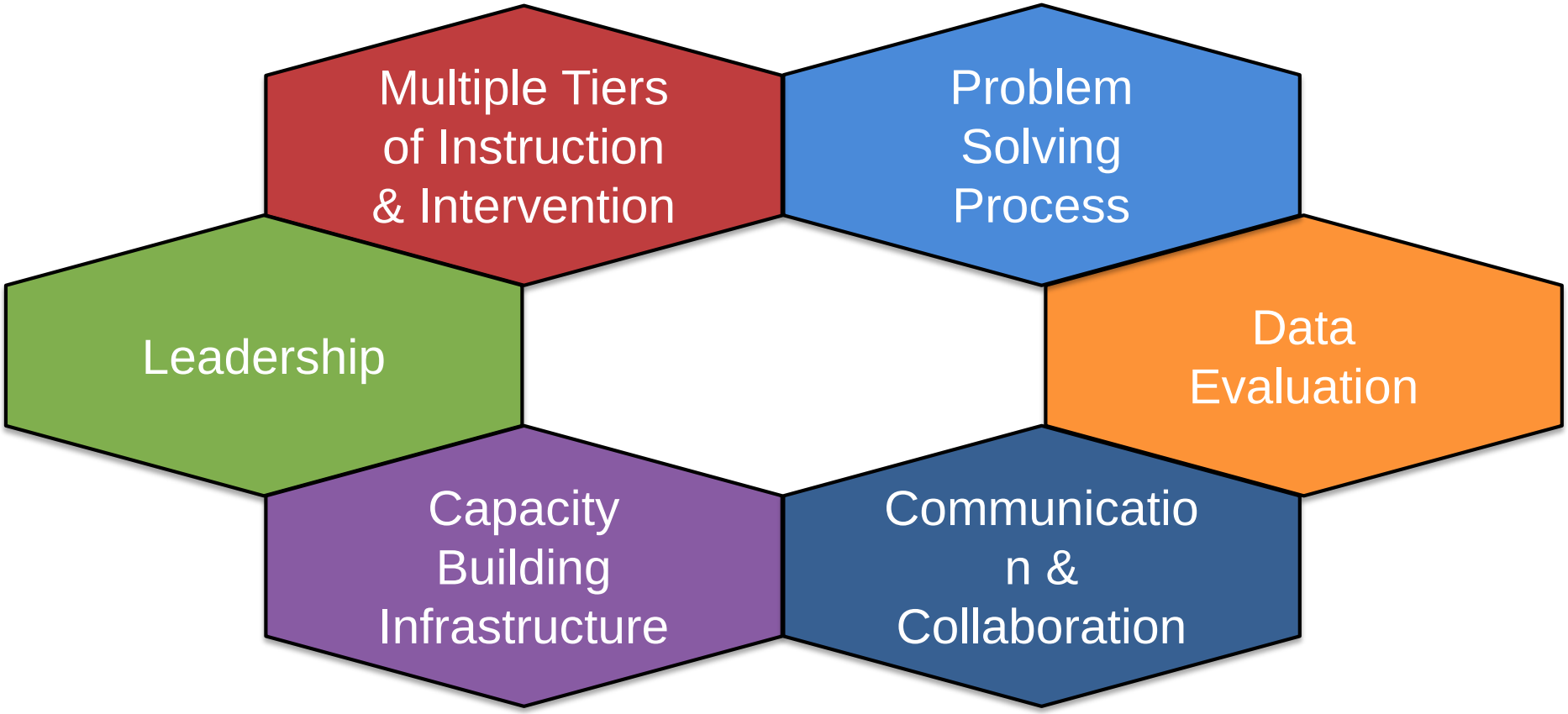
- The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:
- (A) provides flexibility in the **ways information is presented**, in the **ways students respond** or demonstrate knowledge and skills, and in the **ways students are engaged**; and
  (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

Consensus on Critical Components of the Model

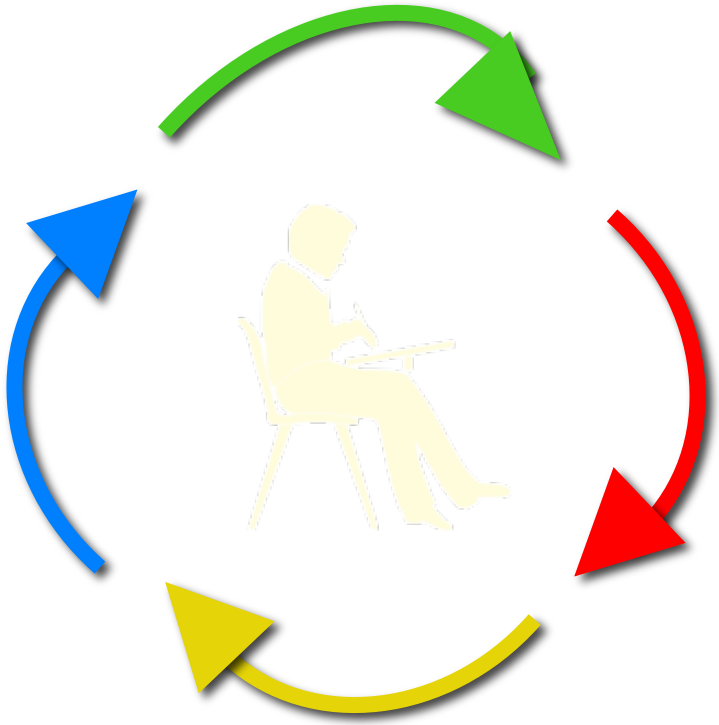
Critical Components of MTSS



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

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

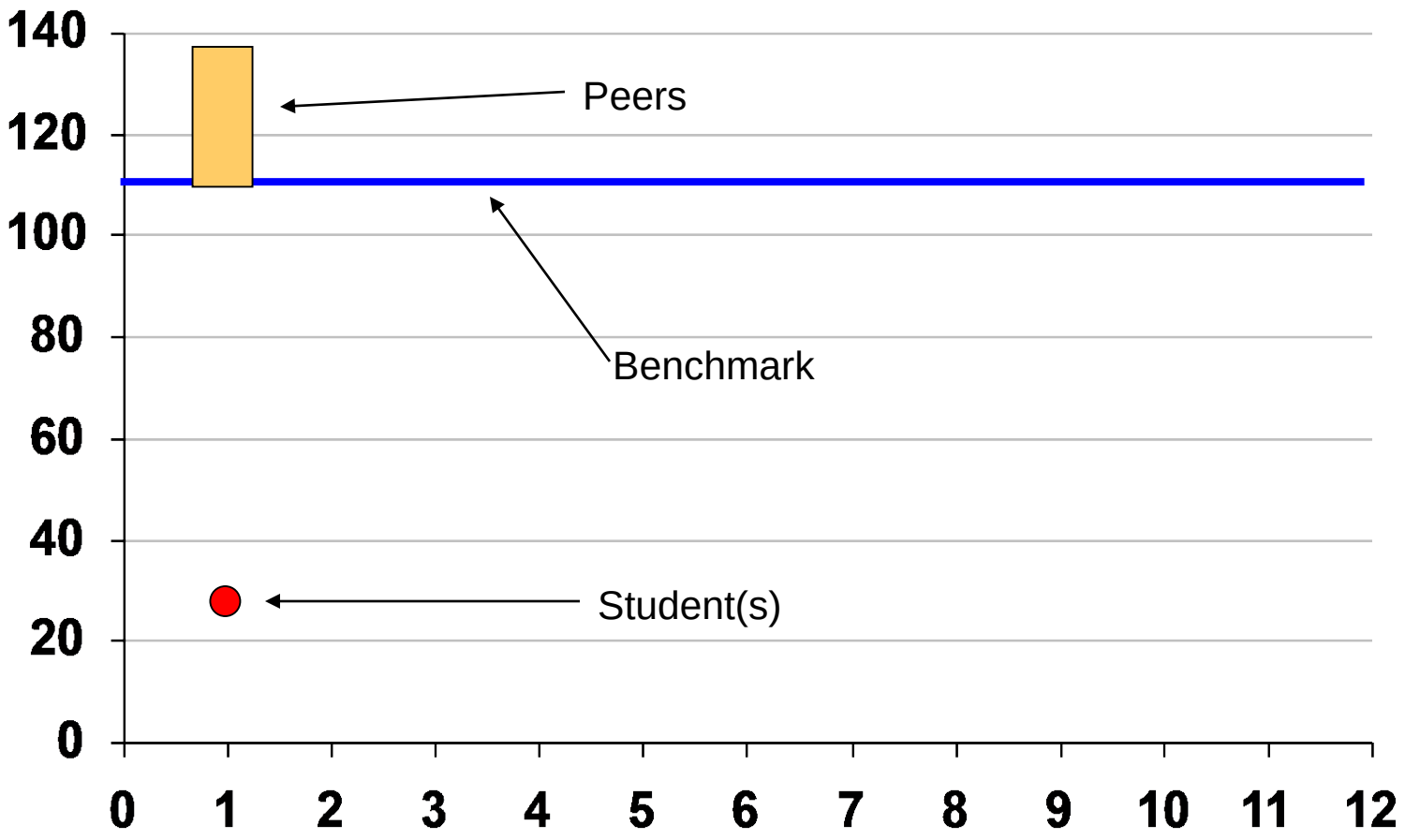
Step 1

Identifying the GOAL

PROBLEM-SOLVING STEPS STEP 1

- WHAT IS THE TARGET FOR YOUR GOAL?
- CURRENT LEVEL
- DESIRED LEVEL
- DEMOGRAPHIC COMPARISON IF APPROPRIATE
- GAP

Problem ID Review



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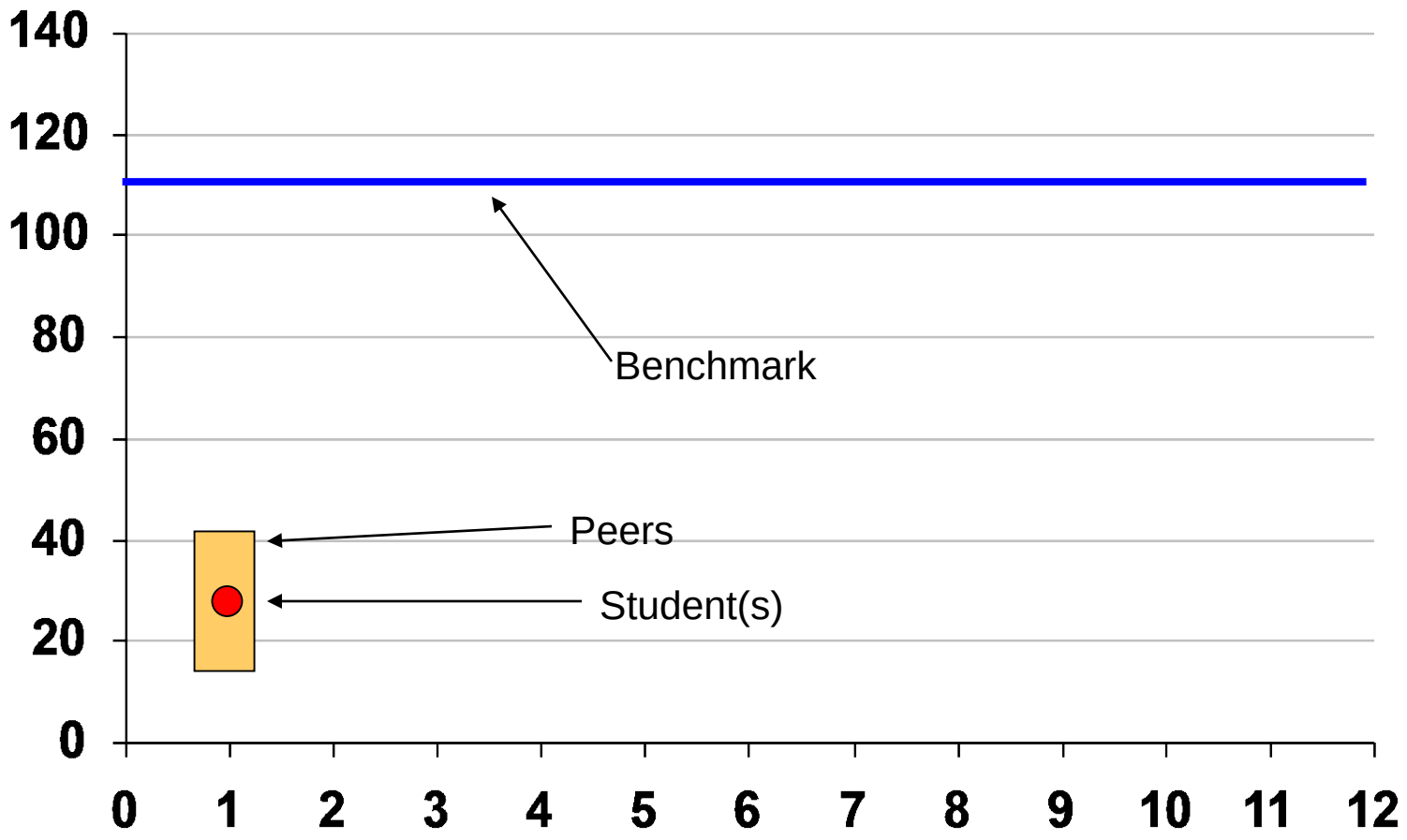

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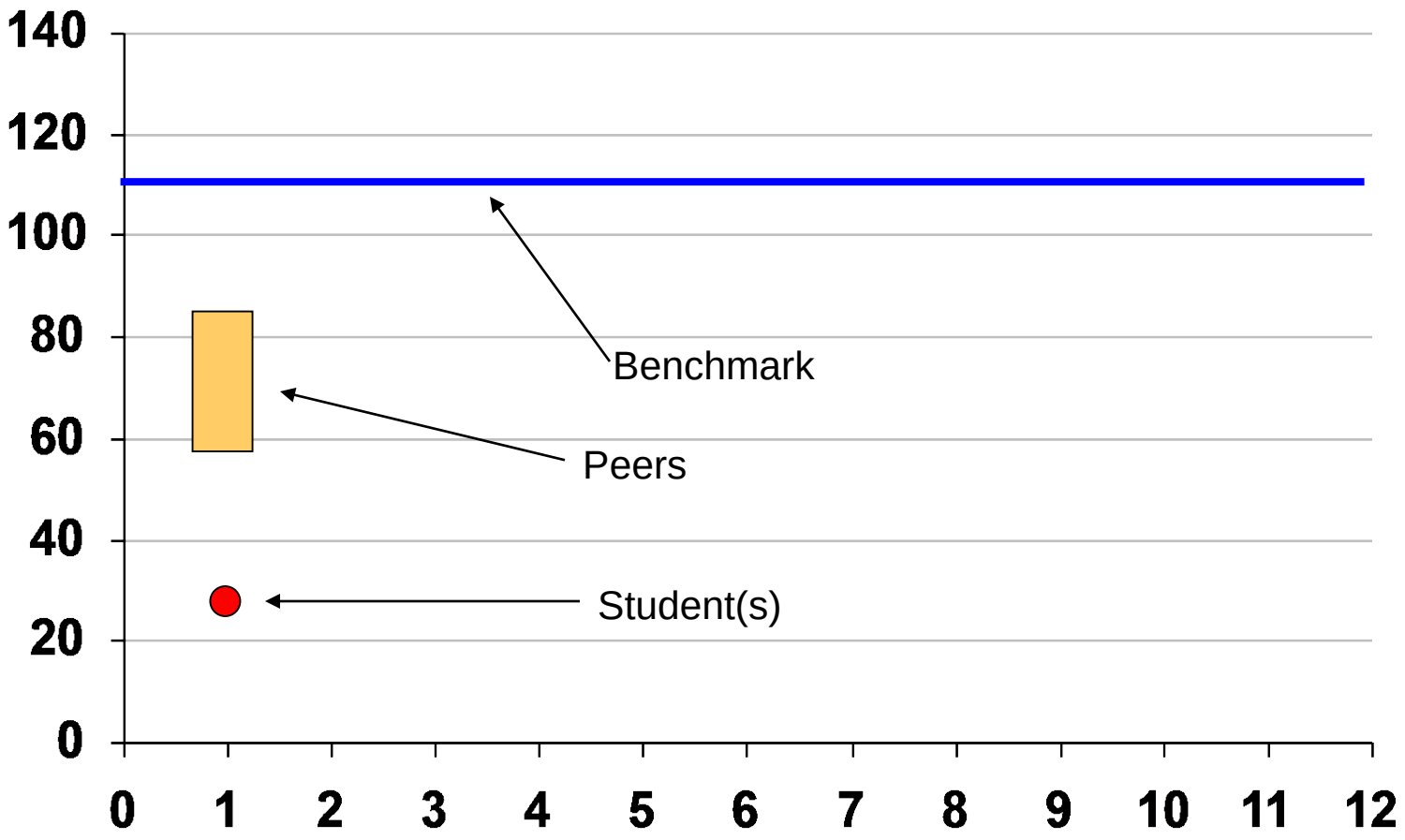


Fall/Winter Comparisons

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

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…

90% of students are not receiving C's or better because……

85% of students are not proficient in 2nd/4th grade literacy 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.

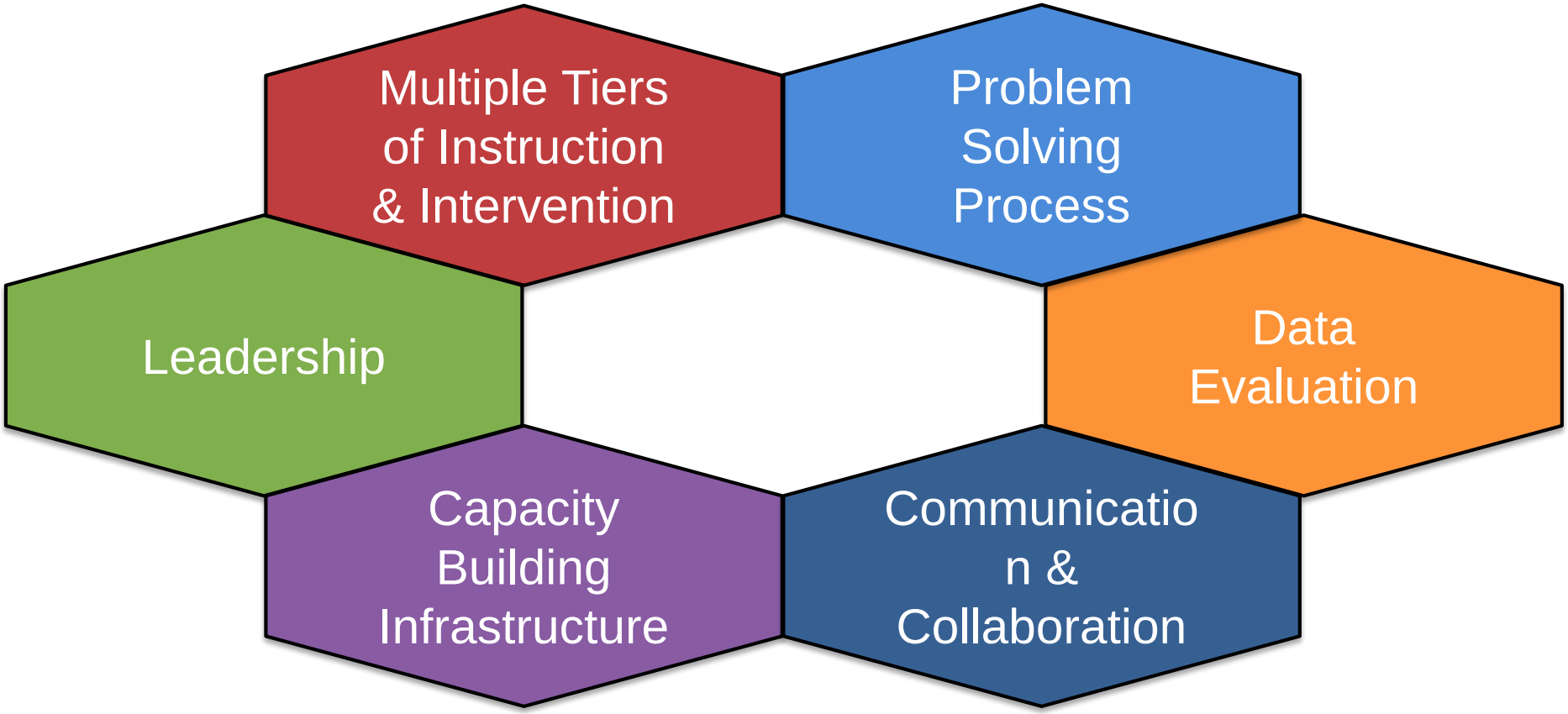
Problem-Solving using the ICEL/RIOT Matrix

Domain		Variables	Review	Interview	Observe	Test
Instruction	Instruction is how curriculum is taught. How content is presented to students can vary in many different ways: Level of Instruction Rate of Instruction Presentation of Instruction Is the curriculum being differentiated to meet the needs of the learners? Consider: • instructional techniques • presentation style • clarity of instruction • questioning • feedback technique • cooperative learning • use of graphic organizers • instructional conversations • development of academic language/ vocabulary	**Group/System** • Instructional decision making regarding selection and use of materials • Use of progress monitoring • Explicit Instruction • Differentiated Instruction • Sequencing of lesson designs to promote success • Use of a variety of practice and application activities • Pace and presentation of new content • Block of time allotted per subject **Individual** • Instructional decision making regarding placement of the student • in groups • Use of progress monitoring Communication of expectations and criteria for success • Differentiated Instruction • Direct instruction with explanations and cues • Use of a variety of practice and application activities • Pace and presentation of new content	• Unit/Lessons Plans • Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements • Benchmarks / standards • Assignments (calculate % of assign turned in, average amount-%- of assignments completed), • Length/time required to complete assignments	Stakeholders about: • Effective teaching practices • Instructional decision making regarding choice of materials, placement of students, instructional strategies • Sequencing/pacing of instruction • Choice of screening, diagnostic and formative assessments • Product methods (e.g. dictation, oral retell, paper pencil, projects) • Grouping structures used • Accommodations/ modifications used • Reinforcement management/ engagement strategies • Allowable repetition for mastery/ understanding • Who is providing the supplemental/ intensive instruction • Use of supportive technology • Student/group performance compared to peers • Patterns of performance errors/ behavior • Setting(s) where behavior is problematic • Significance of academic, speech, social, task or motor difficulties • Onset and duration of problem • Consistency from day to day, subject to subject • Interference with personal, interpersonal, and academic adjustment • Performance using different modes of expression (e.g. verbal, written, kinesthetic) • Teacher perceptions/hypotheses regarding why the student is unable to demonstrate the desired behaviors- academic and/or behavioral • Philosophical orientation of curriculum (e.g. whole language, phonics) • Expectations of district for pacing/coverage of curriculum	• Teachers' instructional styles/preferred styles of presenting • Clarity of instructions/ directions • Effective teaching practices • Communication of benchmarks/expectations and criteria for success • How new information is presented • Percent of time with direct instruction, whole group instruction, practice time, differentiated instruction, etc. • How teachers gain/ maintain student attention • Academic engaged time • Transitions • Large group instruction • Small group instruction • Independent work time • Group work time • Teachers use of positive reinforcement, student-teacher interaction quality/quantity, (use of direct observation protocols) • Time on task • External supports necessary to sustain engagement	Classroom environment survey Develop checklists on effective instruction "Things to Look For" and "Ask About"

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?

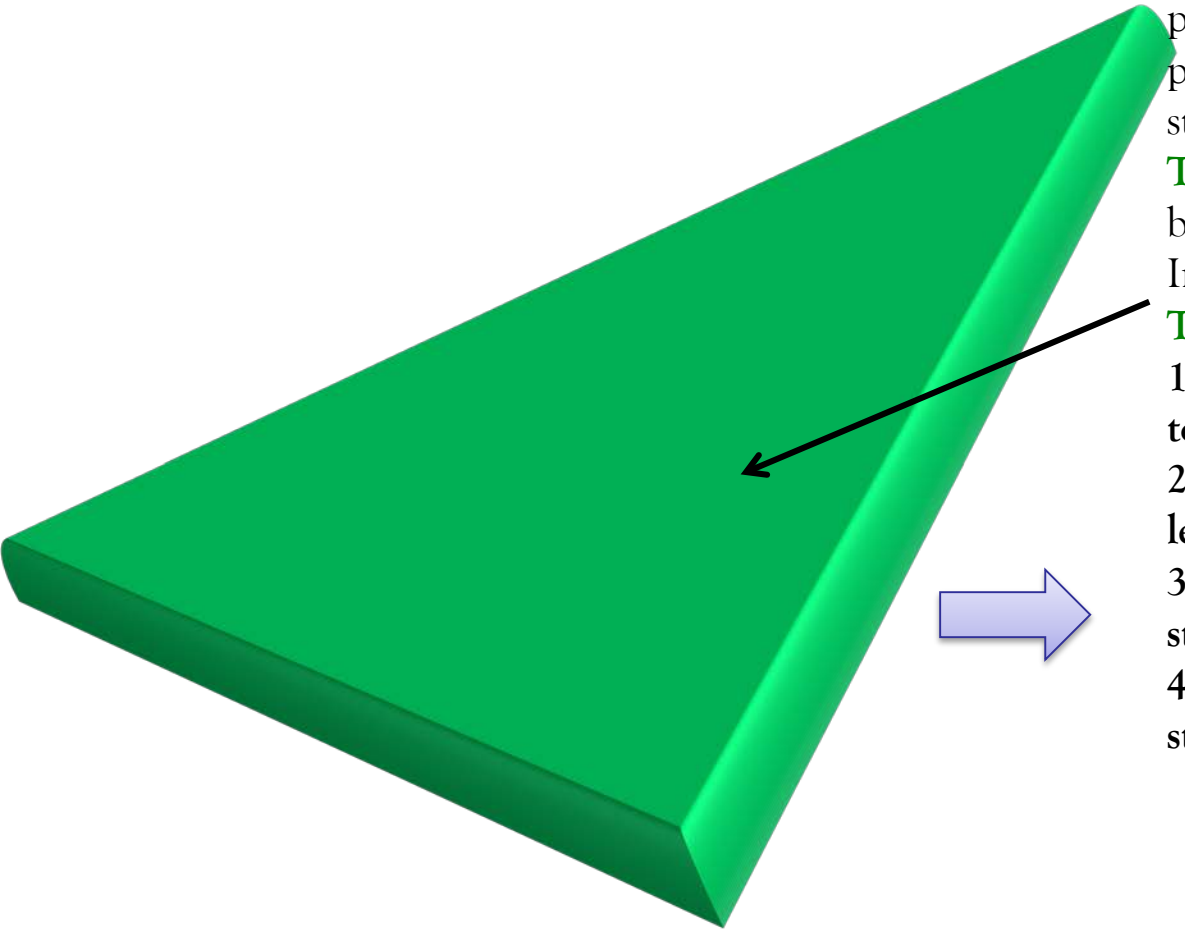
Critical Components of MTSS



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

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.

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

Effective Instruction

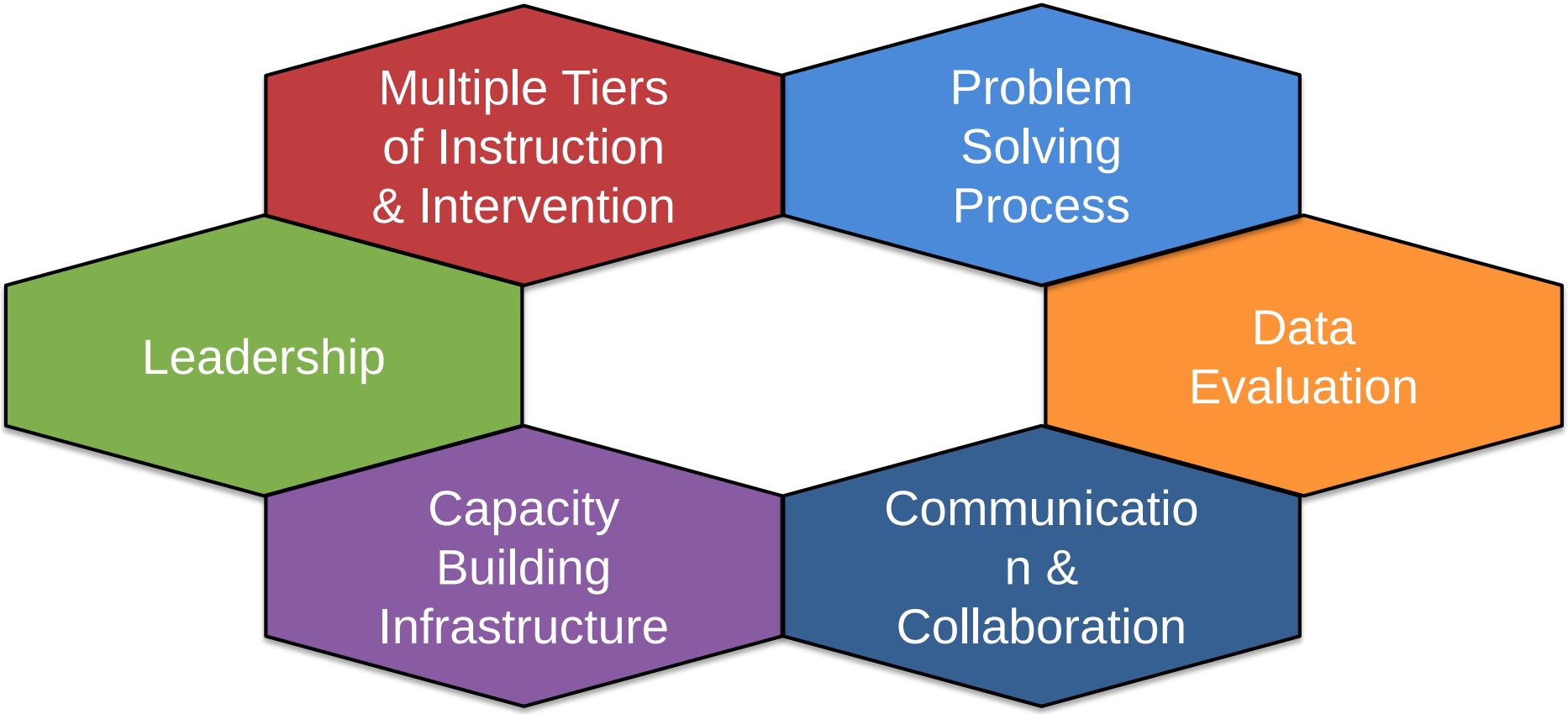
(Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986)

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?

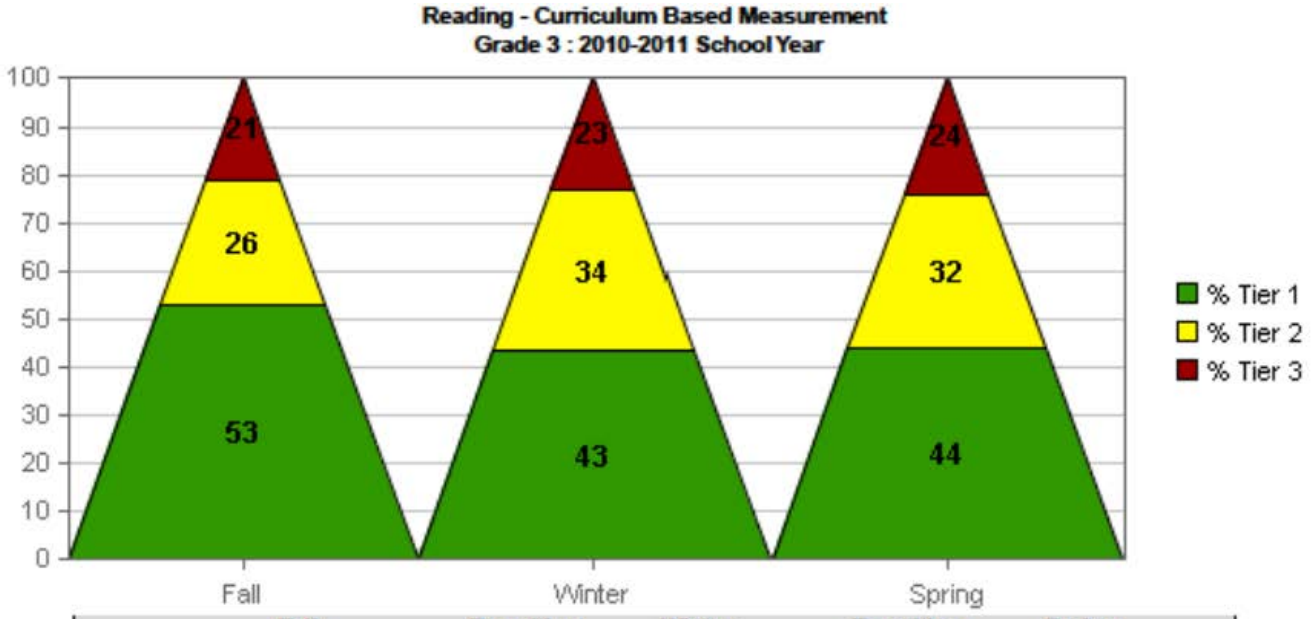
- For students who are receiving ONLY Tier 1 services:
  - What percent are proficient?
  - What percent are not proficient?
  - What are we doing about those who are not proficient?
  - What are the trend data for those students who receive only Tier 1?

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.

District Example



	Fall	Transition	Winter	Transition	Spring
Tier 3	81 (21%)	70 11 0	91 (23%)	76 11 0	92 (24%)
Tier 2	101 (26%)	19 73 8	133 (34%)	15 94 24	124 (32%)
Tier 1	206 (53%)	0 39 160	168 (43%)	0 18 146	170 (44%)
New Student		14		2	
Unscored		8		8	
Total Students	388		392		386

Note: Unscored also includes any students who may have been transferred.

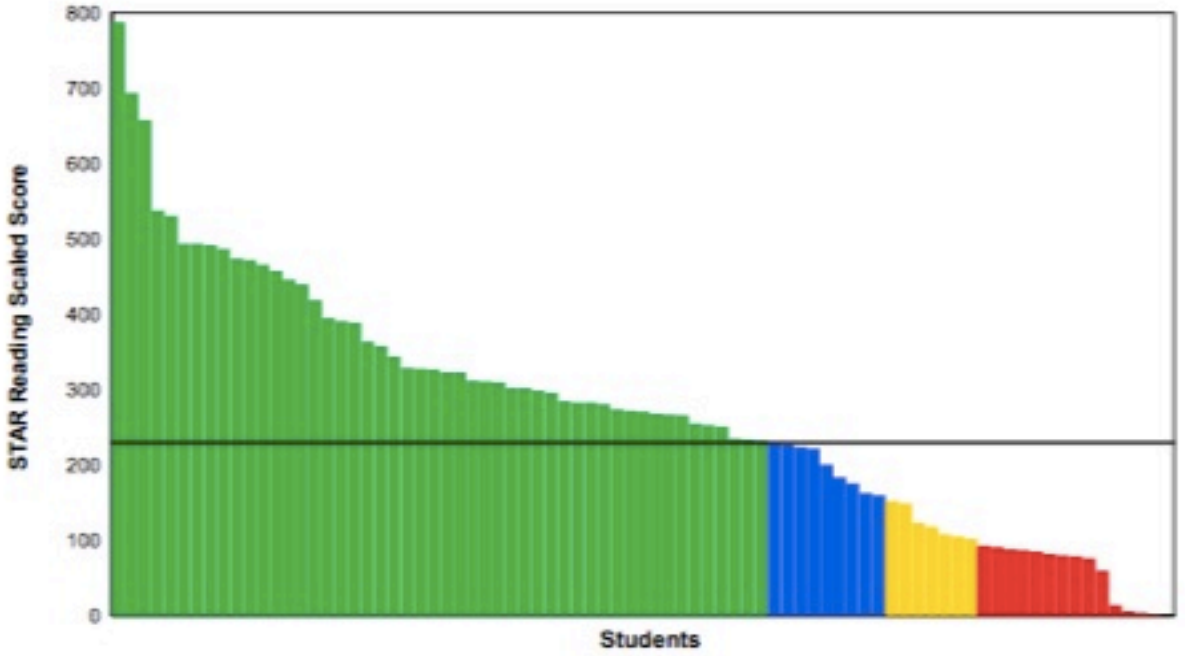
Fall Data

School: Centerville Elementary School

Reporting Period: 9/2/2015 - 9/30/2015 (Fall)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 2



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	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	

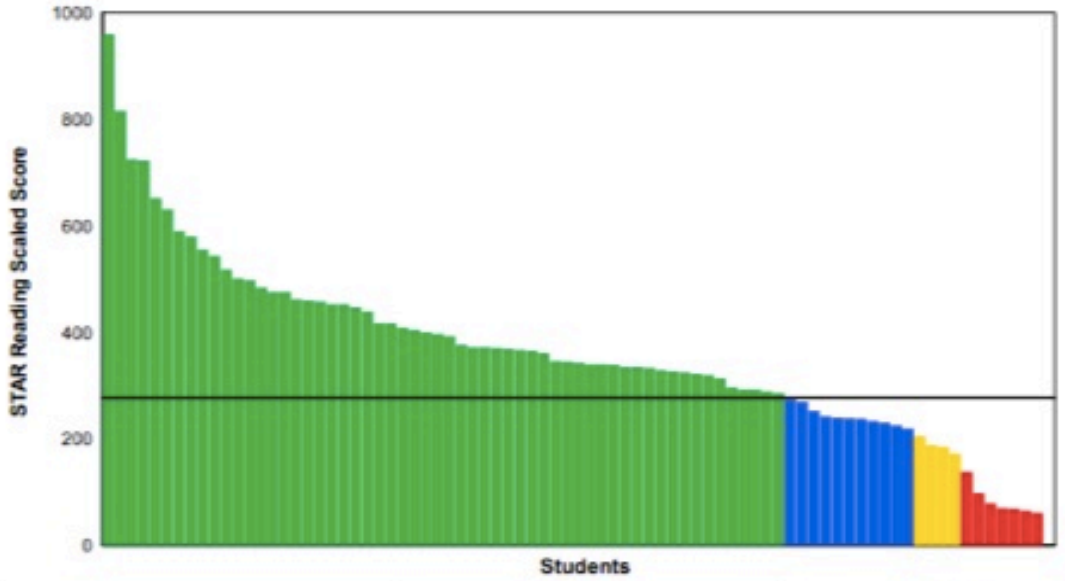
Winter Data

School: Centerville Elementary School

Reporting Period: 1/6/2016 - 1/22/2016 (Winter)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 2



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	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

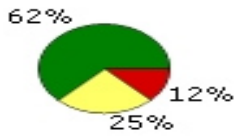
	Fall	Winter	
At/Above Proficiency	63	73	+10
On Watch	11	14	+3
Intervention	9	5	-4
Urgent Intervention	18	9	-9

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.



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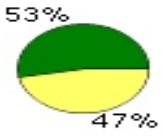

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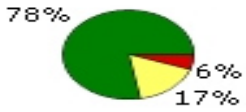

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18

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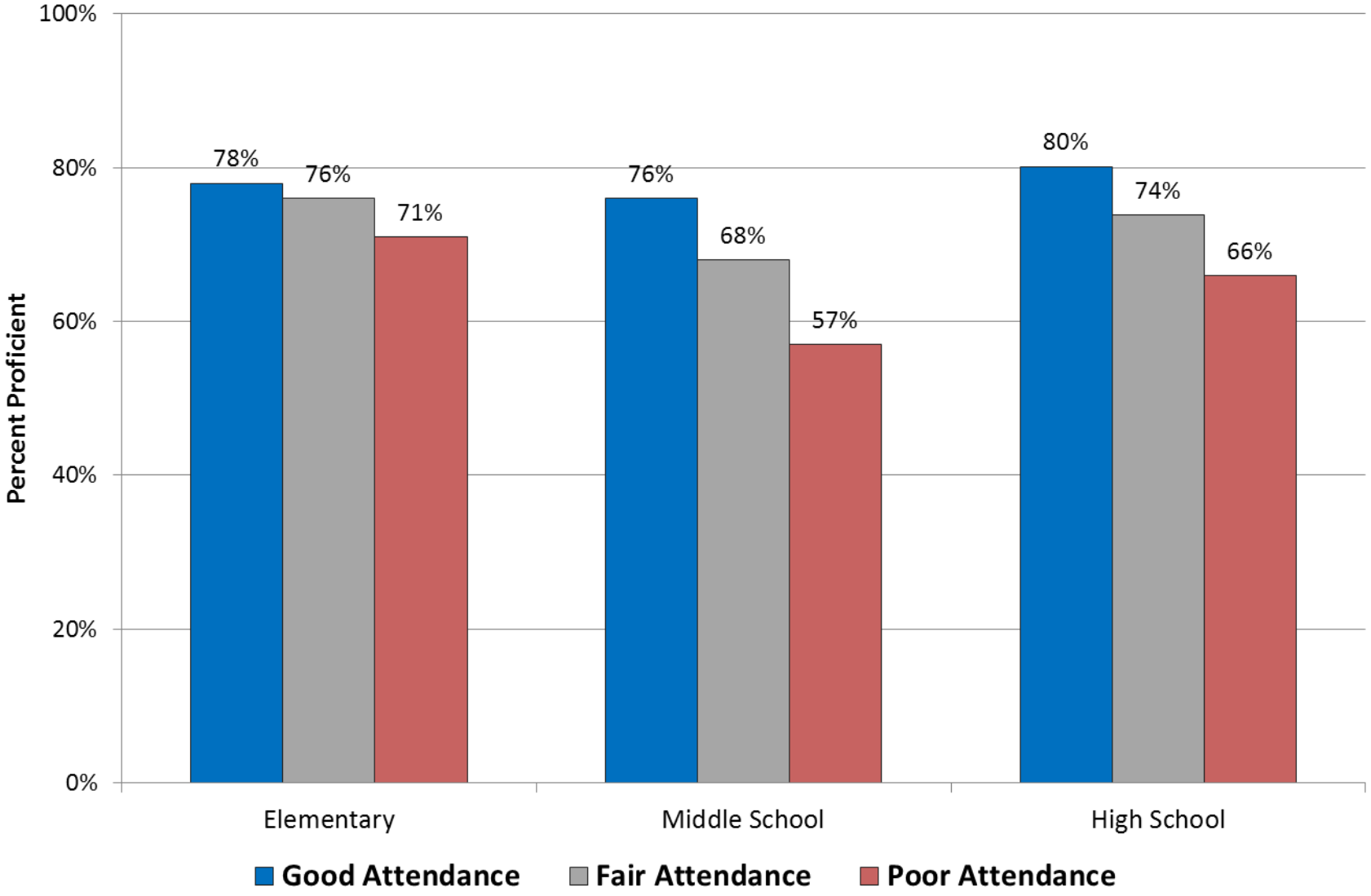
Instructional Effectiveness

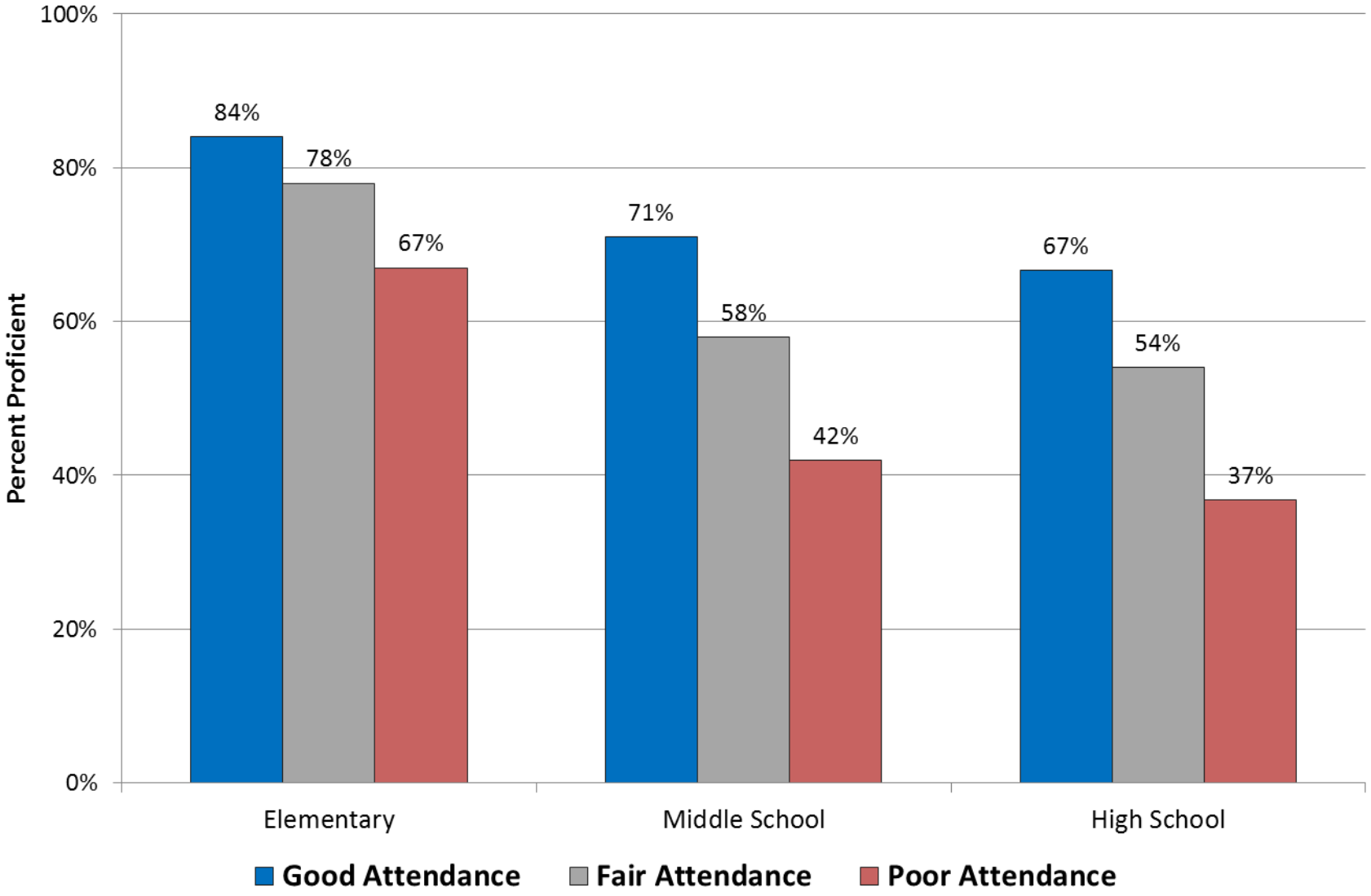
	Assessment Window 1	Assessment Window 2	Goal
Tier 1	56		80
Tier 2	25		14
Tier 3	19		6

General State Reading 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)*

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

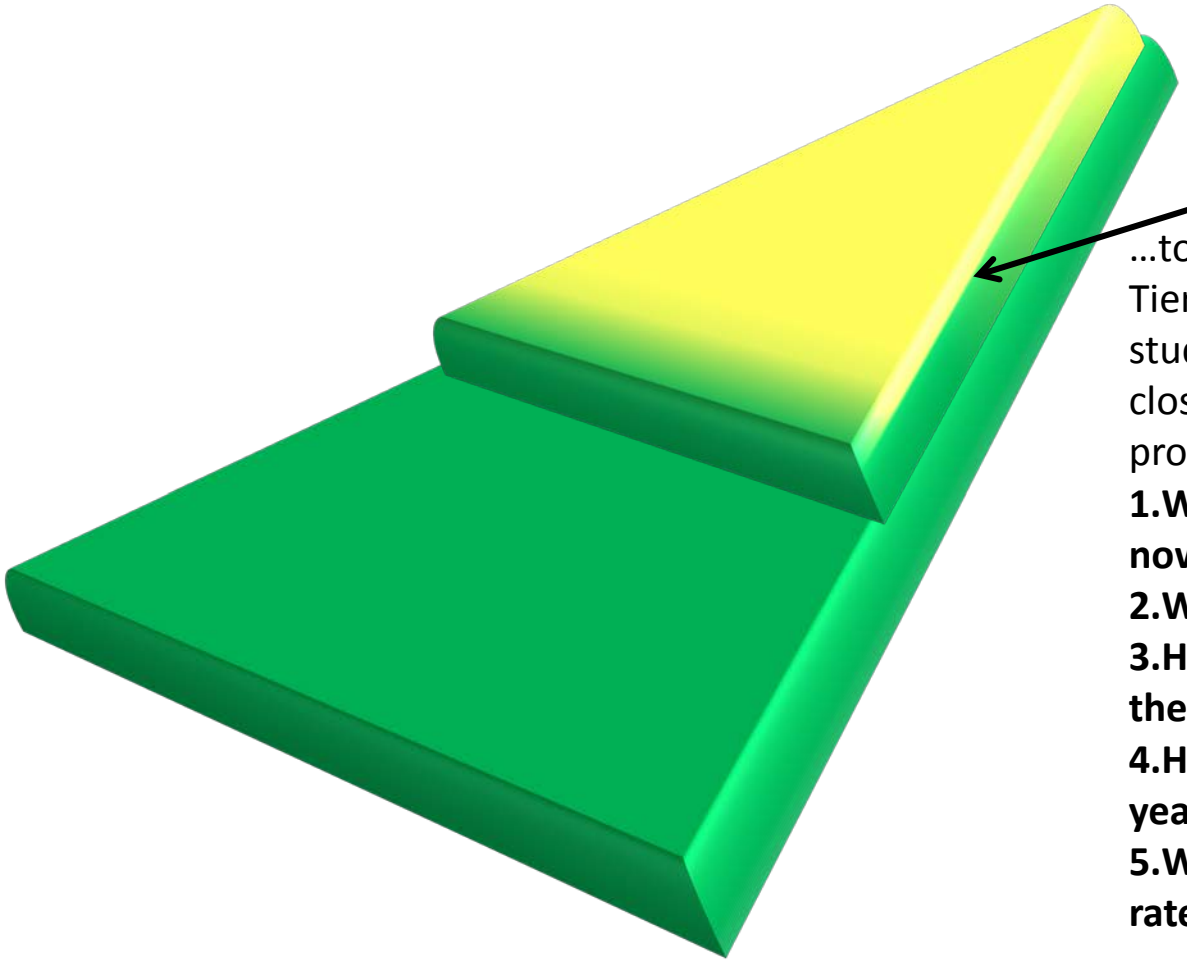
- Goal: Identify those students, as early as possible, who are at-risk for graduation and post-secondary outcomes.

- 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

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

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

TIER III:

Intensive, Individualized

Tier III

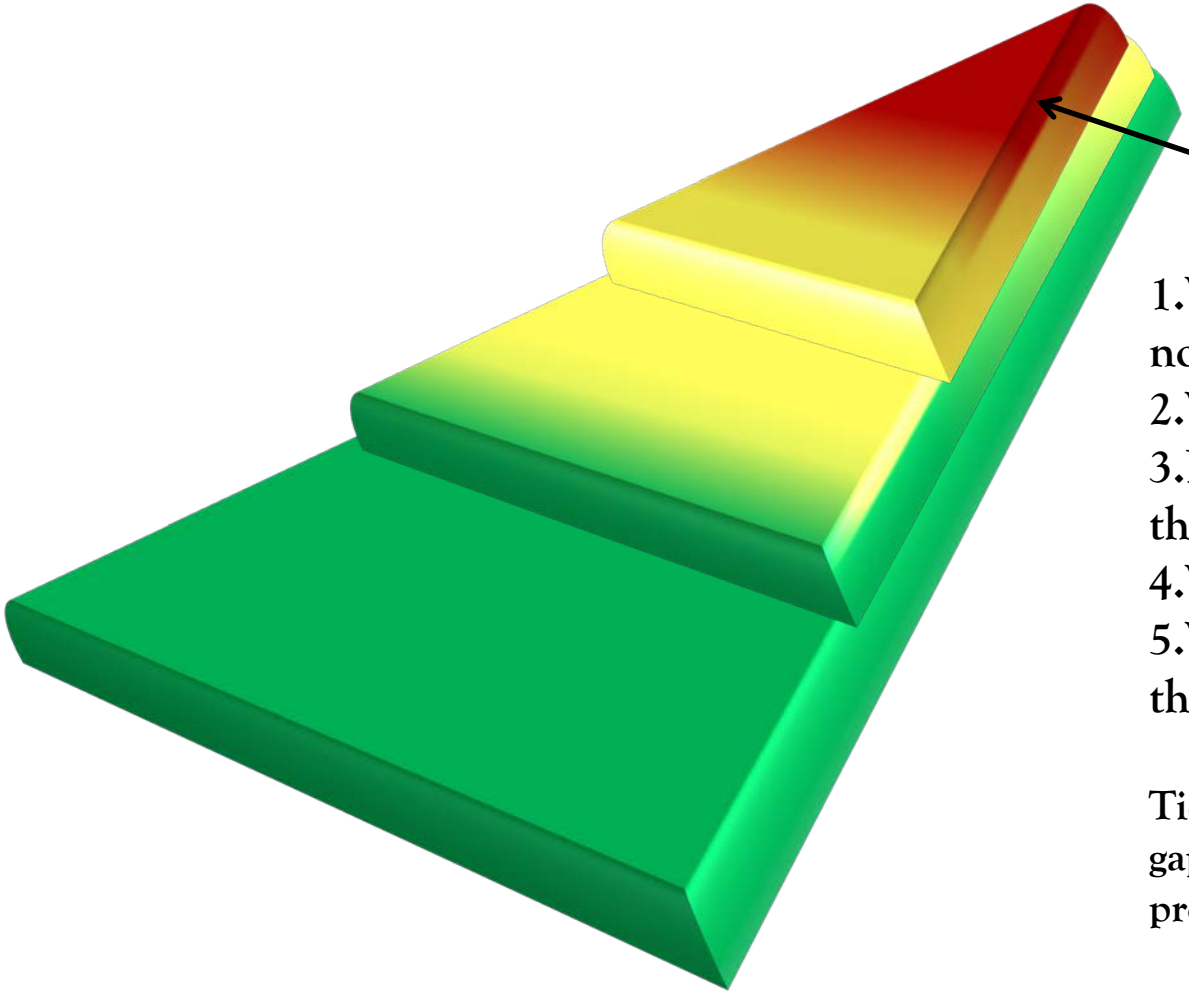
For Approx 5% of Students

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

WHAT IS "SPECIAL" ABOUT SPECIAL EDUCATION?

Specially Designed Instruction for Students With Disabilities Within a Multi-tiered System of Supports

Florida Department of EDUCATION

Pam Stewart
Commissioner of Education

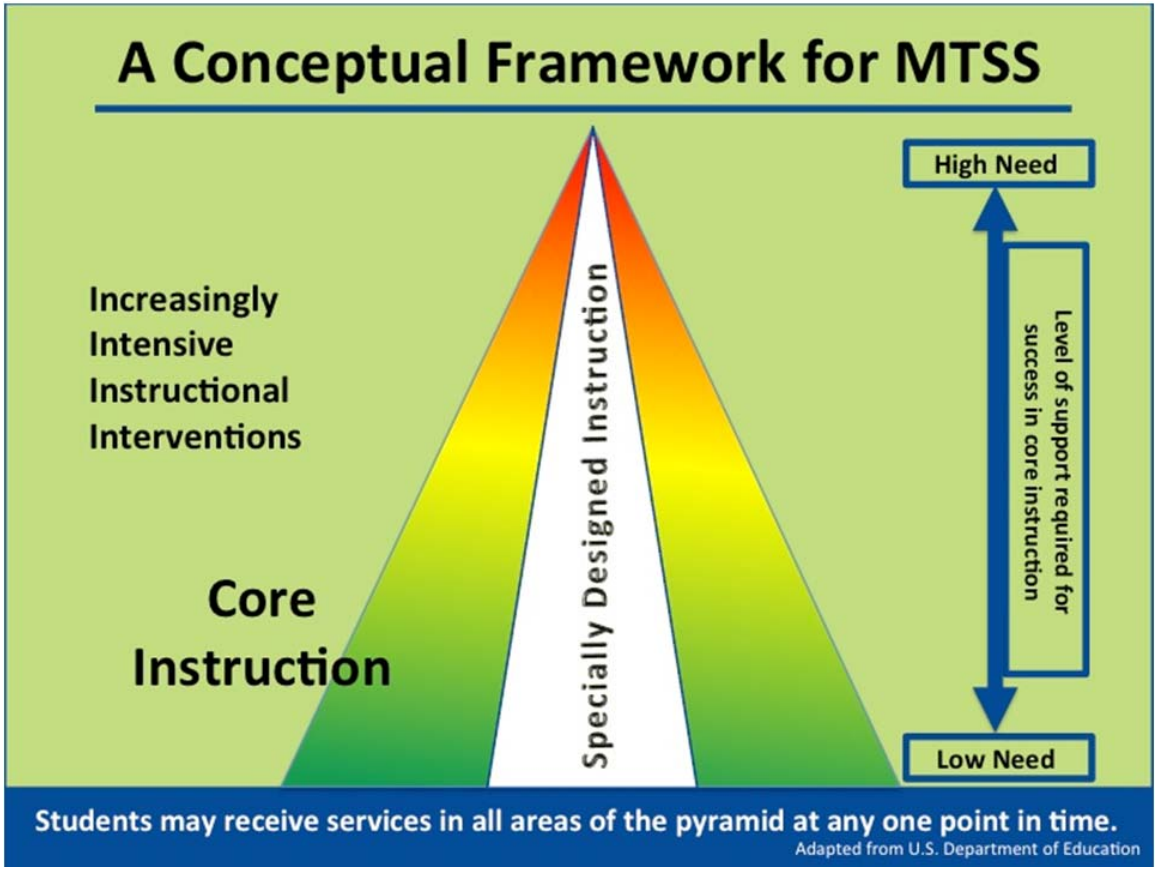
In Collaboration with...

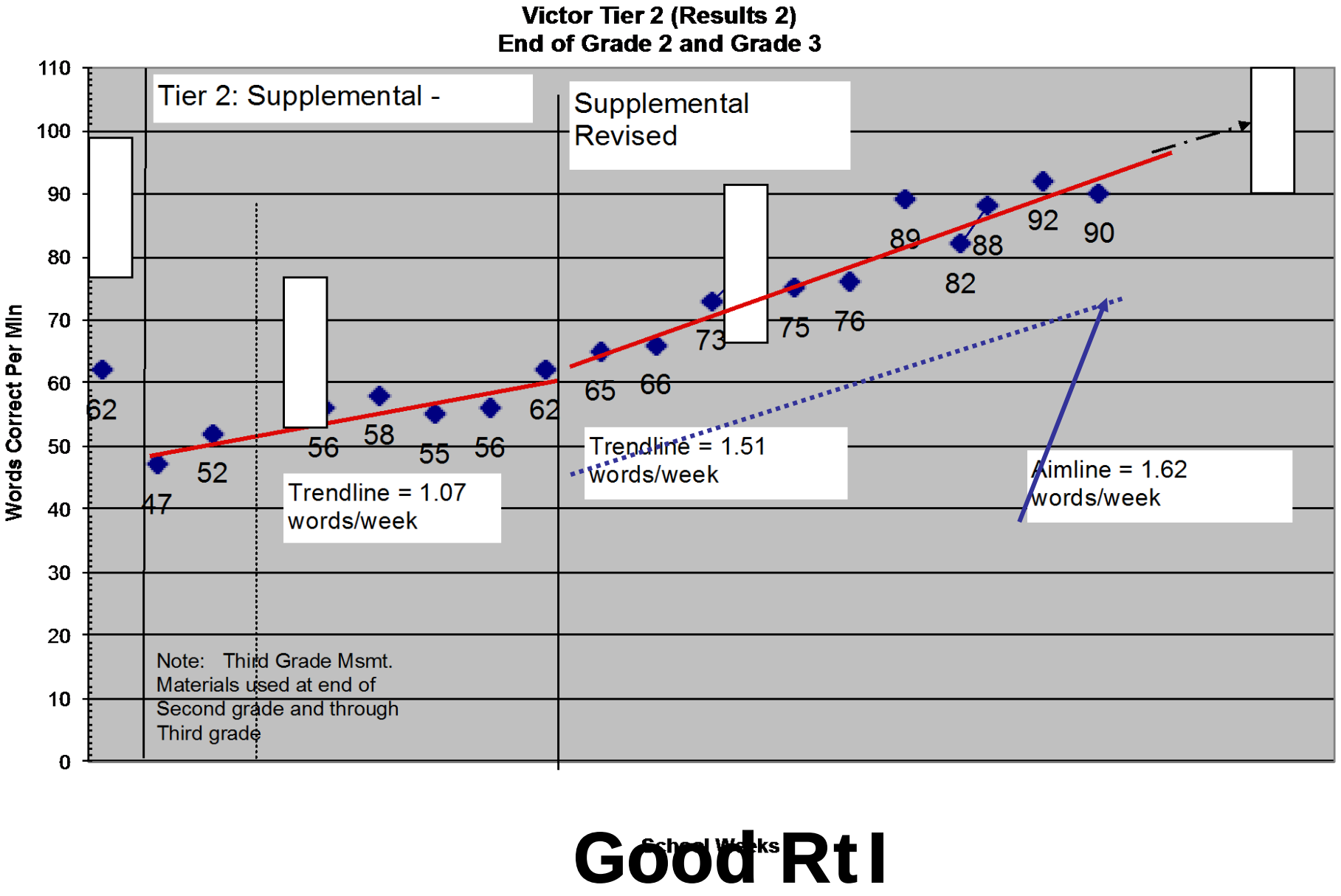
STUDENT SUPPORT SERVICES PROJECT

USF UNIVERSITY OF SOUTH FLORIDA

A Multi-Tiered System of Supports
PS/RtI
Problem Solving/Response to Intervention

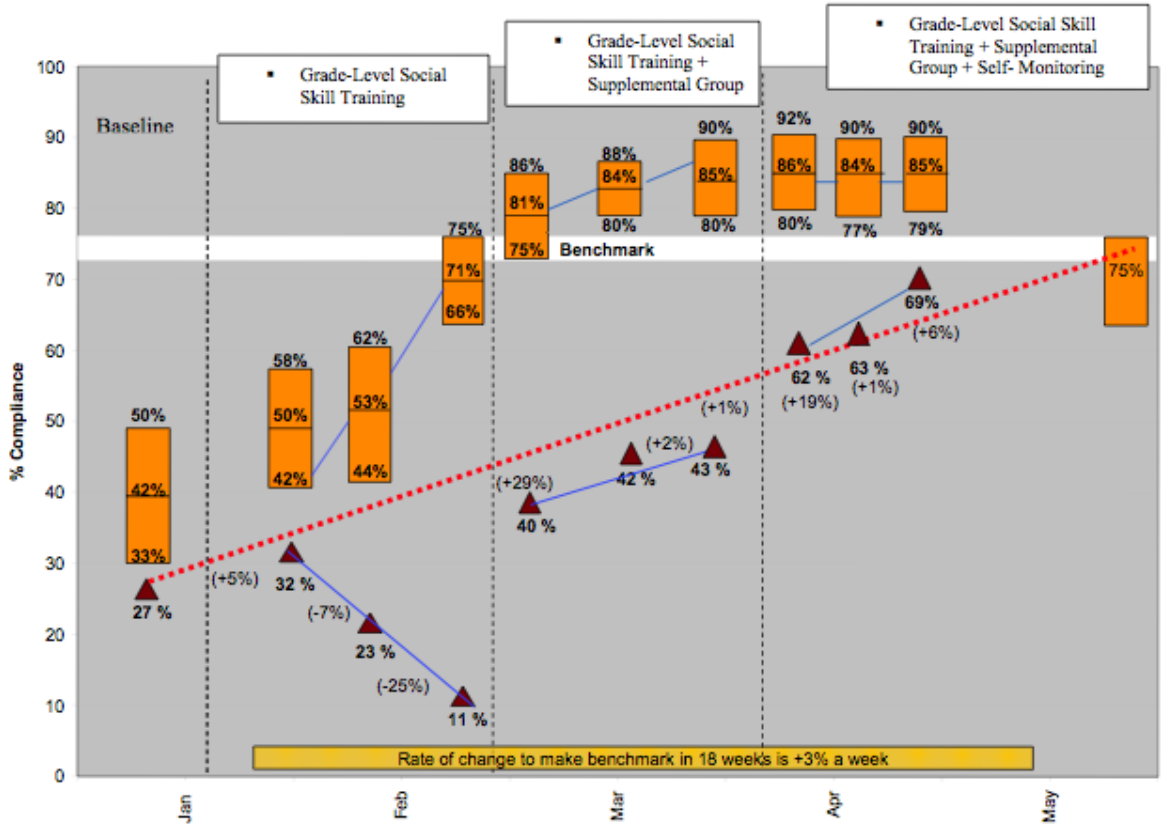
This document was developed by the Student Support Services and Problem Solving/Response to Intervention Projects, special projects funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, though federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.


A Conceptual Framework for MTSS
Increasingly
Intensive
Instructional
Interventions
Core
Instruction
Specially Designed Instruction
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


Victor Tier 2 (Results 2)
End of Grade 2 and Grade 3
Words Correct Per Min
110
100
90
80
70
60
50
40
30
20
10
0
Tier 2: Supplemental -
Supplemental
Revised
62
47
52
56
58
55
56
62
65
66
73
75
76
82
89
88
92
90
Trendline = 1.07
words/week
Trendline = 1.51
words/week
Aimline = 1.62
words/week
Note: Third Grade Msmt.
Materials used at end of
Second grade and through
Third grade
School Weeks

Good RtI

Tier I (Universal) and Tier II (Supplemental) Interventions



= Peer Group

= Target Student

= Aimline

= Trendline

*Rate of change required each week for target student to reach benchmark is (+3 %)

SLD Eligibility Within a MTSS/RtI Model

What is the difference between a student who is significantly “behind” and one potentially with a SLD?

Intensity vs. Severity

Intensity is measured by how far ***behind*** a student is academically or how ***different*** the behavior is from peers or norms.

Severity is degree to which the student does or does not ***respond*** to evidence-based and well delivered intervention.

A student could have an *intense* problem, but catch up quickly. *Not Severe*

A student could have an intense problem, but NOT respond to well delivered interventions. *Severe*

Decision Matrix

		INTENSITY	
		LOW	HIGH
SEVERITY	LOW	NO	NO
	HIGH	NO	YES

Intensity vs. Severity

An INTENSE problem is not necessarily a severe problem.

Students with disabilities exhibit BOTH intensity AND severity

Unless the two things are differentiated, the result will be an over-identification of students with disabilities

The Relationship Between Severity, Intensity of Instruction and MTSS/RtI

Severity

- IF severity is defined as the degree to which students do or do not respond to increasingly intensified instruction

- THEN we must have a common language/common understanding of what is meant by intensified instruction and how we deliver intensified instruction

Table Top Discussion

- Currently, HOW do you measure each of the following for a student with a suspected reading disability?
  - Intensity?
  - Severity?

From Regulations to Implementing Practice

RtI-Based SLD Identification
TOOLKIT

www.rtinetwork.org/getstarted/sld-identification-toolkit

National Center for Learning Disabilities

Organization of the Toolkit

Provides guidance on meeting the requirements for each criterion for eligibility specified in the federal regulations

- **CRITERION 1:** Failure to meet age- or grade-level state standards in one of eight areas when provided appropriate instruction.
- **CRITERION 2:** Lack of sufficient progress in response to scientific, research-based intervention.
- **CRITERION 3:** Findings are not primarily the result of a visual, hearing, or motor disability, an intellectual disability,* emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency (LEP).
- **CRITERION 4:** Underachievement is not due to lack of appropriate instruction in reading or math.
- **CRITERION 5:** Observation of the student learning environment documents academic performance and behavior in areas of difficulty.
- **CRITERION 6:** Specific documentation for eligibility determination, including a requirement that parents are notified about instructional strategies, progress monitoring, and the right to request an evaluation.

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 5010050 Guidance5022000	30	10:55-11:25	Specials	Art 5001000 Music 5013000 Literacy 5010050 Guidance5022000	30
11:25-12:00	Science	5020000	35	11:25-12:00	Language Arts OR Language Arts ESOL*	5010040 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

Intervention Documentation Worksheet

Week of _____ **Teacher:** _____

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

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)* _____ = _____ _____ = _____ _____ = _____ _____ = _____ _____ = _____

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 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:					

Instructional Effectiveness

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

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, review, reteach)**	

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

Lesson Study
Tiers 2/3

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

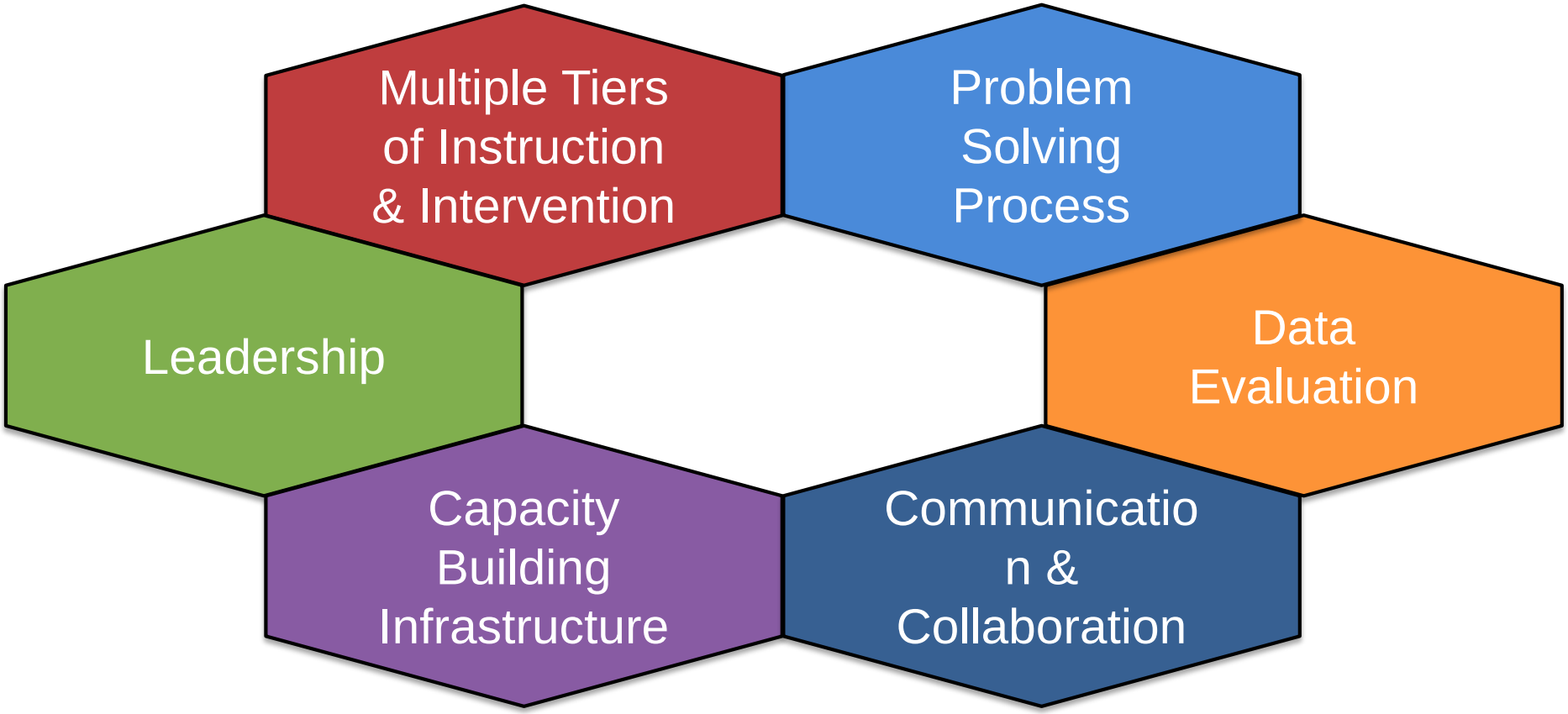
- The goal here is to not only ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1

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

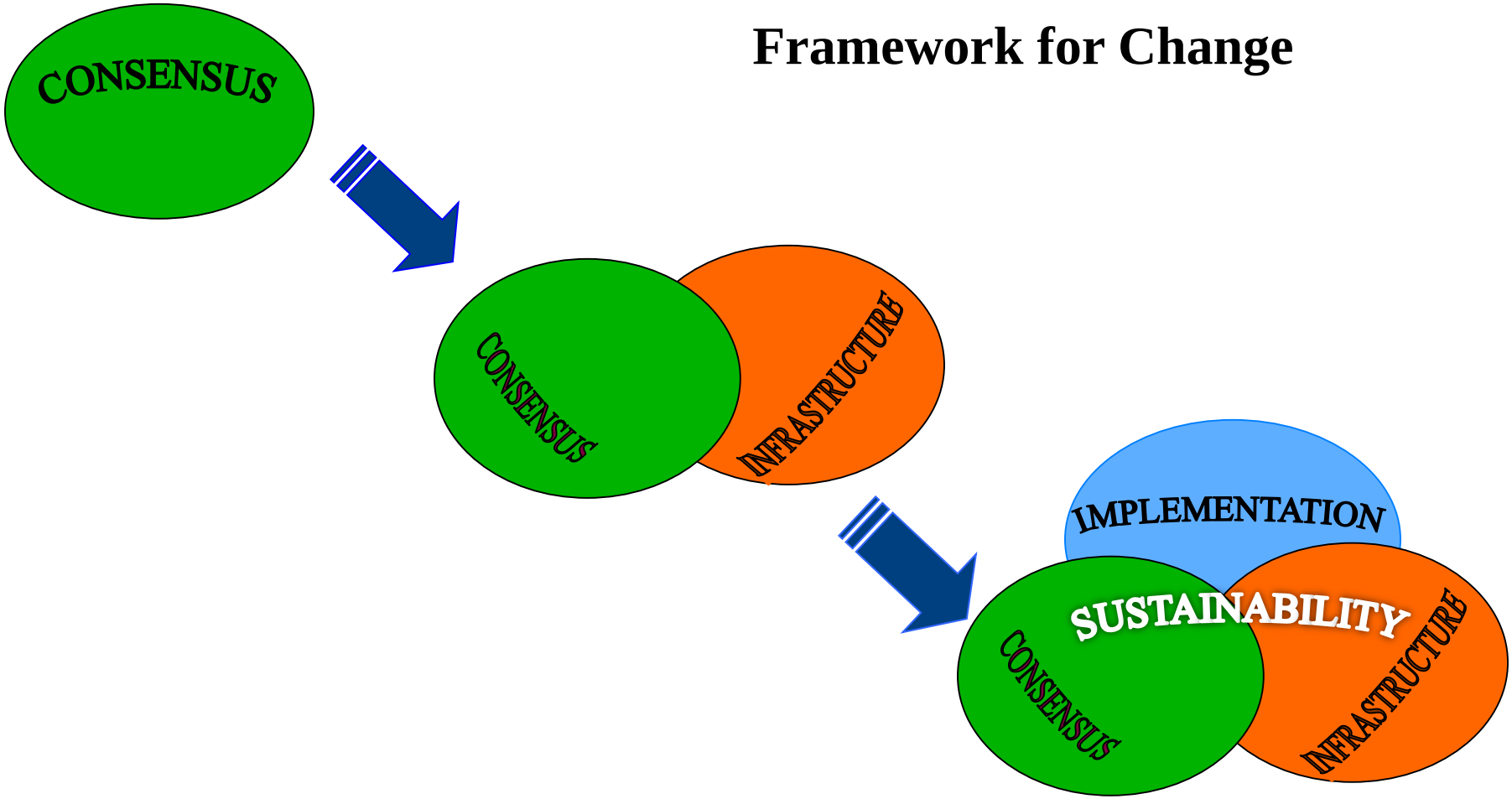


MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment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

How Do We "Do" MTSS

- Organized by a District/School Plan
- Driven by Professional Development
- Supported by Coaching and Technical Assistance
- Informed by Data

Sustainable Scaling-Up



Stages of Implementing Problem Solving

- **Consensus**
  - Belief is shared
  - Vision is agreed upon
  - Implementation requirements understood
- **Infrastructure Development**
  - Regulations, Policies & Practices
  - Training & Technical Assistance
  - Model (e.g., Standard Protocol)
  - Intervention systems
  - Data Systems and Management
  - Technology support
  - Decision-making criteria established
  - Schedules
- **Implementation**
  - Evaluation

Implementation Model

- District-based leadership team (DBLT)
  - District Strategic and/or Improvement Plan
- School-based leadership team (SBLT)
  - SIP
- School-based coaching
- Evaluation Model

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

Two Sides of Teaming/Collaboration

1) Interpersonal Relationships & Group Dynamics
   - Human Emphasis (*Feelings Matter!*)

2) Content & Problem-Solving Framework
   - Task Emphasis (*Process Matters!*)

Both are Necessary, but Neither is Sufficient

Interpersonal Process (Human Emphasis)

- Collaborative Relationship
- Active Involvement
- Trust/Confidentiality
- Voluntary
- Non-Judgmental
- Decision-Making Rules
- Roles and Responsibilities