Using Key Components of a Multi-Tiered System of Supports (MTSS) Framework
Session 3

NYS-RtI TAC
Fall 2016 Webinar Series
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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!

Review
Last time we talked about....
- Integrating Academic and Behavior Goals
- Aligning MTSS with the CCLS
- Unpacking the Standards
- Identifying Skills to be the Focus of Instruction and Problem-Solving
- Using Universal Design for Learning

This week we will....
- Identify the steps and activities in the problem-solving process
- Apply the problem-solving process to an actual case
- Use the Problem-Solving Fidelity Checklist to ensure fidelity of implementation.

Critical Components of MTSS

- Multiple Tiers of Instruction & Intervention
- Problem Solving Process
- Data Evaluation
- Communication & Collaboration
- Leadership
- Capacity Building Infrastructure

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 is the Engine That Drives Instruction and Intervention

It is the MOST Critical Skill A Leader Can Possess

K. Leithwood, 2007
### Problem Solving Process: Levels of Implementation

<table>
<thead>
<tr>
<th>Level of Implementation</th>
<th>Problem Solving Team</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Individual Teacher and/or Teacher Teams</td>
<td>Student is continually absent from class</td>
</tr>
<tr>
<td>Classroom</td>
<td>Individual Teacher and/or Teacher Teams</td>
<td>A large number of students in one classroom failed the unit test</td>
</tr>
<tr>
<td>Grade/Department Level</td>
<td>Teacher Teams and/or Instructional Leadership Team</td>
<td>A majority of students in grade 9 Algebra did not perform well on the mid-year assessment</td>
</tr>
<tr>
<td>School Level</td>
<td>Instructional Leadership Team</td>
<td>Low overall percentage of students meeting growth targets</td>
</tr>
<tr>
<td>District Level</td>
<td>District Senior Leadership Team</td>
<td>Increase in expulsions across schools</td>
</tr>
</tbody>
</table>

### 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

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**Step 1**

Identifying the GOAL
Setting the Benchmark
Determining WHOSE issue is it?
Establishing a rate of progress necessary to attain the goal.
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.

Fact Finding

Problem Analysis is the process of gathering information in the domains of instruction, curriculum, environment and the learner (ICEL) through the use of reviews, interviews, observations, and tests (RIOT) in order to evaluate the underlying causes of the problem.
Generate Hypotheses
Developing informed statements about why the desired behavior(s) are not occurring.
The (desired behavior) is not occurring because...
27 students are unable to pass Math 1 because....

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.

Sources of data to evaluate hypotheses
✓ Review
✓ Interview
✓ Observe
✓ Test
(RIOT)

Key Domains of Learning

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<thead>
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<th>Tier</th>
<th>Domain</th>
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<td>I</td>
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<td>Learner</td>
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Problem-Solving using the ICEL/RIOT Matrix

Instruction

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.

Generate Hypotheses
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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

The problem is occurring because _____________ .

Brainstorm hypotheses and write on sticky notes.

Students

Happy High School

Hypothesis

The problem is occurring because _____________ .

Insufficient instruction is not maintaining high levels of student engagement.

Students have excessive absenteeism during 1st period.

The grading policy is not implemented consistently in all classes.

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

Teacher and student relationships do not support or encourage participation or academic risks.

Mathematics content area resulted in the greatest percent of course failures for 9th grade students.

27 students become off-track in 9th grade due to course failures.

Hypothesis

The problem is occurring because _____________ .

Step 2 - Problem Analysis

Hypotheses

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

Hypothesis sentence frame: The problem is occurring because ________ .

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

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

Test and Validate Hypotheses

| Review | Review of historical records and products
| Interviews | Interviews of key stakeholders
| Observe | Observe performance in real time functional settings
| Test | Test through careful use of appropriately matched measurement strategies/methods

Problem-Solving Protocol

R

I

O

T

Review

Interview

Observe

Test
Assessment Information
RIOT

Step 2: Problem Analysis (Why is it occurring?)

Generate multiple hypotheses addressing what you think is at the root of the identified issue.

**Hypothesis sentence frame:** The problem is occurring because ______

### Hypothesis 1

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

**Relevant Data**
- **RIOT**: Compare grade distributions of students attending 95% of the time or more to the grade distributions of students attending 80-99%.

**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.

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Happy High School

ICEL by RIOT: Validating/Invalidating Hypothesis

**Hypothesis 1:**

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

**Prediction:** If more time was spent during class time using instructional practices that had high rates of student engagement (modelled practice, guided practice with teacher support) guided practice with peer support then student performance would improve.

**Relevant Data**
- **RIOT**: Compare grade distributions of students attending 95% of the time or more to the grade distributions of students attending 80-99%.

**Validated? Yes/No**
- **RIOT**: 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.

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Model: Happy High School

OBSERVE: Conducted Walkthrough

**Instruction Component: Percent of Intervals Observed**

- Communicate
- Instructional Purpose
- Explicit Instruction
- Modeled Instruction
- Guided Practice with Teacher Support
- Guided Practice with Peer Support
- Independent Practice
- Reflection, Integration and Extension

**Instruction Components:**
- 27%
- 24%
- 13%
- 13%
- 6%
- 0%
Model: Happy High School

OBSERVE: Walkthrough Data

Percent of Students Engaged by Instructional Component

Complete Step 2

Hypothesis 2

Problem-Solving Protocol

HYPOTHESIS 2
The difference between expected and current level of performance exists because not enough time is allocated for the most effective instructional practices.

Prediction
If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with peer support, guided practice with peer support) then student performance would improve.

Relevant Data
RIOT
Observation-collect data during walkthrough to assess the types of instruction strategies used, what percent of the time they are used and the level of student engagement for each type of strategy.

Validated? Yes/No
YES. The types and times of instructional strategies vary significantly and the strategies with the greatest student engagement are used for lesser amounts of time.

Complete Step 2

Hypothesis 3

Student Survey Data: Productivity: The RT 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>
<th>Almost Everyday</th>
<th>1-2 times a week</th>
<th>3-5 times a month</th>
<th>5-10 times a semester</th>
<th>Never complete my classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you do not complete your classwork, it is because...</td>
<td>I need to understand how to do it</td>
<td>I need my teacher to do it</td>
<td>I need more examples of how to do it</td>
<td>I need my teacher to watch me work and correct my mistakes</td>
<td>The class is boring</td>
</tr>
<tr>
<td>Frequency</td>
<td>4%</td>
<td>2%</td>
<td>5%</td>
<td>50%</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>About how often do you not complete your homework?</th>
<th>Almost Everyday</th>
<th>1-2 times a week</th>
<th>3-5 times a month</th>
<th>5-10 times a semester</th>
<th>Never complete my homework</th>
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<td>I need more examples of how to do it</td>
<td>I need my teacher to watch me work and correct my mistakes</td>
<td>The homework is boring</td>
</tr>
<tr>
<td>Frequency</td>
<td>6%</td>
<td>12%</td>
<td>18%</td>
<td>20%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Grade Book Data

<table>
<thead>
<tr>
<th>Less than 50% work comp</th>
<th>80% or more work comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading Period 1-2nd half</td>
<td>D or F grade</td>
</tr>
<tr>
<td>Grading Period 1-2nd half</td>
<td>D or F 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?

• Hypothesis 4: Validated
The difference between expected and current levels of performance exists 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

Step 4
Response to Instruction/Intervention
Decision Rules: What Constitutes Sufficient Progress?

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.

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**

**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

**District Example**

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**Questionable RtI**

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Fall/Winter Comparisons

<table>
<thead>
<tr>
<th>Category</th>
<th>Fall</th>
<th>Winter</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/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>