MTSS Is Here: Where Am I?

8th Annual Focus on Inclusion Conference
March 11-12, 2019

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- Self-Assessment of MTSS Skills
- Participant Analysis of Your Data
- Identification of Strengths and Areas that Need Supports
- Support Your Goal Setting
PUBLICATIONS
Technical Manual
Self-Assessment of MTSS Implementation (SAM)
<table>
<thead>
<tr>
<th>Item</th>
<th>0 = Not Implementing</th>
<th>1 = Emerging/Developing</th>
<th>2 = Operationalizing</th>
<th>3 = Optimizing</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership Domain (Items 1-5)</td>
<td></td>
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</tr>
<tr>
<td>1. The principal is actively involved in and facilitates MTSS implementation</td>
<td>The principal does not actively support MTSS.</td>
<td>The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision and The principal actively supports the leadership team and staff to build capacity for implementation and The principal actively supports data-based problem-solving use at the school</td>
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<tr>
<td>2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel) and is responsible for facilitating MTSS implementation</td>
<td>No leadership team with explicit responsibility for leading MTSS implementation exists</td>
<td>A leadership team exists that includes cross-disciplinary representation, and The leadership team has explicit expectations for facilitating MTSS implementation, and The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts</td>
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<tr>
<td>3. The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation</td>
<td>The leadership team does not have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation</td>
<td>A needs assessment is conducted to gather information on beliefs, knowledge, and skills to develop a professional development plan to support MTSS implementation and A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching and Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement</td>
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<tr>
<td>4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan</td>
<td>No strategic plan for MTSS implementation exists</td>
<td>Leadership team is engaging district, family, and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation and As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation and A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process</td>
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<tr>
<td>5. The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process</td>
<td>The leadership team is not actively engaging in efforts to facilitate MTSS implementation</td>
<td>The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements of MTSS identified in the strategic plan and The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan and The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement</td>
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</table>
OK– Let’s Get Started!!
Two basic questions…

Are you happy with your data?

Is every classroom one you would put your own flesh and blood?
Every system is perfectly aligned for the results it gets.
A system that produces the same outcomes over a three year period of time has demonstrated that its way of work is organized and efficient in producing those outcomes consistently.
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.
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.
Levels of Implementation and Analysis

• Student
• Classroom
• Grade
• Subject Area
• Building
• District
Tiered Systems of Support

• Every system and schools must address the unique needs of students and recognize the level at which they enter the system.

• The system does that by asking 3 questions:
  • What do ALL students need?
    • What can EVERYBODY do to support ALL students?
  • What do SOME students need?
    • What can EVERYBODY do to support some students
  • What do a Few students need?
    • What can EVERYBODY do to support few students?
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.
Levels of Instruction

The LEVELS are differentiated by the INTENSITY of the Instruction.

INTENSITY:

- Time
- Focus
- Type
TIER I: Core, Universal Academic and Behavior

What “everybody” gets and sets the scope, sequence and pacing for all tiers.

TIME
Fewest Minutes of Instruction
- Elementary ELA (90 Minutes)
- Algebra (e.g., 50 minute period)

FOCUS
Broader Focus—
- All 5 Big Ideas about Literacy;
- All concepts, facts, strategies for Algebra 1

TYPE
Universal

Fewest Formal Student Assessments
- Benchmark
- Grading Periods
- EOC/EOG
- State Assessments
## 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>
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<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?</td>
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<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>
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</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>
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<tr>
<td>Corrective Feedback</td>
<td>Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?</td>
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<td></td>
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<tr>
<td>Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for the student?</td>
<td></td>
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<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</td>
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</tr>
<tr>
<td>Independent Application</td>
<td>Do students have sufficient opportunities to practice new skills independently?</td>
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<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>
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<tr>
<td>Instructional Routine</td>
<td>Are the instructional formats consistent from lesson to lesson?</td>
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</table>
Indiana Academic Standards2014 Lesson Plan Alignment Template

Subject(s): _______________  Period(s): ________  Grade(s): ____________

Teacher(s): _______________  School: _______________

The lesson plan alignment tool provides examples of the instructional elements that should be included in daily planning and practice for the Indiana Academic Standards. The template is designed as a developmental tool for teachers and those who support teachers. It can also be used to observe a lesson and provide feedback or to guide lesson planning and reflection.

<table>
<thead>
<tr>
<th>LESSON ELEMENT</th>
<th>PROVIDE STUDENT-FRIENDLY TRANSLATION WHERE APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grade level Indiana Academic Standard(s) 2014 the lesson targets include: (Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy and mathematics skills.)</td>
</tr>
<tr>
<td>2.</td>
<td>Learning Target(s): (What will students know &amp; be able to do as a result of this lesson?)</td>
</tr>
<tr>
<td>3.</td>
<td>Rotating the Learning to Students: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)</td>
</tr>
<tr>
<td>4.</td>
<td>Assessment Criteria for Success: (How will you &amp; your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like? Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.)</td>
</tr>
</tbody>
</table>
| 5.             | - Content Area Literacy Standards for History / Social Studies, Science, & Technical Subjects for grades 6-12 these standards need to be addressed in the content area.  
- Math Process Standard(s): used to ensure students learning and best teaching practices for mathematics. |
<table>
<thead>
<tr>
<th></th>
<th><strong>Academic Vocabulary:</strong> (Words that will need additional instruction in order to strengthen student understanding in contextual formats.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td><strong>Examples/Activities/Tasks:</strong> (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities? Provide a balance of on-demand and process writing opportunities for students to draw evidence from the texts to produce a clear and coherent writing that informs, explains, or makes an argument in various written forms.)</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Resources/Materials:</strong> (Focus students on reading a progression of complex texts drawn from the grade-level band. What technology and media tools will be used in this lesson to deepen learning?)</td>
</tr>
<tr>
<td>9.</td>
<td><strong>Access and Engagement for All:</strong> (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity and learning preferences.)</td>
</tr>
<tr>
<td>10.</td>
<td><strong>Differentiation/Accommodations:</strong> (What differentiation and/or classroom accommodations will you make for English learners, students with high ability and students with disabilities in your class? What evidence-based strategies for differentiation for all students can be provided? Be as specific as possible.)</td>
</tr>
</tbody>
</table>

**Indiana Academic Standards Aligned Lesson: Reflection**

- In addition, please choose ONE question below to respond to after you have taught the lesson OR create your own question and respond to it after you have taught the lesson.

1. How did this lesson support 21st Century Skills?
2. How did this lesson reflect academic rigor?
3. How did this lesson cognitively engage students?
4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
Universal Design for Learning
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLimb THAT TREE
Three Principles

**Principle I: Provide multiple means of representation**

*The way educator provides flexibility in the methods used to deliver instruction.*

**Principle II: Provide multiple means of action & expression**

*The ways students respond or demonstrate knowledge & skills*
  - Physical action, expression and verbal, nonverbal, written, graphic communication

**Principle III: Provide multiple means of engagement**

*The way we engage students*
  - Recruiting interest (student choice), sustaining effort and persistence & self-regulation
Engaging Lessons for ALL Learners

We could select instructional strategies that are evidence-based for the “typical” general education classroom — and then differentiate or refer for Level 2 or 3

OR

We could select instructional strategies that are evidence-based *concurrently* for diverse learners.
Principle I: Provide multiple means of representation
• The use of CSR in Tier 1 demonstrated significant growth in comprehension for typical students.

• The use of CSR in Tier 1 demonstrated similar growth rates for students with and without SLD.

• Students with SLD receiving instruction in Tier 1 demonstrated greater rates of growth than students with SLD in more restrictive settings.
“In the area of content acquisition, both English Learners and Non-English Learners with disabilities were able to significantly benefit from the PACT intervention provided in general education social studies classes.”

Wanzek, et al. (2016)
Strategic Instruction Model (SIM)

• DeSoto Middle School math

• Professional development in Content Enhancement Routines (CER).

• Teachers (PLCs) collaboratively built draft devices based on the standards that were difficult for students.

• Implemented routines in Level 1 gradually over three years.

• Positive changes in student engagement and proficiency levels, including SWDs (improvement doubled)
Tier I and Mathematics

• EAI (enhanced anchored instruction) was more effective in reducing combining errors (e.g., adding denominators) and denominator errors (e.g., not finding common denominator) of students with disabilities (SWD) and students without disabilities in inclusive and non-inclusive settings.

• SWDs in inclusive settings scored higher.

Brian A. Bottge, Allan S. Cohen, and Hye-Jeong Choi (2017)
Principle II:
Provide multiple means of action & expression
Ways of Expression

• Verbal
• Written
• Computer Assisted
• Graphic
Principle III: Provide multiple means of engagement
Strategic Behavior Supports
(Kathleen Lane)

• Active Supervision
• Opportunity To Response
• Instructional (Student) Choice
• Instructional Feedback
• Pre-Correction
• High Probability Response Sequence
**TIER II: Supplemental, Targeted**

**What “some” kids get**

**TIME**
Core plus up to 50% more

**FOCUS**
Narrower focus—strategic application in areas of greatest need
Aligned with Tier 1

**TYPE**
Type of instruction may differ or have greater focus
- Pre teach, Preview, Review, Reteach
- Explicit
- Guided
- Corrective Feedback
- Small group instruction
Grade 4 Tier 2

Concern:
• In October, the Grade 4 team entered into the data-based problem solving protocol with fidelity. They decided to focus their attention on a group of 11 students who historically have never had movement up or down - they have been consistently been in the blue zone with STAR and the same with their classroom performance.

The Team's Action:
• Placed students all in the same WIN group, and the instruction was based on work on close reading strategies, DOK questions, and annotating the text - research based instruction.

• Each 4th grade teacher used the same anchor chart to reinforce the skills that were being taught to the group. Focus was improving Tier 1 instruction for all at the same time.
Grade 4 Tier 2

Outcome:
• After 12 weeks 7 of the 11 students moved to green!
• The average growth of the group is 1.2 years, with an average percentile rank increase of 23.

Next Steps:
• Look at why 4 students did not attain the same growth & change it up for them.
• Potentially, Tier 3 Problem-Solving
• Individual Student Diagnostics
Tier 2 Reading Intervention
Grade 4

Grade 4-STAR Reading Screening

18-Jan, 17-Aug
Critical Issues

Tier 2

• Purpose and expectation of Tier 2 services should be explicit and understood by providers:
  • Increase performance of students relative to Tier 1 standards
  • Link curriculum content and strategies with Tier 1
  • Assess against Tier 1 expectations
  • 70% of students receiving Tier 2 should attain/ moving toward proficiency.
TIER III: 
Intensive, Individualized

What few kids get

TIME
Core plus up to 100% more

FOCUS
Precisely targeted for individual students

TYPE
• Very small group (e.g., 3-5)
• Clearer and more detailed explanations - explicit
• More systematic instructional sequences
• More extensive opportunities for guided practice – errorless instruction
• More opportunities for error correction & feedback
A Conceptual Framework for MTSS

Core Instruction

Specially Designed 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
Critical Issues
Tier 3

• Purpose and expectations must be defined clearly and understood by providers

• Collaboration becomes critical

• Frequent communication between providers is essential

• Integration of curriculum a greater challenge
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

• Aligned with standards, scope, sequence and pacing of instruction in Tier I

• Examples include: text to speech, unique teaching strategies to teach a skill or alternatives to a skill, feedback protocols
Kindergarten Tier 3 Instruction

• 6 Kindergarten students were not acquiring basic literacy skills at the same rate as the other students.

• Grade level PLC engaged in the problem-solving process.

• Using a “standard protocol” approach, the team decided to implement a multi-sensory approach to instruction but also wanted to document the effectiveness of that approach.
Kindergarten Tier 3 Instruction

Letters and sounds were assessed to determine which ones were and were not acquired

• Those that were not acquired were randomly assigned to two teaching conditions;
  • Multi-sensory
  • Typical instruction, used to date, in the kindergarten program

• Students acquired basic literacy skills at significantly higher levels of accuracy using the multisensory approach
Assessing Intervention Effectiveness
Embedded in Early Literacy Instruction

Accuracy of Response Multi-sensory

- Sounds
- Sounds/Sym
- Sounds/Pics
- Blending
Table Top #1
Multiple Tiers of Instruction

On a scale of 1-5 (5 highest), rate each of the following statements:

• 1. Our school focuses first on improving core instruction to improve the outcomes of all students.

• 2. Our school has clear definitions of what Tiers 2 and 3 instruction IS and LOOKS LIKE.

• 3. Our school has a clear definition of what Specially Designed Instruction IS and LOOKS Like
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.
Data Evaluation is used to....

• **Monitor** the rates of growth of individual students, groups of students (e.g., grade level, demographic groups) and schools.

• **Determine** which students, groups of students and/or schools require additional supports (questionable and poor responses to instruction) to accelerate rates of growth when needed.

• **Identify** research-based instructional practices that are matched to student needs in Tier 1 and Tier 2.
Problem-Solving is used when…..

• The evidence-based practices implemented have not met the growth expectations of educators AND they are not sure what to do next.

• A need exists to systematically consider a number of variables (Instruction, Curriculum, Environment, Learner-ICEL) that singly or in combination may be the “root cause” of the lack of growth.
Use of Data

- **Early Warning Systems**
  - Proximal
  - Distal

- **Health and Wellness Checks**

- **Formative**
  - Progress Monitoring Tiers 2, 3 and Specially Designed Instruction

- **Summative Assessment**
  - State Level
  - End of Course
  - Graduation/Post-Secondary

- **Systems-Level Assessment**
  - Disproportionality
  - MTSS Implementation and Student Outcome Data
“Healthy” Schools

• **Healthy**: across “data” points (e.g., benchmarking, grade reports) over time during the year
  - More students become proficient
  - More students are “improving”

• **Unhealthy**: across “data” points (e.g., benchmarking, grade reports) over time during the year
  - More students fall below proficiency
  - More students are falling behind
But to DO Data Evaluation, we need....

• **Rate of Growth** (ROI- rate of improvement)

• **Decision Rules** to determine if the rate of growth is sufficient.
Rate of Growth (ROI)

• **Slower rates** of growth are **OK** IF you have **sufficient time**

• Generally, the **shorter** the time available, a **higher the rate of growth** is needed to close a desired GAP.

• Making a decision **early** to modify instruction gives the educator and the student a **greater likelihood** of achieving a benchmark.
Decision Rules

• Method 1
  • Percent of students at or above proficiency
    PLUS
  • Percent of students who have lowered a risk level

• Method 2
  • Apply “risk levels” to other data
    • Grades
    • Rubrics
## Risk Levels and Data

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
<th>Green (Low Risk)</th>
<th>Yellow (Moderate Risk)</th>
<th>Red (High Risk)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 5% Available Days</td>
<td>5-9% of Available Days</td>
<td>10% or More of Available Days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>Office Discipline Referrals</th>
<th>Elementary 1 or fewer</th>
<th>Elementary 2</th>
<th>Elementary- 3 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Middle School 1 or fewer</td>
<td>High School 2-3</td>
<td>Middle School 6+</td>
<td>High School 4+</td>
</tr>
<tr>
<td>GRADES</td>
<td>A/B or equivalent</td>
<td>C/D or equivalent</td>
<td>F or equivalent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A/B</td>
<td>C</td>
<td>D/F</td>
<td></td>
</tr>
</tbody>
</table>
Decision Rules

- A **Positive Response** to Instruction (Closing the GAP) occurs anytime a student or group of students lowers a risk level on benchmark, screening or progress monitoring assessment systems.

  - Red to Yellow, Yellow to Green
  - Red to Yellow, Yellow to Green, Green to Blue, Blue to White (AIMSWEB)
  - Red to Yellow, Yellow to Blue, Blue to Green (STAR)
Decision Rules

• A **Questionable Response** to Instruction occurs anytime a student or group of students improves but stays within the same risk level.

• A **Poor Response** to instruction occurs when a student or group of students increases the level of risk over time.
Decision Rules

• A **Questionable** response AND a **Poor** response to instruction indicates clearly that the student or group of students is unlikely to attain benchmarks moving forward.

• These two groups require **immediate** attention and might trigger the need for **problem-solving**
Kindergarten Early Literacy

**Fall**
- Tier 3: 74 (68)
- Tier 2: 17 (16)
- Tier 1: 17 (16)
- Total: 108 students

**Winter**
- Tier 3: 66 (64)
- Tier 2: 19 (18)
- Tier 1: 18 (18)
- Total: 103 students

Tier 3 - decreased by 8%
Tier 2 - increased by 2%
Tier 1 - increased by 1%

*2 students still need tested*
1st Grade Early Literacy

**Fall**

Tier 3: 94 (73)
Tier 2: 16 (12)
Tier 1: 19 (15)

**Winter**

Tier 3: 55 (44)
Tier 2: 25 (20)
Tier 1: 44 (36)

129 Students Tested

124 Students Tested

Tier 3- decreased by 29%
Tier 2- increased by 8%
Tier 1- increased by 21%
4th Grade Reading

**Fall**

- Tier 3: 77 (62%)
- Tier 2: 24 (19%)
- Tier 1: 23 (19%)

**Winter**

- Tier 3: 61 (52%)
- Tier 2: 27 (23%)
- Tier 1: 29 (25%)

- 124 Students Tested
- 117 Students Tested
- 19 Students still need to be tested

Tier 3 - decreased by 10%
Tier 2 - increased by 4%
Tier 1 - increased by 6%
<table>
<thead>
<tr>
<th></th>
<th>Quarter 1</th>
<th>Quarter 2</th>
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</thead>
<tbody>
<tr>
<td><strong>ALGEBRA I CP - 9th graders only</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>B</td>
<td>27%</td>
<td>16%</td>
</tr>
<tr>
<td>C</td>
<td>22%</td>
<td>34%</td>
</tr>
<tr>
<td>D</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>F</td>
<td>22%</td>
<td>24%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Quarter 1</th>
<th>Quarter 2</th>
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</thead>
<tbody>
<tr>
<td><strong>English 9 CP - 9th graders only</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>B</td>
<td>21%</td>
<td>7%</td>
</tr>
<tr>
<td>C</td>
<td>24%</td>
<td>18%</td>
</tr>
<tr>
<td>D</td>
<td>25%</td>
<td>21%</td>
</tr>
<tr>
<td>F</td>
<td>30%</td>
<td>51%</td>
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School-Level Decisions Using Data
## Fall Data (BOY)

### Grade: 3

#### STAR Reading Results

<table>
<thead>
<tr>
<th>Categories / Levels</th>
<th>Current Benchmark</th>
<th>Number</th>
<th>Percent</th>
<th>Benchmark At Time of State Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Level 5</td>
<td>Above 526 SS</td>
<td>1</td>
<td>1%</td>
<td>Above 526 SS</td>
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<tr>
<td>Level 4</td>
<td>Above 434 SS</td>
<td>41</td>
<td>33%</td>
<td>Above 434 SS</td>
</tr>
<tr>
<td>Category Total</td>
<td></td>
<td>42</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Less Than Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Below 423 SS</td>
<td>40</td>
<td>32%</td>
<td>Below 514 SS</td>
</tr>
<tr>
<td>Level 2</td>
<td>Below 311 SS</td>
<td>30</td>
<td>24%</td>
<td>Below 433 SS</td>
</tr>
<tr>
<td>Level 1</td>
<td>Below 197 SS</td>
<td>12</td>
<td>10%</td>
<td>Below 364 SS</td>
</tr>
<tr>
<td>Category Total</td>
<td></td>
<td>82</td>
<td>65%</td>
<td></td>
</tr>
</tbody>
</table>

**Students Tested:** 124
Winter Data (MOY)

Grade: 3

<table>
<thead>
<tr>
<th>Categories / Levels</th>
<th>Current Benchmark</th>
<th>Number</th>
<th>Percent</th>
<th>Benchmark At Time of State Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 6</td>
<td>Above 877 SS</td>
<td>2</td>
<td>2%</td>
<td>Above 624 SS</td>
</tr>
<tr>
<td>Level 4</td>
<td>Above 469 SS</td>
<td>54</td>
<td>43%</td>
<td>Above 514 SS</td>
</tr>
<tr>
<td>Category Total</td>
<td></td>
<td>56</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Less Than Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Below 469 SS</td>
<td>26</td>
<td>29%</td>
<td>Below 514 SS</td>
</tr>
<tr>
<td>Level 2</td>
<td>Below 360 SS</td>
<td>20</td>
<td>18%</td>
<td>Below 413 SS</td>
</tr>
<tr>
<td>Level 1</td>
<td>Below 260 SS</td>
<td>13</td>
<td>13%</td>
<td>Below 304 SS</td>
</tr>
<tr>
<td>Category Total</td>
<td></td>
<td>59</td>
<td>59%</td>
<td></td>
</tr>
</tbody>
</table>

Students Tested: 129
## Growth Rate Comparisons

<table>
<thead>
<tr>
<th>Level</th>
<th>2016 BOY (Percent)</th>
<th>2017 MOY (Percent)</th>
<th>Rate of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5</td>
<td>1</td>
<td>2</td>
<td>+1</td>
</tr>
<tr>
<td>Level 4</td>
<td>33</td>
<td>43</td>
<td>+10</td>
</tr>
<tr>
<td>Level 3</td>
<td>32</td>
<td>29</td>
<td>-4</td>
</tr>
<tr>
<td>Level 2</td>
<td>24</td>
<td>16</td>
<td>-8</td>
</tr>
<tr>
<td>Level 1</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Total Students Tested</td>
<td>124</td>
<td>125</td>
<td></td>
</tr>
</tbody>
</table>
Table Top #2
Use of Data

On a scale of 1-5 (5 highest), rate each of the following statements:

1. Our school collects data on a regular basis to assess the effectiveness of Tier 1.

2. Our school collects data frequently to assess the effectiveness of Tier 2 and Tier 3 instruction.

3. Our school leadership team reviews and analyzes data at least 3 times a year to determine the “health” of our school.
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.
Leadership
District Responsibilities

- Develop Policies and Procedures to Support Implementation
- Provide Support for Infrastructure
- Professional Development Aligned with Implementation and Student Need
- Allocation of Resources to Buildings based on Level of Implementation and Student Outcomes
- Monitor Implementation and Outcomes
- Support System for Principals
- Leadership Evaluation
The Role of the School Based Leadership Team
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 and Integrity
• 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
Table Top #3
Leadership

On a scale of 1-5 (5 highest), rate each of the following statements:

1. Our district has an MTSS Implementation Plan

2. Our school principal supports and leads the MTSS initiative in our school

3. Our school has a leadership team that supports implementation and classroom teachers in the developing MTSS skills
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>
Problem Solving Process

**Define the Problem. Identify the goal**
- What do we want students to know and be able to do?

**Problem Analysis**
- Why is the goal *not* being attained?
  - Validating Problem
  - Identify Variables that contribute to Problem
  - Hypotheses/Data Collection

**Evaluate**
- Did it work?
  - Response to Instruction & Intervention

**Implement Plan**
- What are we going to do about it?
  - Implement as Intended
  - Progress Monitor
  - Modify as Necessary
# MASHPEE PUBLIC SCHOOLS—Problem-Solving Protocol

## Step 1: Define the Problem, Identify the Goal (What is the goal?)

<table>
<thead>
<tr>
<th>Identify initial concern (What data raised concerns?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using data, what is the current level of performance?</td>
</tr>
<tr>
<td>Using data, what is the benchmark level?</td>
</tr>
<tr>
<td>Using data, what is the peer performance?</td>
</tr>
<tr>
<td>What is the gap?</td>
</tr>
</tbody>
</table>

**GOAL:**

## Step 2: Problem Analysis (Why is the goal not occurring?)

Generate multiple hypotheses addressing why the goal is not occurring.

**HYPOTHESIS #:**

<table>
<thead>
<tr>
<th>I C E L</th>
<th>The goal is not occurring because . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prediction</td>
<td></td>
</tr>
<tr>
<td>If . . . then . . .</td>
<td></td>
</tr>
</tbody>
</table>

**RIOT**

<table>
<thead>
<tr>
<th>T T T T</th>
<th>T T T T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Data</td>
<td></td>
</tr>
<tr>
<td>Validated? Yes/No</td>
<td></td>
</tr>
</tbody>
</table>

---

1
## Problem-Solving Protocol

### Step 1: Define the Problem. Identify the Goal. (What is the goal?)

- Identify initial concern (What data related concerns?)
- Using data, what is the current level of performance?
- Using data, what is the benchmark level?
- Using data, what is the peer performance?
- What is the gap?

### Goal:

### Step 2: Problem Analysis (Why is the goal not occurring?)

Generate multiple hypotheses addressing why the goal is not occurring.

<table>
<thead>
<tr>
<th>Hypothesis #1</th>
<th>The goal is not occurring because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICEL</td>
<td></td>
</tr>
<tr>
<td>Prediction</td>
<td></td>
</tr>
<tr>
<td>Relevant Data</td>
<td></td>
</tr>
<tr>
<td>RIOT</td>
<td></td>
</tr>
</tbody>
</table>

Validated: Yes/No
**Step 1: Define the Problem. Identify the Goal (What is the goal?)**

<table>
<thead>
<tr>
<th>Identify initial concern (What data raised concerns?)</th>
<th>Economically Disadvantaged (ED) students are not progressing satisfactorily in the development of early literacy skills. They have made little or no progress in the past 3 months.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using data, what is the current level of performance?</td>
<td>80% of ED students remain in the &quot;High Risk&quot; category on recent assessments.</td>
</tr>
<tr>
<td>Using data, what is the benchmark level?</td>
<td>&quot;Low Risk&quot; category</td>
</tr>
<tr>
<td>Using data, what is the peer performance?</td>
<td>83% of other students have attained a &quot;Low Risk&quot; level.</td>
</tr>
<tr>
<td>What is the gap?</td>
<td>2 risk levels</td>
</tr>
</tbody>
</table>

**GOAL:** 80% of ED students will attain a "Low Risk" level over the next 5 months. 20% of ED students will attain at least a "Moderate Risk" level.
Steps in the Problem Solving Process

Step 2
Problem Analysis
Hypotheses, Predictions and Assessment
**Protocol-Step 2**

**Step 2: Problem Analysis (Why is the goal not occurring?)**
Generate multiple hypotheses addressing why the goal is not occurring.

<table>
<thead>
<tr>
<th>HYPOTHESIS #1</th>
<th>The goal is not occurring because...</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICEL</td>
<td>Instruction, Curriculum, Environment, Learner</td>
</tr>
<tr>
<td>Prediction</td>
<td>If..., then...</td>
</tr>
<tr>
<td>Relevant Data</td>
<td>RIOT</td>
</tr>
<tr>
<td></td>
<td>Review, interview, Observe, Test</td>
</tr>
<tr>
<td>Validated?</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
Developing a Hypothesis involves...

- **Answering**: Why isn’t the goal being attained?
- **Identifying** possible root causes
- **Analyzing** and **validating** supplemental data to support or refute each hypothesis
Protocol Step 2 - Example

<table>
<thead>
<tr>
<th>Step 2: Problem Analysis (Why is the goal not occurring?)</th>
<th>Generate multiple hypotheses addressing why the goal is not occurring.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HYPOTHESIS #1</strong></td>
<td></td>
</tr>
<tr>
<td>ICE (Instruction, Curriculum, Environment, Learner)</td>
<td></td>
</tr>
<tr>
<td>Prediction</td>
<td></td>
</tr>
<tr>
<td>if..., then...</td>
<td></td>
</tr>
<tr>
<td>Relevant Data</td>
<td></td>
</tr>
<tr>
<td>R I O T (Review, Interview, Observe, Test)</td>
<td></td>
</tr>
<tr>
<td>Validated? Yes/No</td>
<td></td>
</tr>
<tr>
<td>Economically disadvantaged students are not reducing risk levels because...</td>
<td></td>
</tr>
</tbody>
</table>

1
<table>
<thead>
<tr>
<th>Key Domains of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong></td>
</tr>
<tr>
<td>Instruction</td>
</tr>
<tr>
<td>Instruction is <strong>how</strong></td>
</tr>
<tr>
<td>the curriculum is</td>
</tr>
<tr>
<td>taught.</td>
</tr>
<tr>
<td><strong>C</strong></td>
</tr>
<tr>
<td>Curriculum</td>
</tr>
<tr>
<td>Curriculum refers to <strong>what</strong></td>
</tr>
<tr>
<td>is taught.</td>
</tr>
<tr>
<td><strong>E</strong></td>
</tr>
<tr>
<td>Environment</td>
</tr>
<tr>
<td>The environment is <strong>where</strong></td>
</tr>
<tr>
<td>the instruction takes place.</td>
</tr>
<tr>
<td><strong>L</strong></td>
</tr>
<tr>
<td>Learner</td>
</tr>
<tr>
<td>The learner is <strong>who</strong></td>
</tr>
<tr>
<td>is being taught.</td>
</tr>
<tr>
<td>Instruction</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>• LEVEL of instruction</td>
</tr>
<tr>
<td>• Presentation method</td>
</tr>
<tr>
<td>• Differentiation</td>
</tr>
<tr>
<td>• Instructional Techniques</td>
</tr>
<tr>
<td>• Feedback Techniques</td>
</tr>
<tr>
<td>• Cooperative learning</td>
</tr>
<tr>
<td>• Sufficiency of instruction (time)</td>
</tr>
<tr>
<td>• Opportunity for feedback</td>
</tr>
<tr>
<td>• Opportunity to practice</td>
</tr>
</tbody>
</table>
Step 3
Intervention
## Protocol: Step 3

### Step 3: Plan Development *(What are we going to do about it?)*

| Description of Intervention & Expected Outcomes | Tier: 1 | 2 | 3 |

<table>
<thead>
<tr>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency (How often):</td>
</tr>
<tr>
<td>Amount of Time (Duration):</td>
</tr>
<tr>
<td>When:</td>
</tr>
<tr>
<td>Who:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who:</td>
</tr>
<tr>
<td>How Often:</td>
</tr>
<tr>
<td>Description/Type:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type:</td>
</tr>
<tr>
<td>Frequency:</td>
</tr>
<tr>
<td>Review Dates:</td>
</tr>
<tr>
<td>Expected Performance on Review Dates:</td>
</tr>
<tr>
<td>Responsible Party:</td>
</tr>
</tbody>
</table>
Step 4
Response to Instruction
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
### Step 4: Evaluate Response to Instruction & Intervention (Did it work?)

**Review/Evaluation of Progress (Date: ______________) Data:**

Is the Response to Instruction/Intervention: 1. Positive 2. Questionable 3. Poor

<table>
<thead>
<tr>
<th>1. If Response to Instruction/Intervention is POSITIVE:</th>
<th>A) Continue current instructional/supports B) Adjust goal upward C) Fade supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments/Actions:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. If Response to Instruction/Intervention is QUESTIONABLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the intervention/instruction implemented as planned?</td>
</tr>
<tr>
<td>YES  NO</td>
</tr>
<tr>
<td>a. if NO—What strategies will be utilized to increase implementation?</td>
</tr>
<tr>
<td>YES  NO</td>
</tr>
<tr>
<td>b. if YES—Should intervention intensity be increased?</td>
</tr>
<tr>
<td>YES  NO</td>
</tr>
<tr>
<td>Comments/Actions:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. If Response to Instruction/Intervention is POOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the intervention/instruction implemented as planned?</td>
</tr>
<tr>
<td>YES  NO</td>
</tr>
<tr>
<td>a. if NO—What strategies will be utilized to increase implementation?</td>
</tr>
<tr>
<td>YES  NO</td>
</tr>
<tr>
<td>b. if YES—Was instruction/intervention aligned with the verified hypothesis, or is there other aligned instruction/intervention to consider?</td>
</tr>
<tr>
<td>YES  NO</td>
</tr>
<tr>
<td>c. Are there other hypotheses to consider?</td>
</tr>
<tr>
<td>YES  NO</td>
</tr>
<tr>
<td>d. Was the problem identified correctly?</td>
</tr>
<tr>
<td>Comments/Actions:</td>
</tr>
</tbody>
</table>

Schedule ISENT Meeting: [ ] Date: ____________________
Table Top #4
The Problem-Solving Process

On a scale of 1-5 (5 highest), rate each of the following statements:

1. Our school has a problem-solving process that is used to development, implement and evaluate instruction and/or interventions

2. Our school has supports for teachers implementing instruction and/or interventions for struggling students

3. The principal supports the use of the problem-solving process
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.
Building Capacity

✓ Organized by a Plan

✓ Driven by Professional Development

✓ Supported by Coaching and Technical Assistance

✓ Informed by Data
Sustainable Scaling-Up

Framework for Change
Relationship Between Professional Learning & Student Results

1. Standards-based professional learning

2. Changes in educator knowledge, skills, and dispositions

3. Changes in educator practice

4. Changes in student results

Comprehensive Standards-Based Professional Learning System

1. Standards-Based Professional Learning

- Planning
- Leadership Support
- Readiness to Learn
- Delivery
- Evaluation
Changes in Educators

2. Changes in Educators
   Knowledge, Skills, & Dispositions

3. General Sessions
   Self-Study
   Homework
3. Changes in Educator Practice

- Coaching
- Technical Assistance
- On-Site
- Zoom
Changes in Students

4. Changes in Student Results
Table Top #5
Capacity Building

On a scale of 1-5 (5 highest), rate each of the following statements:

1. Our school has a professional learning plan and coaching to support implementation of MTSS.

2. The school-based leadership facilitates collaboration and communication across all teachers and staff regarding MTSS implementation.

3. Implementation of MTSS is “paced” based on the rate that the staff acquires the skills for implementation.
Summary Activity

• Average your scores for each of the domains.

• Identify the highest priorities for implementation support (also, be sure to take a look at any outlier 0s or 1s).

• Have a conversation about what your next steps would be if you decide to implement.