

# Multi-Tiered Systems of Support: Strengthening Core Instruction

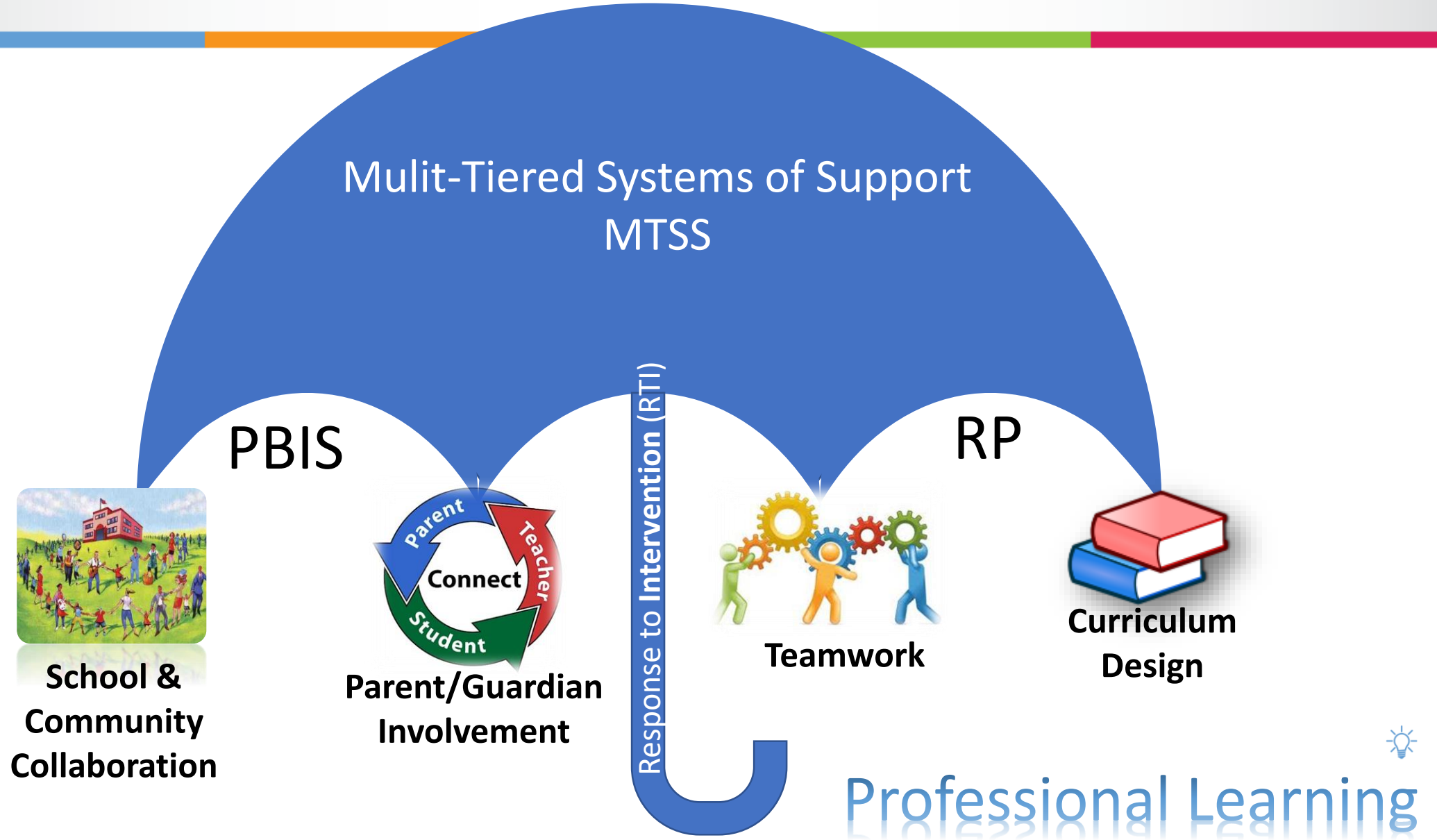
Expect great things.



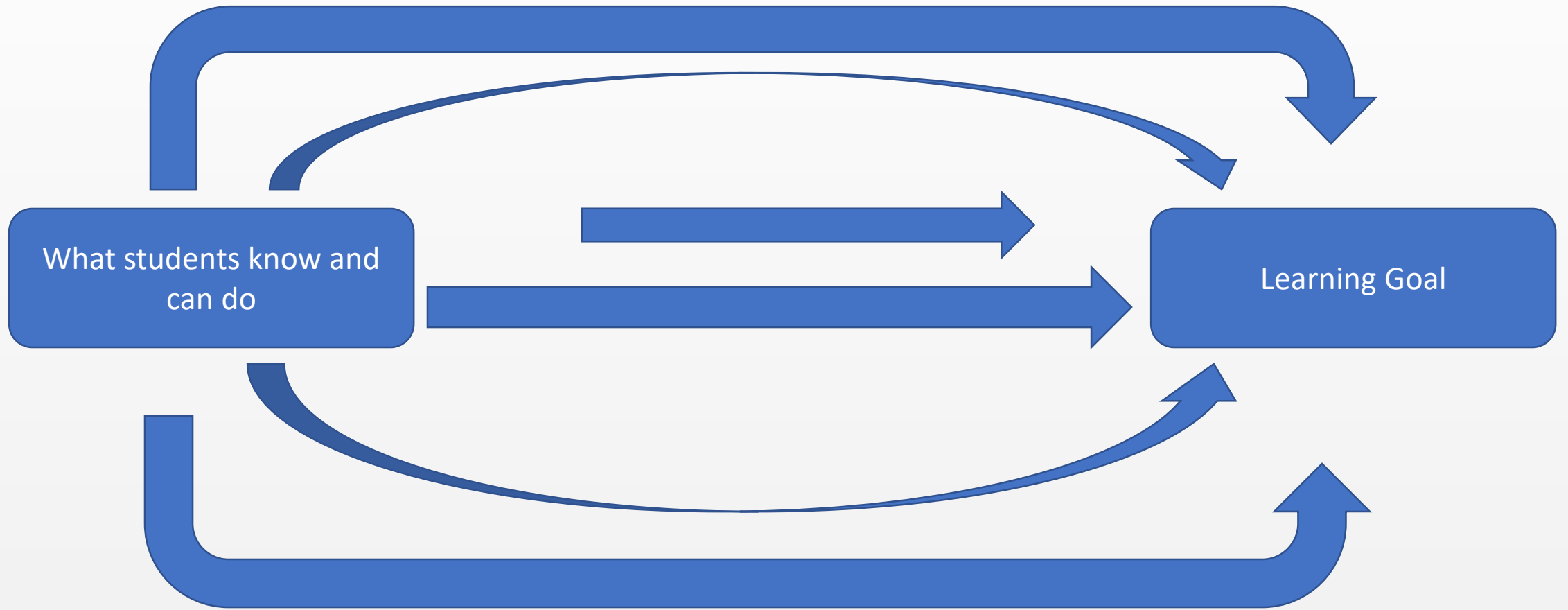
# What is MTSS?

MTSS is a framework for providing services that meet the needs of all students using data analysis and decision making to effectively address academic and behavioral needs for instruction and intervention. Instruction and intervention are represented through multiple tiers that increase in intensity based on student need.

Pittsburgh Public Schools defines positive school culture as exhibiting an equitable teaching, learning and working environment where students, families, employees and communities feel **welcome, respected, supported and engaged** *socially, emotionally, intellectually, behaviorally and physically.*

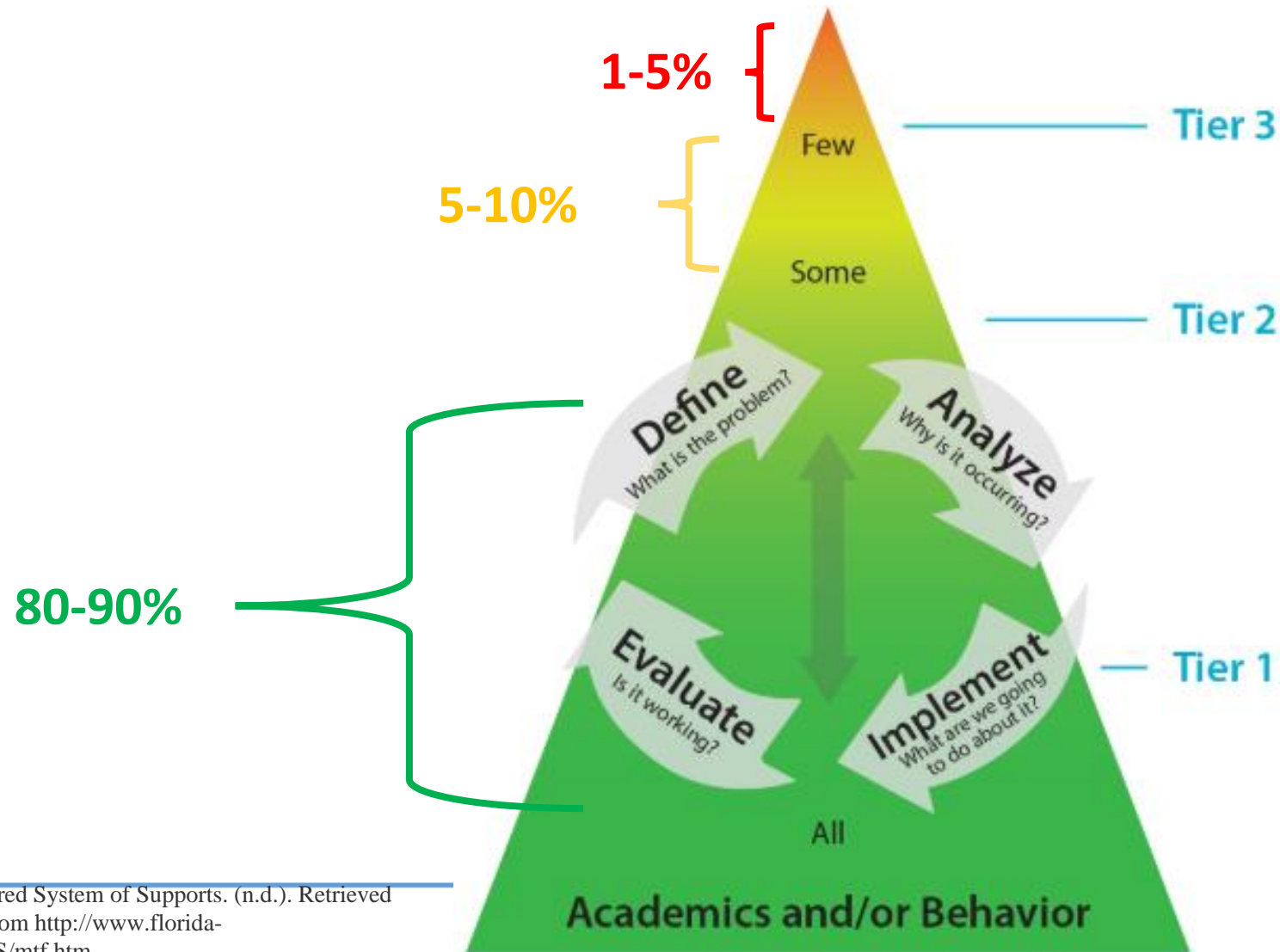


# Many Paths



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# Evidenced-based Problem Solving



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“One guideline for MTSS implementation is having approximately 80% of the students reach the benchmark criteria established by the screening tool. If the percentage is significantly lower than 80%, buildings should intensify their focus on improving Tier 1 instruction for two reasons: 1) buildings do not have the resources to intervene with a large percentage of students and 2) you cannot “intervene” your way out of core instruction that is not effective. Given these limitations, it is critical for teams to choose reliable and valid criteria for screening.”

# Problem Solving

## Step 1

- Identify the Goal

## Step 2

- Conduct a Cause Analysis

## Step 3

- Develop and Implement Intervention

## Step 4

- Evaluate Intervention

# EQUALITY



High Standards

High Standards

High Standards

# EQUITY



High Standards

Supplemental  
Support

High Standards

Intensive  
Support

Supplemental  
Support  
High Standards



	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
Time	90 minutes	120 minutes	180 minutes
Curricular Focus	5+ Content areas	Less than 5	No more than 2
Curricular Scope	Core	Core + Supplemental	Core + Supplemental + Intensive
Frequency of Progress Monitoring	Quarterly	Monthly	Bi-Weekly





# High Standards

Tier 1 (Core Instruction)

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# What do we mean by Core (Tier 1) for Academics?

- Academics
  - Lessons and activities are aligned to PA Core Standards
    - Grade-level Standards and Eligible Content
    - Text Complexity (Consider quantitative, qualitative, and reader and task)
  - Curricular resources are aligned to grade-level content e.g., instructional materials, curriculum maps, curriculum lesson guides
    - Pearson's ReadyGen, My Perspectives
    - Houghton Mifflin Harcourt
  - Instructional framework guides lesson delivery and provides opportunities for differentiation
  - Explicit and systematic instruction is intentional with appropriate scaffolding
  - Opportunities for student application and practice

# What do we mean by Core (Tier 1) for Positive Behavior Intervention and Supports (PBIS) and Restorative Practices (RP)?

- Behavior (PBIS and RP)
  - Clearly articulated learning and behavioral expectations
  - Consistent use of expectations for behavior and academics from classroom to classroom
  - Stable structures and systems are in place for addressing inappropriate behaviors
  - Positive behaviors and expectations are acknowledge and incentivized schoolwide with timely feedback
  - Learning community is inclusive and supportive of all stakeholders

# Data-based Decision Making Begins with Data

- Universal Screener is the systematic assessment of all students that assists in the identification of students who may experience lower than expected learning outcomes.
  - Screeners may also identify students who need additional diagnostic assessment and intervention.
- *Diagnostic Assessments* assess students at a more granular level and provides data that can be used to plan and deliver differentiated lessons and intensive interventions. Typically, diagnostic assessments assist with setting pathways for students within a specific area.



# Assessments to Support Core Instruction

- NWEA MAP
  - Standards
  - Eligible Content
  - Skills
  - Projected Proficiency
  - ACT and SAT projections for grades five and up
- PSSA and Keystones
- Unit Assessments
- Classroom Assessments

# What Academic Supports are available to support content areas?

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- Standards Aligned System (SAS)
- Newly adopted instructional resources
- Curricular resources
- Instructional Frameworks
- ELA and Mathematics Matrix
- Support from the Office of Curriculum and Instruction



What's  
Next?

- What two commitments will you make to strengthen core?
- How will you evaluate it?



# Supplemental Support

Tier II

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# Commitments to Support Core Instruction (Tier I)

- What two commitments will you make to strengthen core?
- How will you evaluate it?

Analysis of the problem
<b>Why are students not responding to Tier 1 (Core Instruction) through the lens of Instruction?</b> In some cases teachers feel pressed to cover extensive content verses a focus solely on the standards.
<b>Why are students not responding to Tier 1 (Core Instruction) through the lens of Curriculum?</b> Students arrive at different starting points which, with regard to proficiency, presents a problem when the gaps in learning make it challenging to build upon prior learning.
<b>Why are students not responding to Tier 1 (Core Instruction) through the lens of Environment?</b> In some cases, class sizes relative to student need/student-to-support ratio, temperatures in the classrooms (excessive heat primarily) distract from learning, lack of comfort using bathrooms (absence of doors and/or locks, broken soap dispensers, etc.), access to technology outside of school hours, transportation that enables students to fully engage in the school offerings (clubs especially but also extra support from teachers after school)
<b>Why are students not responding to Tier 1 (Core Instruction) through the lens of the Learner?</b> Students struggle when they lack the adequate social-emotional skills such as resiliency, competency, ability to thrive despite trauma, trauma exposure, and confidence. Based on personal or vicarious experiences students are cautious of developing relationships that could promote and support learning.
Current Practice, Commitment, and Evaluation of Tier 1 for Academics
<b>Provide a brief description of current practice related to Tier 1 for Academics:</b> Our current practice is to review Keystone data, attendance, and grades throughout the year.
<b>What will you commit to doing to increase the number of students responding to Tier 1 Core Instruction?</b> We will work to differentiate more in classrooms to better meet the needs of all learners. We will also review available data to proactively plan to support students.
<b>How will you evaluate it?</b> MAP data, informal student surveys to progress monitor, summatively--GPA, attendance data, Tripod data, Keystone scores
Current Practice, Commitment, and Evaluation of Tier 1 for Behavior

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# Problem Solving

## Step 1

- Identify the Goal

## Step 2

- Conduct a Cause Analysis



## Step 3

- Develop and Implement Intervention

## Step 4

- Evaluate Intervention





# Projected Proficiency (NWEA MAP)

Content Area or Subject	Fall 2019	Winter 2020	
Reading (Grade 3)	47.4%	40.6%	
Mathematics (Grade 8)	14%	14.6%	

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# Mean RIT (NWEA MAP)

Content Area or Subject	Fall 2019	Winter 2020	Difference
Reading (Grade 3)	183.1	187.8	+4.8 
Mathematics (Grade 8)	219.6	221	+1.8 
Science (Grade 5)	196.8	198.1	+1.4 
Science (Grade 8)	204.7	204.6	-0.2 

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# Fidelity of Implementation

- Content, or what steps were delivered
- Quantity, or how much was delivered
- Quality, or how well the steps were delivered
- Process, or how the intervention was delivered

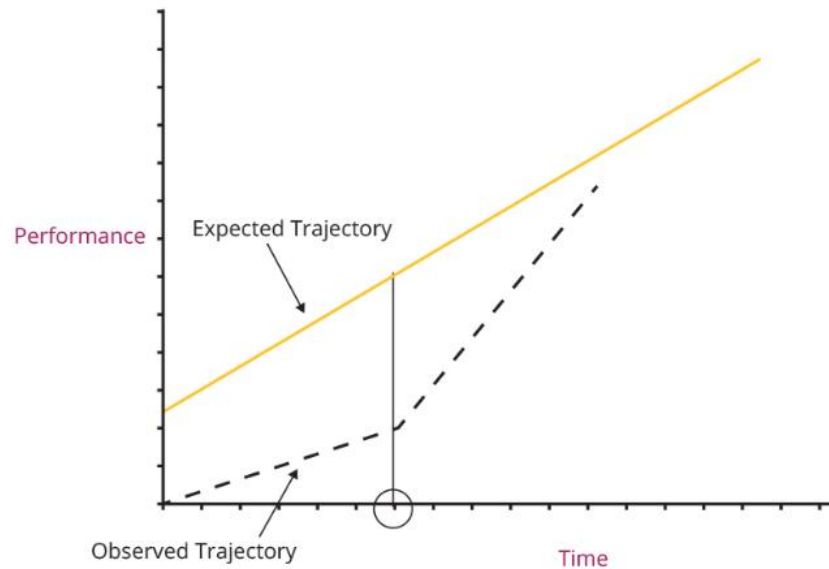
# Gap Analysis for Response to Intervention

- Student's current and expected levels of performance
- Student's current level of performance and peers
- Peers' performance and the expected level

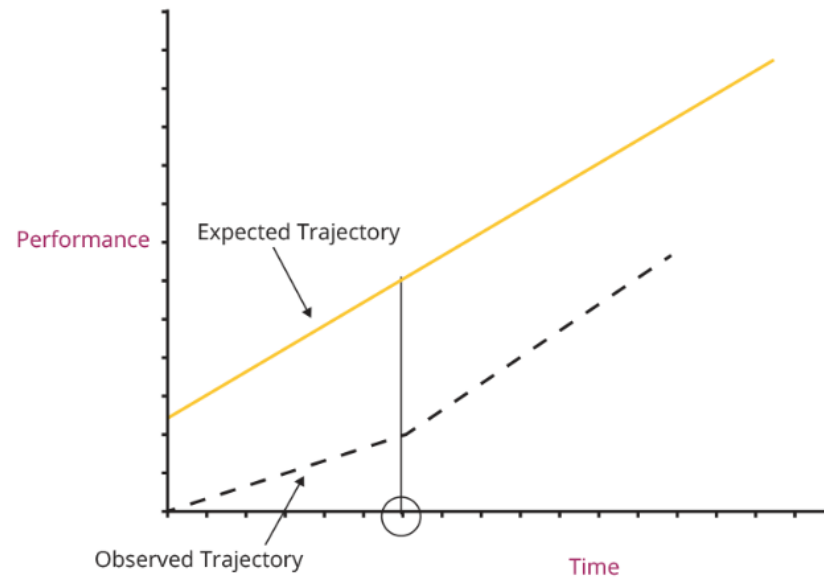


# Response to Intervention

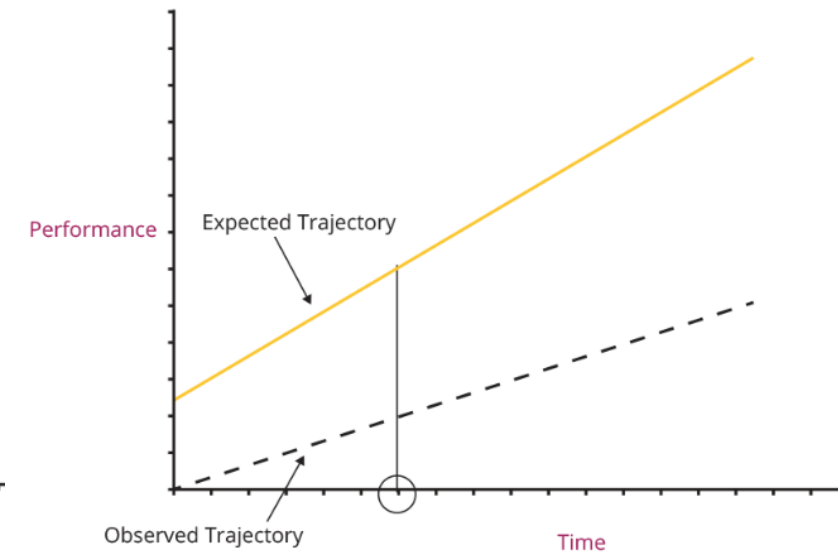
Positive Response to Intervention



Questionable Response to Intervention



Poor Response to Intervention



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# Intervention Development and Implementation

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- Effective intervention is *purposefully planned*.
- Interventions should be *ecologically-focused*.
- Interventions should be *linked to goals* for progress.

# Planning Interventions Specific to Students' Needs

- **HOW** much time is needed each day to accelerate the knowledge and skill development,
- **WHAT** *instruction/intervention will be provided during that time,*
- **WHO** will provide the instruction/intervention, and
- **WHERE** the instruction occurs to ensure students receive the additional supports.

# Interventions for Reading

- Reading Horizons is a supplemental reading program that supports students who after reviewing, multiple measures of data potentially struggle with text efficiency and decoding. The program may not be used solely as a computer component. Students must receive direct, explicit, and systematic instruction with the teacher or interventionist before application.
- ⇒ iRead is a supplemental program that address all of the Foundational Reading Skills. There is additional support for reading literature, informational text, writing, speaking and listening, and language embedded as well.
- ⇒ iLit is a supplemental program that supports students who need additional support with comprehension, writing, vocabulary, and language. Some foundational skills have been embedded in the program to provide other supports for students based on need. All students may access the high-interest texts for independent reading.

# Interventions for Mathematics

- Personal Math Trainer (K-8) is a supplemental program that assists with improving students' math skills by meeting the exact needs of each student, targeting and filling gaps in knowledge, and providing a completely individualized and optimized learning path in mathematics.
- ALEKS (6-12) is a supplemental program that assists with improving students' math skills by meeting the exact needs of each student, targeting and filling gaps in knowledge, and providing a completely individualized and optimized learning path in mathematics.
- Edmentum Flex Assignments and Edmentum Alert Lessons are supplemental programs that provides teachers with resources for direct, explicit



# What's Next?

1. Examine multiple measures of school, classroom, and individual student data?
2. Reflect on instruction, curriculum, environment, and the learner to determine if intervention was implemented with fidelity?
3. What commitments will you make with improving the fidelity of Tier I instruction?
4. Identify what Tier II supports you will put in place to address a small group of students with academics or behavior.



**Expect great things.**

# Resources

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# Resources

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