MTSS

Multi-Tiered System of Support

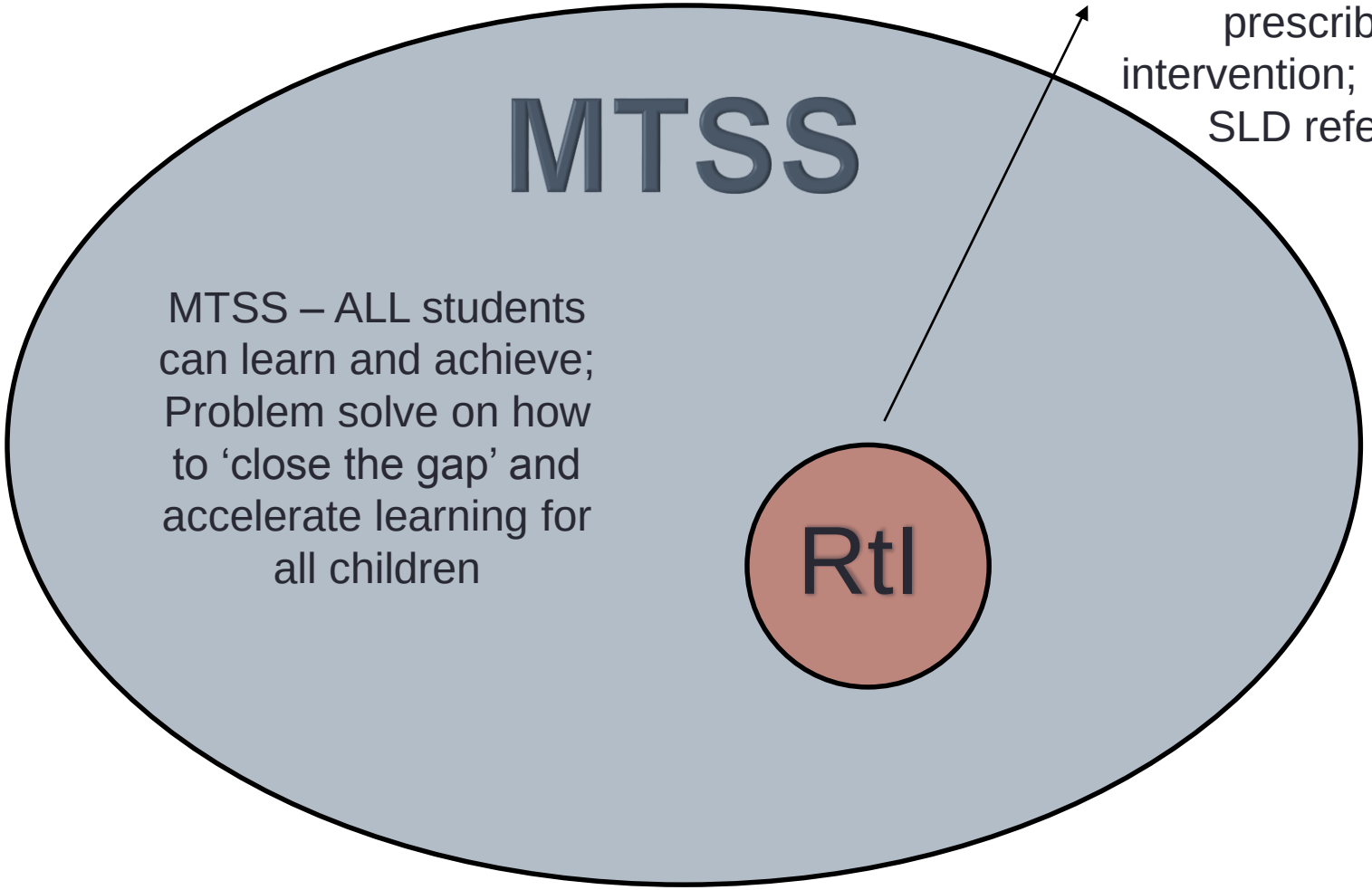
What is MTSS?

- MTSS = Multi-Tiered System of Support
- MTSS is a systemic, continuous- improvement framework that uses evidence-based practices, focusing on data-based problem-solving at multiple levels to support “need-driven” decision making to accelerate performance for all students. (Gibbons, K., Bollman, K. (Directors) (2015, June 23). Response to Intervention Summer Institute. *10th Annual Response to Intervention (RtI) Summer Institute*. Lecture conducted from Crowne Plaza, Bloomington).
- It is based on the assumption that ALL students can learn and achieve when provided with effective teaching, research-based instruction and access to standards-based curriculum.
- Main Goal:
  - To problem-solve why students are struggling with grade level content and provide assistance to those identified students within all tiers to ‘close the gap’ of student achievement
- Originally referred to as Response to Intervention (RtI)
  - Difference from RtI:
    - problem-solving and support for students’ social/emotional/and behavior needs
    - provides a framework for focusing on overall school improvement
    - emphasizes prevention

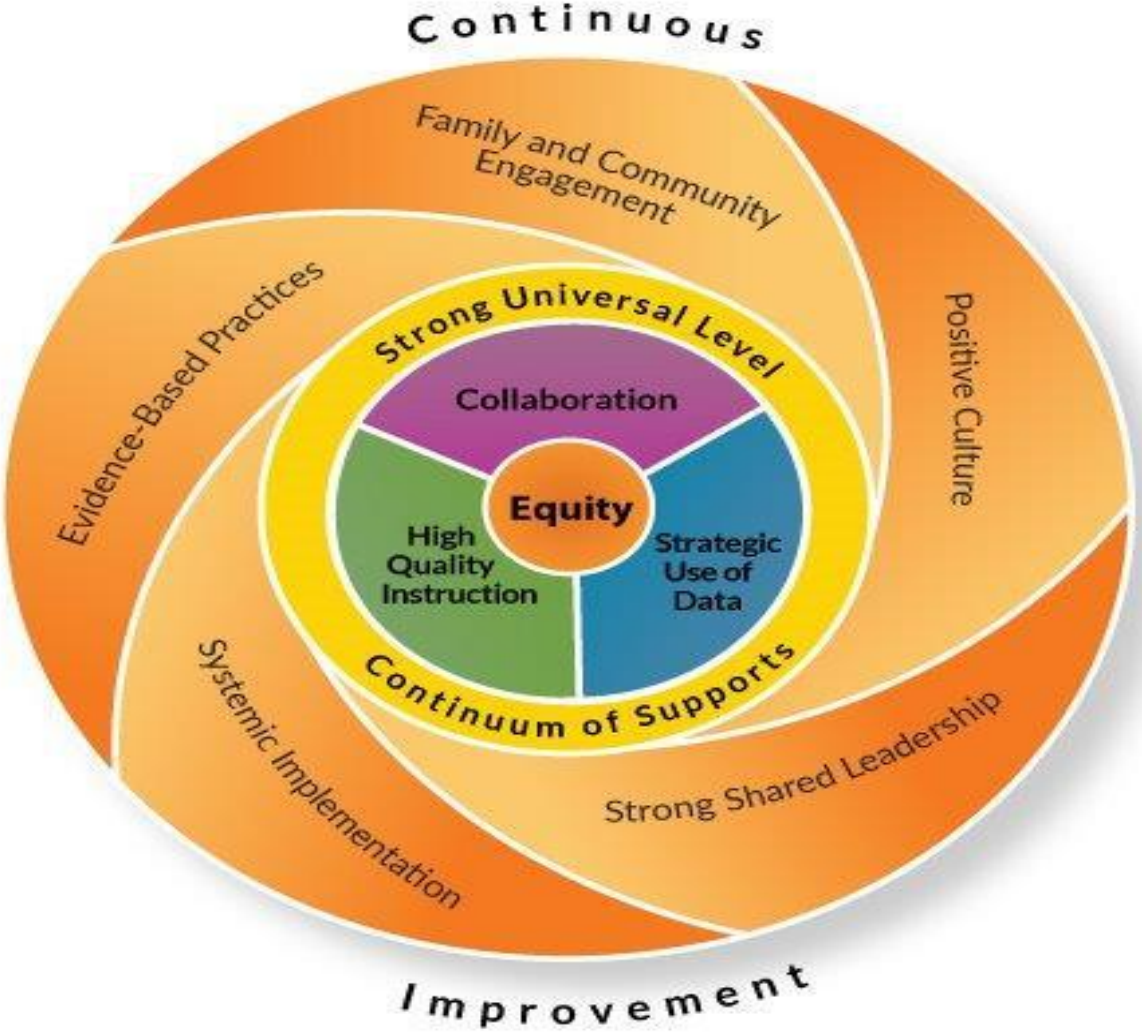
(Hurst, S. (2014, January 6). What is the Difference Between RtI and MTSS? Retrieved July 27, 2015.)

MTSS vs. RtI?

RtI – Referral based process to determine if a student is responding to the prescribed intervention; used for SLD referral



What is MTSS?


Continuous
Family and Community Engagement
Positive Culture
Strong Shared Leadership
Systemic Implementation
Evidence-Based Practices
Strong Universal Level
Collaboration
Equity
High Quality Instruction
Strategic Use of Data
Continuum of Supports
Improvement

Why MTSS?

- Use of evidence-based practices is required by law
  - NCLB Act of 2001 requires the use of instruction based on scientific research (Stanovich, P., & Stanovich, K. (2006). What is Scientifically Based Research? A Guide for Teachers. Retrieved July 27, 2015, from http://lincs.ed.gov/publications/pdf/science_research.pdf).
  - Reauthorization of (IDEA) in 2004 required the use of a process based on the child's response to scientific, researched-based intervention
    - Specific to Learning Disabilities: IDEA requires that (1) states could no longer require the use of significant discrepancy between intellectual ability and achievement as a part of learning disability determinations, (2) states must permit the use of a process based on the student's response to scientific-research/evidence-based interventions (Topic: Identification of Specific Learning Disabilities. (2006, October 4). Retrieved July 27, 2015, from http://sped.dpi.wi.gov/sites/default/files/imce/sped/pdf/sld-guide.pdf).
  - 2013, Wisconsin state law stated that IEP teams could no longer use significant discrepancy as learning disability criterion and must use progress monitoring data collected during intensive, scientific research-based/evidence-based interventions
    - WI state law requires that a student (if suspected as having a disability) must receive TWO intensive interventions within the area of concern before IEP teams can make the learning disability eligibility determination
    - The intervention must be implemented within the general education setting by appropriately licensed general education staff (2006, October 4). Retrieved July 27, 2015, from http://sped.dpi.wi.gov/sites/default/files/imce/sped/pdf/sld-guide.pdf).

WHY MTSS?

- The School District of Marshfield's vision for the implementation of a MTSS framework, embedded in best practice, is to ensure that ***ALL*** students in the district are provided with high quality instruction that is evidence based within a supportive environment, ensuring that students' academic and behavior needs are not only met, but promote growth within the learning environment.

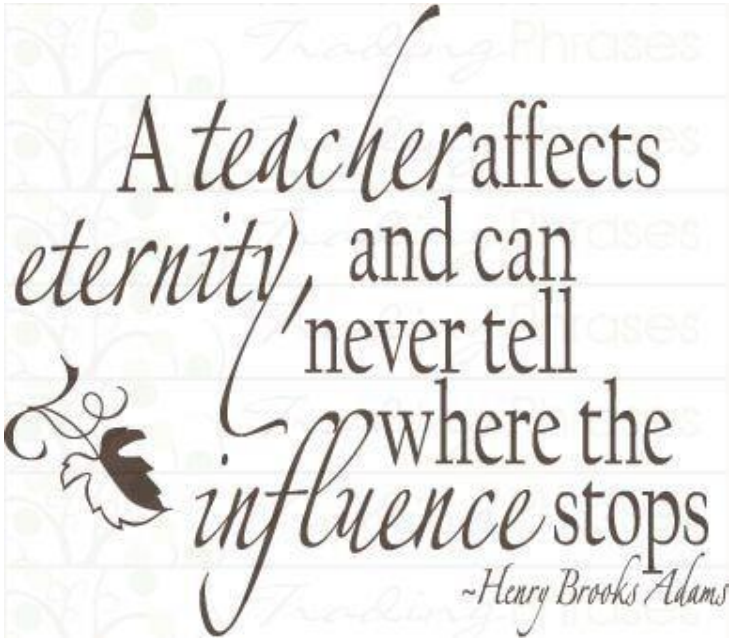
Why MTSS?

- The MTSS framework is what allows us as educators to:

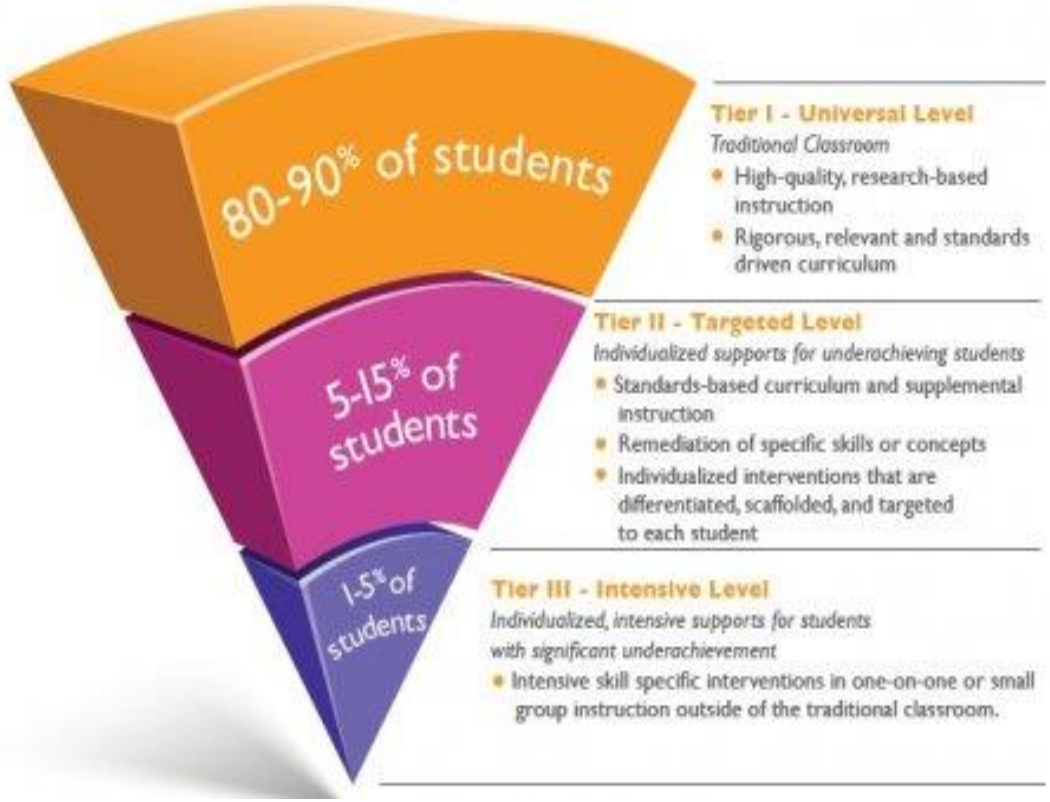
"make a difference in the lives of children"

"to help students reach their full potential"

"To be a part of those "aha" moments"



Marshfield MTSS Model



- Three tier model
- Following components are implemented in each tier:
  - Instruction
  - Assessment
  - Problem-solving

MTSS Framework: Tier 1

- **Tier 1 –** high-quality, research-based instruction made up of a standards driven curriculum. It is made up of the following:
  - **High Quality Instruction –** engaging, standards-based, data-driven, and research-based instruction which are grounded in culturally responsive practices
  - **Culturally Responsive Practices –** account for and adapt to the broad diversity of race, language and culture in Wisconsin schools and prepare all students for a multicultural world
  - **Curriculum –** is what is taught, including scope, sequence, pacing, materials, rigor, format, relevance (provide examples, such as, Imagine It! of our curriculums)
- Assessment
  - Universal screening– AIMSweb; PALS (4k-2nd);Lexiles (2nd – 6th)
    - **Screening –** *testing to determine if a student is sufficiently different (discrepant) such that more intensive intervention may be required*
    - **Universal Screening –** *Testing of ALL students to identify at-risk*
    - **Benchmark Assessment –** *combines screening and progress monitoring (it is both)*
  - State assessments – Forward (3rd – 6th)
  - Classroom performance (formative and summative)
  - Record reviews

MTSS Framework: Tier 1

- Problem-Solving
  - Grade Level Teams (PLC)
  - utilize and review grade/content level data to determine how students are progressing toward standards
  - Data drives instruction!
    - Constant review of formative assessments
    - Helps determine differentiation and flexible groups
  - MTSS building teams should review school wide data trends to help determine supports needed

Teams	Data Reviewed
PLC Team	Use screening data to triage students to tiered interventions; review of data
MTSS Building Team	Review school level achievement & behavior support data to determine effects and needs

*Adapted from “Supporting High Quality Implementation of MTSS: Nobody Said It would be “Easy” presentation by Mark Shinn, Ph.D. on February 15, 2016

MTSS Framework: Tier 2

- Instruction (10-15% of students)
  - instruction is provided in unison with the core curriculum
    - Supplemental or strategic support
    - **Supplemental Intervention –** *curriculum and instruction practices that are provided to SOME students IN ADDITION to the routine*
    - Meant for students who are deemed at-risk for failure, low-performing or needing enrichment
    - Implies a small group of three to five students for 20-40 minutes, at least three to five days a week.
    - **Intervention –** a systematic use of a technique, practice, or program designed and shown to improve learning in specific areas of student need. An intervention teaches skills to help students overcome specific deficits or maladaptive response patterns. Interventions require a targeted assessment, planning, and data to be effective; consideration is given to the nature of the problem (skill deficit vs. performance deficit).

MTSS Framework: Tier 2

- Assessment
  - **Progress Monitoring -** is used to assess students' academic performance to quantify a student rate of improvement or responsiveness to instruction, and evaluation the effectiveness of instruction
    - Example: AIMSweb
    - Done on bi-weekly or weekly basis

**For an SLD referral*: must be weekly

  - **Fidelity** – is the degree to which an intervention or instruction is delivered as planned with accuracy and consistency
    - Fidelity Logs & Checks

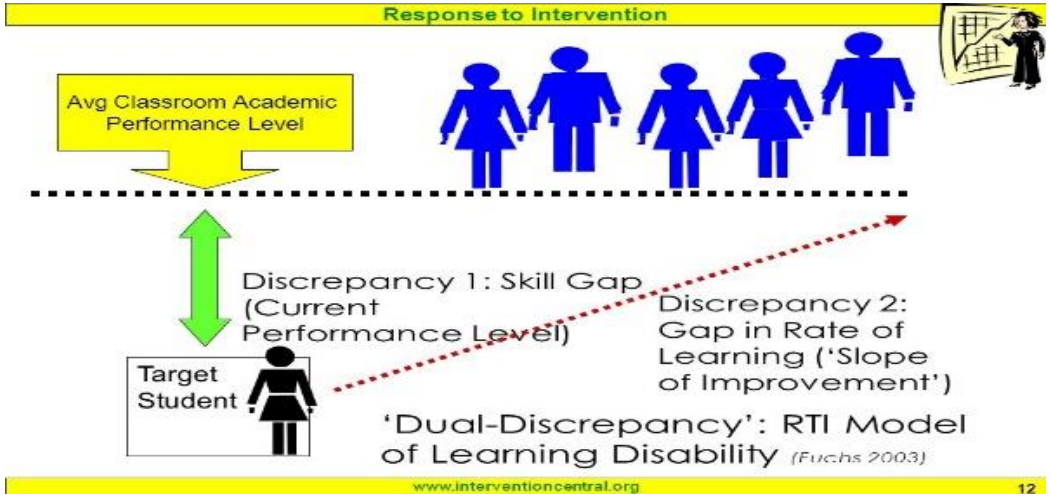
MTSS Framework: Tier 2

Vocabulary:

Performance Discrepancy – how a student's level of achievement compares to the expected level of achievement, norm-based. (see graphic).

Progress Discrepancy – how a student's rate of improvement (ROI) compares to the expected level of ROI of achievement with norm-based criteria

Rate of Improvement - is a numerical index that reflects how rapidly raw scores on a measure increase during a given school year



MTSS Framework: Tier 2

- Problem-Solving
  - Grade Level Teams (PLC)
  - utilize and review grade/content level data to determine how students are progressing toward standards
  - Data drives instruction!
    - Constant review of formative assessments
    - Helps determine differentiation and flexible groups
  - Problem Solving Team might be utilized to determine effective interventions for students

Teams	Data Reviewed
PLC Team	Use screening data to triage students to tiered interventions; review of data
Problem Solving Team	Review achievement behavior support data to determine effects and needs for students

MTSS Framework: Tier 3

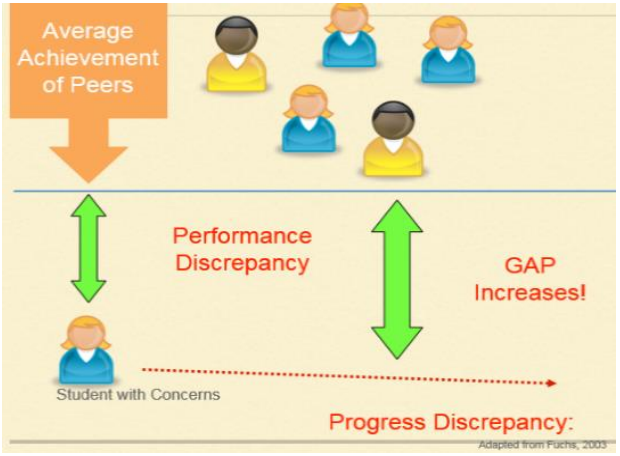
Instruction (1-5% of students)

Tier 3 – individualized, intensive instruction for students with significant underachievement; intensive, skill specific interventions in one-on-one or small group instruction that is either supplemental or supplanted.

- This implies smaller instructional group sizes, longer daily sessions and intervention over a longer term*
- Example: Replacement curriculum in special education
- **Intensive Intervention –** a systematic use of a technique, program, or practice designed to improve learning or performance in a specific area of need

Assessment

- Progress monitoring on a weekly basis

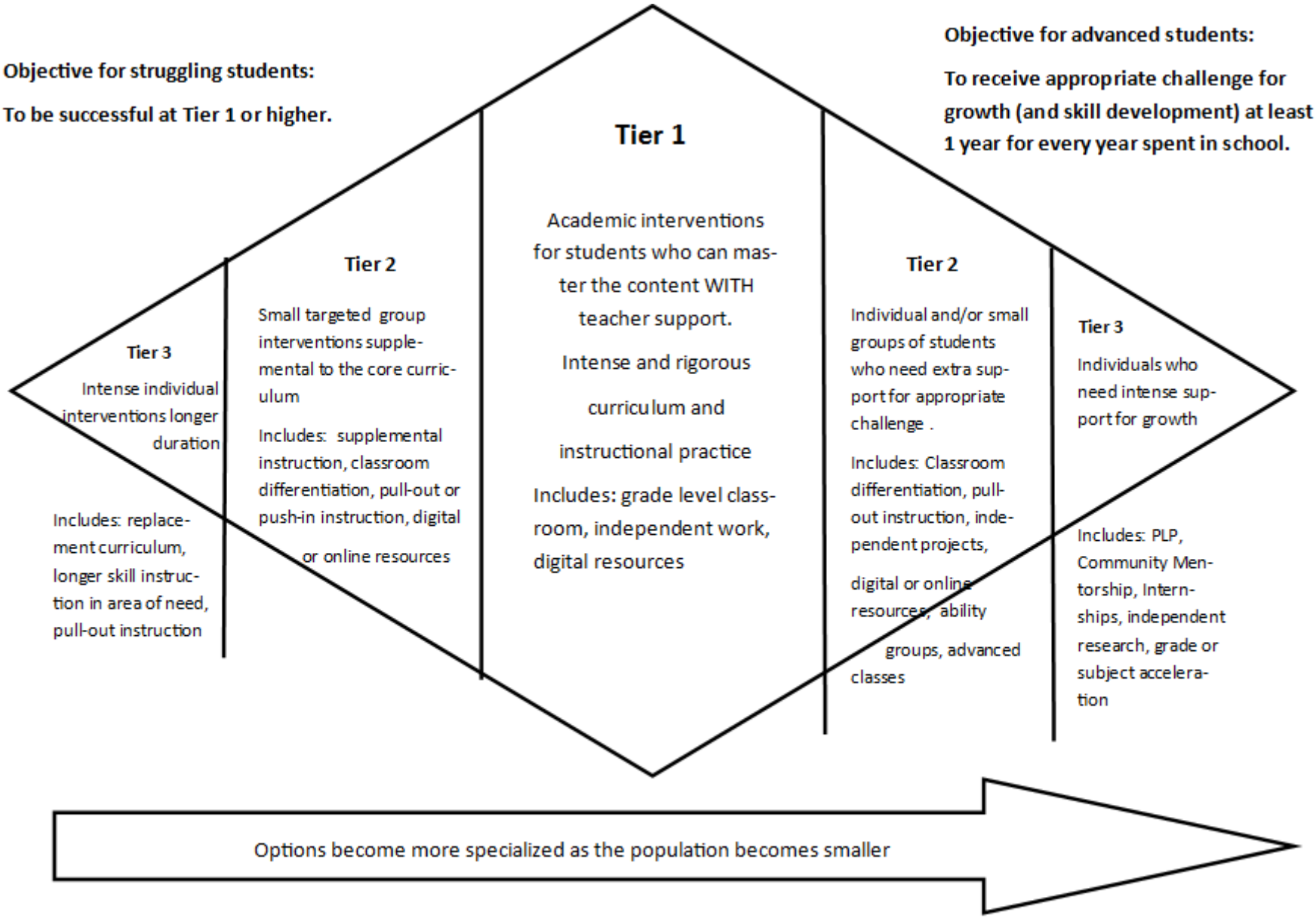


*(Shinn, M. R., PhD, & Walker, H. M., PhD (Eds.). (2010). *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RtI*. Bethesda, MD: National Association of School Psychologists.)

MTSS Framework: Tier 3

- Problem-Solving
  - Problem Solving Team utilized to determine effective interventions for students
  - Special Education Referral

Teams	Data Reviewed
Problem Solving Team	Review achievement behavior support data to determine effects and needs for students
Special Education Referral	Review achievement behavior support data to determine effects and needs for students and if they meet criteria for a disability



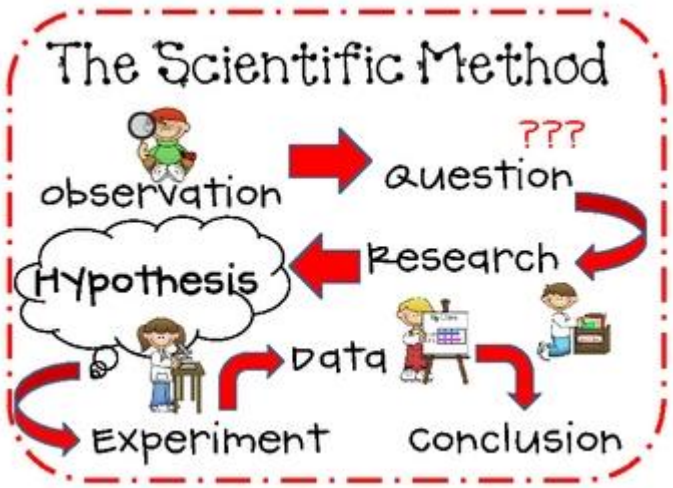
Adapted from the Wisconsin Comprehensive Integrated Gifted Programming Model

Note about Fidelity

- **Fidelity** is the degree to which an intervention/instruction is delivered as planned with accuracy and consistency. It measures the difference between what is expected in the curriculum/intervention design and what is actually executed in the class and/or intervention session (Deni, J., Dimick. D., Foster, K., (Speakers) (2012, November 14). Instructional Integrity: From Research to Practice. *42nd Conference on Exceptional Children.* Lecture conducted from North Carolina Department of Public Instruction, Greensboro.)
- Crucial component within all Tiers
- Instruction/Interventions to be implemented with fidelity
- It cannot be assumed that interventions are conducted with fidelity, as fidelity data is required to demonstrate that interventions are implemented correctly.
- Aim for 80% or higher with fidelity of interventions/instruction
- Collecting fidelity data will be incorporated into the MTSS data gathering process

Problem Solving Process

1. Problem Identification (What's the problem?)
2. Problem Analysis (Develop hypotheses, why is it happening?)
3. Plan Development
   a) Intervention determined
   b) What assessment will be used?
   c) What is the intended goal?
4. Plan Implementation
5. Plan Evaluation (Did it work?)



Problem Identification

- Problem Identification is used to review multiple sources of data to prioritize the main concern and guide the problem analysis phase
- Progression of conversation:

Instruction
- How is material presented?
- How does student engage during instructional conversations?

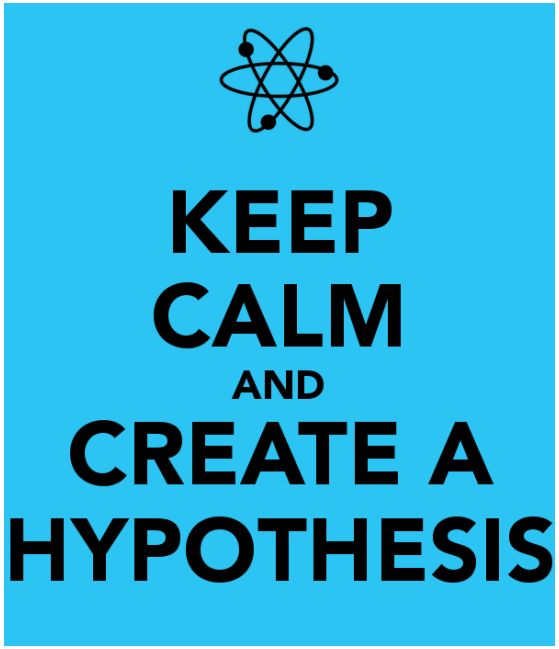
Curriculum
- What sequence do objectives follow?
- Difficulty of curriculum for all students compared to target?

Environment
- What are the expectations of the student?
- How is peer environment impacting student?

Learner
- Motivational level?
- History of instruction?

Problem Analysis

- Reviewing possible reasons for skill deficit
- Generate a hypothesis to determine why the problem is occurring based on data reviewed
  - Why do we create a hypothesis?
  - **Hypothesis** - a proposed explanation for a phenomenon. For a hypothesis to be a scientific hypothesis, the scientific method requires that one can test it.



Plan Development

- **Who:** will implement intervention
- **What**: intervention will be used; progress monitoring tool will be used
- **When:** intervention will be conducted; progress monitoring will be done
- **Where:** intervention will be implemented
- **How:** intervention will be implemented

Needs to address the hypothesis question

- Develop a goal statement

Plan Development

- Interventions:
  - **Intervention –** the systematic use of a technique, practice, or program designed and shown to improve learning in specific areas of student need
    - Remember – supplemental *INSTRUCTION* to core

Goal Statement

- Goal statement will address the hypothesis question

- The goal(s) should be specific, including baseline data, what the desired outcome should be and within what timeframe it will be completed

- Goal statements should be written using the following formula: “By _____ (date), Sally will have increased within the area of reading fluency from 28 words per minute (the problem) to _____.”

Plan Implementation

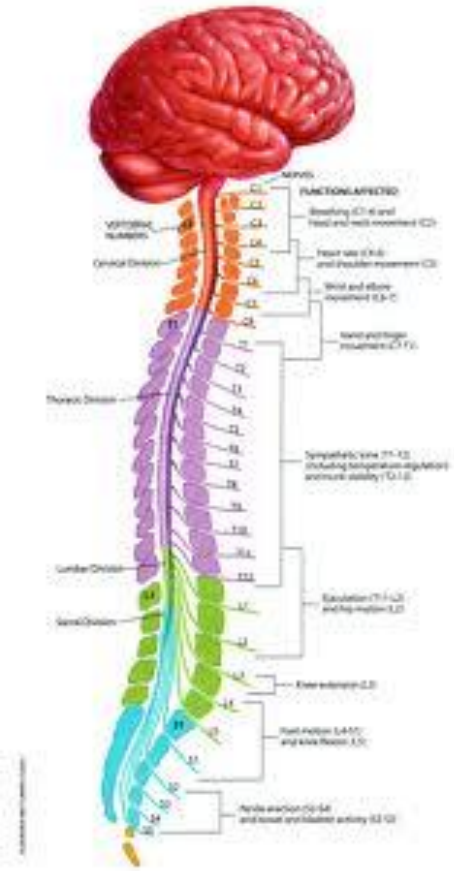
- Intervention will be administered as prescribed, which was developed during the plan development phase
- Ensure fidelity at this phase
- Be sure to be progress monitoring (collecting data)

Plan Evaluation

- Upon completion of the intervention cycle, the team reviews progress monitoring and fidelity data to determine if the prescribed plan was effective in achieving student progress

- Consider the following:
  - If the student has made adequate progress toward their goal and no longer requires intervention, fading out the intervention
  - Student has made adequate progress but continues to need support
  - Student has made insufficient and requires a change in the current plan
  - Student has made insufficient progress, after multiple interventions, and requires a referral for an evaluation

Do you see a re-occurring theme in all Tiers?



DATA!

“Data are like the spinal cord to the process. Just like a human spinal cord conducts information to and from the brain so that daily functioning can happen, data gathered throughout the tiers of MTSS are essential for healthy functioning of responsive instruction.”

MTSS Teams

District Team

- Reviewing district data to assess needs of the district
- Develop protocols to assist buildings with implementation
- Provide training to building teams
- Create intervention guide and protocols for implementation

Building Team

- Review school-wide data to determine needs of the school
- Review individual student data with teacher to engage in problem solving and develop an intervention plan
- Assist staff members with MTSS implementation, including collecting data, documenting interventions and intervention implementation to ensure fidelity

MTSS Teams

District Team

- Made up of representatives throughout the district
  - Principal/Assistant Principals
  - School Psychologists
  - Director of Curriculum and Instruction
  - Director of Student Services
  - Literacy Coaches

Building Team

- Will include
  - Administrator
  - Data coach
  - PRESS coach/representative
  - School Psychologist
  - General Education Representative
  - Special Education Representative

Reference Guides

- MTSS Website
  - MTSS manual
  - Alpine guides
  - Problem Solving Forms

- MTSS Intervention Webpage

Questions?

- Contact Information:
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    MTSS Facilitator

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