

MTSS



Secondary Collaborative

March 17, 2016



Agenda

- Welcome
- Review of MTSS Framework
 - Purpose
 - Tiers
 - Tier Components
- Problem Solving Process
 - Purpose
 - Review of forms



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.

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

(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).



Reflection

- Why did you become an educator/join the education field?



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Reflection

- Why did you become an educator/join the education field?



85% “To make a difference in the lives of children”

74% “To share their love of learning and teaching”

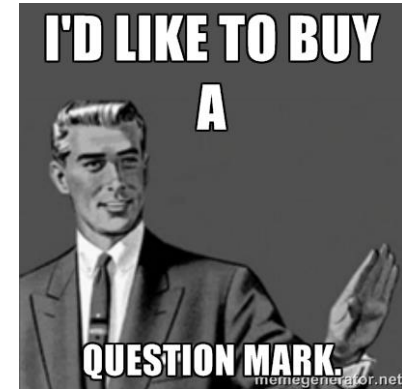
71% “To help students reach their full potential”

66% “To be a part of those “aha” moments”



Reflection

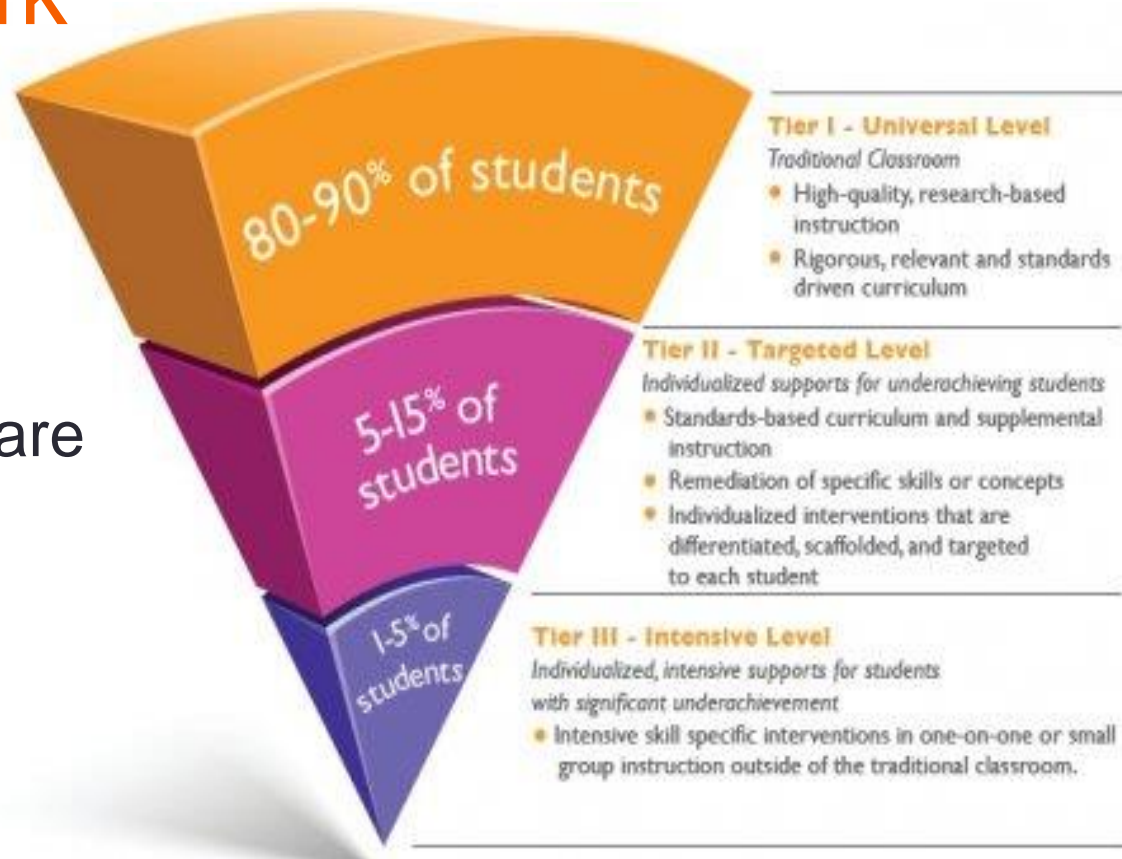
- What does this have to do with MTSS?
- The MTSS framework is what allows us as educators to:
 - “make a difference in the lives of children”***
 - “to help students reach their full potential”***
 - “To be a part of those “aha” moments”***
- The Unified School District of Marshfield’s vision for the 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.
- A framework of prevention





Marshfield MTSS Framework

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





MTSS Framework

Tier 1

- Instruction (80-85% of students)
 - instruction is provided within the general education curriculum for all students
 - Focus on prevention
 - What can be done in the classroom to meet all children's needs
- Assessment
 - **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*



Assessment Update

- Assessment
 - Universal screening – ACT Aspire (7-10th grade) Spring Only
 - Students Below the Benchmark on ACT Aspire will receive:
 - AIMSweb screening in identified areas
 - If below targets on AIMSWeb they will receive:
 - STAR assessment as a diagnostic
- All information will be used to determine your at-risk students and help decide the level of intervention needed



SNEEK PEEK



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	Comments
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



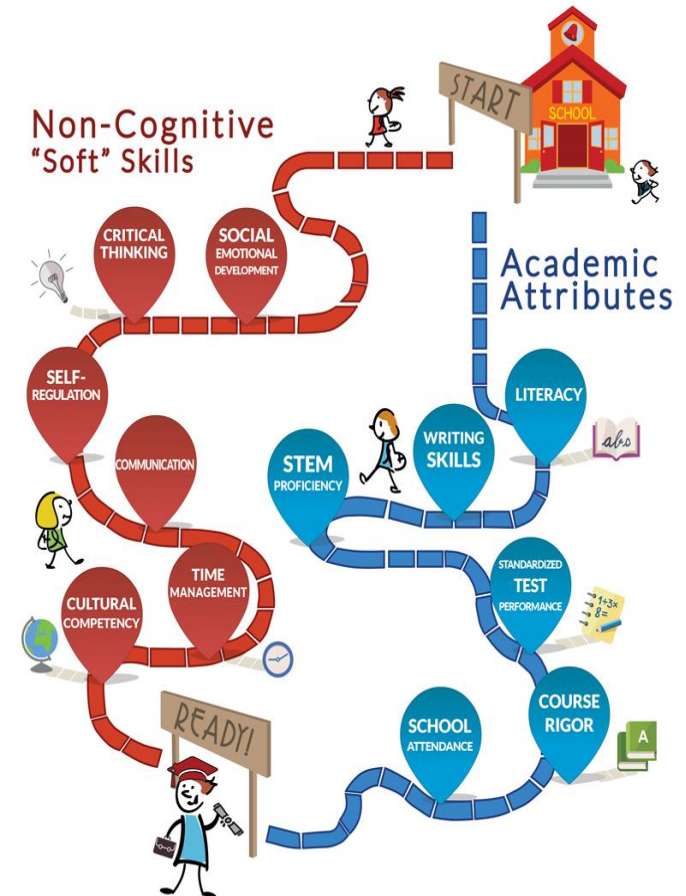
MTSS Framework

Tier 1

- College and Career Ready
- “One of the most powerful strategic levers of improvement is to **ensure that every student is held to high academic standards**. In an environment of high-quality standards, teachers can focus on the **higher-order skills** that students need to **think critically, solve real-world problems, and be successful in the 21st century and beyond**. And with **assessments** aligned to high-quality standards, teachers will be empowered to **better monitor their students' progress and adjust their instructional practices to ensure every learner is on track to college and career readiness**.”

COLLEGE & CAREER **READY**

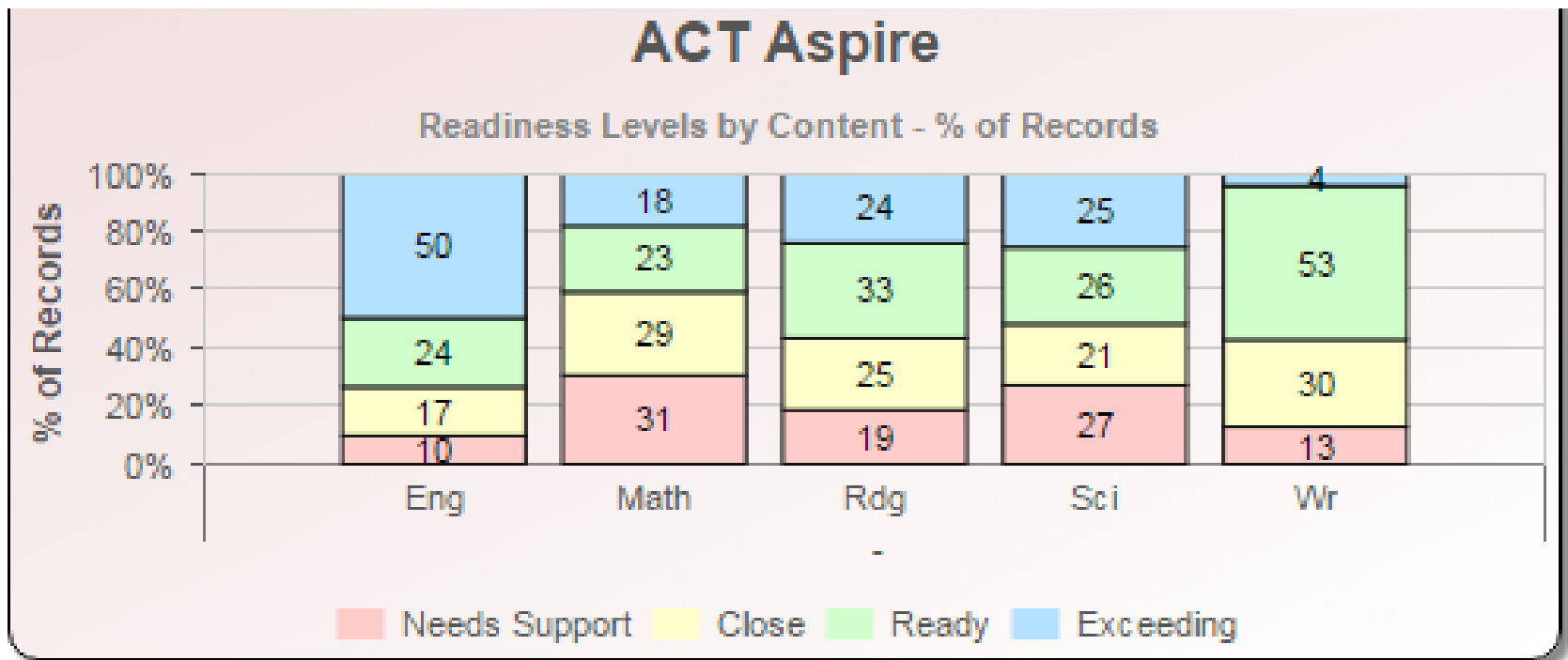
“READINESS” is more than just a test score, but a journey our students take throughout their educational career to become productive citizens in today's global economy.





MTSS Framework

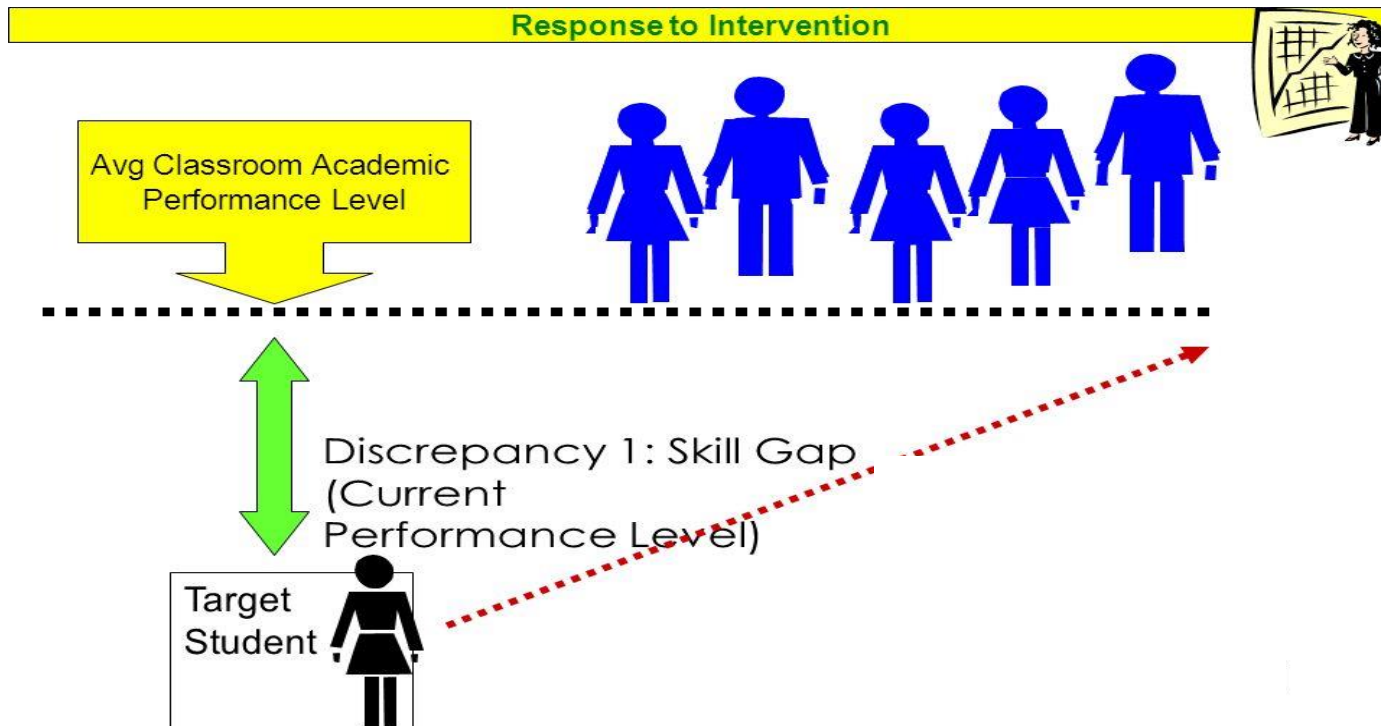
EXAMPLE: Tier 1 Problem Solving at MTSS Building Level





Performance Discrepancy

Performance Discrepancy – how a student's level of achievement compares to the expected level of achievement, norm-based



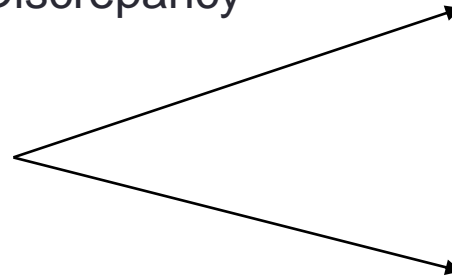


Which students are we talking about?

Content Area Courses

Student
doing
poorly in
Social
Studies

Severe Basic Skill
Discrepancy



Minimum Basic Skills

Tier 2 or 3

Intensive Basic
Skills Intervention

Treat

Tier 1

General Education

Content Area
Support (CRC)

Support

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



Performance Discrepancy

- At Secondary Level we need to make the definition of a performance discrepancy deeper.
- If a student has a severe basic skill discrepancy (i.e., in 10th grade working at a 6th grade level) an intensive, teacher-directed instruction needs to be provided = treatment
- If a student has a minimum basic skills deficit (i.e., only one subject area, performing at end-on-year 8th grade in 10th grade) = support in content areas



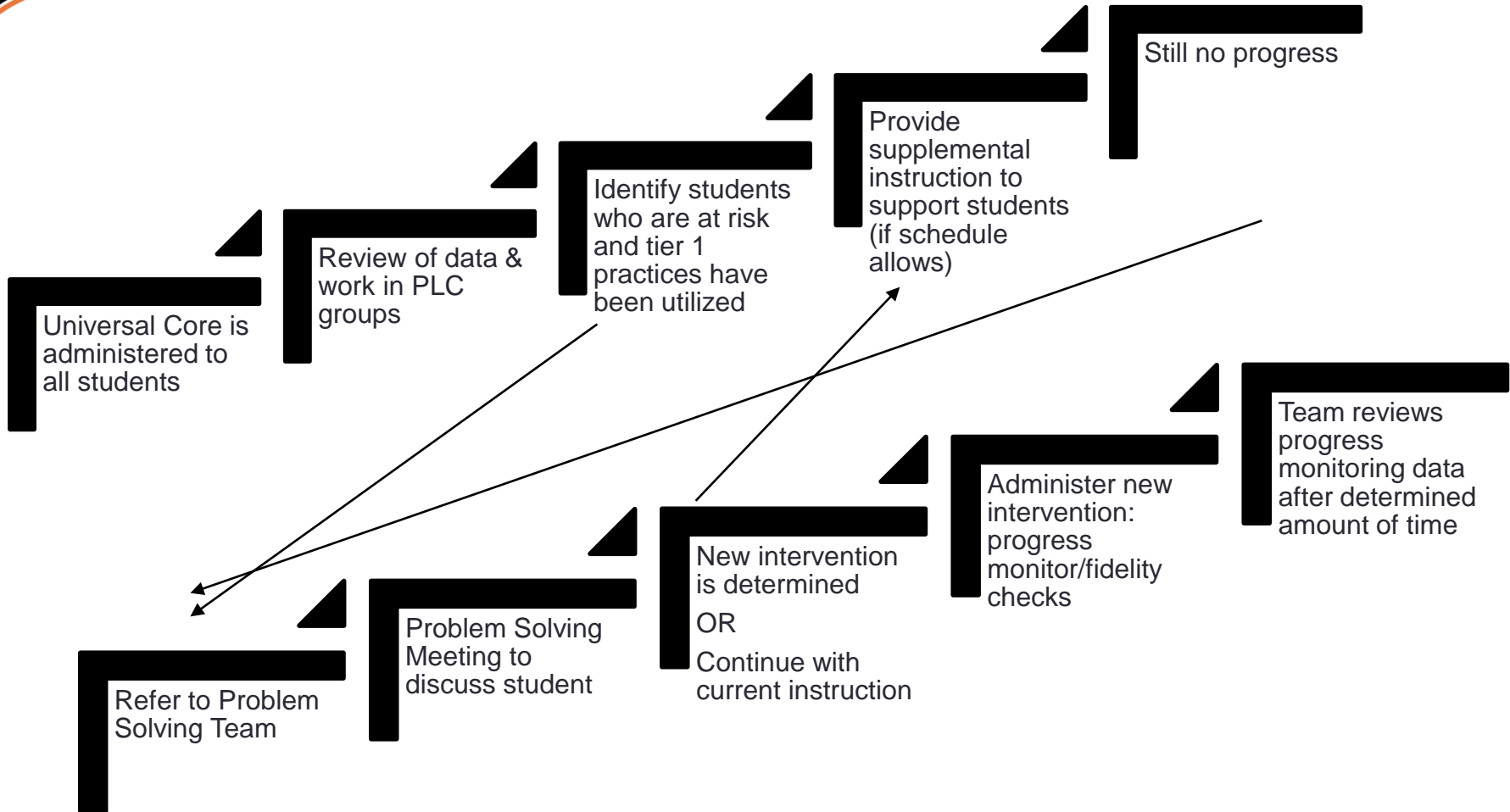
MTSS Framework

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 or low-performing
 - Instruction is provided individually or within small groups, depending on student needs and intervention being administered
- Assessment
 - Progress monitoring data
 - **Progress Monitoring** – *standardized monitoring progress (ex:Aimsweb)*



Problem Solving Progression





Problem Solving Process

- Referral
 - Made by teacher
 - A Problem Solving referral will be completed and submitted to principal
- Data is gathered from multiple sources
- Problem Solving team will meet
 - Building teams will decide who would be best to be on problem solving team for that particular student
 - Suggest: Principal, school psychologist, core teachers, any other relevant members (i.e., counselors, elective teachers, previous teacher)
- NEW: Problem Solving Log



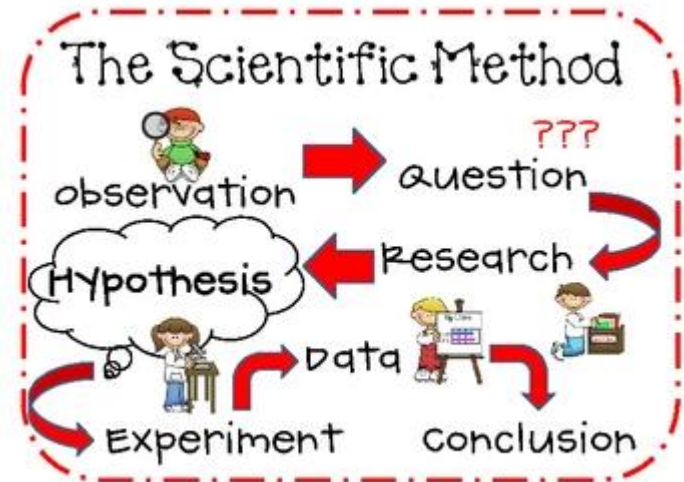
Problem Solving Log

- Excel spreadsheet
- Used to keep track of all problem solving meetings
- Good data for building MTSS teams to review
 - Determine amount of referrals
 - Types of referrals (reading, behavior, math)
 - Grade level teams needs



Problem Solving Process

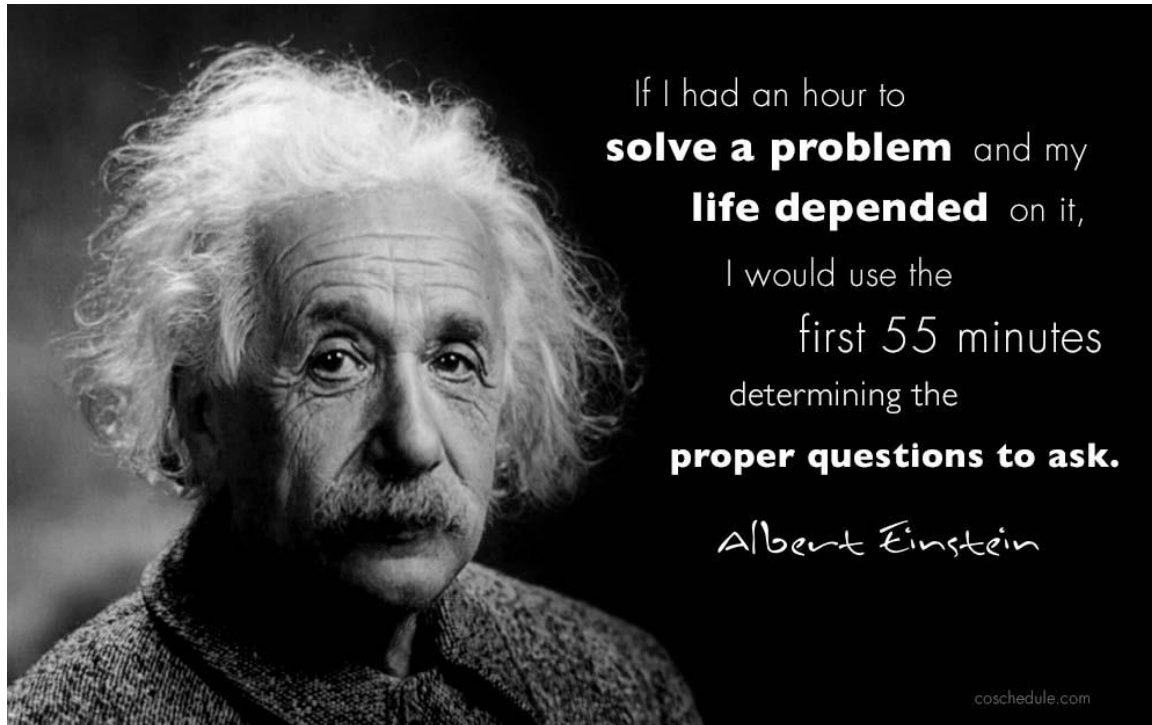
1. Problem Identification (What's the problem?)
2. Problem Analysis (Develop hypotheses, why is it happening?)
3. Plan Development
 - a) Intervention determined
 - b) What assessment will be used?
 - c) What is the intended goal?
4. Plan Implementation
5. Plan Evaluation (Did it work?)





Problem Solving Process

Why are these steps important?





Problem Identification

- Problem Identification is used to review multiple sources of data to prioritize the main concern and guide the problem analysis phase
- Use of RIOT/ICEL
 - Review
 - Interview
 - Observe
 - Test
- Instruction
- Curriculum
- Environment
- Learner

***NEW: See new forms**





Problem Identification Form

MTSS Problem Solving Form

Student Name: _____ Date: _____

Target Area(s) of Concern: _____

Instructions: To complete form, list possible barriers within each domain as it relates to the target area of concern. Then develop a discrepancy statement, operationally defining the problem.

	Instruction	Curriculum	Environment	Learner
Review	1.		1.	1.
	2.	2.	2.	
	3.	3.	3.	
Interview	1.	1.	1.	
	2.	2.	2.	
	3.	3.		
Observe	1.			
	2.			
	3.		3.	3.
Test				1.
				2.
				3.

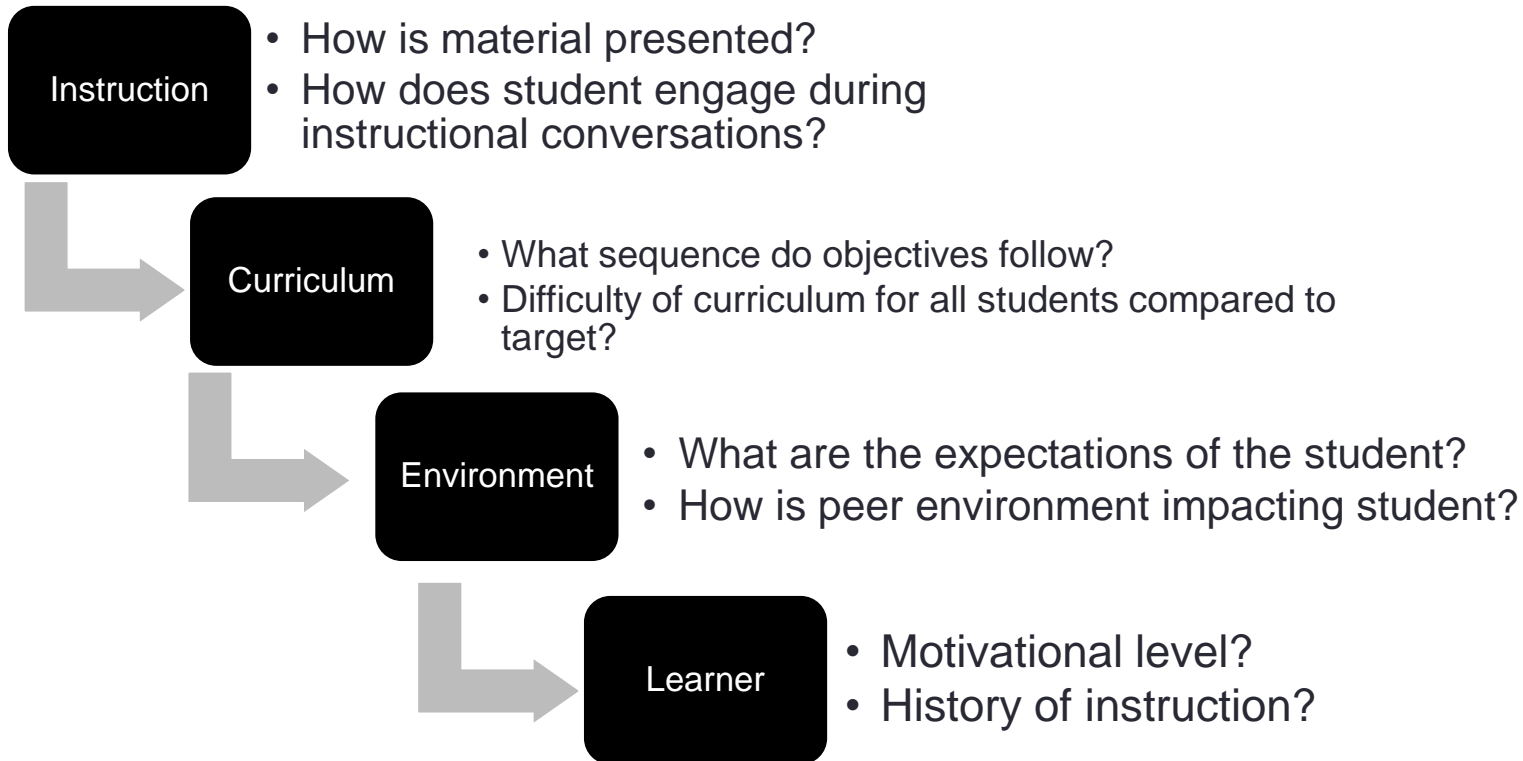
Identified Problem: _____

☐ At this time the team determined no plan was necessary, will continue to monitor student in the classroom



Problem Identification

- Progression of conversation:





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.



**KEEP
CALM
AND
CREATE A
HYPOTHESIS**



Plan Development

Once a hypothesis has been generated, problem solving teams need to determine the:

- Who
- What
- When
- Where
- How

Need to address the hypothesis question

- Develop a goal statement



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 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

***NEW form**



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





Plan Development

- **Is it an intervention?**

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

Explicit Reading Instruction	YES	
Preferential Seating		NO
Homework Help		NO
Explicit Math Instruction	YES	
Extended Time		NO



Intervention Update

- Information is being compiled to determine what resources are in the district
 - Determining gaps of resources in areas of reading, math, behavior
 - This is helping for the basis of a intervention bank
 - Interventions are being researched, specifically at a secondary level to address severe skill deficits
- For now here are some helpful websites:
 - www.pbisworld.com
 - www.markshinn.org



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



Reminder

- All forms are on the district website
- Be sure to review the manual
- MTSS is a process and the goal is for us to reach all students and make a difference for them.



Questions?

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- THANK YOU for you participation