MTSS

Secondary Collaborative

Agenda

- Introductions
- Review of MTSS Framework
  - Tiers
  - Tier Components
- Update on current implementation
- Review of Action Plans
- Problem Solving Process

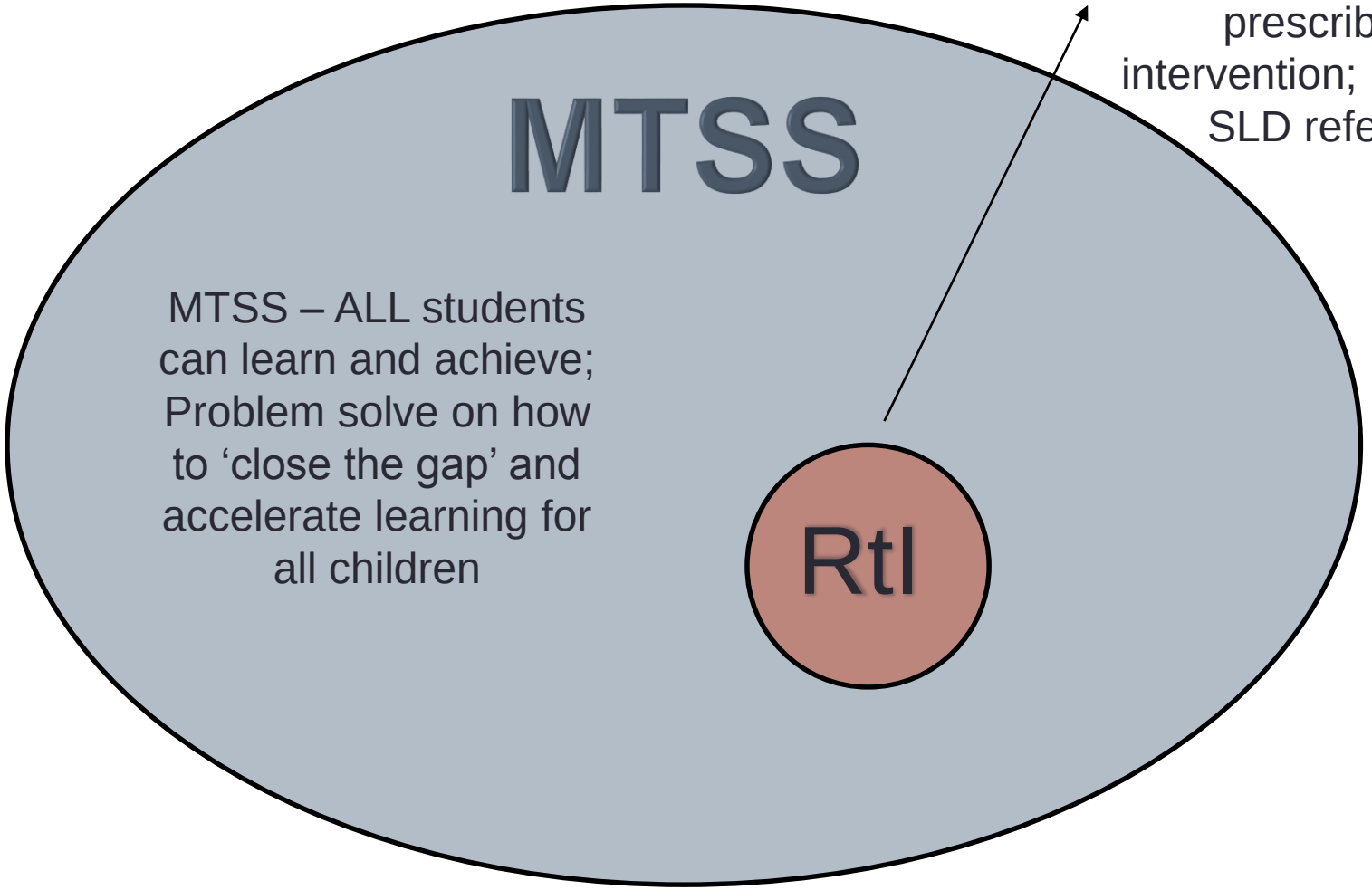
What is MTSS?

- 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.
- 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.)
(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).

What is MTSS?

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

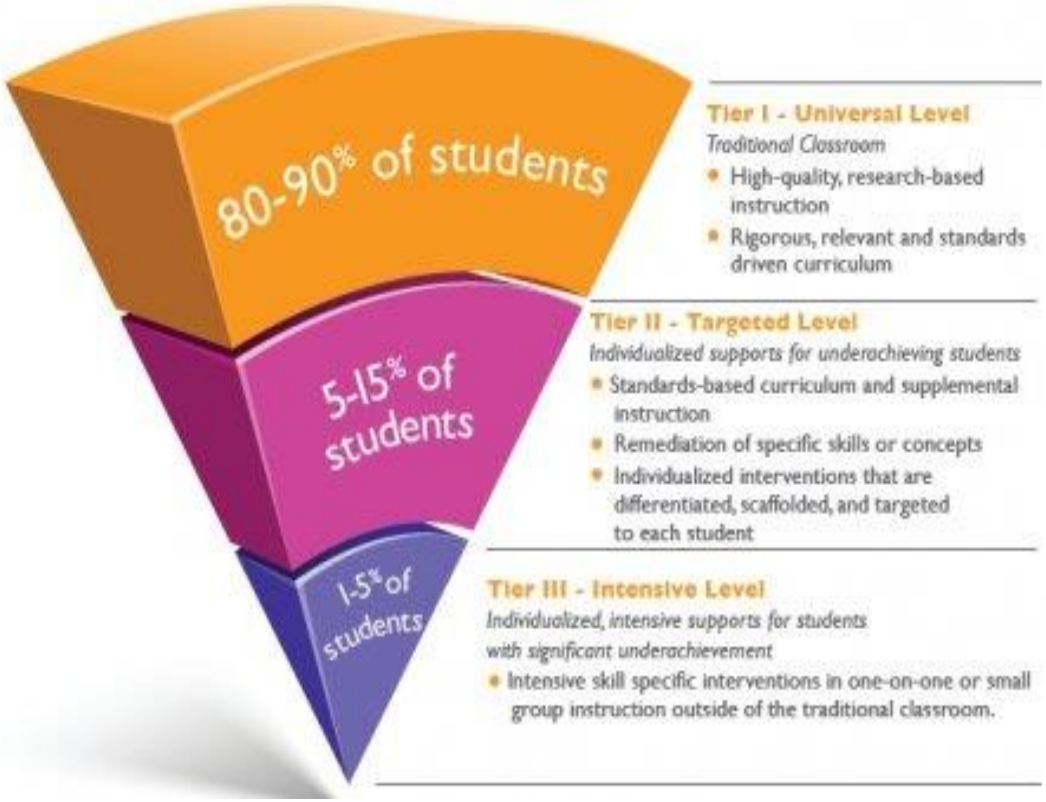


WHY MTSS?

- 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.

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
    - See HS google doc
  - Focus on prevention
    - What can be done in the classroom to meet all children's needs
- Assessment
  - Universal screening (7^{th} & 8^{th}) – AIMSweb
  - State assessments – Forward, ACT
  - Classroom performance (formative and summative)
  - Record reviews

MTSS Framework

Tier 1

- Problem-Solving
  - Content-Level/Grade Level Teams (PLC)
  - utilize and review grade/content level data to determine how students are progressing toward standards
  - Data drives instruction!
    - US Dept. Of Education – College & Career Ready

MTSS District Team Update

- 2015-2016 Goals:
  - Provide training on MTSS and Problem-Solving Model
    - Support building level teams with implementation at all tiers including: core instruction, problem-solving, assessments, interventions and data collection with fidelity
  - Assist with building-level action plans
  - Develop protocols for building level teams for tier documentation and intervention implementation
  - Monitor implementation within the district
  - Establish informational documents to be shared with parents
  - Focus on MS framework
- Priority for 2015-2016 school year is Tier 1 implementation

MTSS District Team Update

- Team has met 7 times

- Created MTSS vision statement
- Developed building action plans
- Identified building level team members and roles/function
- Revised PLP forms
- Determined how implementation will be monitored
- Established PLC guiding data document
- Reviewing current universal screening processes, esp. at secondary level
- All members have received training on Alpine (data warehouse)
- Developing training on the Problem Solving Process
- Establishing a manual for procedural guidelines – tier 1 complete

Building Action Plans

- Step 1 – Establish a Building MTSS Team
  - Building Teams established
  - Dates for meetings established
  - Training being provided (today ☺) for PS teams
  - Data to monitor:
    - Meeting agendas/notes
    - Evidence from action plan
    - PLC notes

- Upcoming:
  - Evaluate year of implementation
  - Master schedule being evaluated

Building Action Plans

- Step 2 – Provide Training to Entire Building Staff
  - Protocol for resource dissemination - usually faculty meetings
  - Continually outline expectations of tier 1
  - Participation in collaborative meetings (today ☺)

- Upcoming:
  - Disseminating Problem Solving training to staff
  - Current tier 2 protocols are being examined
  - Implementation of year one survey to staff
  - Data collection
  - 2 more collaborative meetings

Building Action Plans

- Step 3 – Provide Feedback to District MTSS Team
  - First part of manual disseminated
  - Implementing tier 1 practices (daily- good instruction)

- Upcoming:
  - Share manual with staff
  - Analyze building staff implementation survey results

Building Action Plans

- Step 4 – Roll-out Action Plan for Implementation
  - Action plan was reviewed
  - District vision was shared with staff (beginning staff meeting)
  - Standing MTSS agenda item for faculty meetings

- Upcoming:
  - Collect and evaluate student data, staff survey, and other program indicators to monitor program effectiveness

Building Action Plans

- Step 5 – Data Warehouse
  - Alpine training
  - Data coaches are established
- Upcoming:
  - Begin using Alpine during MTSS meetings

- Step 6 – Change Assessment Methods
  - Upcoming:
    - If any new training is necessary, it will be implemented in spring 2016

Problem Solving Process

- Referral
  - Can be made by team of teachers, teacher or parent
- 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)
- See referral form

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

- Use of RIOT
  - **R**eview of permanent products, cumulative records, health records, grades, PLP, school rules
  - **I**nterview teachers, parents, other relevant personnel
  - **O**bserve setting by outside personnel
  - **T**est data, including universal screening, grades, and other benchmark data

Problem Identification & Analysis

- Use RIOT in the domains of ICEL
  - **I**nstruction
  - **C**urriculum
  - **E**nvironment
  - **L**earner
- The analysis of this information will guide the process for gathering information about factors that can be changed in order to improve student performance
  - Focus on variables that are **educationally relevant and alterable**

- See RIOT & ICEL handout

Problem Identification Form

Target Area(s) of Concern: ___Reading Comprehension_____

	Instruction	Curriculum	Environment	Learner
Review	1. Diff. w/ inferences & summarizing info 2. Diff. remember what occurs in the story w/out prompts 3. Had previous PLP	1. Curriculum focuses on inferencing & using supporting details 2. 3.	1. Routines are followed 2. Good classroom management 3.	1. Good relationship w/teacher 2. Attempts all work – good effort 3.
Observe	1. Focus on independent reading and comprehension tasks	1. Learning target is providing summary w/ supporting details	1. Sits in front of class 2.	1. Starts quickly on tasks 2. Focused in class
Interview	1. Only 3 late assignments 2. Support & coaching during independent work	1. Heavy focus on comprehension 2.	1. Opportunities to participate – infrequently participates 2.	1. Anxiety like behaviors 2. Student says she is forgetful
Test	1. Whole class intervention 2. 3.	1. 2. 3.	1. 2. 3.	1. Lexile 2. Badger 3.AIMSweb

Problem Analysis

- Reviewing possible reasons for skill deficit

- Generate a hypothesis to determine why the problem is occurring based on data reviewed

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

Who and Where will likely done in CRC/COCRC

See handout

Problem Analysis & Plan Development

Working Hypothesis (Why is the problem occurring?)	
Student is demonstrating difficulty with comprehending and making inferences with text due to her difficulties with reading fluency at grade level as she is missing more complex decoding skills causing her to not understand what she is reading.	
Evidence-Based Intervention	
Intervention: Error Word Drill	
Exposure	
How long will the intervention session last?	20 minutes
How many times per week will the intervention session occur?	4x a week
How many weeks will the intervention session be implemented?	9 weeks

Plan Development

Resources	
What materials are required to implement the intervention?	Error Word List Instructional Reading Material
Who is responsible for gathering the materials and setting up the intervention?	CRC Teacher
Who will be responsible for implementing the intervention?	CRC Teacher
Progress Monitoring	
What progress monitoring tool will be used?	AIMSweb Fluency (RCBM)
How often will progress monitoring be conducted?	1x a week
Who will conduct progress monitoring?	CRC Teacher
Goal Statement:	In 32 weeks student will be able to read 166 words per minute (ROI 2 words per week) on an Aimsweb fluency passage.
Fidelity	
What fidelity protocol will be used?	☐ **Checklist** ☐ **Observation**
Who is responsible for collecting fidelity data?	Principal ; CRC teacher
How often will fidelity be measured?	Checklist – 4x a week; Observation – 1x per intervention period

Plan Implementation

- Intervention will be administered as prescribed, which was developed during the plan development phase
- Ensure fidelity at this phase
- See handout

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
- See handout

Plan Evaluation

Intervention begin date: _____ Intervention end date: _____

Total # of sessions received: _____ Fidelity percentage: _____

1. Fidelity percentage 80% or higher?

□ Yes (continue to step 2)

□ No (continue to step 4; and consider maintaining new plan, new problem, hypothesis, or modify intervention plan)

1. As a result of this intervention implementation:

□ Goal was met

□ Trend line shows student on track to meet or exceed goal

- Consecutive data points show student on track or meet or exceed goal

□ Trend line shows student is *not* on track to meet or exceed goal

- Consecutive data points show student is *not* on track to meet or exceed goal

1. Team Decision:

□ Discontinue intervention – goal met; fade intervention

□ Maintain or generalize current plan

□ Select a new problem (New Problem Identification Form)

□ Select a new hypothesis for the same problem (New Problem Analysis Form)

□ Retain current hypothesis, but modify the intervention plan (New Plan Development Form)

Optional comments regarding plan evaluation decision:

_____

_____

Questions?

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