

# MULTI-TIERED SYSTEM OF SUPPORT (MTSS) TIER 2

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Administrator Retreat  
Fall 2016



# Session Objectives

- Recap of Tier 1
  - Accomplishments of last year
- 2016-2017 Goals
- Tier 2 Introduction
  - Vocabulary
  - Tier 2 Components
    - Instruction
    - Assessment
    - Problem Solving
  - Brief Overview of Intervention Bank



# MTSS

- MTSS = Multi-Tiered System of Support
- 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



## District Vision

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.





# MTSS Framework

**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 – Changing for 7<sup>th</sup>-12<sup>th</sup> grade**
  - Universal screening– AIMSweb; PALS (4k-2<sup>nd</sup>)
    - **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 (3<sup>rd</sup> – 6<sup>th</sup>)
  - Lexiles (2<sup>nd</sup> – 6<sup>th</sup>)
  - 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	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



# Review of '15-'16 District MTSS Goals

- Main focus was Tier 1 and implementation of PS Teams
- 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 PLP guiding data document
- Reviewed current universal screening processes
- All members have received training on Alpine
- Developing training on the Problem Solving Process through collaborative meetings
- Establishing a manual for procedural guidelines – tier 1 complete and part of tier 2 is complete
- Reviewed current Tier 2 and 3 practices within the district
- Review district data to determine needs
- Sent out year one staff survey
- Beginning to develop an intervention bank



## '16-'17 District MTSS Goals

- Main focus is building a comprehensive intervention bank & working through problem solving process, mainly plan evaluation stage
- Staff to become fluent in Tier 2 vocabulary and best practice
  - Provide trainings to building MTSS team members and staff
  - Beginning of year training for all staff members
  - BOY & EOY staff survey
- Revise building action plans to reflect goals for implementing Tier 2
  - PLC teams establish goals that reflect building action plan goals
- Update manual to reflect best practices in tier 2
- Continue to build & implement a comprehensive intervention bank
  - Develop trainings to demonstrate interventions listed in bank
- Continue to collect various data throughout the year to monitor implementation of Tier 1 & 2
- Continue to use Alpine for data needs at building and district level
- Review current Tier 3 practices to plan for '17-'18 school year





# MTSS Model

Tier I:	Tier II:	Tier III:
<b>High Quality Core Instruction (Best Practices) (Support for students)</b>	Supplemental Instruction (Intervention) (Treatment for students)	Individualized Intensive Instruction (Intervention) (Treatment for students)

-----Intensity of Intervention----->



## Tier 2

**Tier 2** – is made up of curriculum and instructional practices that are provided to some students and in addition to the routine (same definition as supplemental intervention). This implies a small group of three to five students for 20-40 minutes, at least three to five days a week.

(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.)

**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).

- Remember – supplemental *INSTRUCTION* to core





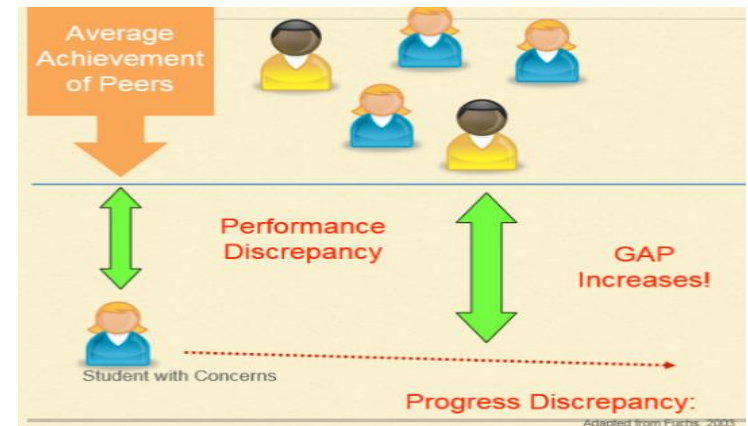
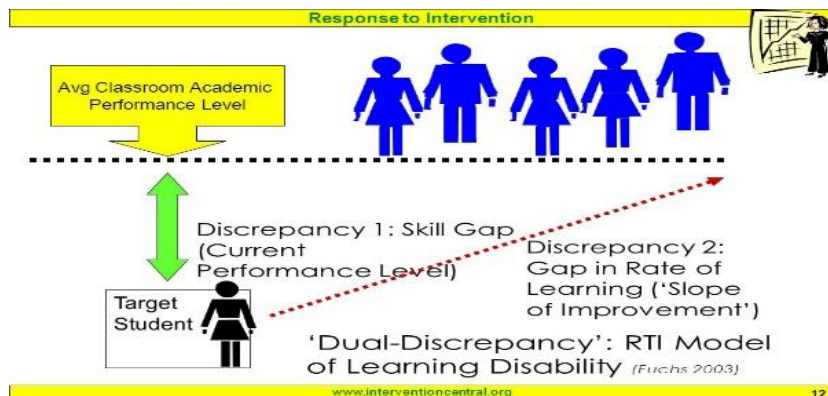
# New Vocabulary: Tier 2

**Supplemental Instruction** – curriculum and instruction practices that are provided to some students in addition to the routine

**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 (see graphic)

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





## Tier 2

- Instruction
  - Supplemental Instruction
  - Intervention
- 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



# Assessment Changes

- Assessment
  - Universal screening – ACT Aspire (7-10<sup>th</sup> 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

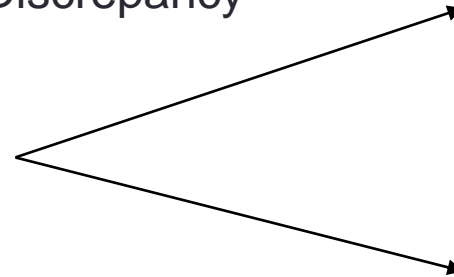


# Which students are we talking about?

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

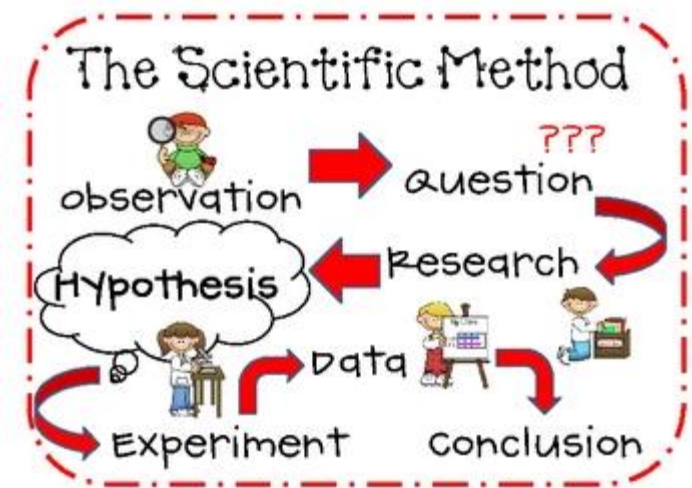
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# Tier 2 – Problem Solving

- Process

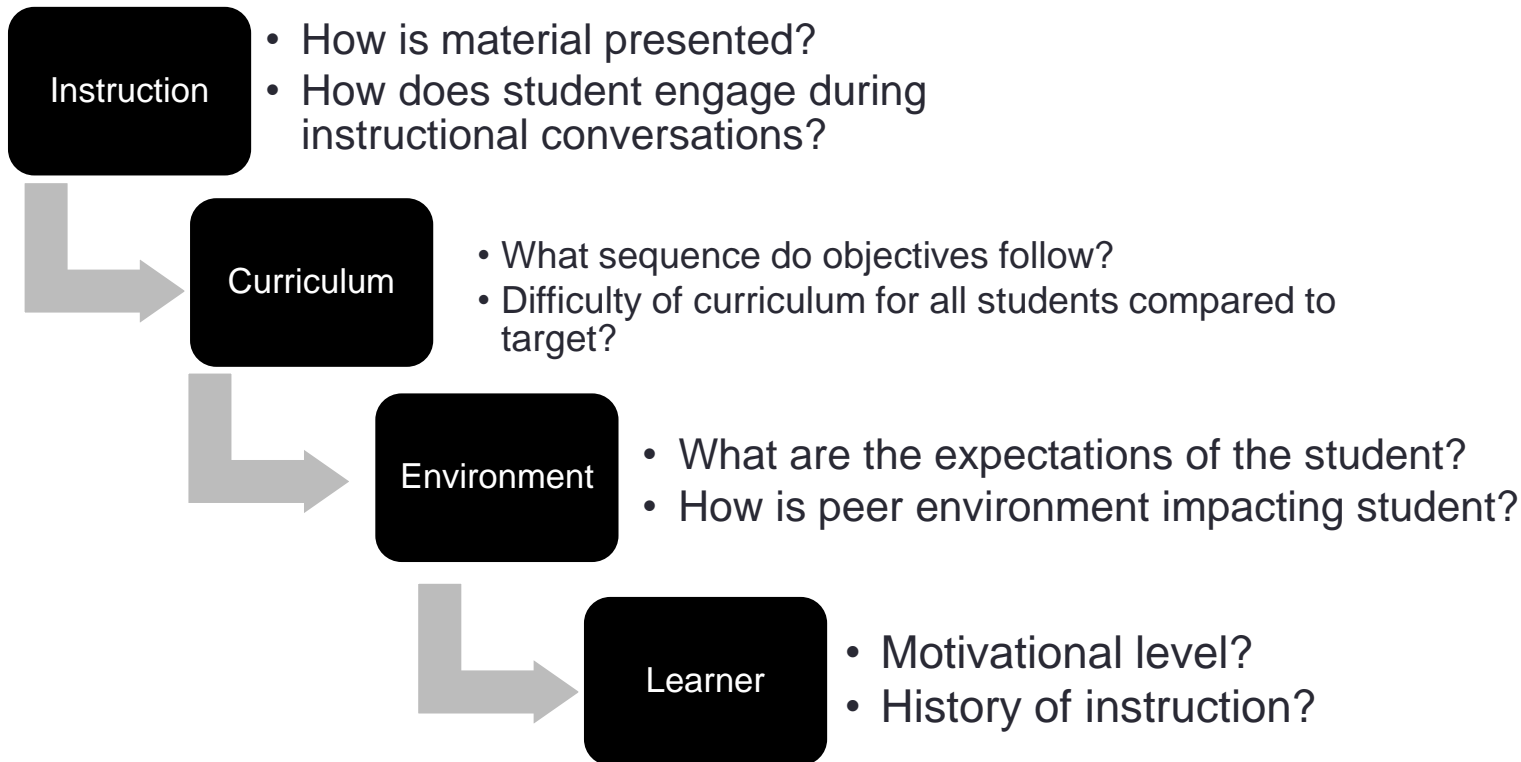
1. Problem Identification (What's the problem?)
2. Problem Analysis (Develop hypotheses, why is it happening?)
3. Plan Development
  - a) Intervention determined
  - b) What assessment will be used?
  - c) What is the intended goal?
4. Plan Implementation
5. Plan Evaluation (Did it work?)





# Problem Identification

- 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

- **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
- **Intervention Bank will assist with this plan**



# 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
  - Using fidelity checks aligned with the intervention
  - See model fidelity check
- 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
- *Will be working on “data decision rules” to help teams make these decisions*



# Updates

- Website
- Intervention Bank
  - How to access



# Thank you!

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MTSS Facilitator

*No, I'm not a superhero,  
I'm something even  
more powerful....*

**I AM A  
TEACHER**

*I don't need a cape,  
because I'm lifted up by  
the amazing & inspiring  
kids I teach.*

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