Using Key Components of a Multi-Tiered System of Supports (MTSS) Framework
Session 3

NYS-RtI TAC
Fall 2016 Webinar Series

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- Using Key Components of a MTSS Framework
- Implementing the Common Core Learning Standards within MTSS
- Integrating the Data-Based Problem-Solving Process (RtI) into a MTSS
- Aligning Instruction/Interventions with the CCLS and Integrating Instructional Practices Across the Tiers
- Ensuring the Integration of Academic Skills, Academic Behavior Expectations and Scaffolding to Maximize Student Engagement within the Instructional Process
- Meeting the Needs of Students with Disabilities and Students with 504 Accommodations Through Specially Designed Instruction within an MTSS Framework
- Have courageous conversations
- Reflect, celebrate, reverberate, breathe
- GET FIRED UP!

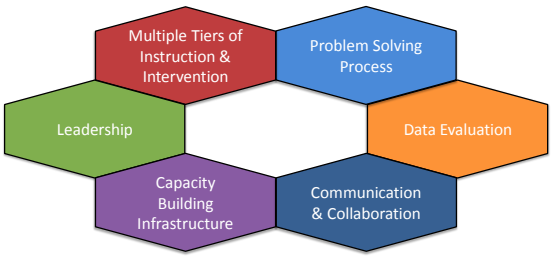
Review
Last time we talked about….

- Integrating Academic and Behavior Goals
- Aligning MTSS with the CCLS
- Unpacking the Standards
- Identifying Skills to be the Focus of Instruction and Problem-Solving
- Using Universal Design for Learning

This week we will….

- Identify the steps and activities in the problem-solving process
- Apply the problem-solving process to an actual case
- Use the Problem-Solving Fidelity Checklist to ensure fidelity of implementation.

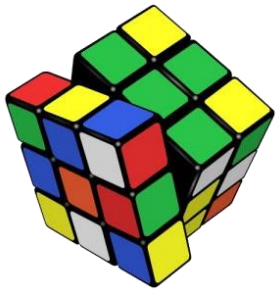
Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Problem-Solving is the Engine That Drives Instruction and Intervention

It is the MOST Critical Skill A Leader Can Possess



K. Leithwood, 2007

Problem Solving Process: Levels of Implementation

Level of Implementation	Problem Solving Team	Example
Student	Individual Teacher and/or Teacher Teams	Student is continually absent from class
Classroom	Individual Teacher and/or Teacher Teams	A large number of students in one classroom failed the unit test
Grade/Department Level	Teacher Teams and/or Instructional Leadership Team	A majority of students in grade 9 Algebra did not perform well on the mid-year assessment
School Level	Instructional Leadership Team	Low overall percentage of students meeting growth targets
District Level	District Senior Leadership Team	Increase in expulsions across schools

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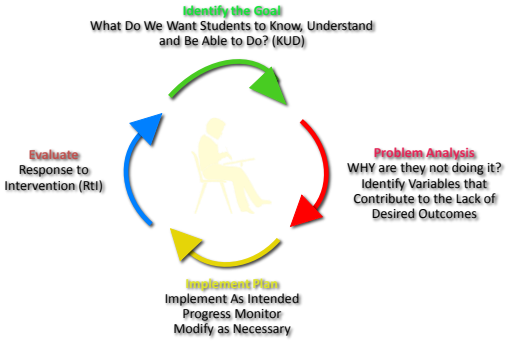
Problem Solving Process



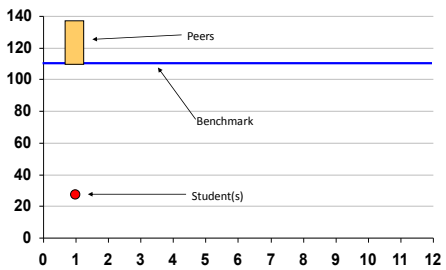
Steps in the Problem-Solving Process

1. **Problem Identification**
   - Identify replacement behavior
   - Data- current level of performance
   - Data- benchmark level(s)
   - Data- peer performance
   - Data- GAP analysis
2. **Problem Analysis**
   - Develop hypotheses (brainstorming)
   - Develop predictions/assessment
3. **Intervention Development**
   - Develop interventions in those areas for which data are available and hypotheses verified
   - Proximal/Distal
   - Implementation support
4. **Response to Intervention (RtI)**
   - Frequently collected data
   - Type of Response- good, questionable, poor

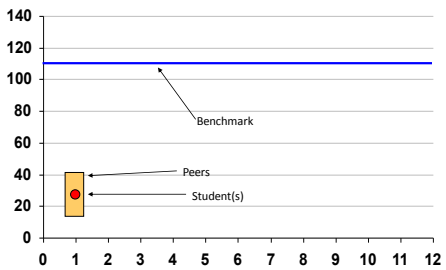
Step 1

Identifying the GOAL
Setting the Benchmark
Determining WHOSE Issue is it?
Establishing a rate of progress necessary to attain the goal.

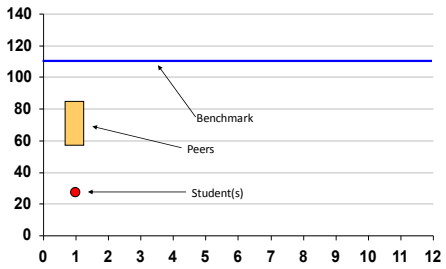
Problem ID Review



Problem ID Review



Problem ID Review

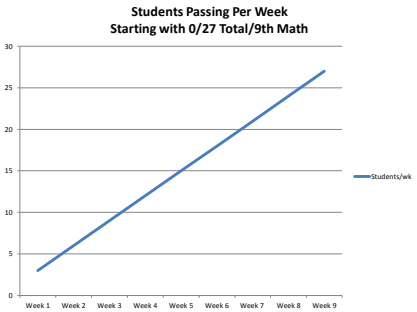


Steps in the Problem-Solving Process

1. **Goal Identification**
   - Identify replacement behavior
     - Pass math in 9th grade
   - Data- current level of performance
     - 193 are passing math 27 are not passing
   - Data- benchmark (desired) level(s)
     - 220
   - Data- peer performance
     - 193/220 passing
   - Data- GAP analysis
     - 27 students

Data-Based Determination of Expectations Math 9

- Current- 27 Students Failing
- Benchmark Level- 0 Failing
- Date- Want all passing within 9 weeks.
- Calculate-
  - Difference between current and benchmark level- 220-193=27
  - Divide by # Weeks- 9
  - Result: # of student increased passing - 3 per week in order to hit the goal of 27 in 9 weeks.



Step 2: Problem Analysis

The "Why", "Root Cause"

Hypotheses Development

Assessment To Validate Hypotheses

Fact Finding

Problem Analysis is the process of gathering information in the domains of **instruction, curriculum, environment and the learner (ICEL)** through the use of **reviews, interviews, observations, and tests (RIOT)** in order to evaluate the underlying causes of the problem.

Generate Hypotheses

Developing informed statements about ***why*** the desired behavior(s) are not occurring.

The (desired behavior) is not occurring because…

27 students are unable to pass Math 1 because....

Sources of data to **evaluate** hypotheses

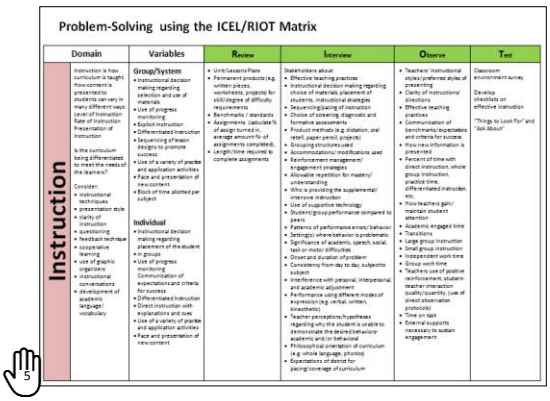
- ✓ Review
- ✓ Interview
- ✓ Observe
- ✓ Test

(RIOT)

Develop Hypothesis: ICEL

- We must ask questions to form a hypothesis regarding "What is the goal not being attained? Why is the goal not being attained?"
- We ask questions across four domains.

Key Domains of Learning		
I	Instruction	Instruction is **how** the curriculum is taught.
C	Curriculum	Curriculum refers to **what** is taught.
E	Environment	The environment is **where** the instruction takes place.
L	Learner	The learner is **who** is being taught.



E The schedule does not provide time/opportunity for practice and instruction necessary to "catch up".

I The instructional strategies do not emphasize explicit instructional strategies, content enhancement routines, sufficient feedback, guided instruction, or differentiation

E Expectations (home/school community)for performance are low

C Pacing is too fast, does not provide for sufficient student engagement. Materials are not aligned with standards, and instructional sequences are not sufficiently explicit and inconsistent across teachers.

Step 2-Problem Analysis
Hypotheses

Step 2: Problem Analysis *(Why is it occurring?)*
Generate multiple hypotheses addressing what you think is at the root of the identified issue.

Hypothesis sentence frame: *The problem is occurring because _____.*

HYPOTHESIS 1	***The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.***
Prediction If,then...	***When students attend class at a much high rate then they will receive passing grades.***

Step 2-Problem Analysis
Hypotheses

Problem-Solving Protocol

HYPOTHESIS 2	***The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.***
Prediction If, then…	***If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with teacher support, guided practice with peer support) then student performance would improve***

Step 2-Problem Analysis
Hypotheses

HYPOTHESIS 4	The difference between expected and current levels of performance in Common Core Math I exist because students who are failing complete less than 50% of their classwork and their homework.
Prediction If, then...	When struggling students (D or F) complete more that 80% of their homework and classwork, then they improve at least 1 letter grade. When struggling students (D or F) complete less than 50% of their homework they do not improve at least 1 letter grade.

Test and Validate Hypotheses

R	eview	Review of historical records and products
	and/or	
I	nterview	Interviews of key stakeholders
	and/or	
O	bserve	Observe performance in real time functional settings
	and/or	
T	est	Test through careful use of appropriately matched measurement strategies/methods

Assessment Information
RIOT

Step 2: Problem Analysis *(Why is it occurring?)*
Generate multiple hypotheses addressing what you think is at the root of the identified issue.

Hypothesis sentence frame: *The problem is occurring because _____.*

HYPOTHESIS 1	***The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.***
Prediction **If,then...**	***When students attend class at a much high rate then they will receive passing grades.***
Relevant Data R I O T	Compare grade distributions of students attending 95% of the time or more to the grade distributions of students attending 80-89%.

Step 2-Problem Analysis
Hypotheses

Problem-Solving Protocol

HYPOTHESIS 2	***The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.***
Prediction **If, then…**	***If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with teacher support, guided practice with peer support) then student performance would improve***

Happy High School
ICEL by RIOT: Validating/Invalidating Hypothesis

Hypothesis 1:

The difference between expected and current levels of performance in Common Core Math I exists because of excessive absenteeism during 1st period.

Data: The average rate of attendance for students receiving A-C grades is 96%. The average rate of attendance for students receiving F grades is 94%. No difference exists.

Complete Step 2

Step 2: Problem Analysis *(Why is it occurring?)*
Generate multiple hypotheses addressing what you think is at the root of the identified issue.

Hypothesis sentence frame: *The problem is occurring because _____.*

HYPOTHESIS 1	***The difference between desired and current levels of performance in Math 1 exists because of excessive absences during Math classes.***
Prediction **If,then...**	***When students attend class at a much high rate then they will receive passing grades.***
Relevant Data R I O T	Compare grade distributions of students attending 95% of the time or more to the grade distributions of students attending 80-89%.
Validated? *Yes/No*	NO. A Review of the attendance and grade data indicated that the students receiving F grades had attendance patterns very similar to those students receiving A-C grades.

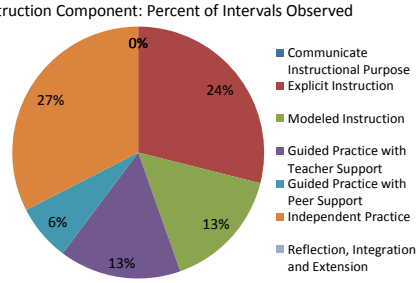
Assessment Information
RIOT

Problem-Solving Protocol

HYPOTHESIS 2	***The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.***
Prediction **If, then…**	***If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with teacher support, guided practice with peer support) then student performance would improve***
Relevant Data R I O T	Observation- collect data during walkthroughs to assess the types of instruction strategies used, what percent of the time they are used and the level of student engagement for each type of strategy.

Model: Happy High School
OBSERVE: Conducted Walkthrough

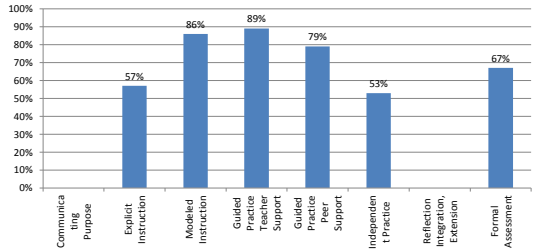
Instruction Component: Percent of Intervals Observed



Model: Happy High School

OBSERVE: Walkthrough Data

Percent of Students Engaged by Instructional Component



Complete Step 2 Hypothesis 2

Problem-Solving Protocol

HYPOTHESIS 2	***The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.***
Prediction If, then…	***If more time was spent during class time using instructional practices that had high rates of student engagement (modeled practice, guided practice with teacher support, guided practice with peer support) then student performance would improve***
Relevant Data R I O T	Observation- collect data during walkthroughs to assess the types of instruction strategies used, what percent of the time they are used and the level of student engagement for each type of strategy.
Validated? *Yes/No*	YES. The types and times of instructional strategies vary significantly and the strategies with the greatest student engagement are used for lesser amounts of time.

Complete Step 2 Hypothesis 3

HYPOTHESIS 4	The difference between expected and current levels of performance in Common Core Math I exist because students who are failing complete less than 50% of their classwork and their homework.
Prediction If, then…	When struggling students (D or F) complete more that 80% of their homework and classwork, then they improve at least 1 letter grade. When struggling students (D or F) complete less than 50% of their homework they do not improve at least 1 letter grade.
Relevant Data R I O T	Review. Identify struggling students who complete less than 50%of their homework/classwork and students who complete more than 80%.

Student Survey Data: Productivity: The ILT collected survey data from all current students to better understand the barriers that impede productivity (work completion).

About how often do you not complete your classwork?				
Almost Everyday	1-3 times a week	1-3 times a month	1-3 times a semester	I always complete my classwork
6%	11%	17%	12%	54%
When you do not complete your classwork, it is because…				
I don't understand how to do it	I need my teacher to show me more examples of how to do it	I need my teacher to watch me work and correct my mistakes	The classwork is boring	It doesn't matter if I do my classwork, I will fail anyway
49%	23%	31%	39%	9%
About how often do you not complete your homework?				
Almost Everyday	1-3 times a week	1-3 times a month	1-3 times a semester	I always complete my classwork
9%	16%	16%	13%	46%
When you do not complete your homework, it is because…				
I don't understand how to do it	I don't have help to do it	I didn't write down the assignment correctly	I didn't bring home the right materials	No one is checking to see if I did my homework	I always complete my homework without trouble
66%	43%	12%	13%	3%	43%

Grade Book Data

	Less than 50% work comp	80% or more work comp
Grading Period 1-1st half	D or F grade	NA
Grading Period 1-2nd half	D or F grade	C or D Grade

Step 3

Developing, Implementing Instruction/Interventions With Fidelity and Sufficiency

From Problem Analysis to Intervention

- Hypothesis 2: **Validated**

The difference between expected and current levels of performance exist because not enough time is allocated for the most effective instructional practices.

What type of intervention does this validated hypothesis suggest?

From Problem Analysis to Intervention

- Hypothesis 4: Validated

The difference between expected and current levels of performance exits because students are not completing sufficient amounts of homework and classwork.

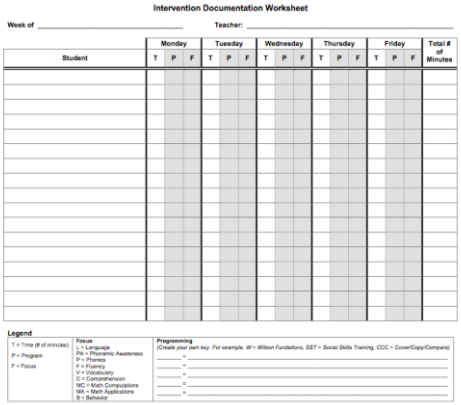
What type of intervention does this validated hypothesis suggest? Is it a separate intervention or another validation for Hypothesis 2?

Interventions

- **WHAT** will be done?
  - Allocate more time to the most effective instructional practices that engage students.
- **WHO** will do it?
  - Classroom Teachers with PLC support
- **WHEN** will it be implemented and for how long?
  - Start Date---
  - 4 weeks
- **WHAT** data will be collected to monitor intervention on student performance
  - Accuracy on chapter tests and common assessments
  - Peer observations of instructional practices and student engagement
- **HOW** often will the data be reviewed?
  - **After each chapter test.**

Intervention Support

- Intervention plans should be developed based on student need and skills of staff
- All intervention plans should have intervention support
- Principals should ensure that intervention plans have intervention support
- Teachers should not be expected to implement plans for which there is no support



Intervention Documentation Worksheet

Week of _____ Teacher: _____

Student	Monday T	Monday P	Monday F	Tuesday T	Tuesday P	Tuesday F	Wednesday T	Wednesday P	Wednesday F	Thursday T	Thursday P	Thursday F	Friday T	Friday P	Friday F	Total # of Minutes

Legend

T = Time (# of minutes)	Focus	Programming
P = Program	L = Language	(Create your own key. For example, W = Wilson Fundations, SST = Social Skills Training, CCC = Cover/Copy/Compare)
F = Focus	PA = Phonemic Awareness	_____ = _____
	P = Phonics	_____ = _____
	F = Fluency	_____ = _____
	V = Vocabulary	_____ = _____
	C = Comprehension	_____ = _____
	MC = Math Computations	_____ = _____
	MA = Math Applications	_____ = _____
	B = Behavior	

Step 4

Response to Instruction/Intervention

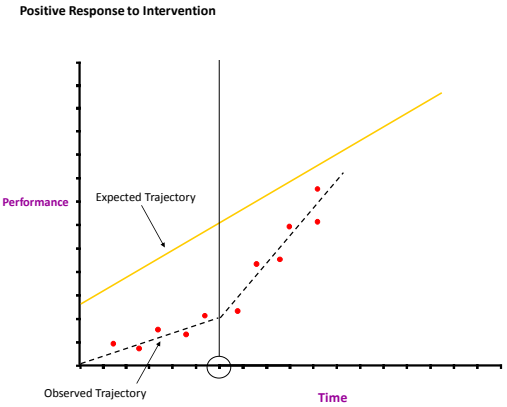
Decision Rules: What Constitutes Sufficient Progress?

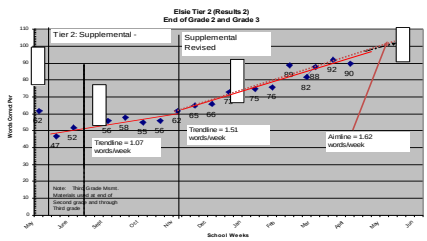
Decision Rules

- Response to Intervention Rules
- Linking RtI to Intervention Decisions

Decision Rules: What is a "Good" Response to Intervention?

- ***Positive Response***
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
  - Level of "risk" lowers over time
- ***Questionable Response***
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- ***Poor Response***
  - Gap continues to widen with no change in rate.



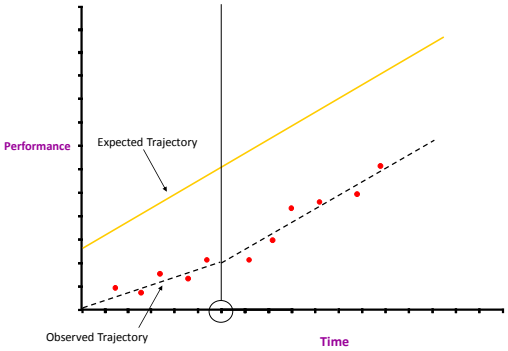


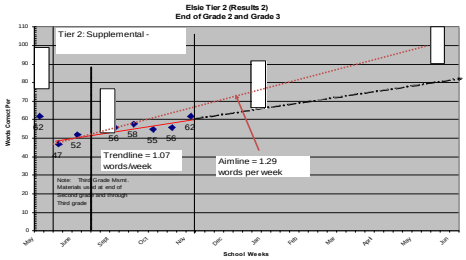
Good RtI

Decision Rules: What is a "Questionable" Response to Intervention?

- ***Positive Response***
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
- ***Questionable Response***
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
  - Level of "risk" remains the same over time
- ***Poor Response***
  - Gap continues to widen with no change in rate.

Questionable Response to Intervention



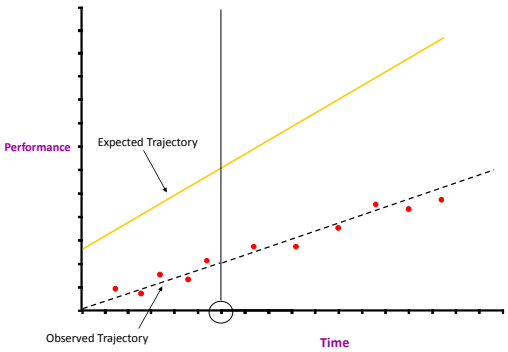


Questionable RtI

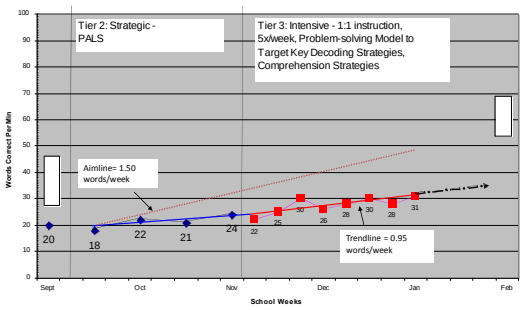
Decision Rules: What is a "Poor" Response to Intervention?

- ***Positive Response***
  - Gap is closing
  - Can extrapolate point at which target student(s) will "come in range" of target--even if this is long range
- ***Questionable Response***
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- ***Poor Response***
  - Gap continues to widen with no change in rate.
  - Level of "risk" worsens over time

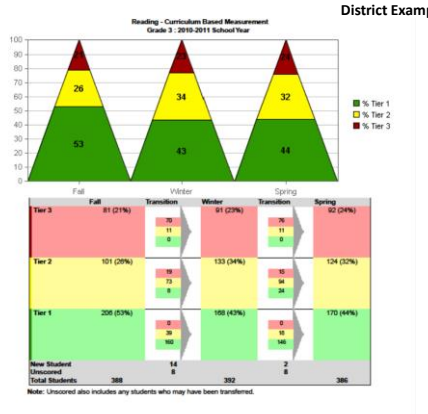
Poor Response to Intervention



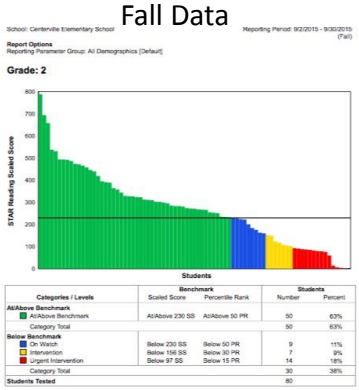
Bart



District Example



Fall Data



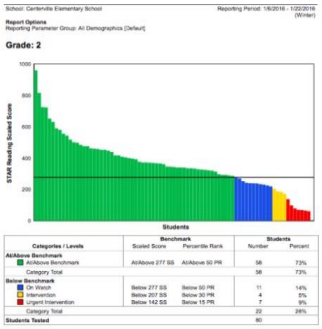
School: Centerville Elementary School — Reporting Period: 9/2/2015 - 9/30/2015 (Fall)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 2

Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 230 SS	At/Above 50 PR	50	63%
Category Total			50	63%
Below Benchmark				
On Watch	Below 230 SS	Below 50 PR	9	11%
Intervention	Below 156 SS	Below 30 PR	7	9%
Urgent Intervention	Below 97 SS	Below 15 PR	14	18%
Category Total			30	38%
Students Tested			80	

Winter Data



School: Centerville Elementary School — Reporting Period: 1/6/2016 - 1/22/2016 (Winter)

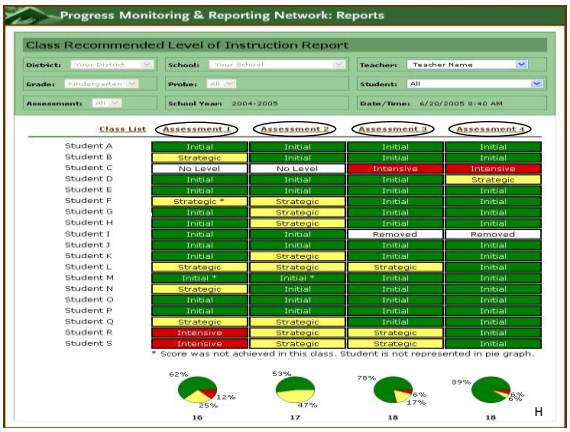
Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 2

Categories / Levels	Benchmark Scaled Score	Benchmark Percentile Rank	Students Number	Students Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 277 SS	At/Above 50 PR	58	73%
Category Total			58	73%
Below Benchmark				
On Watch	Below 277 SS	Below 50 PR	11	14%
Intervention	Below 207 SS	Below 30 PR	4	5%
Urgent Intervention	Below 142 SS	Below 15 PR	7	9%
Category Total			22	28%
Students Tested			80	

Fall/Winter Comparisons

	Fall	Winter	
At/Above Proficiency	63	73	+10
On Watch	11	14	+3
Intervention	9	5	-4
Urgent Intervention	18	9	-9



Progress Monitoring & Reporting Network: Reports

Class Recommended Level of Instruction Report

District: Your District — School: Your School — Teacher: Teacher Name
Grade: Kindergarten — Probe: All — Student: All
Assessment: All — School Year: 2004-2005 — Date/Time: 6/20/2005 8:40 AM

Class List	Assessment 1	Assessment 2	Assessment 3	Assessment 4
Student A	Initial	Initial	Initial	Initial
Student B	Strategic	Initial	Initial	Initial
Student C	No Level	No Level	Intensive	Intensive
Student D	Initial	Initial	Initial	Strategic
Student E	Initial	Initial	Initial	Initial
Student F	Strategic *	Strategic	Initial	Initial
Student G	Initial	Strategic	Initial	Initial
Student H	Initial	Strategic	Initial	Initial
Student I	Initial	Initial	Removed	Removed
Student J	Initial	Initial	Initial	Initial
Student K	Initial	Strategic	Initial	Initial
Student L	Strategic	Strategic	Strategic	Initial
Student M	Initial *	Initial *	Initial	Initial
Student N	Strategic	Initial	Initial	Initial
Student O	Initial	Initial	Initial	Initial
Student P	Initial	Initial	Initial	Initial
Student Q	Strategic	Strategic	Initial	Initial
Student R	Intensive	Strategic	Strategic	Initial
Student S	Intensive	Strategic	Strategic	Initial

* Score was not achieved in this class. Student is not represented in pie graph.