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

NYS-RtI TAC
Fall 2016 Webinar Series

Dr. George M. Batsche
Director
Institute for School Reform
University of South Florida
batsche@usf.edu

- 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

- Session 1
  - Understanding the Fundamentals of MTSS
  - How is MTSS different from RtI—or is it?
  - What are the 6 components of MTSS?
  - What does MTSS look like “on the ground?”
  - Important underlying assumptions.
  - How do we differentiate the tiers?

And……

- GET FIRED UP FOR THIS WEBINAR!!!

Every system is perfectly aligned for the results it gets.

If you want to change and improve the climate and outcomes of schooling – ***both for students and teachers***, there are features of the school culture that have be to changed, and if they are not changed, your well intentioned efforts will be defeated.

Seymore Sarason

1996

Two basic questions…

Are you happy with your data?

Is every classroom one you would put your own flesh and blood?

Fundamental Assumptions

There are no quick fixes. Dedication, hard work and checking your ego at the door....works!

There is a need for General, Special, and Gifted Education, but not as it currently exists.

Too much time has been spent admiring problems.

No student is worthless. Even the worst student is a good example of what's not working.

The best place to address diverse learning needs is in the instructional process.


Monet

A *Shift* in Thinking

The central question is not:

“What about the students is causing the performance discrepancy?”

but rather...

“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

Ken Howell

Reflect & Share

- As you think about how you problem-solve student academic and behavioral issues in your setting, do you routinely consider issues related to Instruction, Curriculum and Environment first rather than immediately focusing on Student factors?

- Does assessment for student improvement included assessment of the instruction, Curriculum and Environment as much as it does assessment of Individual Students?

- Rate your setting 1 to 5
  - 1=Focus Primarily on Student Factors
  - 5=Focus on Instruction, Curriculum and Environment factors as well as Student Factors

- **COMPLETE THE POLL WHEN IT APPEARS**

RtI to MTSS

Response to Intervention

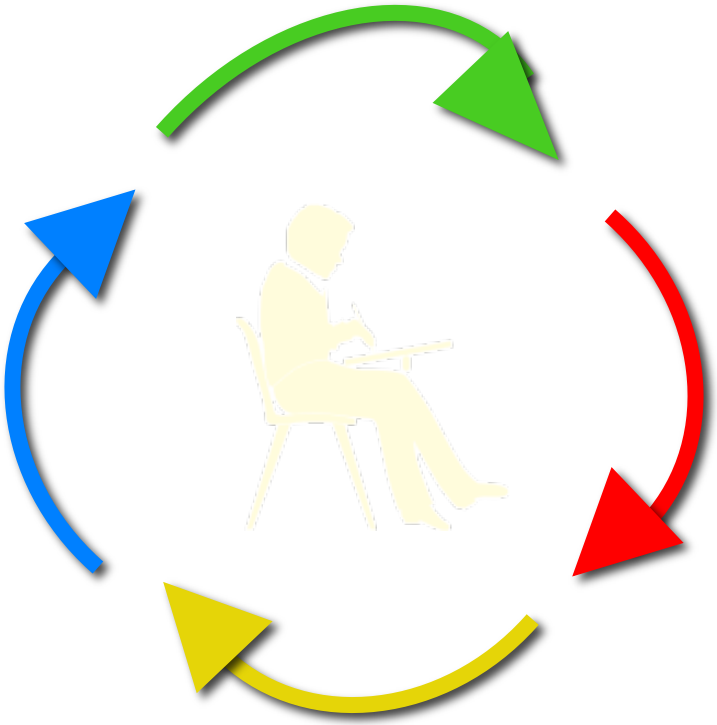
- RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

  (Batsche, et al., 2005)

- Problem-solving is the process that is used to develop effective instruction/interventions.

Problem Solving Process

Identify the Goal
What Do We Want Students to Know, Understand and Be Able to Do? (KUD)



Problem Analysis
WHY are they not doing it?
Identify Variables that Contribute to the Lack of Desired Outcomes

Implement Plan
Implement As Intended
Progress Monitor
Modify as Necessary

Evaluate
Response to Intervention (RtI)

RtI to MTSS

Then

- A “practice” or way of work
- Focused on student-level problem solving-4th step
- Often “led” by SPED
- Related to interventions and SLD evaluations
- More rudimentary data systems focused on literacy
- School District led
- Practice Driven

Now

- A systems approach to school reform-ROI model
- System, School and Student problem-solving
- Led by general education
- Focused on accelerating performance of ALL students
- Broader, integrated systems (academic/behavior and data)
- SEA involvement
- Policy Driven

MTSS

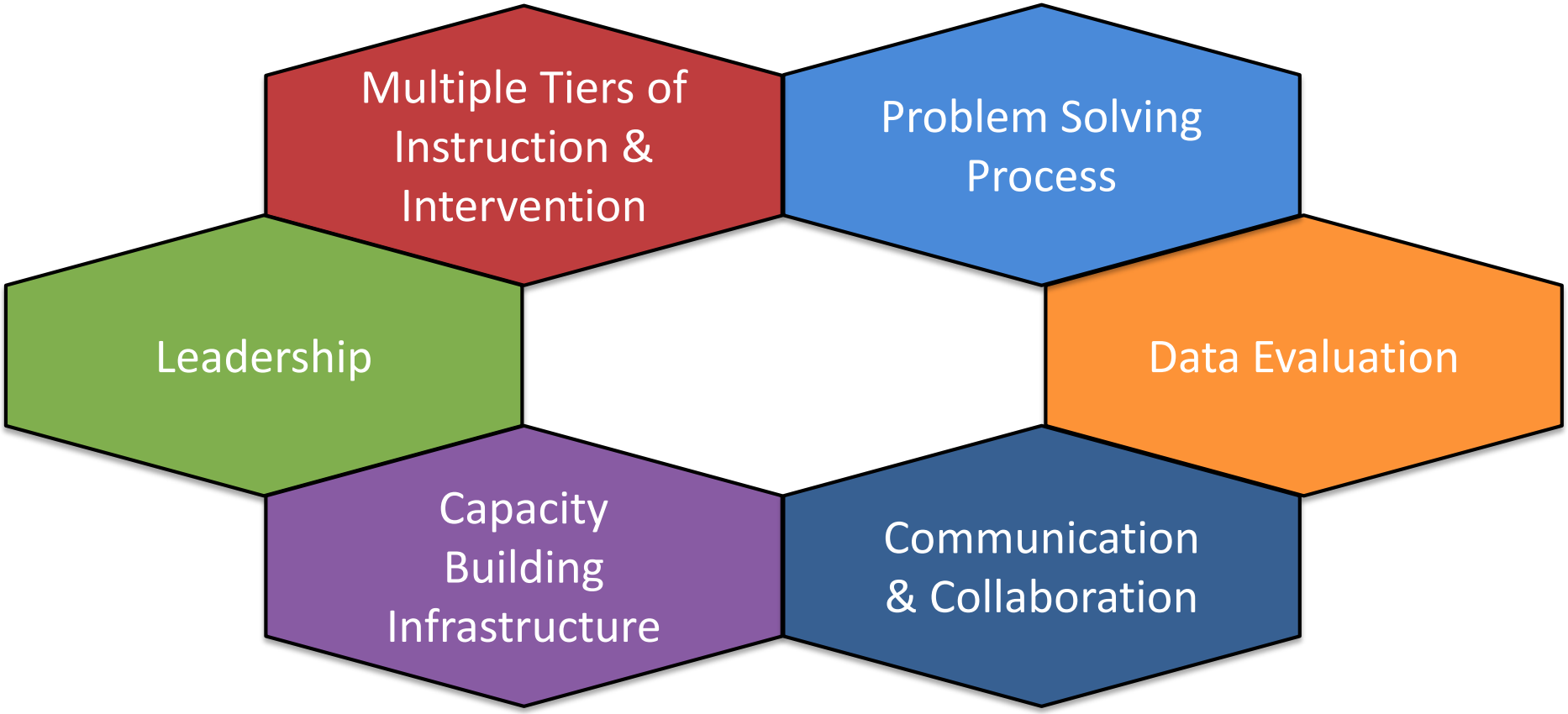
- A Multi-Tiered System of Supports (MTSS) is a term used to describe an **evidence-based model** of schooling that uses **data-based problem-solving** to **integrate academic and behavioral instruction and intervention**.
- The integrated instruction and intervention is delivered to students **in varying intensities (multiple tiers) based on student need.**
- **"Need-driven"** decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency .


RTI

Bottom Line

- ***Early Warning/Identification***
  - The earlier identification occurs, the more time you have to work on improvement.
- ***Act Quickly and Aggressively***
  - Never “wait”. ACT. Problem Solve.
- ***Monitor Progress***
  - We need to know what is and is not working. Time is of the essence here.
- ***Modify as Necessary-Again, do not wait. ACT.***
  - Let data guide your practice
- ***Honesty and Transparency***
  - This is not about anyone’s “fault.” This is about being honest about student response to instruction/intervention. Being OK talking about it and having a group norm of action focused instruction and intervention.

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.

What Does It Look Like?

- All instructional and support services are delivered through a multi-tiered system
- Decisions regarding instruction/support are made using a data-based, problem-solving process
- All problem-solving considers academic and behavior (student engagement) together
- A district-based team is responsible for monitoring performance of schools to determine the overall "health" of the district

What Does It Look Like?

- A school-based team is responsible for monitoring student performance to determine overall “health” of the school environment
- Parents are engaged in the problem-solving and instruction/intervention process
- Student engagement is a primary priority
- Lesson Study (Planning) is the focus for effective instruction
- Early Warning Systems are in place to ensure a focus on prevention
- The focus is on Tier 1 and the integration of Universal Design for Learning Principles

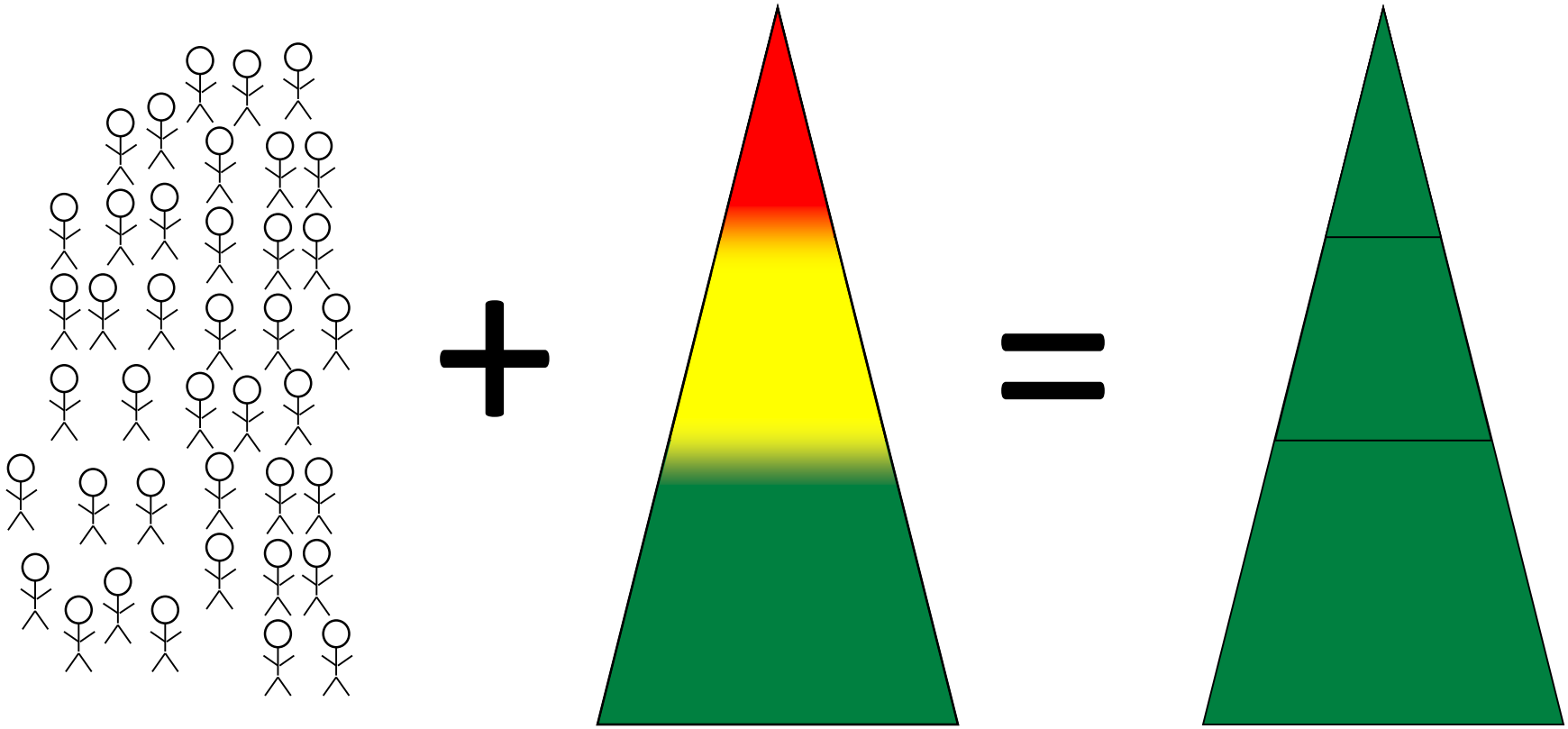
What Does It Look Like?

- District leadership is held accountable for implementation and outcomes
- The school (Principal) is held accountable for high quality implementation of MTSS as well as student outcomes

Levels of Implementation and Analysis

- Student
- Classroom
- Grade
- Subject Area
- Building
- District

Three Tiered Model of Student Supports

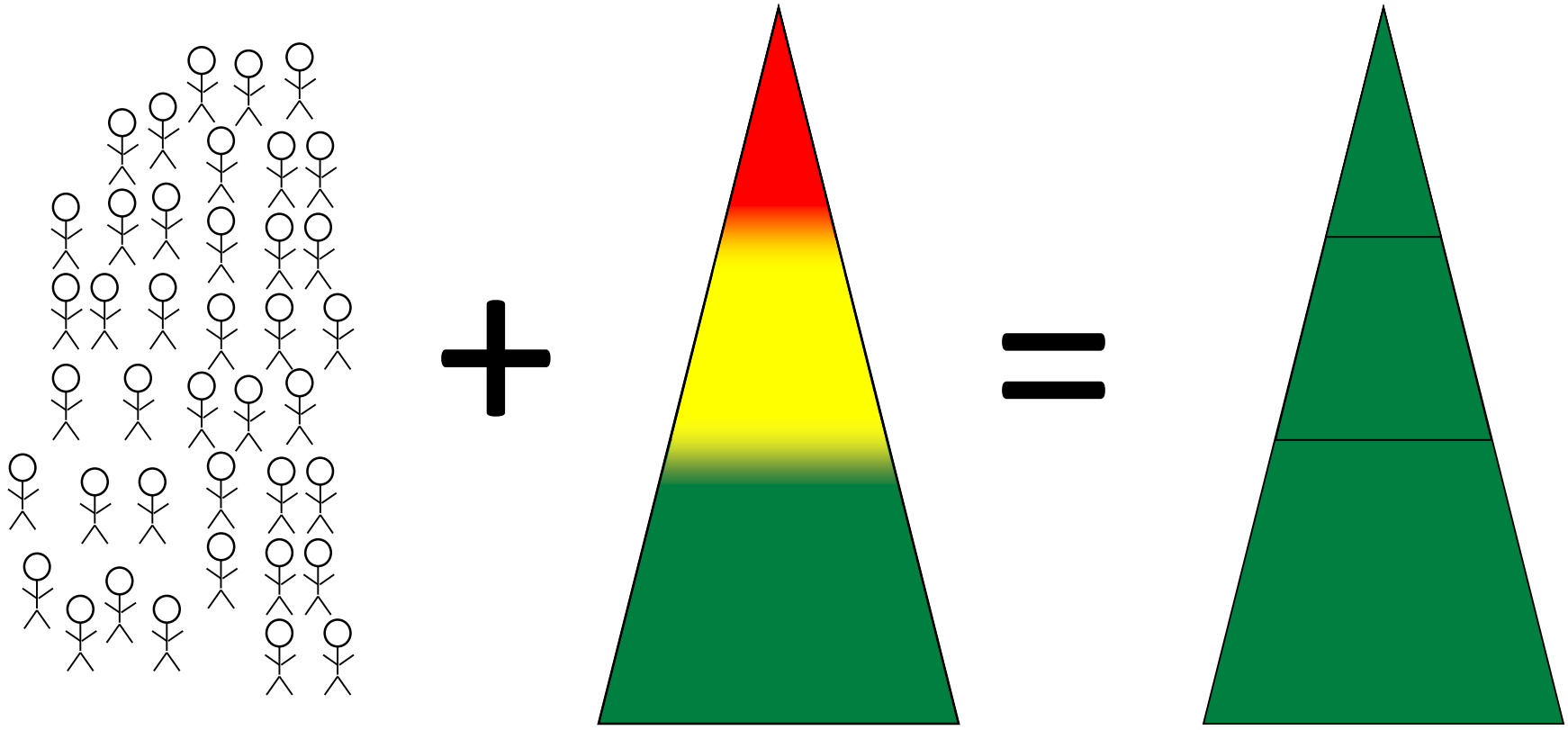


Three Tiered Model of Student Supports

These students

get these tiers of support

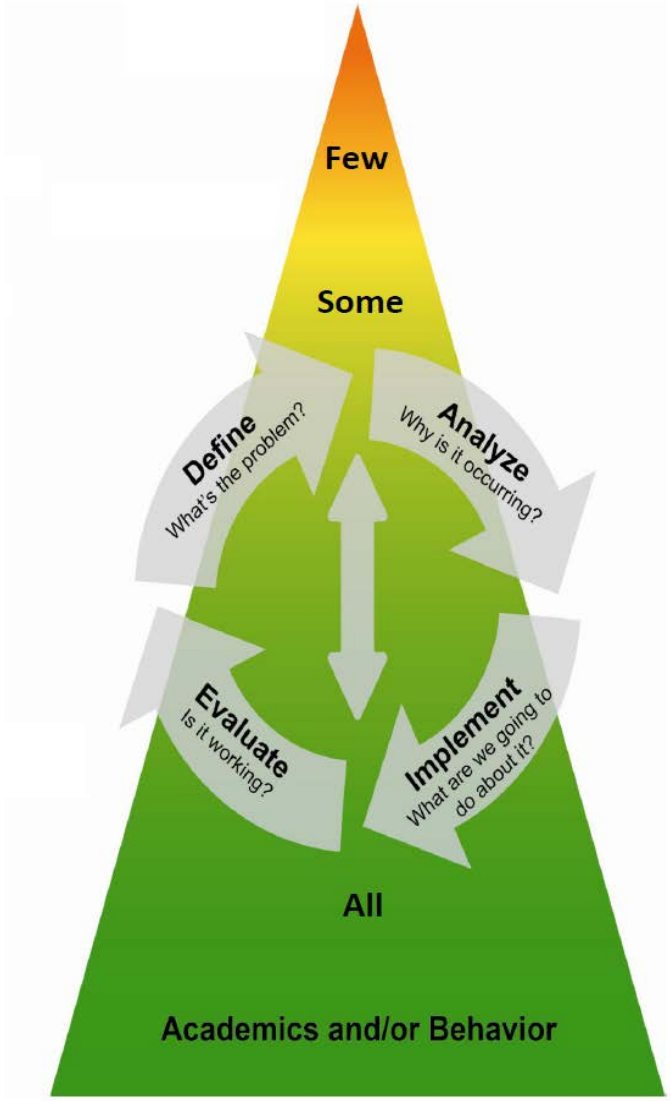
in order to meet benchmarks.



The goal of the tiers is student success, not labeling.

Multi-tier System of Student Supports (MTSSS): Response to Instruction/Intervention (RtI)

An Overview of Data-based Problem-solving within a Multi-tier System of Instruction and Student Supports



Intensive, Individualized Supports

- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress
- If more than approximately 5% of students are receiving support at this level, engage in Tier 1 and Tier 2 level, systemic problem-solving

Targeted, Supplemental Supports

- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working
- If more than approximately 15% of students are receiving support at this level, engage in Tier 1 level, systemic problem-solving

Core, Universal Supports

- Research-based, high-quality, general education instruction and support
- Screening and benchmark assessments for all students
- Assessments occur for all students
- Data collection continues to inform instruction
- If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem-solving

Table Top Activity

- Please rate your perception of your school/district's implementation of RtI/MTSS at the present time:
  - 1= Have not discussed or implemented at all
  - 2= Have had some inservice and discussion but no implementation
  - 3= Have agreed to move toward implementation
  - 4= Beginning implementation
  - 5= 2 or more years of implementation

Critical Considerations that Underlie Consensus (Common Language/Common Understanding)

http://www.floridarti.usf.edu/resources/format/pdf/mtss_q_and_a.pdf

Student Achievement
Student Performance

- ***Academic Skills***
  - Goal setting tied to state/district standards
  - Common Core Learning Standards
  - Developmental Standards
- ***Academic Behaviors-Student Engagement***
  - Behaviors associated with successful completion of the academic skills
  - On-task, listening, following-directions, ignoring distractions, self-monitoring, goal setting, content of private speech
- ***Inter-/Intra-Personal Behaviors***
  - Behaviors that support social skills
  - Social/emotional development

Some Fundamental Principles

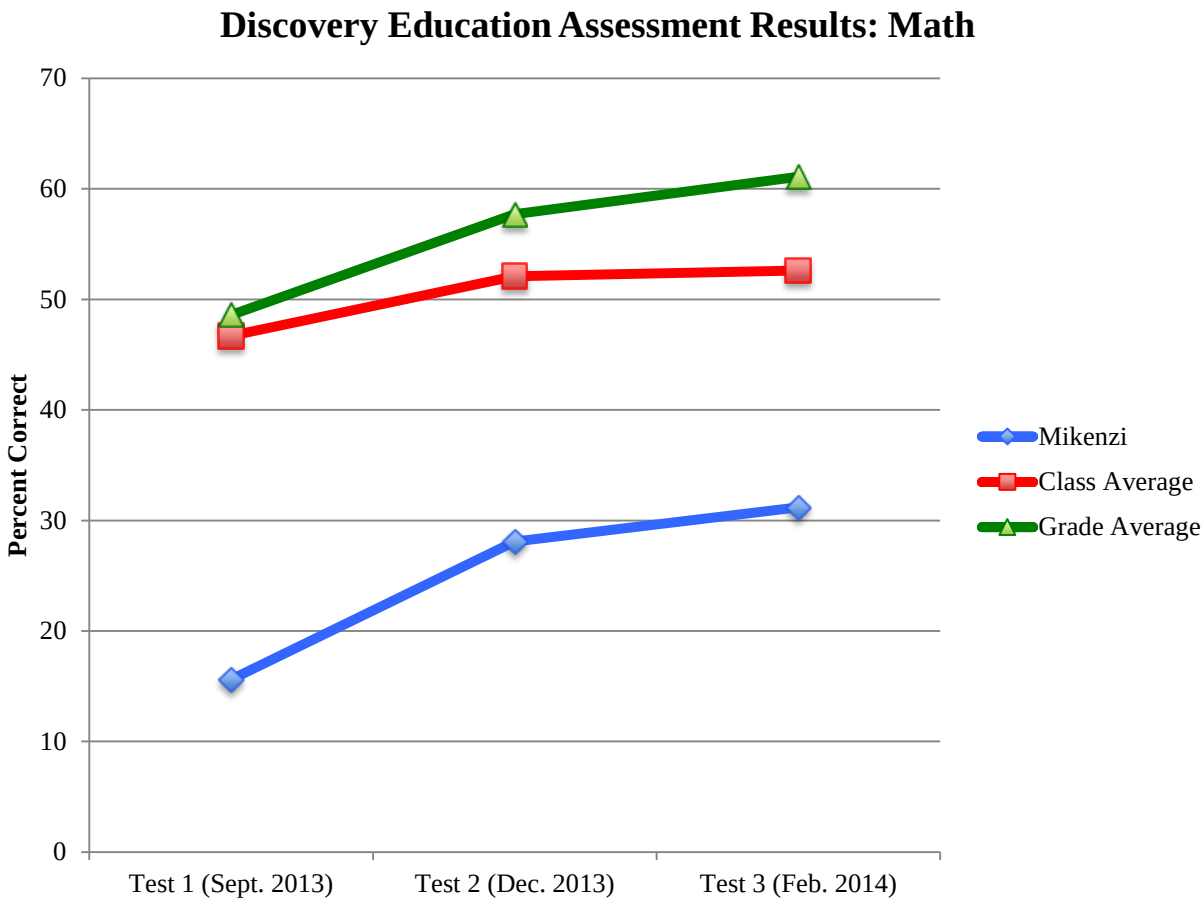
- ***Standards Based Instruction***
  - What students should know and be able to do
    - ***Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.***
  - Clearly defined for each grade level and subject area
  - Serve as the content for high-stakes assessment
  - Utilizes benchmark assessment to determine if students and the curriculum is “on-track”
  - Assists in the identification of “essential elements” of instruction

Some Fundamental Principles of Teaching and Learning

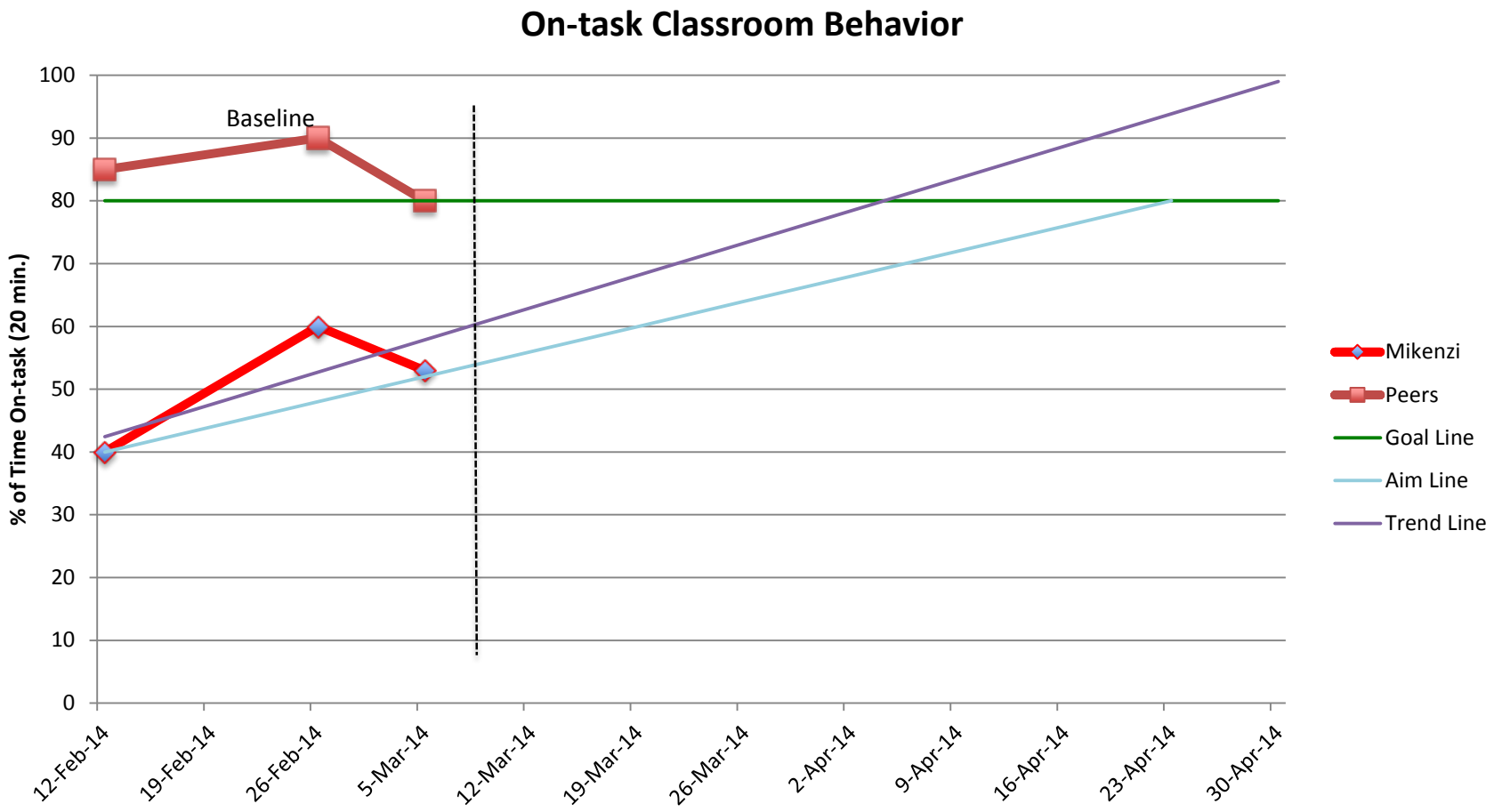
- ***Academic Engaged Time (AET)***
  - AET predicts student performance better than any other variable, including:
    - IQ
    - Language
    - SES
    - Disability
    - Culture/Race
  - Amount of time students are engaged in quality instruction
  - Includes evidence-based instructional strategies
  - Matched to student context, culture and relevance
  - With student engagement in the process

Some Fundamental Principles

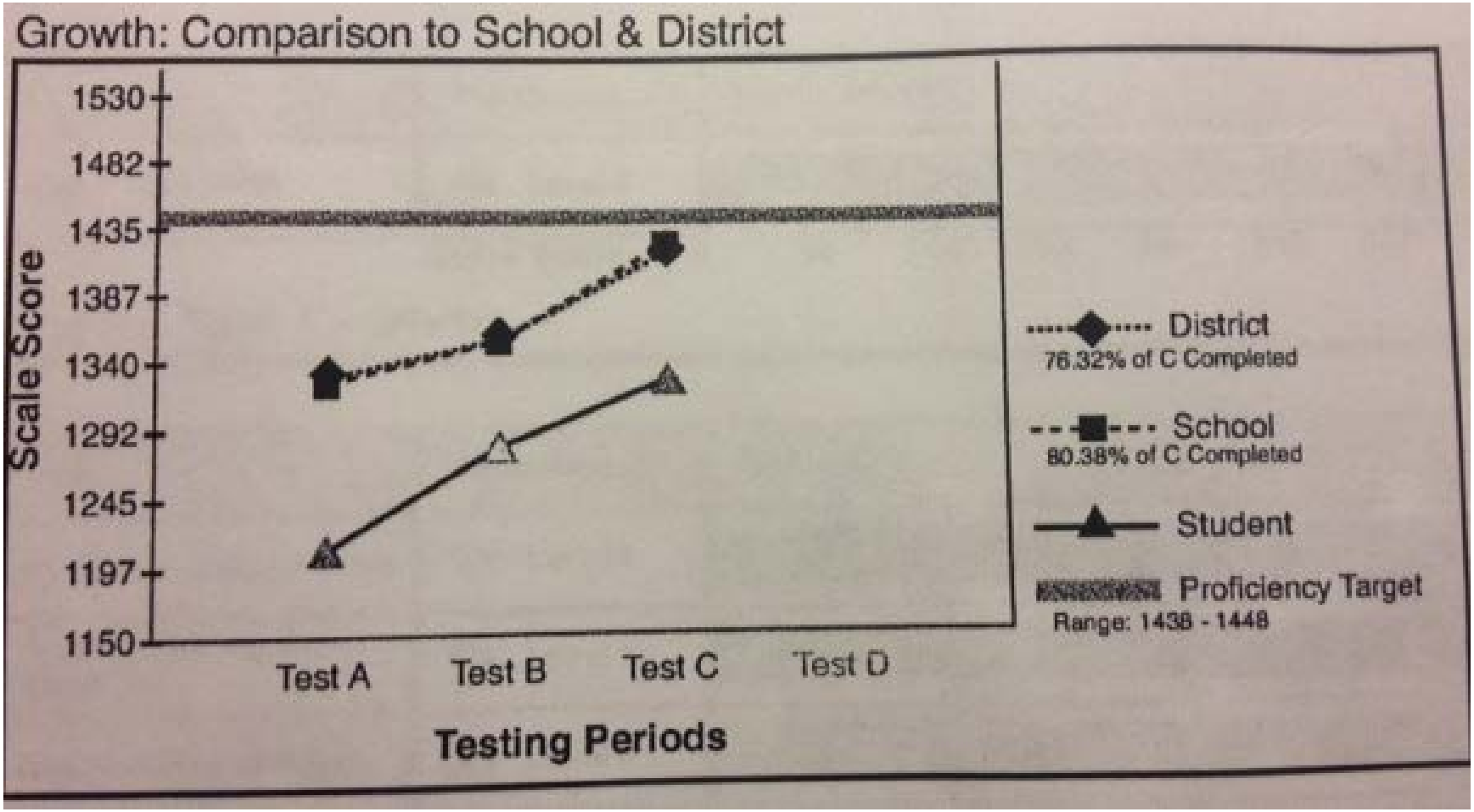
- ***Rate of Growth***
  - Where is the student now?
  - Where is the student supposed to be?
  - How much time do we have to get there?
  - Is that time realistic?
  - Rate of growth is the best measure of student response to instruction and intervention
  - Rate of growth is used within an early warning system to determine if students will attain benchmarks ***before time runs out and while we have time left to modify instruction***
  - Rate of Growth is the best measure of effectiveness of instruction AND the most fair measure.


Discovery Education Assessment Results: Math
Percent Correct
70
60
50
40
30
20
10
0
Test 1 (Sept. 2013)
Test 2 (Dec. 2013)
Test 3 (Feb. 2014)
Mikenzi
Class Average
Grade Average

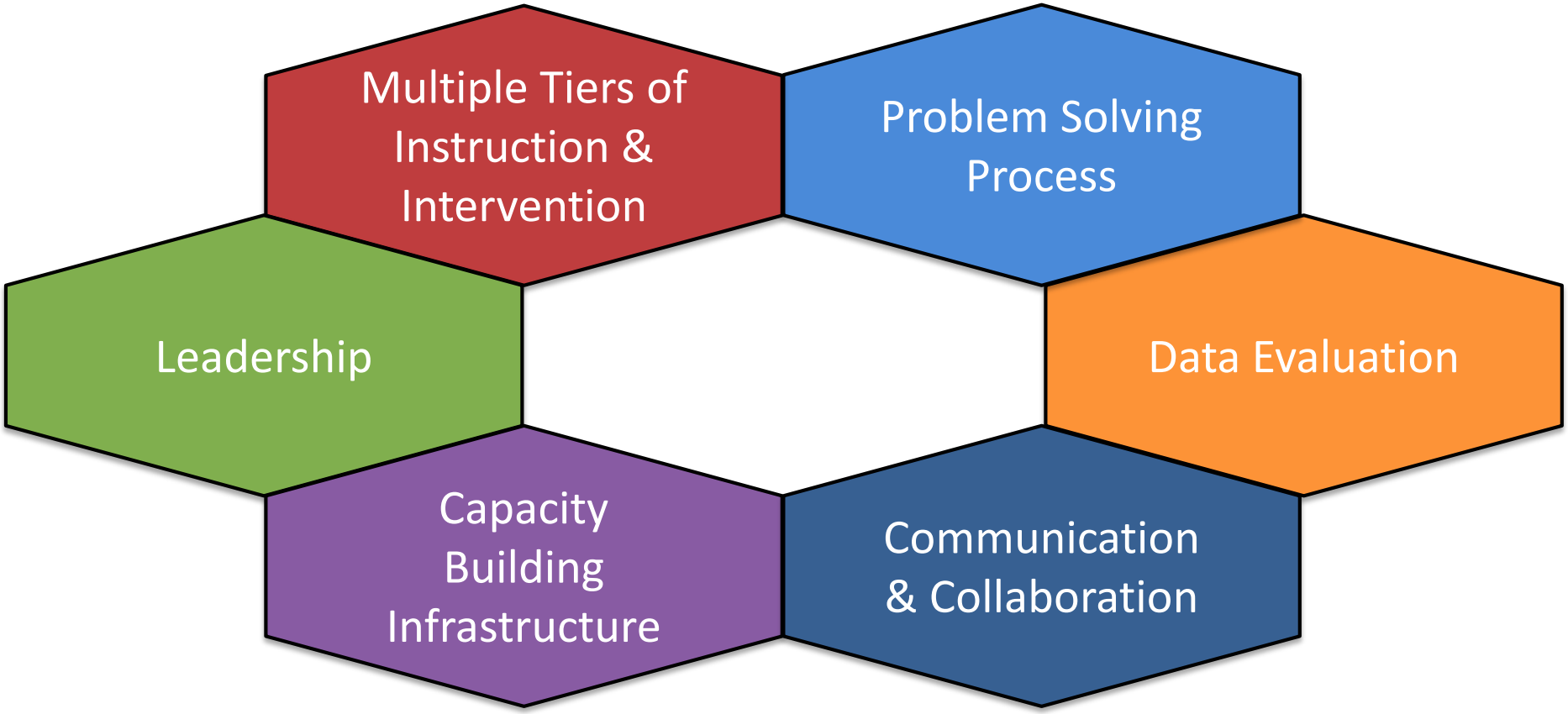
Rate of Growth



Is this effective Instruction?



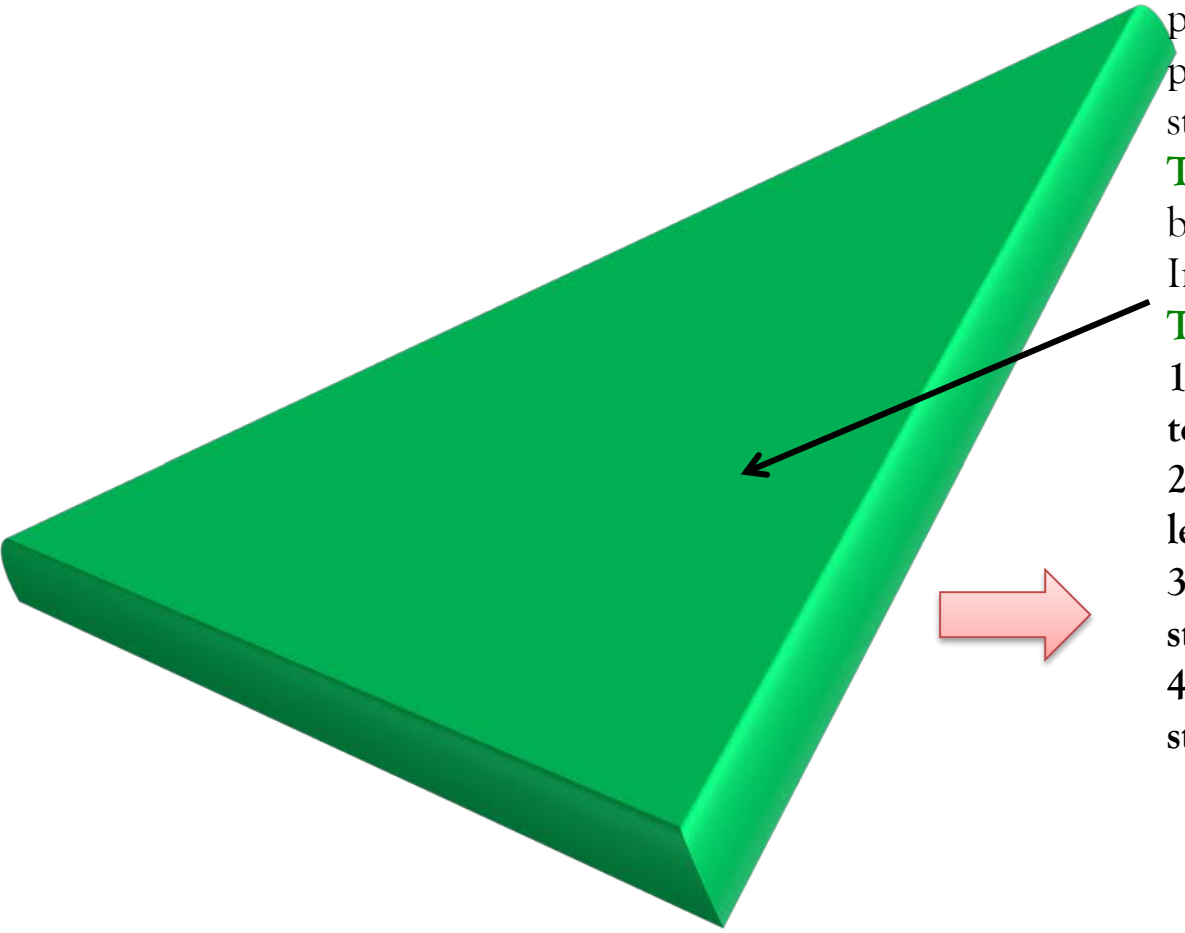
Critical Components of MTSS



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.

TIER I: Core, Universal Academic and Behavior

GOAL: 100% of students achieve at high levels



Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if *at least* 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:

1.What exactly do we expect all students to learn ?

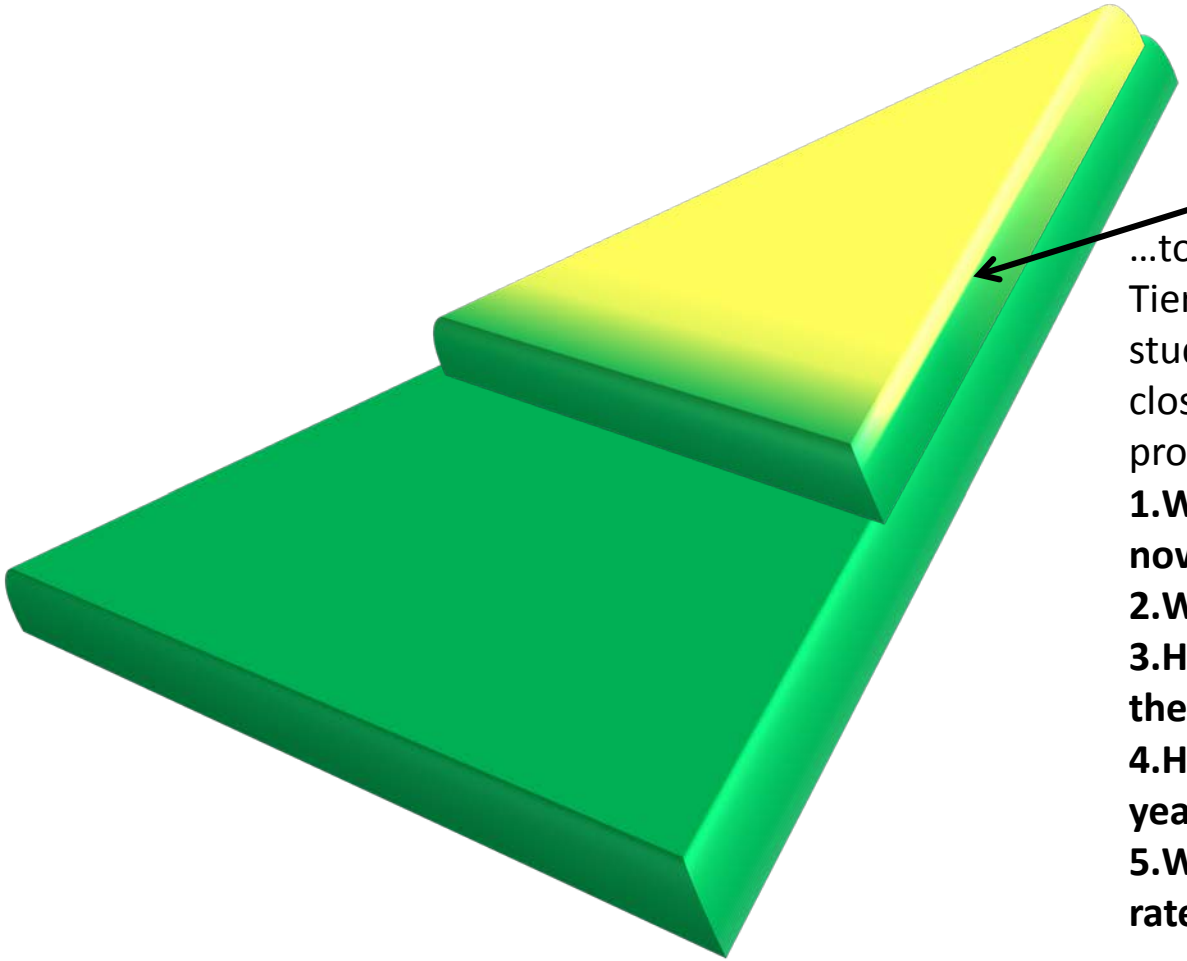
2.How will we know if and when they've learned it?

3.How you we respond when some students don't learn?

4.How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum

TIER II: *Supplemental, Targeted*



Tier II

For approx. 20% of students

Core

+

Supplemental

…to achieve benchmarks

Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1.Where are the students performing now?

2.Where do we want them to be?

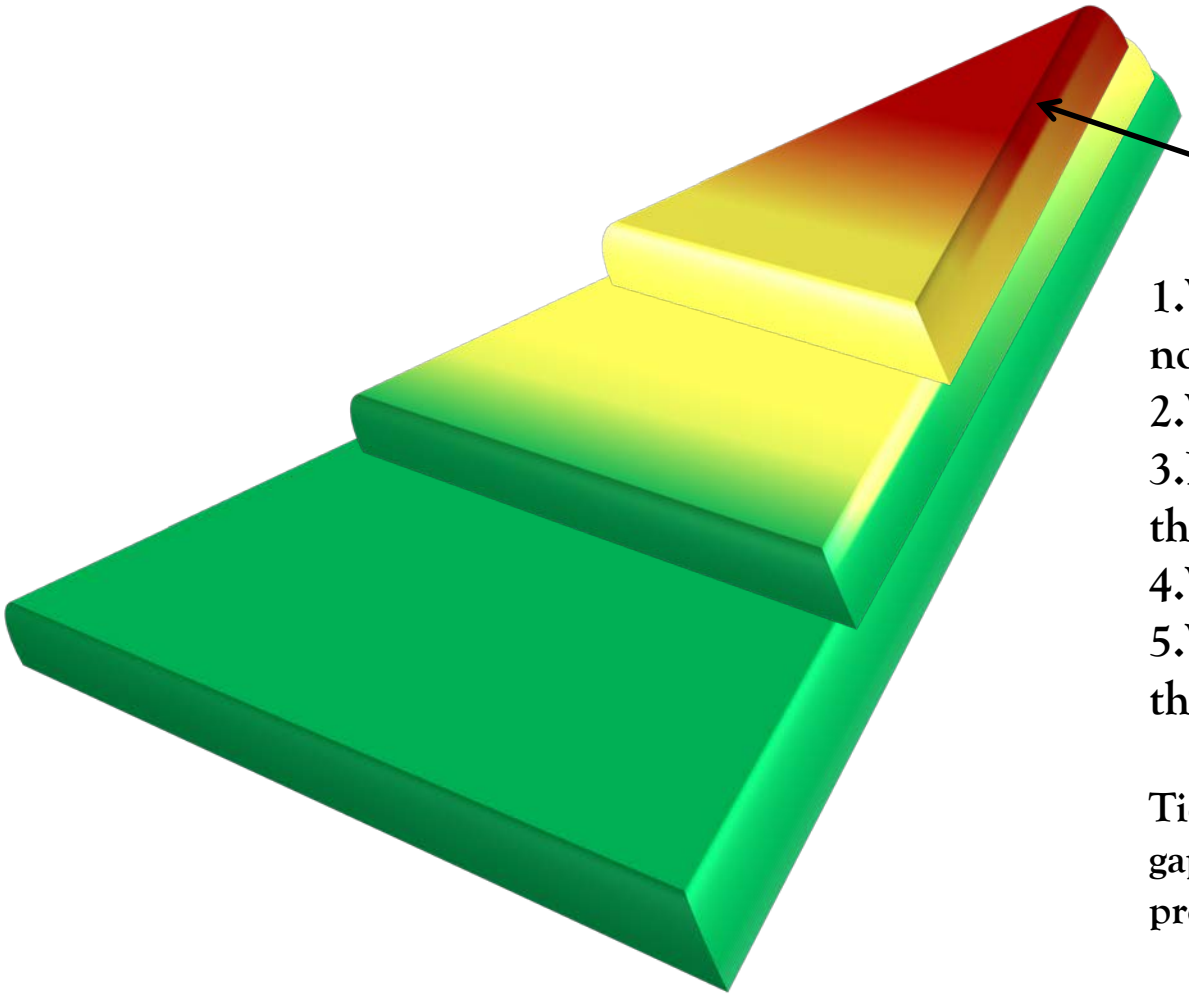
3.How long do we have to get them there?

4.How much do they have to grow per year/monthly to get there?

5.What resources will move them at that rate?

TIER III:

Intensive, Individualized



Tier III

For Approx 5% of Students

Core

+

Supplemental

+

Intensive Individual Instruction

…to achieve benchmarks

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.