

MTSS 101

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GREETINGS

HI

WELCOME

HELLO

HOWDY

GLAD YOU'RE HERE

Session Outcomes

By the end of this session, participants will:

- Learn benefits of utilizing an MTSS framework.
- Develop basic understanding of MTSS components.
- Begin to evaluate current practices through an MTSS lens.
- Build common language around MTSS.





Think-Pair-Share

What do you know or have heard about Multi-Tiered System of Supports (MTSS)?

What are you hoping to learn from today's presentation?



What is MTSS?

Defining MTSS

MTSS integrates assessment and intervention within a school wide, multilevel *prevention system* to maximize student achievement and reduce behavior problems.

In your own words?

Understanding MTSS

With an MTSS prevention framework, schools

- Identify students at risk for poor learning outcomes
- Provide evidence-based interventions
- Monitor student progress
- Adjust the intensity and nature of those interventions on the basis of a student's responsiveness
- *May* use it as part of the determination process for identifying students with specific learning disabilities

MTSS

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graph TD; MTSS[MTSS] --- VH[Vision and Hearing]; MTSS --- Acad[Academics]; MTSS --- PBIS[Behavior (PBIS)]; MTSS --- SE[Social-Emotional]; MTSS --- SL[Speech and Language]; MTSS --- Health[Health];
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Vision and
Hearing

Academics

Behavior (PBIS)

Social-Emotional

Speech and
Language

Health

Addressing Barriers

Identify one barrier to learning that exists for students in your district that could be addressed using an MTSS framework.

Clarifying Misconceptions About MTSS

Is/Not

A PREVENTION framework for school improvement made up of core components and features.

A one-size-fits-all prescriptive model.

For ALL students, including those students in need of enrichment.

Based on assumptions or unreliable data.

Flexible for schools and districts to customize to meet their unique circumstances.

A program or curriculum.

Collaborative and incorporates a team-based approach of representative stakeholders.

Origins Of Multi-Level Prevention Systems

Origins

IDEA 2004

-Rethinking Special Education (May 2001)

-A New Era: Revitalizing Special Education for Children and Their Families (July 2002)

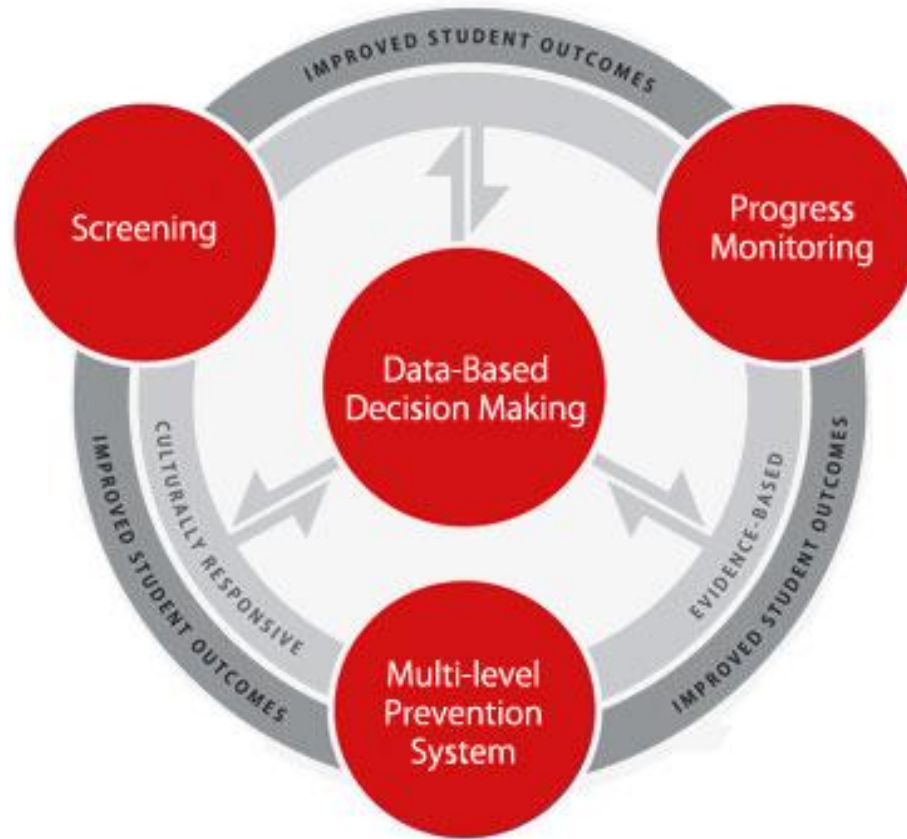
Major Conclusions

- Emphasized early identification of academic and behavior problems through universal screening.
- Stop “wait to fail” model.
- Intervene using research-based strategies and progress monitor.

A word cloud featuring various terms related to Response to Intervention (RTI). The words are arranged in a horizontal, cloud-like shape. The most prominent words, shown in the largest font, are 'Progress', 'Data', 'RTI', 'Tier', and 'Intervention'. Other visible words include 'Response' (written vertically on the left), 'Core', 'Differentiation', 'Tiered', 'System', 'MTSS', 'Screening', 'Making', 'Data-based', 'Support', 'Intensive', 'Monitoring', 'Multi-Tiered', and 'Decision'.

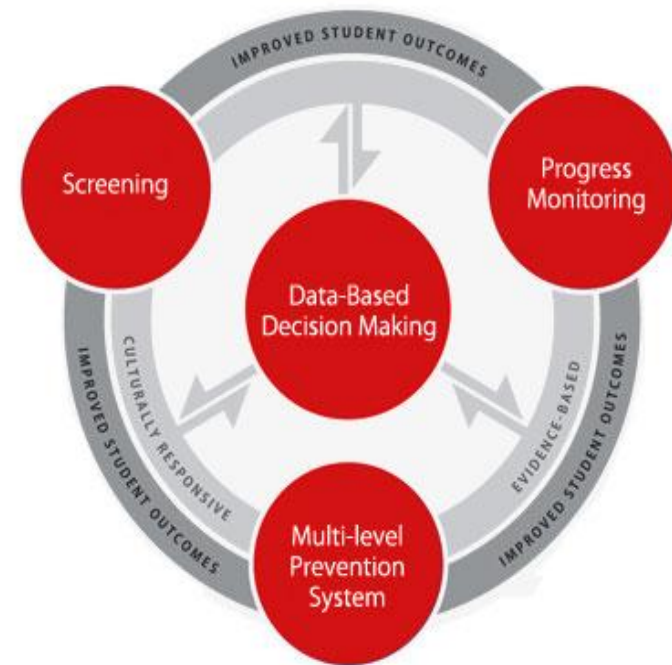
Core Tiered System
Differentiation
Progress
Data RTI MTSS Screening Making
Response Data-based Support
Tier Intervention
Intensive Monitoring
Multi-Tiered Decision

Multi-Tiered System Of Support (MTSS)



Federal Initiative Alignment With MTSS: Every Student Succeeds Act (ESSA)

- Evidence-based practices have an increasingly prominent role in federal policy.
- ESSA requires use of evidence-based interventions.
- <https://edu.wyoming.gov/educators/accountability/federal-school-accountability/>



Do we need MTSS?

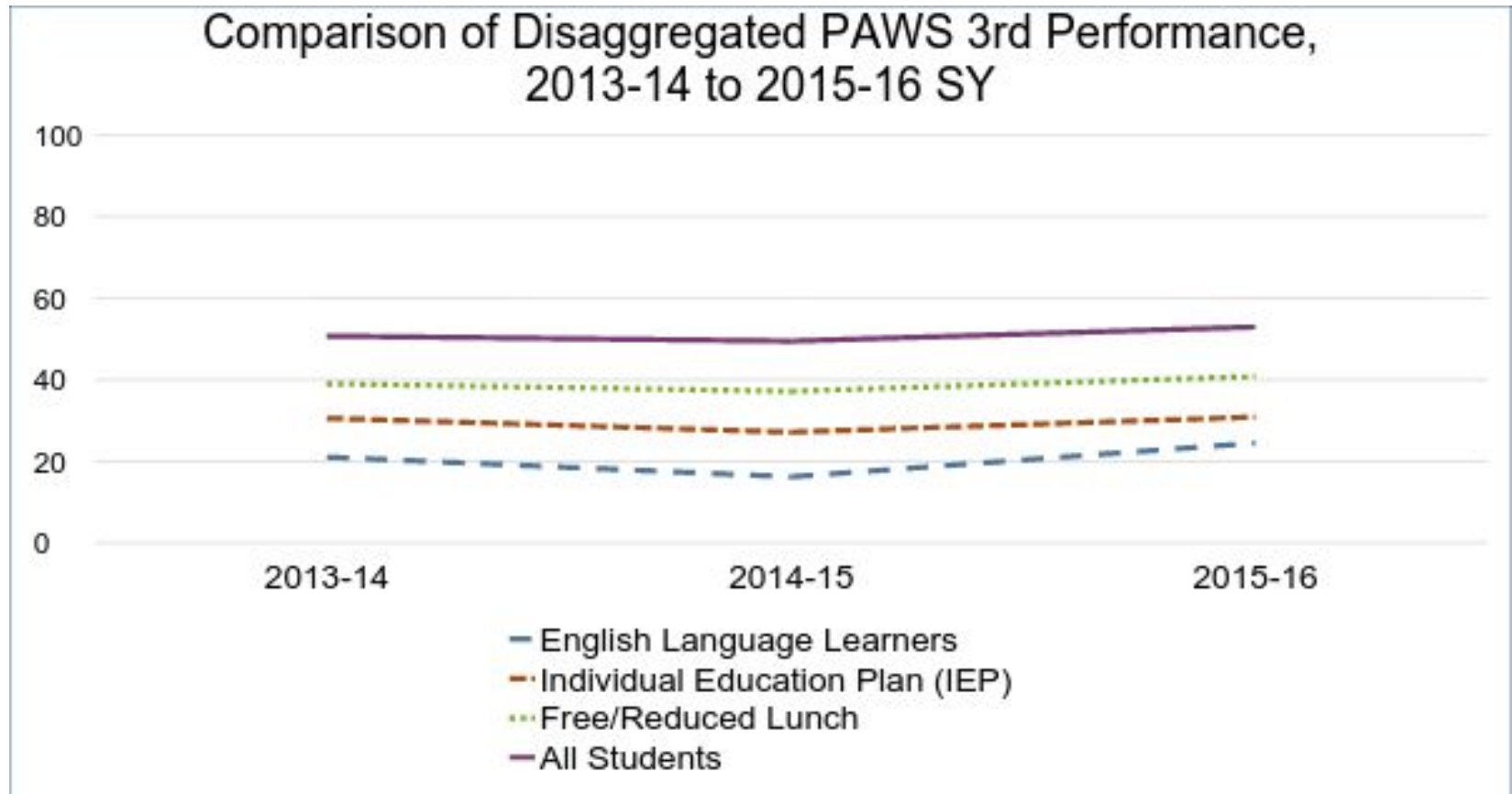
Food for thought...



“Without data you’re just another person with an opinion”

- W. Edwards Deming

Is there a need?



http://fusion.edu.wyoming.gov/MySites/Data_Reporting/data_reporting_assessment_reports.aspx

Bart that data is old!

State Report Card

What's changed?



Data Dive

1. WDE Assessment Reports:

<https://edu.wyoming.gov/data/assessment-reports/>

2. For your school (elem. 3rd and 5th/middle. 6th. and 8th./high. 11th.) identify the percent proficient and advanced in reading for the following subgroups:

- All students
- Individual Education Plan
- Free/Reduced Lunch
- English Language Learners

Questions

Thoughts about:

1. Proficiency levels?
2. Proficiency levels over time?
3. What does the data tell you about how well your system is meeting student need?
4. How does that impact your BIT/SPED processes?

What do you believe?

Does the data meet your expectations for student learning?



Benefits Of MTSS

Support for MTSS...

John Hattie published a book called *Visible Learning*. He completed 800 meta-analyses of 50,000 research articles with a sample of 240 million students.

Effect size: 1.29

*an effect size of .4 or more is considered a “significant effect”.



MTSS=Meeting Student Need

- System is flexible and responsive to student need.
- Resolving issues proactively versus reactively.
- Identifying evidence based practices for our student population.
- Actively problem solving based on results.

What would we expect to happen?

Why MTSS?

Sustained improvements in academic performance for ALL students

Decreased expulsion, behavioral referrals, and suspension rates



Why MTSS?

Strong positive effects on system outcomes

- Decreased inappropriate special education referral and placement rates
- Reduction in student time in special education services
- Reduction in student grade retention



Outcomes of Effective MTSS Implementation

- Enhanced collaboration
- Opportunities for early intervention
- Positive impact on student learning and achievement

It's about results!

1. Organizes what we do based on student need.
2. Focuses on using data as the starting point for all decisions.
3. Identifies what works for students. **Work smarter not harder.**
4. Encourages continuous evaluation of our educational practice.
5. Proactive and Preventive.
6. Results driven.

MTSS has the power to improve all that we do in education!!!!

Identifying Benefits

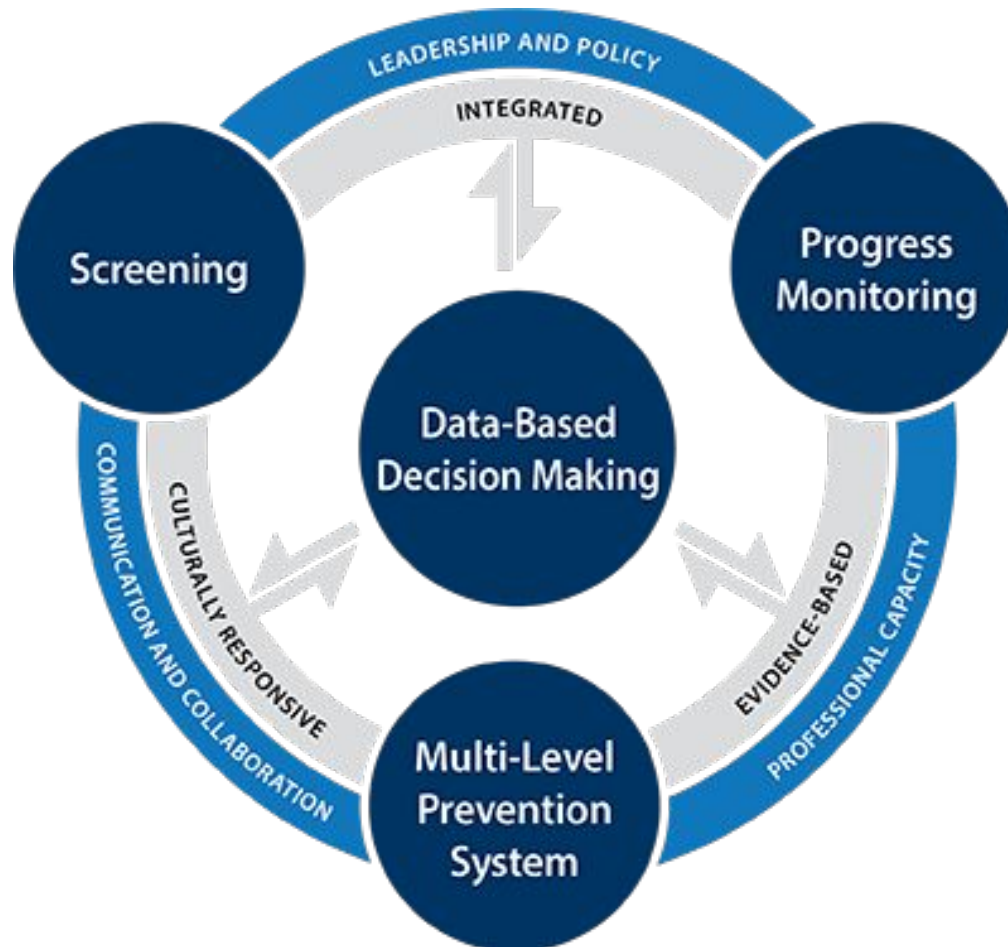
What is one benefit that stuck out to you? Why?

What have we been missing?



MTSS Components

Essential Components of Wyoming MTSS



Critically Think

How is each item related to helping you better identify student's needs, provide intervention, monitor their learning, and making quality data-based decisions?

Are any irrelevant?

Screening



Screening

Purpose	Identify students who are at risk for poor learning outcomes
Focus	ALL students
Tools	Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems
Time Frame	Administered more than one time per year (e.g., fall, winter, spring)

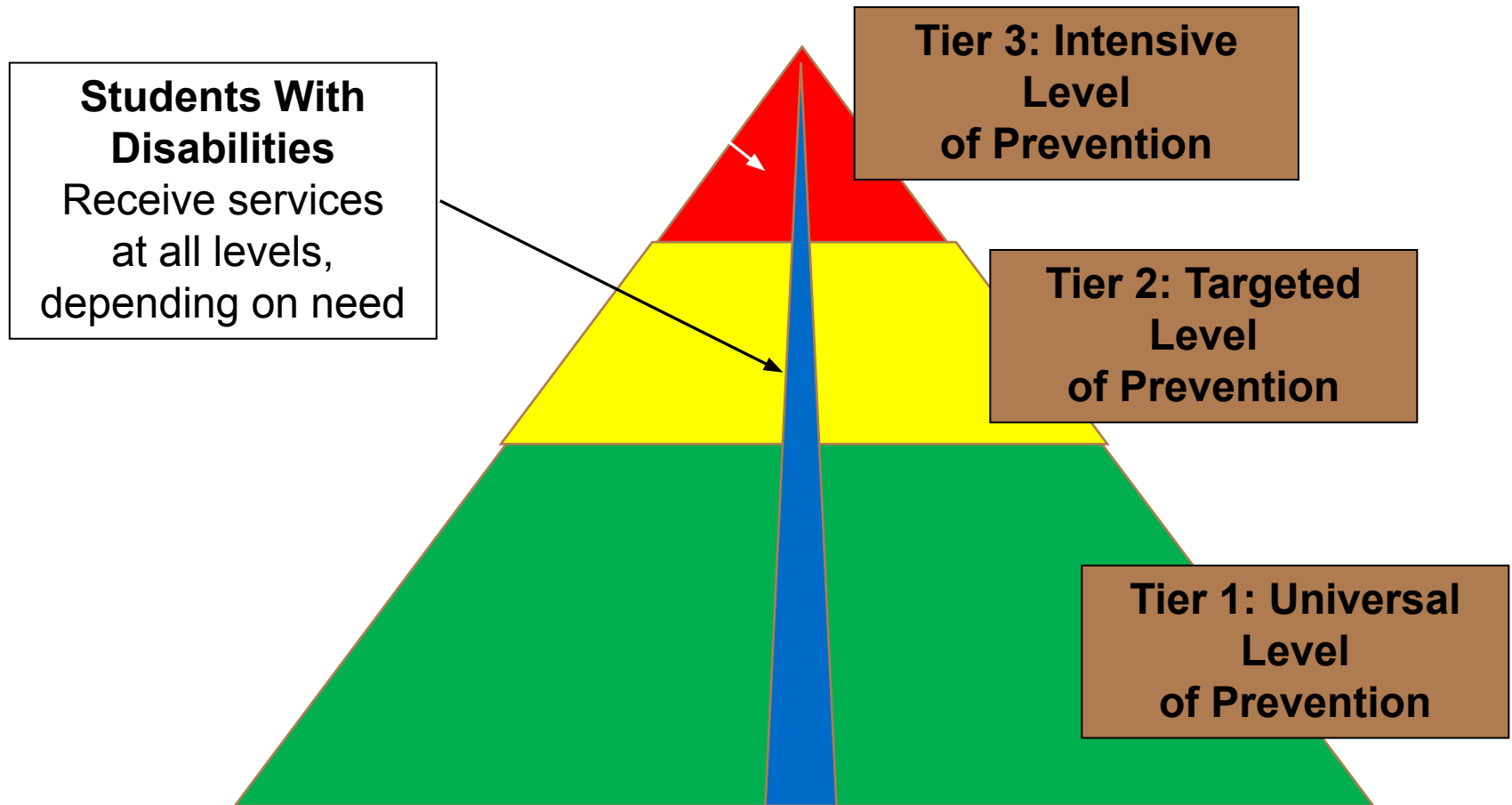
Question

What screening practices do you currently utilize to identify students who may be at risk for poor learning outcomes?

Multi-Level Prevention System



Multilevel Prevention System



Intervention Levels and Tiers

	Tier I	Tier II	Tier III
Instruction or Intervention Approach	Comprehensive, research-based curriculum	Standardized, targeted small-group instruction	Individualized, based on student data
Group Size	Classwide (with some small-group instruction)	3–7 students	No more than 3 students
Assessment	Screening, 3 times yearly	At least biweekly or monthly	Weekly
Population Served	All students	Students identified as at risk (~15%–20%)	Significant and persistent learning needs, nonresponders (3%–5%)

Compare/Contrast

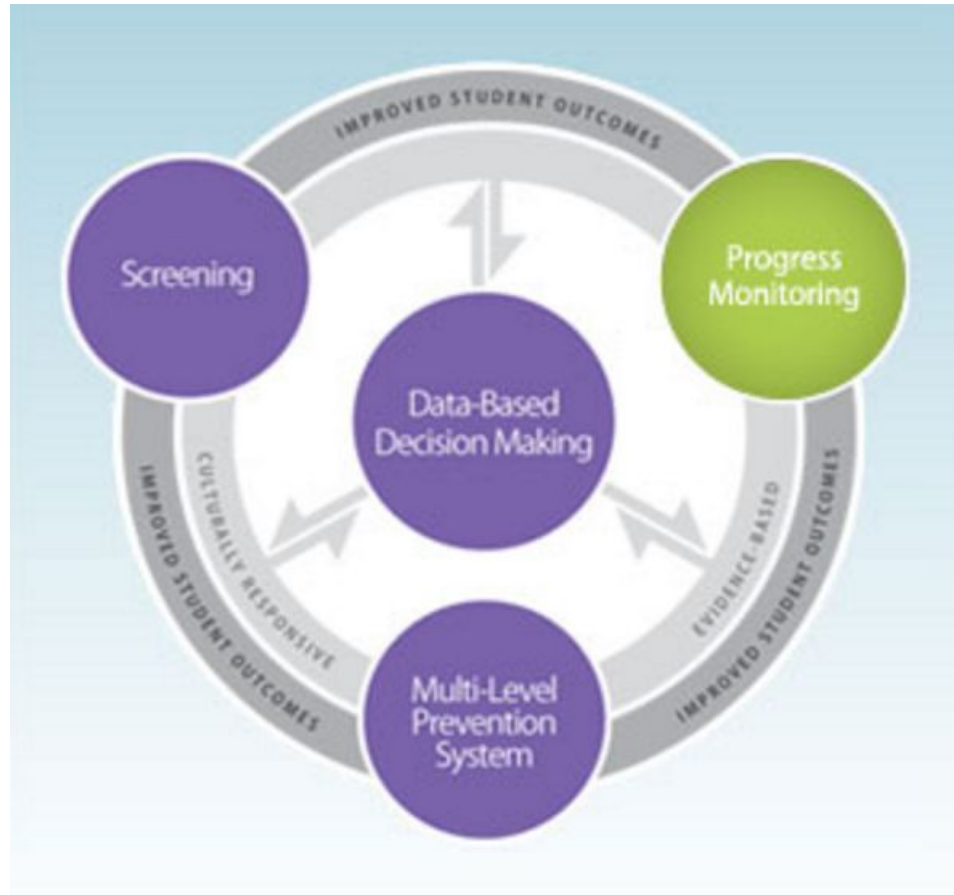
How is this similar or different from how you have organized your system?

More questions :)

Does the alignment of tiers makes sense for supporting student learning? Why or Why not?



Progress Monitoring



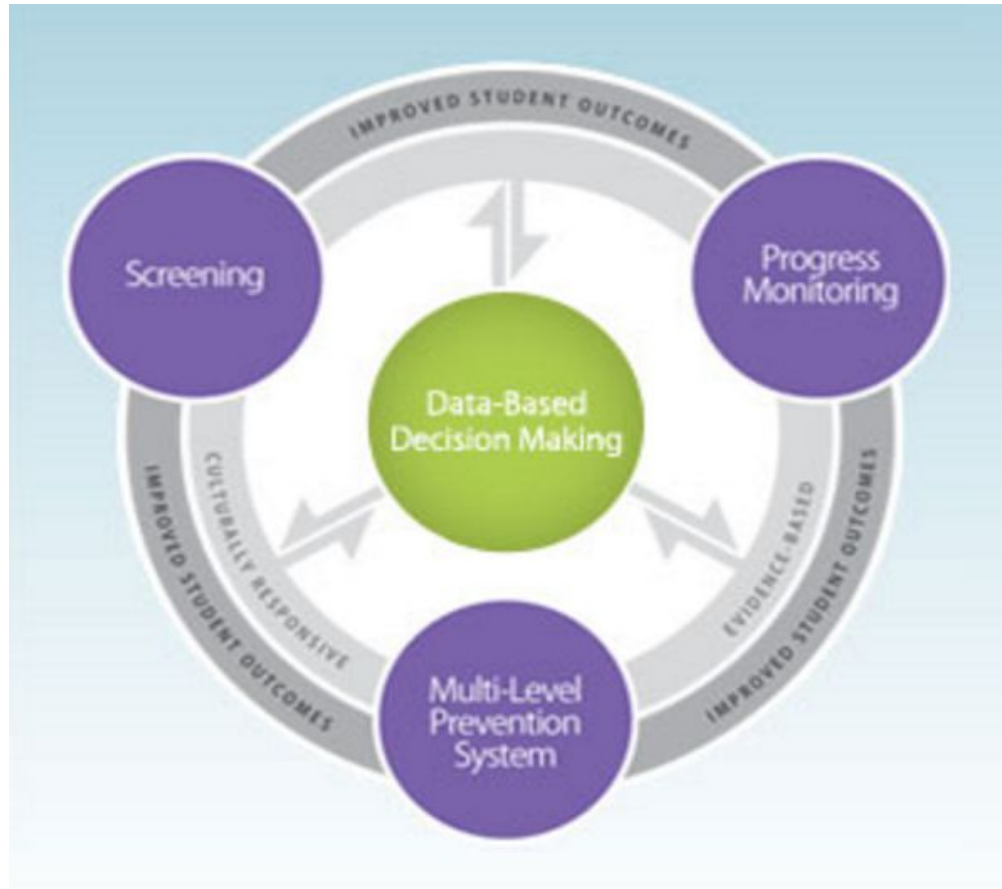
Progress Monitoring

Purpose	Monitor students' response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction
Focus	Students identified through screening as at risk for poor learning outcomes
Tools	Brief assessments that are valid, reliable, and evidence-based
Time Frame	Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

Question

What progress monitoring data do you gather to help you know if students are learning and making necessary growth?

Data-Based Decision Making



Data-Based Decision Making

- ✓ Analyze data at all levels of MTSS:
 - Implementation (e.g. district, school, grade level)
 - Prevention (i.e., primary, secondary, or tertiary)
- ✓ Establish routines and procedures for making decisions
- ✓ Set explicit decision rules
- ✓ Use data to evaluate effectiveness of:
 - Core curriculum
 - Instructional and behavioral strategies

Questions

- What data based decision making practices do you have in place?
- What are areas of need/improvement?

What does MTSS look like?

Secondary

Screening

Building team has determined that the following thresholds are appropriate for weekly review of F list:

Students with...

0 F's - Little Risk

1 F - Some Risk

2 or more F's - At Risk

Secondary-Grades

Multi-Level Prevention System

Primary (Tier 1) 80%:

All students have enrichment time during the day

All students check their grades once a week and determine action plan with mentor teacher.

All students are the beneficiaries of engaging teaching practices.

Secondary-(Tier 2)-15%-aim is success in tier 1:

Some students participate in review and re-teaching with the instructor of the class they are failing.

Secondary-Grades

Multi-Level Prevention System

Secondary-(Tier 2)-cont.-aim is success in tier 1:

Some students have the option to redo assignments and receive credit for their work.

Tertiary-(Tier 3)- 5%-aim is success in tier 1:

A ***Few students*** have individual learning plans with the teachers that include accommodations to help them access curriculum in meaningful ways.

Secondary-Grades

Progress Monitoring

Grade level/content area teams review F list each week to determine the effectiveness of the interventions put into place. Effectiveness is defined as a decrease in the number of F's. During this data review a team can either choose to continue intervention, modify the intervention, or continue intervention.

Secondary-Grades

Data Based Decision Making

-Grade Level/Content Area Teams review F List weekly and engage in problem solving.

What is the problem?

Why is it happening?

What are we going to do about it?

How will we know it was effective?

Elementary-Reading

Screening

Schools screen students three times per year (Fall, Winter, Spring) in reading. Foundational reading skills that are predictive of future reading success. Their primary screening measure was chosen from the [National Center On Response To Interventions Academic Screening Tools Chart](#). They also use MAP as a secondary screening measure to verify student risk.

Elementary-Reading

Multi-Level Prevention System

Primary (Tier 1) 80%:

All students participate in a core reading program that has been chosen because of the research supporting its use. The program was initially identified using the [What Works Clearinghouse](#) resources.

Secondary-(Tier 2)-15%-goal is success in tier 1:

Some students participate in targeted and temporary interventions that are in addition to their core instruction. [The National Center On Intensive Intervention Academic Interventions Tools Chart](#) was used to choose all interventions.

Elementary-Reading

Multi-Level Prevention System

Tertiary (Tier 3) 5%: goal success in tier 1

Few Students take part in adapted tier two interventions. Adaptations are made to tier 2 evidence based interventions based on the Data-Based Individualization Process.

Elementary-Reading

Progress Monitoring

Students receiving tier two supports are progress monitored 1-2 times per month using a progress monitoring probe that is matched to the skill being taught during the intervention time.

Students receiving tier three supports are progress monitored once a week. Progress monitoring probe information is used as part of the data base used to make educational decisions using the DBI process.

Progress monitoring tools have been selected from the [National Center on Intensive Intervention-Academic Progress Monitoring Tools Chart](#)

Elementary-Reading

Data Based Decision Making

Grade Level Teams meeting weekly to review progress monitoring data to determine how students are responding to tier 2 and tier 3 interventions. Three times per year grade level and school level teams review screening data to determine effectiveness of tier 1 (core instruction). Their discussion revolve around the four problem solving questions:

What is the problem?

Why is it happening?

What are we going to do about it?

How will we know it was effective?

Wrap-Up

Reflection

How could MTSS help you better meet the needs of students?

Resources

Resources: Web Resources

Center on Multi-Tiered System of Supports
mtss4success.org

RTI Action Network
www.rtinetwork.org

National Center on Intensive Intervention
www.intensiveintervention.org

Contact Information

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References

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