




MTSS: Analysis to Action

Processes, Data, and Take Aways





If you want something you've
never had, then you've got to do
something you've never done.

~ Thomas Jefferson



Missouri Multi-Tiered System of Supports - Definition

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of education that uses data to make educational decisions and which integrates academic and social-behavioral systems.



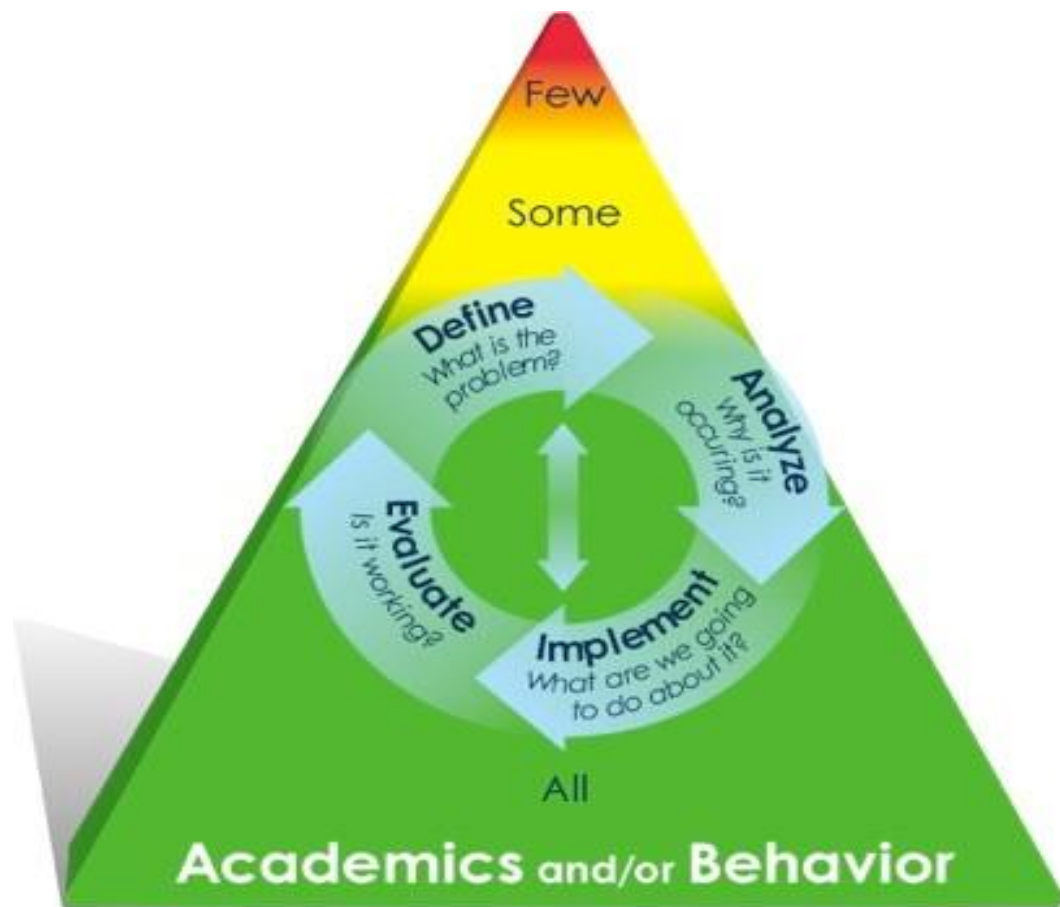


MTSS Vision-- The “Why” behind what we are doing...

- Accelerate and maximize academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational system
- Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for postsecondary education, and/or successful employment within our global society

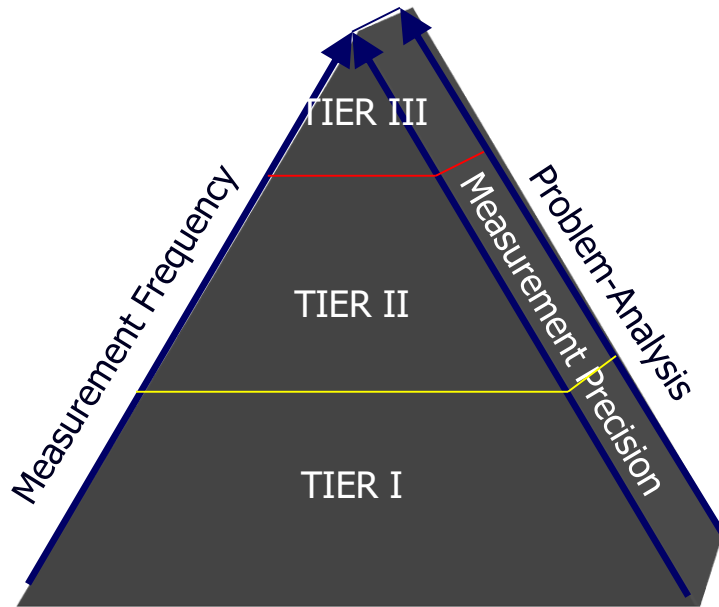


The Three Tiers:





MTSS and Analysis



Problem Solving

- Tier I – Identify discrepancy between expectation and performance for class or individual (Is it a classwide need?)
- Tier II – Identify discrepancy for individual. Identify category of problem. (What is the category of the problem?)
- Tier III – Identify discrepancy for individual. Identify causal variable. (What is the causal variable?)



Learning is a journey, not a
destination.

~ Happy Wallz



Laying the Foundation for MTSS in Grain Valley

- Grain Valley is working with Dr. Matt Burns to assist in our implementation of MTSS.
- This year we are focusing on MTSS for **reading**.
- Last summer Dr. Matt Burns provided professional development to leadership teams from all 4 elementary schools and both middle schools.
- He provided information on the implementation of MTSS and an overview of data analysis to provide targeted instruction **in reading**.
- Dr. Burns is meeting with each of the schools (K-8) two times during the 2017-2018 school year to assist in the implementation of MTSS.



Tier 1

Core Instruction Problem Solving (100% of students)

Involves general academic and behavior instruction and support designed and differentiated for all students in all settings.



Tier 1 Intervention

Classwide Need Indicated

This level of intervention is provided if data analysis reveals a class median score below the benchmark cut score for proficiency. If no class wide needs are indicated, continued individual analysis takes place.

Fall	70
Winter	91
Spring	109

	WRC
Student 1	48
Student 2	122
Student 3	126
Student 4	82
Student 5	102
Student 6	77
Student 7	51
Student 8	84
Student 9	80
Student 10	102
Student 11	83
Student 12	38
Student 13	104
Student 14	152
Student 15	143
Student 16	115
Student 17	142
Student 18	114
Student 19	13
Student 20	75
Student 21	141
Student 22	87
Student 23	49
Median	87

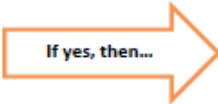


Analysis to Action

Benchmark Data Worksheet



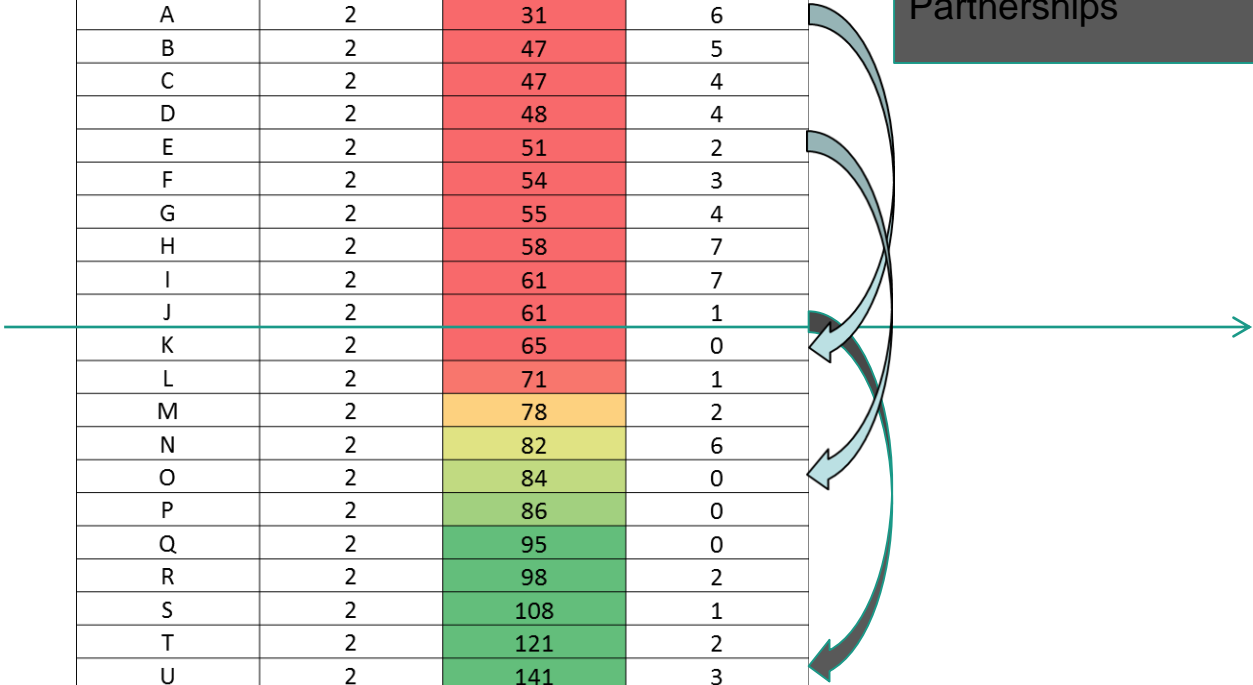
Meeting Date: _____ Teacher Name: _____ Assessment Analyzed: _____ Class-wide Median: _____

Determine Need:		Action Items:	
<p>Is a Class-wide Intervention necessary ? Yes No</p> <div style="text-align: right; margin-top: 20px;">  </div>		<ul style="list-style-type: none"> Determine appropriate Class-wide Intervention: _____ Determine Start Date: _____ Determine End Date: _____ Schedule Fidelity Check: _____ Progress Monitor Assessment _____ 	
<p>Which students fall within the at-risk range? Are there any students we missed?</p>		<p>Among students identified as needing a Tier 2 intervention, what is the category of the problem? (phonemic awareness, decoding, fluency, vocabulary, comprehension)</p>	<p>What intervention do you plan to use to address the problem?</p>
Student Name:	WRC/Error	Accuracy	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Benchmark Criterion FALL: ____ WINTER: ____ SPRING: ____

Spring Benchmark			90
Student	Grade	ORF	
		WRC	Errors
A	2	31	6
B	2	47	5
C	2	47	4
D	2	48	4
E	2	51	2
F	2	54	3
G	2	55	4
H	2	58	7
I	2	61	7
J	2	61	1
K	2	65	0
L	2	71	1
M	2	78	2
N	2	82	6
O	2	84	0
P	2	86	0
Q	2	95	0
R	2	98	2
S	2	108	1
T	2	121	2
U	2	141	3
Class Median			

Partner Reading Partnerships



Procedure

Partner Reading	Paragraph Shrinking
<ol style="list-style-type: none"><li data-bbox="359 412 996 500">1. Stronger reader reads aloud for 5 minutes<li data-bbox="359 568 996 656">2. The weaker reader reads aloud the SAME text for 5 minutes	<ol style="list-style-type: none"><li data-bbox="1016 412 1644 609">1. For 5 minutes the stronger reader continues reading new text in the story, stopping after each paragraph to summarize<li data-bbox="1016 620 1644 816">2. For 5 minutes the weaker reader continues with the new text, stopping after each paragraph to summarize

Paragraph Shrinking

- Name the most important **who** or **what**.
- Tell the **most important thing** about the who or what.
- Say the main idea in **10** words or less.

Timeline

Collect Data: Pre-test (fluency and comprehension)

- **Day 1:** Train Students on Set Up Procedures and Partner Reading, Practice Reading for 10 minutes, Error Correction
- **Day 2:** Train Students on Paragraph Shrinking, Practice Reading for 10 minutes
- **Day 3-10:** Partner Reading, Paragraph Shrinking 15 minutes every day

Collect Data: Post-test (fluency and comprehension)

	WRC	WRC after Partner Reading
Student 1	48	92
Student 2	122	142
Student 3	126	147
Student 4	82	113
Student 5	102	117
Student 6	77	97
Student 7	51	70
Student 8	84	95
Student 9	80	82
Student 10	102	127
Student 11	83	106
Student 12	38	47
Student 13	104	115
Student 14	152	161
Student 15	143	158
Student 16	115	125
Student 17	142	160
Student 18	114	127
Student 19	13	40
Student 20	75	92
Student 21	141	136
Student 22	87	105
Student 23	49	47
Median	87	113



Grain Valley - Universal Screener

- A **Universal Screener** is a screening measure that is a quick check of all students' current levels of performance.
- The Universal Screener in Grain Valley is **Star 360** and it is an essential tool for our implementation of MTSS.
- All students (K-8) take the Star 360 test 4 times per year (August, October, December, May)



Grain Valley - Tier 1 Interventions (Whole Class)

- Dr. Burns walked us through a systematic process to use our Universal Screener (Star 360) to identify if each class has a classwide need.
- If the median score of the class is below the benchmark score for proficiency then there is a classwide need.
- If a classwide need is identified, then the classroom teacher will conduct a classwide intervention for 10 days to help all students grow.



Grain Valley - Results

- Very few class wide needs
 - 1/23 classes in October
 - 2/6 grade levels in January because of too many students needing intervention (not identified due to median score)
- In our implementation we did not track the progress of the full class, but focused on those below benchmark. We will look to implement this part of the process in 2018-19



Tier 2

Supplemental Instruction Problem Solving (around 15% of students)

Involves more focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction.



Tier 3

Intensive Instruction Problem Solving (around 5% of Students)

Involves the most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.



MTSS will address needs in a variety of areas

- Reading
- Math
- Behavior/Emotional



Tier 2



Reading Interventions for Tier II

- PALS
- LLI
- Read Naturally
- Rewards
- Reading Rockets
- Etc., etc., etc.



**PROFICIENT
READING**

National Reading Panel

- Is phonemic awareness instruction effective in helping children learn to read?
- Reviewed 52 studies of PA instruction.
- Three general outcomes were explored
 - PA tasks such as phoneme manipulation,
 - spelling,
 - and reading tasks such as word reading, pseudoword reading, reading comprehension, oral text reading, reading speed, time to reach a criterion of learning, and miscues

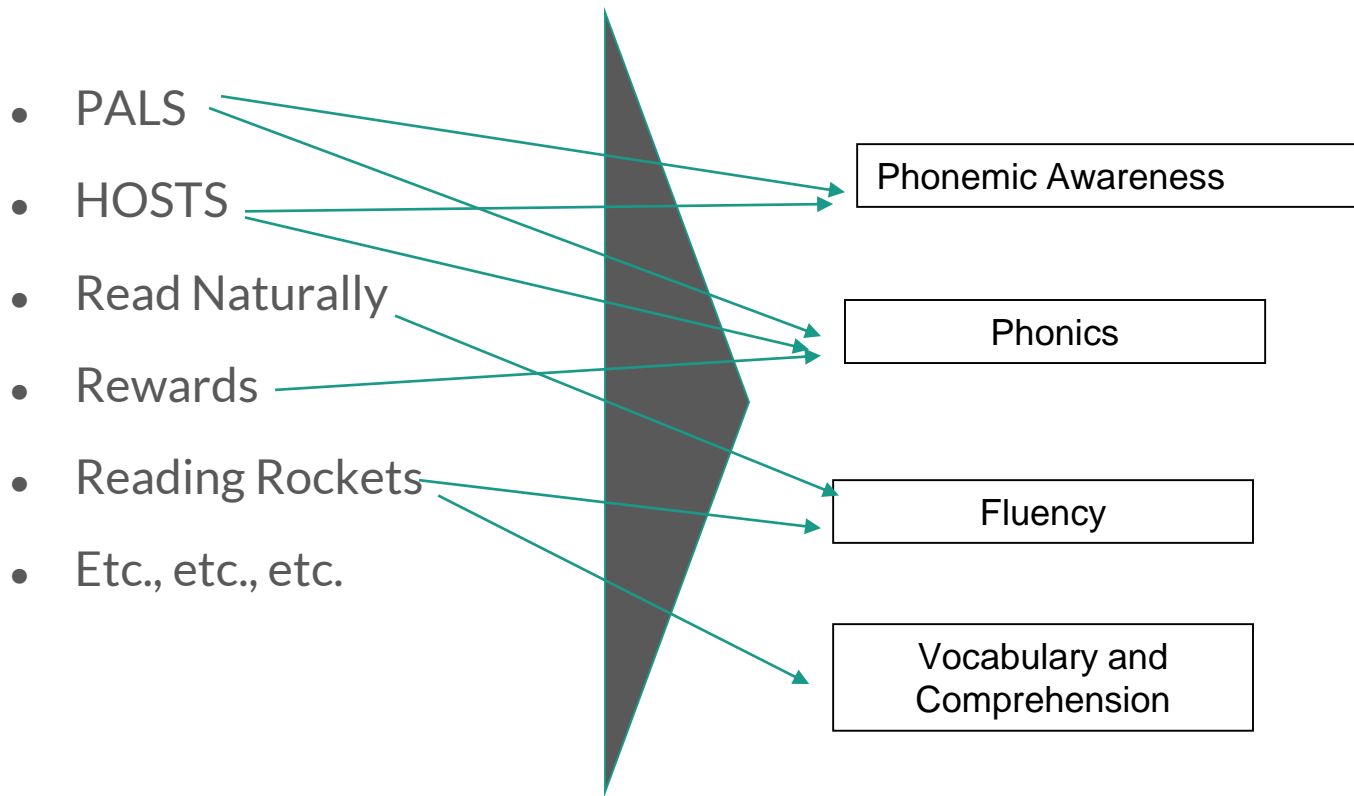
National Reading Panel Results

- PA instruction demonstrated better efficacy over alternative instruction models or no instruction
- Improved PA measures (strong), reading ($d = .53$) and spelling skills
- Teaching one or two PA skills was preferable to teaching three or more
- PA instruction benefited reading comprehension (Ehri et al.).

Means and Ranges of Effect Sizes by Reading Outcome Measure

	N	Mean ES	SD	Minimum	Maximum
Pseudowords	24	.84	.80	-.19	3.60
Words in Isolation	48	.92	.89	-.05	4.33
Contextual Reading	24	.37	.38	-.37	1.18

Tier II Interventions





Grain Valley - Tier 2 Interventions

- Dr. Burns spent time at each school walking us through a process to identify specific interventions (targeted small group instruction) for our students in need of Tier 2 interventions. We use our Star 360 data and our data from DIBELS to help **target specific student needs**.
 - Phonemic Awareness → Decoding → Fluency → Comprehension
- Once the specific need is identified, students are placed in a Tier 2 intervention group for MTSS.
- The students receiving Tier 2 interventions are given a short assessment each week to monitor their progress and the data are tracked to show their **rate of improvement**.



Analysis to Action Benchmark Data Worksheet

Benchmark Criterion FALL: _____ WINTER: 434 SPRING: _____

Meeting Date: Jan. 4 / 2017 Teacher Name: King Assessment Analyzed: STAR Classwide Median: 489

Determine Need: Is a Classwide Intervention necessary? Yes <input type="radio"/> No <input checked="" type="radio"/>				Action Items: <ul style="list-style-type: none"> • Determine appropriate Classwide Intervention: _____ • Determine Start Date: _____ • Determine End Date: _____ • Schedule Fidelity Check: _____ • Progress Monitoring Assessment: _____ 	
Which students fall within the at-risk range? Are there any students we missed?			Among students identified as needing a Tier 2 intervention, what is the category of the problem? (phonemic awareness, decoding, fluency, vocabulary, comprehension)		What intervention do you plan to use to address the problem?
Student Name:	Fluency	Accuracy	Other		
1. [REDACTED]	140	98%	405	Comprehension	
2. [REDACTED]	99	97%	402	Fluency	
3. [REDACTED]	95	97%	400	SPED	
4. [REDACTED]	126	98%	304	Comprehension	
5. [REDACTED]	62	94%	290	Fluency	
6. [REDACTED]	74	97%	289	Fluency	
7. [REDACTED]					
8. [REDACTED]	102	98%		Fluency	
9. [REDACTED]					




Grain Valley – Tier 2 Interventions

	Phonemic Awareness	Decoding	fluency	vocabulary/comprehension
K	Road to the Code Phonological Awareness			
1	Road to the Code, FCRR, Phonological Awareness	Road to the Code, FCRR, 5 minutes to better reading (using the Road to the Code structure)	Repeated Reading, FCRR	
2	FCRR, Phonological Awareness	FCRR, PRESS 5 minutes to better reading (using the Road to the Code structure)	Read Naturally, repeated reading, FCRR	reciprocal teaching, FCRR
3	FCRR	FCRR, PRESS Words (Marcia K Henry)	Read Naturally, repeated reading, FCRR	reciprocal teaching, FCRR
4	FCRR	FCRR Rewards (Anita Archer) Words (Marcia K Henry)	Read Naturally, repeated reading	reciprocal teaching, FCRR
5	FCRR	FCRR Rewards (Anita Archer) Words (Marcia K Henry)	Read Naturally, repeated reading	reciprocal teaching, FCRR




Tier 3 Interventions

- Our focus with Dr. Burns this year has been to establish a strong and systematic Tier 1 and Tier 2 in our MTSS process.
- Our next steps will be to work toward Tier 3 in our MTSS process.




Change starts when someone sees
the next step.

~ William Drayton



Our Journey and how it continues...






2015-2016

- Initiated specific Professional Development for a set “team of administrators”.
 - Attended Rtl Innovations in Salt Lake City (now it’s moved to Milwaukee)
 - Included: Assistant Supt of Student Services, Director of Curriculum, Director of Special Services, Principal - NMS, and Principal, PBE




2016-2017

- Continued Focus on Professional Development for Administrators
- Review of possible vendors and selection of a Universal Screening tool (to be implemented next year)
- CSIP Goal for the district - Updated to include MTSS



2017-2018

- Universal Screening (STAR 360) in place with all K-8 students screened at least 3 times per year.
- STAR Cut Scores Developed for the district (Reading)
- Hired a district MTSS Consultant, Matt Burns from University of MO on the implementation of the process for Reading
- Progress Monitoring Developed (Reading)
- Narrow Interventions for each tier and specific area (Reading)
- Began to Update the Problem Solving Team Process



2018-2019

- Continue to refine the Problem Solving Team Process
- Full Elementary and Middle School Implementation of Rtl in Reading
- Full Middle School Implementation of Rtl in Math
- Deeper Implementation with concrete interventions
- Specific Learning Disability Criteria for Special Education Eligibility for Reading (Elem and MS) and for Math (MS) moved to Rtl framework
- Address a Specific Intervention time on the master schedule at each building
- Create and implement a fidelity check process to be utilized during intervention time by the administrator.



2019 and beyond

- Full Elementary and MS Implementation of RtI in both Reading and Math
- Evidence-based interventions for both Reading and Math are in place
- SLD Criteria in the district for both Reading and Math moved to RtI using the process

- Universal Screener for Behavior is in place
- Full Implementation of MTSS in Elementary and MS in Reading, Math, and Behavior



Thank you.

