



MTSS 101: The Essentials



MTSS 101: The Essentials

Agenda

- What is MTSS? Why Districts are Implementing MTSS?
- Essential Components of MTSS
- MTSS in Action: Daily Practices
- Evaluating Effectiveness of Your Implementation
- Common MTSS Struggles
- Questions?



What is MTSS?

SOCIAL MEDIA
INTERNET
EMAIL

- PLAN
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MTSS Definition

Multi-tiered system of support or MTSS is a framework with a tiered infrastructure that uses data to help match academic, social emotional, and behavioral assessment and instructional resources to each and every student's needs.



MTSS Analogy



Why Districts are Implementing MTSS

SOCIAL MEDIA
INTERNET
EMAIL



Why are districts implementing MTSS?

Improve **outcomes for all students**, academically, behaviorally, social emotionally

Address the **unmet needs** of so many students and subgroups

De-silo and make **systems and processes more effective** and connected

Move **students no matter** where they are: at, above, or below

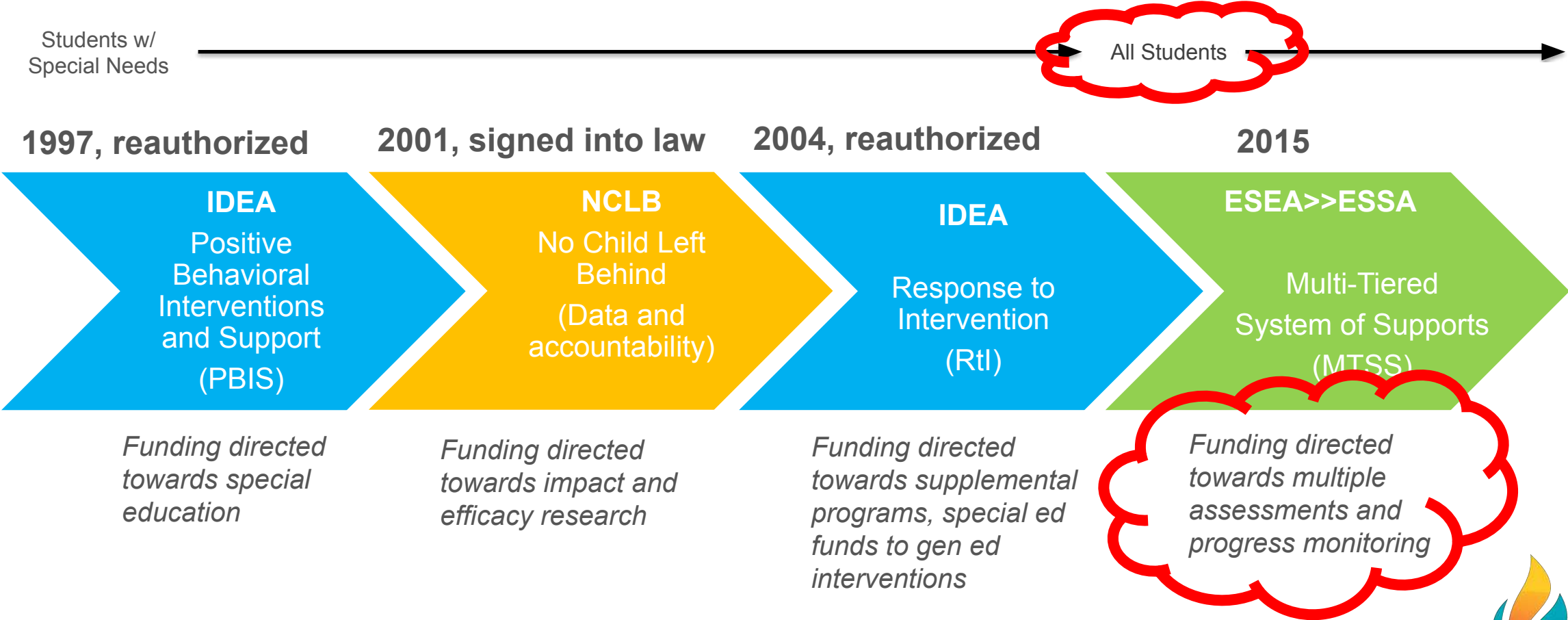
Take a **whole child approach** to supporting students

Policy (**ESSA**)



ESSA and MTSS

Federal education legislation influences state, district, and school policy and has triggered shifts in focus over time. The 2015 legislation shifting funds from “Special Education” to “Every Child.”



A young woman with her hair in a bun, wearing a blue denim jacket and carrying a brown backpack, is walking away from the camera in a school hallway. The hallway is filled with other students, some of whom are wearing face masks. The scene is brightly lit, suggesting a well-lit school environment.

No school has ever improved
by “fixing kids.”



Exceeds

Exceeds

Exceeds

Exceeds

Meets

Partially Meets

Exceeds

Exceeds

Exceeds

Meets

Partially Meets

Schools improve by supporting adults in changing the way they work.





MTSS is a framework that changes how adults of a school system do their work and engage in problem solving.



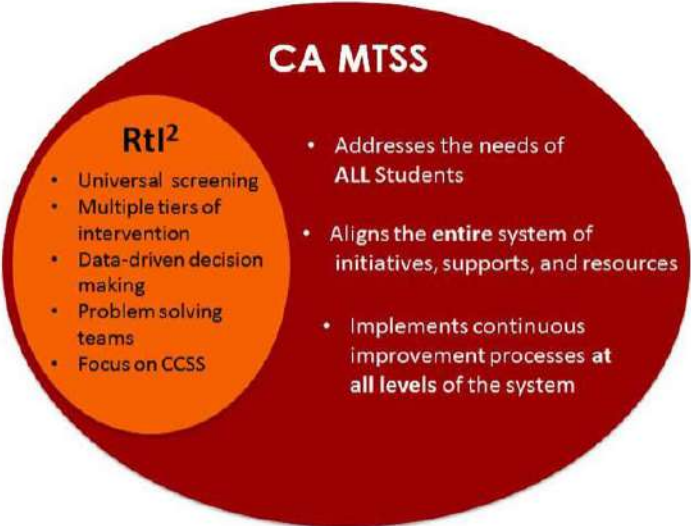
Essential Components of MTSS



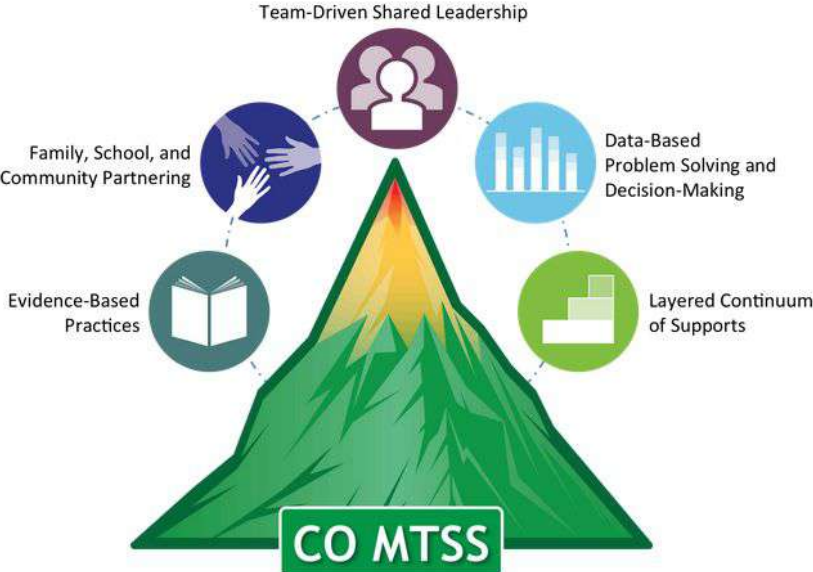
State Frameworks Vary

Different Frameworks and Titles

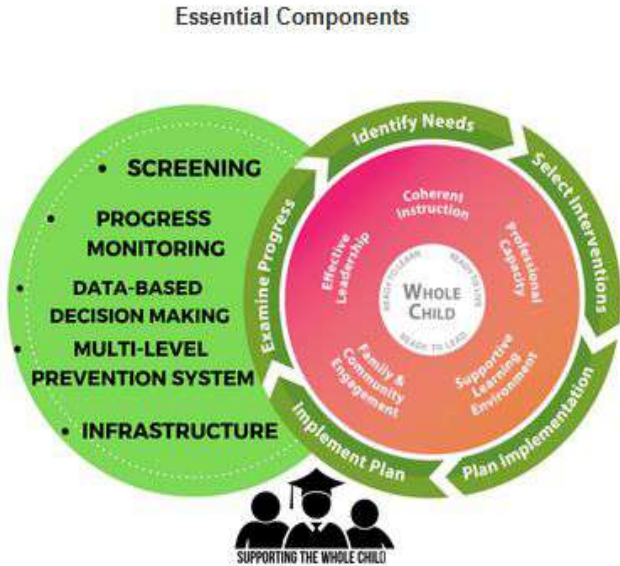
California's Multi-Tiered System of Support



Colorado's Multi-Tiered System of Supports



Georgia's Tiered System of Supports for Students



State Frameworks Vary

Different Essential Components

Michigan:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening & Assessment System
- Continuous Data-Based Decision Making

New Jersey:

- High-quality learning environments, curricula, and instructional practices
- Universal screening
- Data-based decision making
- Collaborative problem-solving teams
- Progress monitoring
- Staff professional development
- Positive school culture and climate
- District and school leadership
- Family and community engagement

Colorado:

- Team-Driven Shared Leadership
- Data-Based Problem Solving and Decision-Making
- Family, School, and Community Partnering
- Layered Continuum of Supports
- Evidence-Based Practices



State Frameworks Vary

...but More Alike than Different

Michigan:

- **Team-Based Leadership**
- **Tiered** Delivery System
- **Selection** and Implementation of **Instruction**, **Interventions** and **Supports**
- **Comprehensive Screening & Assessment System**
- **Continuous Data-Based Decision Making**

New Jersey:

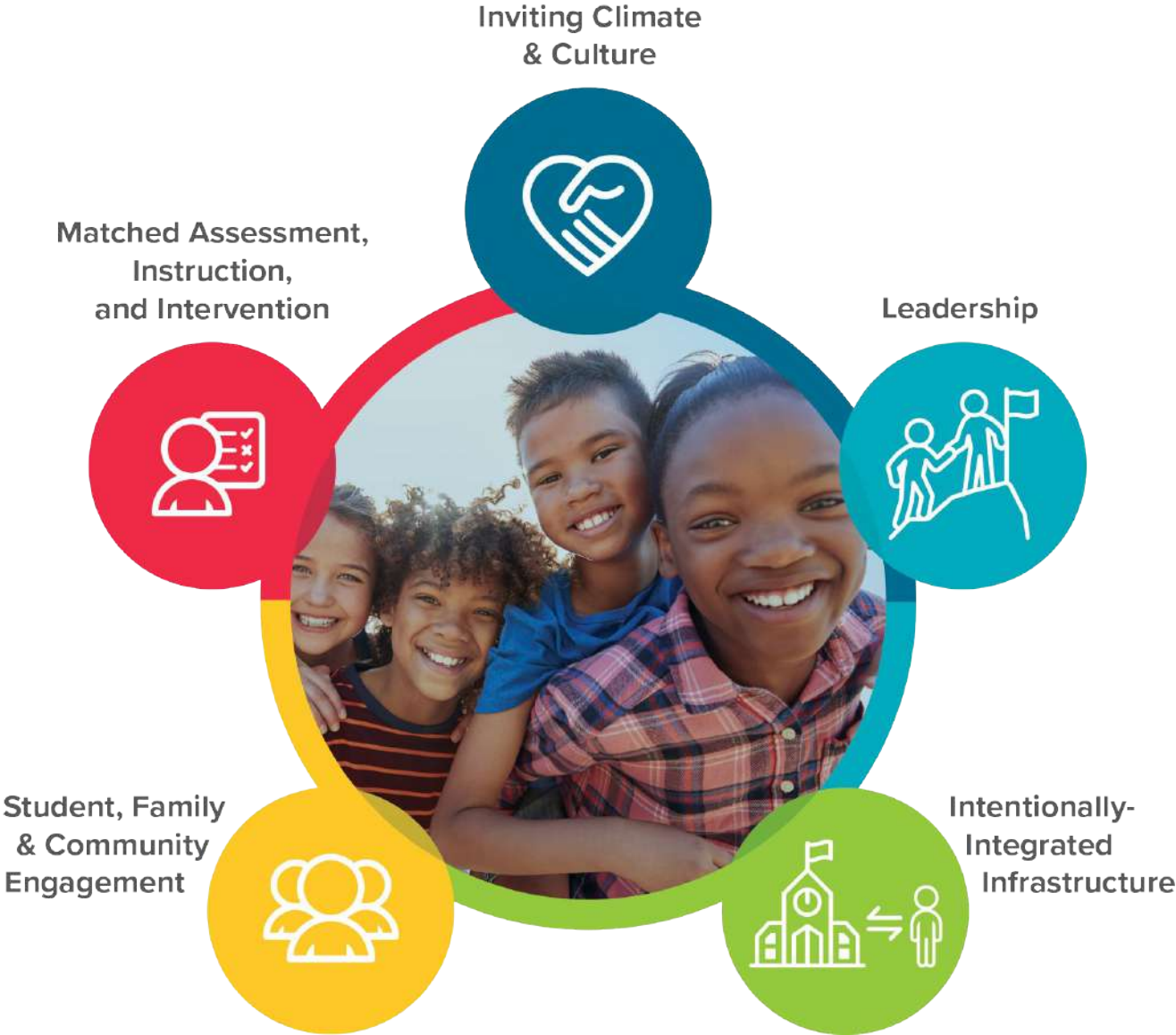
- High-quality learning environments, curricula, and **instructional** practices
- **Universal screening**
- **Data-based decision making**
- **Collaborative problem-solving teams**
- **Progress monitoring**
- Staff professional development
- Positive school culture and climate
- District and school **leadership**
- **Family and community engagement**

Colorado:

- **Team-Driven Shared Leadership**
- **Data-Based Problem Solving and Decision-Making**
- **Family, School, and Community Partnering**
- **Layered Continuum of Supports**
- Evidence-Based Practices



General MTSS Framework Components



Matched Assessment, Instruction, and Intervention



Assessment, instruction, and intervention are interconnected, effective, aligned to student needs, and informed by data.

Examples:

- Whole Child Measures: Academic, Behavior, Social Emotional
- Balanced Assessment System
- Tiered Instruction and Supports for All Students (Tier 1, 2, and 3)



Inviting Climate and Culture



Districts, schools, and classrooms are safe, welcoming, non-discriminatory environments in which students can focus on learning and know that they are accepted and supported.

Examples:

- Culturally & Linguistically Responsive Practices
- Emotional, Physical, and Mental Wellness
- Bullying Prevention



Leadership



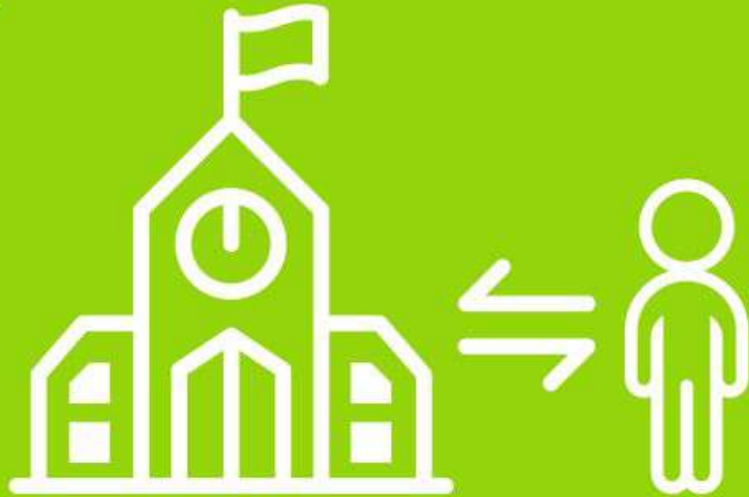
Deliberately allocating time and resources for district and site leaders to build capacity and create supportive structures sensitive to all students.

Examples:

- Systematic analysis for patterns and trends with responsive system-level strategic action
- Dedicated review of resource allocation
- Capacity building, communication, and expectations around culturally, linguistically, and community-minded instructional leadership



Intentionally-Integrated Infrastructure



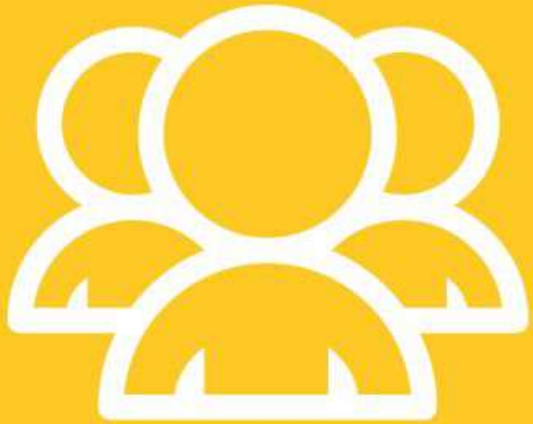
Districts and schools are deliberately developing, prioritizing, investing in, and providing system-level support to a connected and collaborative ecosystem of people, processes, and tools.

Examples:

- Collaborative professional learning
- Aligned policies, communication, and data processes
- Intervention and program effectiveness and evaluation



Student, Family and Community Engagement



Shared involvement, communication, and investment in students' success across their wider environments.

Examples:

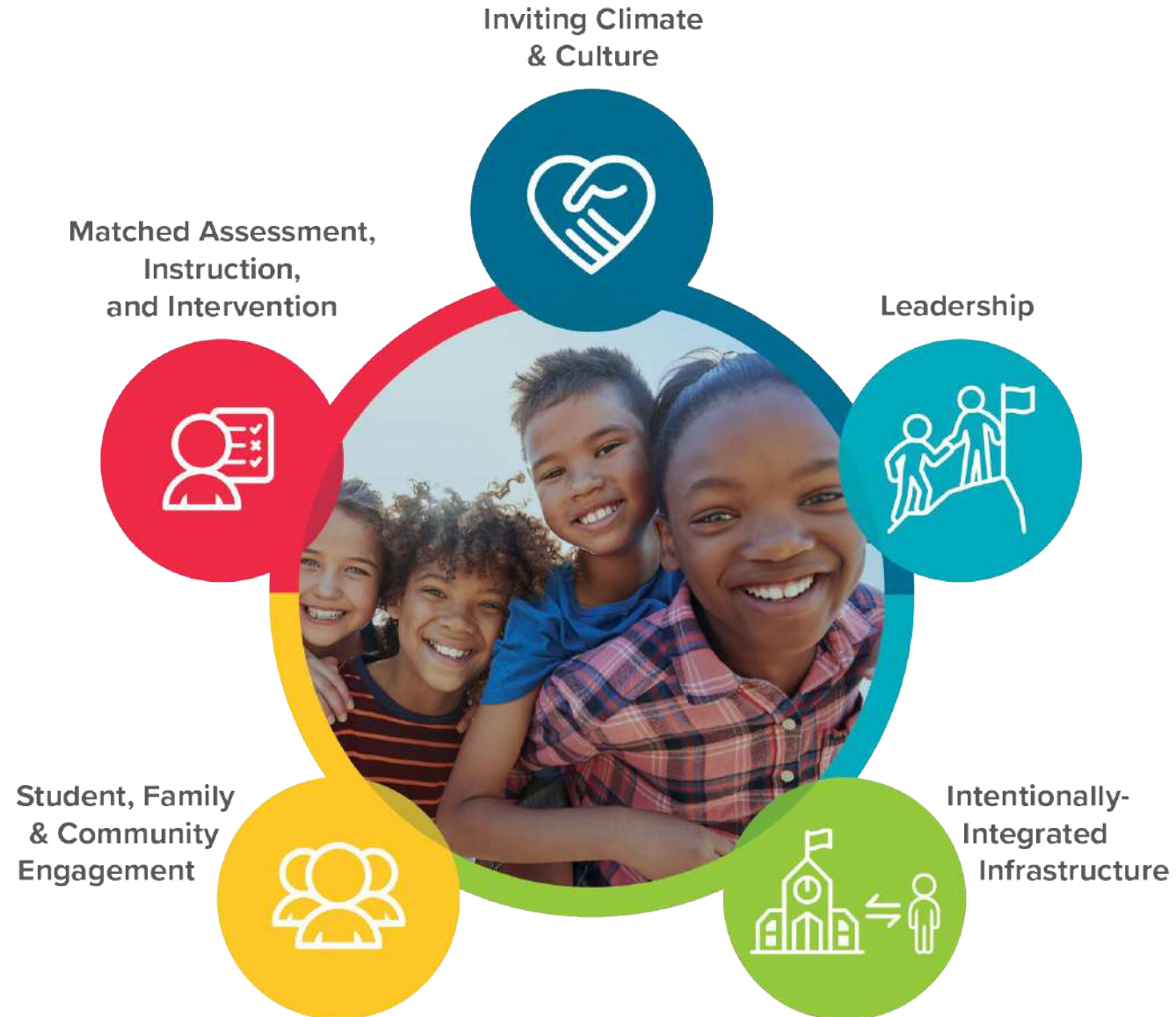
- Collaborative Process: Family, Community, and School Partnering and Shared Responsibility
- Communication: Transparency of Progress and Goal Setting
- Student Identity, Voice, and Choice



MTSS in Action: Daily Practices



Moving from System-Level Framework...



...to Daily Actions

Most day-to-day practices happen in this bucket

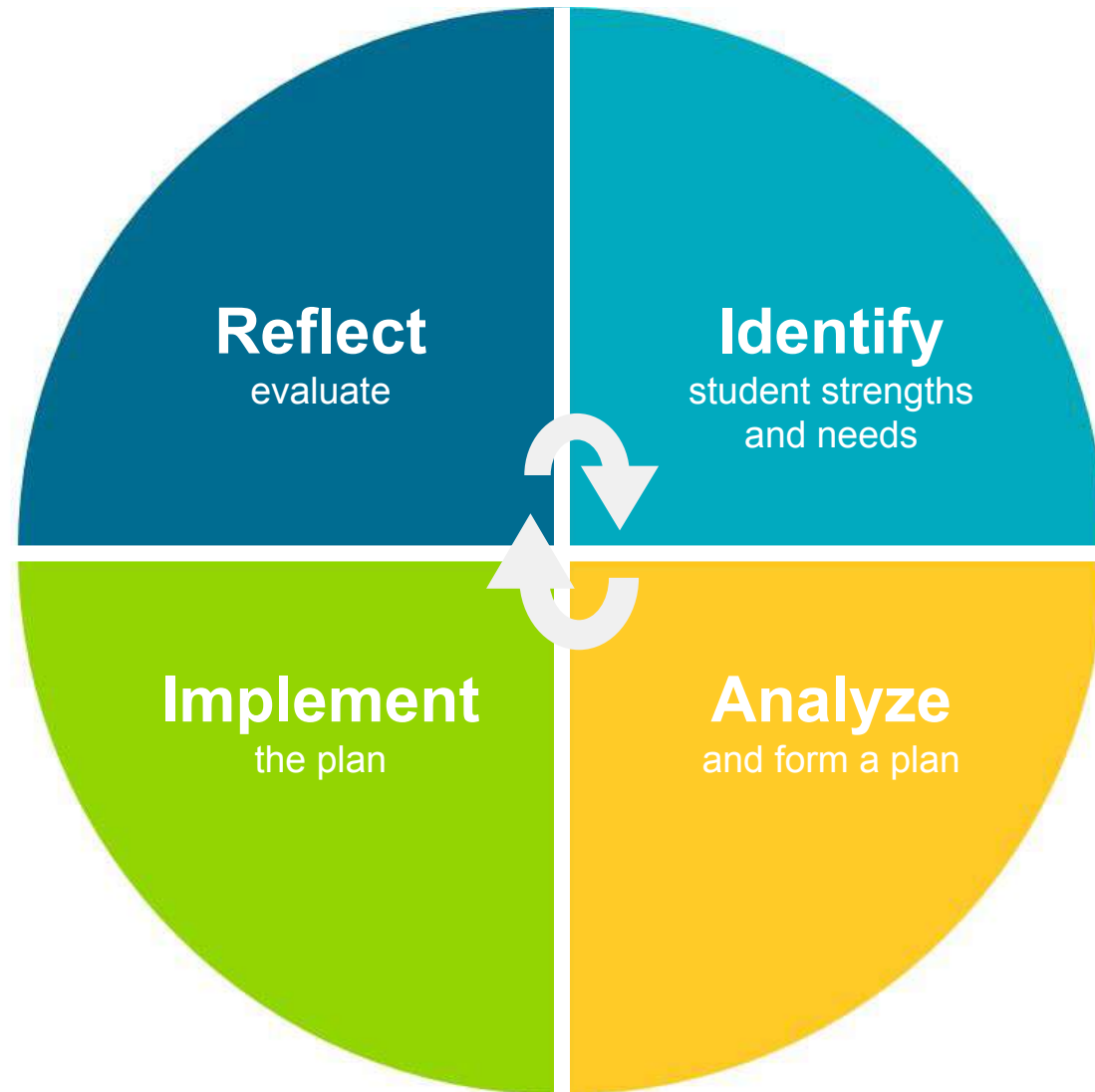


- The Problem-Solving Cycle
- Whole Child Measures
- Balanced Assessment System
- Tiered Instruction and Supports for All Students
- Progress Monitoring
- Evaluating Effectiveness

**Matched Assessment,
Instruction & Intervention**



The Problem-Solving Cycle



The Problem-Solving Cycle



Everything starts with **data**



Climate Survey

Tests

Health Office Visits

College/ Career Ready

Behavior

Social Emotional Learning

Screeners

Suspensions



Whole Child

Attendance

Awards/ Recognition

Growth

Course Grades

Trauma

Achievement

Progress Reports

Mental Health

An approach to supporting student success and well being through many interconnected, data-informed lenses, and shifting away from a singular focus on the academic lens.

Referrals

Assignments



Whole Child Measures: Academic, Behavioral, Social-Emotional

Academic

- State tests
- Course/class/gradebook grades
- Vendor academic screener/ interim/benchmark/progress monitoring assessments
- Performance task rubrics
- Assignments
- Data from formative assessment processes
- Achievement/Attainment
- Growth
- College/Career Ready

Behavioral

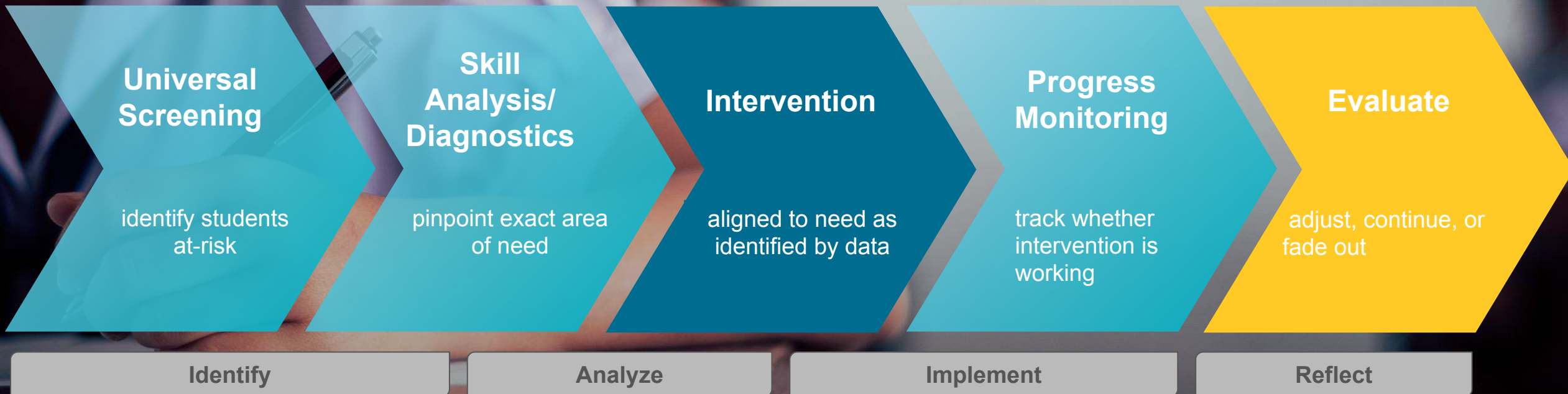
- Referrals and incidents
- Majors and minors
- Attendance and Absenteeism
- Direct Behavior Ratings
- Daily Progress Reports
- Health Office Visits
- Suspensions
- Awards/Recognition
- Tardies

Social-Emotional

- Risk levels, competencies, rating scales
- Social emotional learning screeners and assessments
- Climate and perception surveys
- Mental health
- Trauma
- Social skills
- Emotional regulation skills
- Interpersonal skills



Assessment & Intervention Flow in MTSS



Balanced Assessment System

Informal / Just-in-Time Assessments (Formative)

*Ex: DnA + Inspect
Plus, SchoolCity
+ Inspect Plus*

Interims

Ex: FAST

Summative Assessments

*Ex: State
Standards
Assessment, End
of Course Exams,
SAT, End of
Chapter*

This is how many a balanced assessment system is often viewed



Balanced Assessment System for MTSS

**Informal /
Just-in-Time
Assessments
(Formative)**

*Ex: DnA + Inspect
Plus, SchoolCity
+ Inspect Plus*

**Universal
Screening**

Ex: FAST

**Skills
Analysis/
Diagnostic**

Ex: FAST

**Progress
Monitoring**

Ex: FAST

Interims

Ex: FAST

**Summative
Assessments**

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Standards
Assessment, End
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...but balanced assessment systems are actually more complex with **many specialized tools.**



Balanced Assessment System for MTSS



**Informal /
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**Universal
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**Summative
Assessments**

*Ex: State
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- All students
- Quick, valid, reliable - ELA/Math/Behavioral
- Identify students at-risk or in need of support
- 2-3 times per year



Balanced Assessment System for MTSS



**Informal /
Just-in-Time
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**Universal
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Ex: FAST

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Chapter*

- For students, grade levels, and/or groups flagged by universal screening
- Identify specific area of needs (e.g., calculation vs math)



Balanced Assessment System for MTSS



**Informal /
Just-in-Time
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*Ex: DnA + Inspect
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**Universal
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- Students on Tier 2 & Tier 3 Interventions
- Aligned to specific skill or need
- Very sensitive to growth (even weekly)
- Develops foundational skills needed to master standards



Balanced Assessment System for MTSS



Intervention

- An intervention is an **instructional resource or support** aligned to student needs.
 - Good interventions are just a continuation of instruction, not a disruption.
 - When we intervene, we adjust *our* instructional actions to better match the student's need.
- Interventions aren't just for struggling students.
- Interventions aren't just academic.



Implementing Interventions

- Identify Student Need
 - Based on data
 - Use decision rules
- Analyze & Create a Plan
 - Individual and group plans
- Implement Plan & Collect Data
 - Take attendance and minute counts
 - Administer and record important scores
 - Add intervention comments
- Reflect
 - Make plan changes
 - Use decision rules
 - Change, continue, or fade out



Tiered Instruction and Intervention for All Students



3

Tier 3 – Intensive Interventions - Should be 1-5% of Students
Supports implemented for students not responding to Tier 2 supports. Tier 3 supports provide more frequent, intense, and individualized interventions. If students still do not respond, they may be referred for special education evaluation.

2

Tier 2 – Targeted Interventions - Should be 5-15% of Students
Research-based supports provided to students who are identified as struggling. Tier 2 interventions are typically implemented in small group settings.

1

Tier 1 – Universal Instruction - Should be 80-90% of Students
The high-quality classroom instruction that all students receive. This tier ensures that students are not struggling due to poor instruction.



Goal Setting

- Academic: Combination of ROI
 - Evaluate Trendline and ROI
 - 80% of the data points should be within each other
 - It's okay to eliminate scores when students misbehave
 - At least 10 data points gathered weekly
- Behavior:
 - Daily Progress Report, Direct Behavior Ratings
 - Setting Goals-desire to have 80% of points earned over 4 weeks sustained



Intervention Tracking: Important Context for Evaluating Next Steps

School Year: 2017-2018 Interventionist: Fields, Sayuri Intervention Group: Fluency 3rd Grade

Summary Forms Creation Report Fidelity Report

Students: Anthony, Tomas O

Student Intervention Progress

2 / 4

Attendance Detail :	Present : 5 time(s) out of 5 entered days (100%)
Dates :	01/19/2018 - 01/28/2018
Intervention Name :	New Interventionist
Interventionist :	Fields, Sayuri
Level :	Tier 3 - Academic
Type :	Supported Cloze Procedure
Description :	Supported Cloze Procedure
Skill Focus Area(s) :	Oral Reading Fluency
Rate of Improvement :	
Goal :	114
Goal Rate of Improvement :	1.13
Sessions :	15 minutes, five days a week
Session Attendance:	0 out of 0 sessions (0%) 0 out of 0 minutes (0%)
Dates :	01/29/2018 - 06/01/2018
Intervention Name :	New Interventionist
Interventionist :	Fields, Sayuri
Level :	Tier 3 - Academic
Type :	Supported Cloze Procedure

4

Did the student attend?

Did we implement at the frequency we said we would?

Did we implement for the duration we said we would?



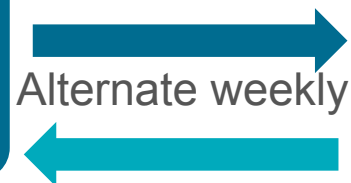
Progress Monitoring

All students on Tier 2 & Tier 3



General Outcome

Measures progress toward on track for grade level



Skill-Based

Measures progress on specific skill

TYPES

Analyzing Progress Monitoring Data

Considerations for making decisions based on progress monitoring data:

- Phase lines
- Visual analysis
- ROI goal vs. actual ROI
- Trend/Actual ROI vs. 25th percentile
- Accuracy trends

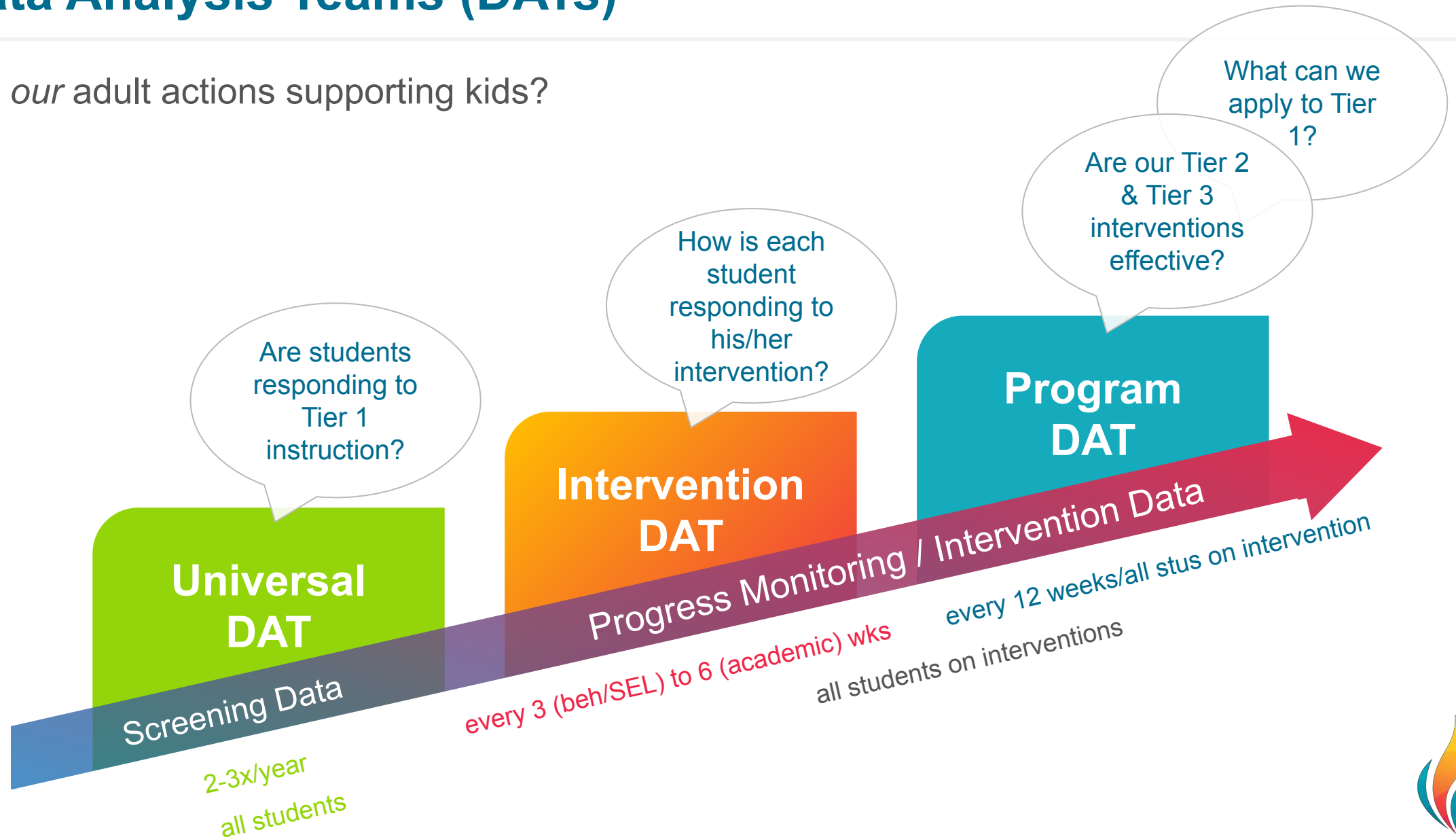


Evaluating the Effectiveness of Your Implementation



Data Analysis Teams (DATs)

Are *our* adult actions supporting kids?



See academic, SEL, Behavior and Attendance in one dashboard

Data Retreat

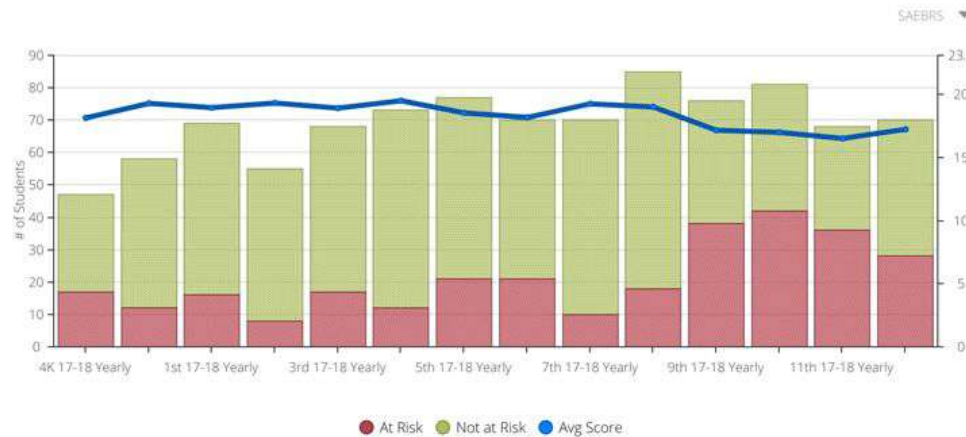
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Manage

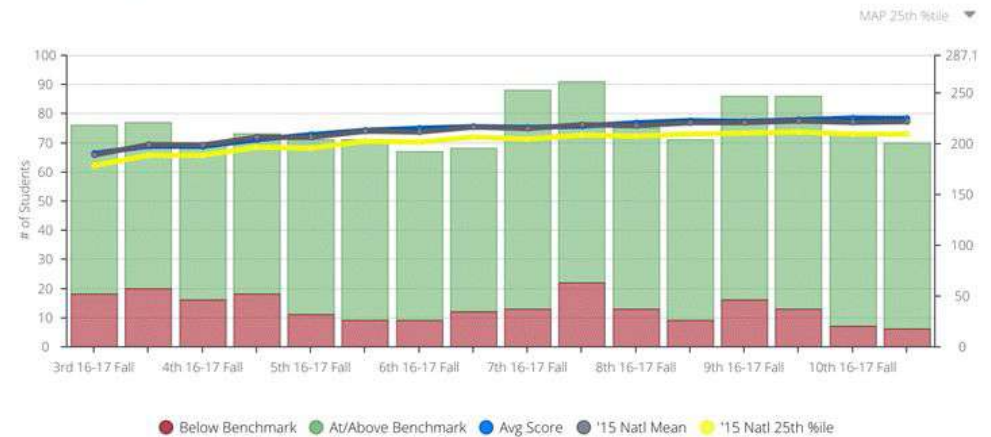
Print All

- Charts
- Data Walls
- Forms
- Meetings
- Collections

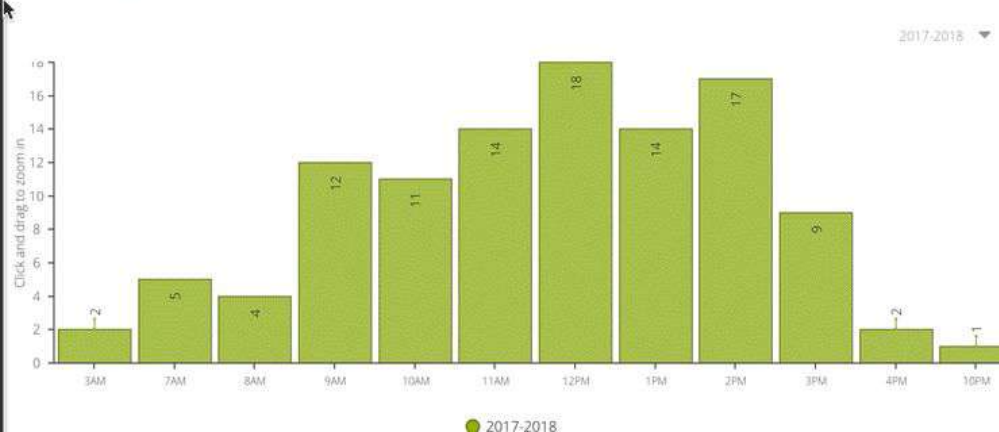
Emotional By Grade SAEBRS



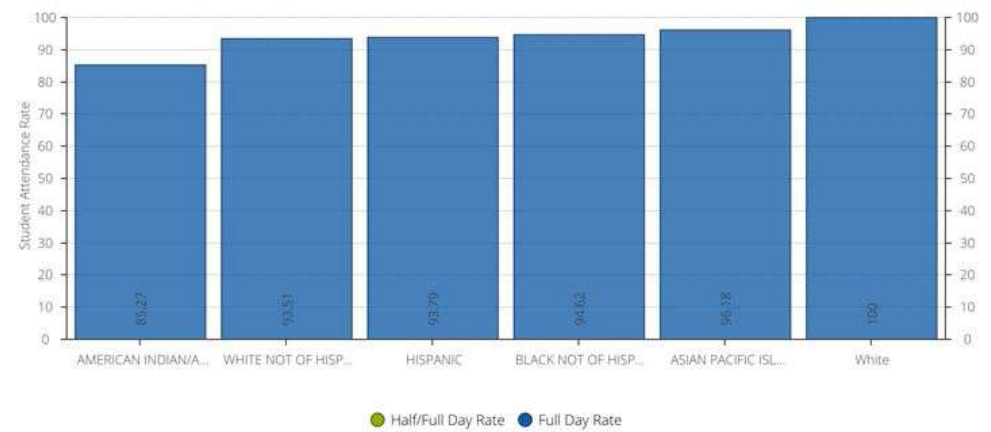
MAP-Reading By Grade MAP



Behavior By Hour



Attendance Rate By Ethnicity



Questions to Consider

Screening

% of students
at risk

If less than
70-80%
below,
universal
problem

Proficiency

% of students
with proficient
skills

Growth

% of students
with growth at
an average
level

Trends

Is this a trend
with this
grade-level?

Cohorts

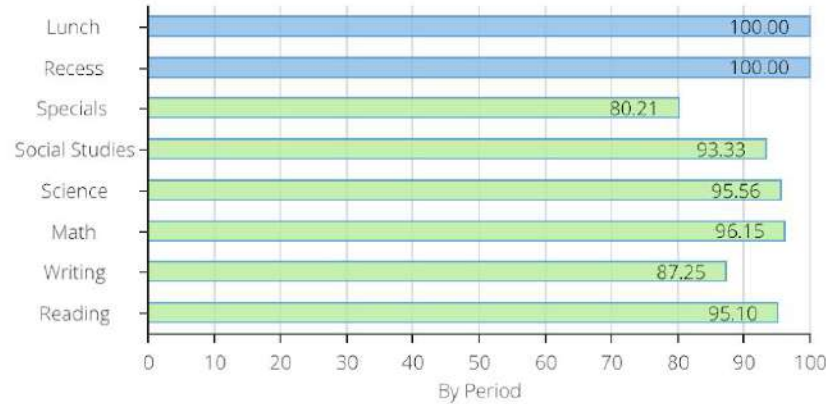
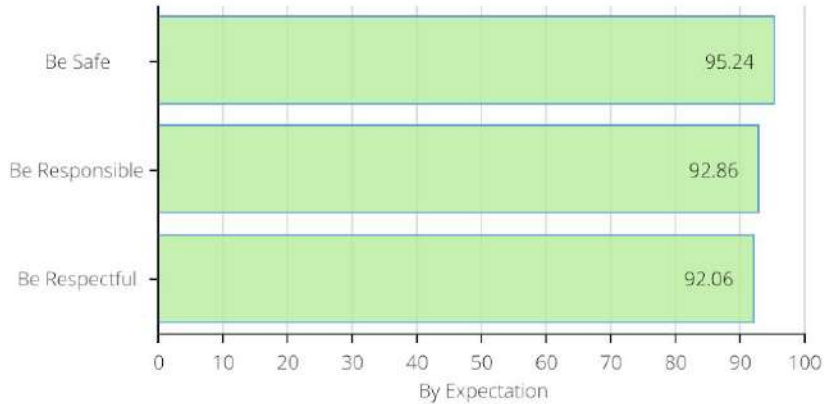
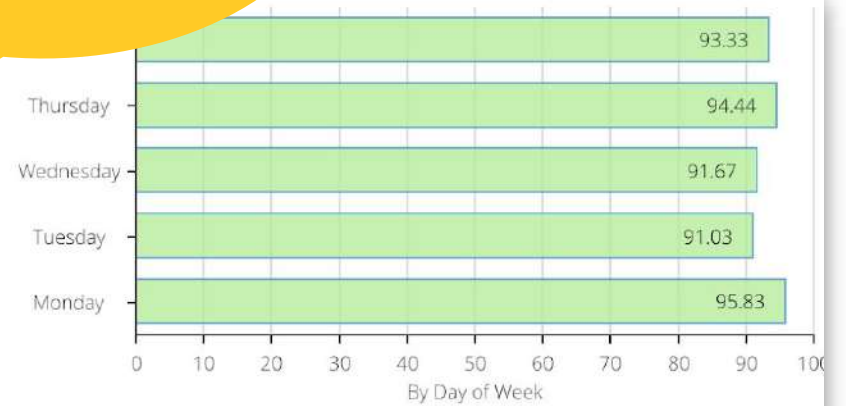
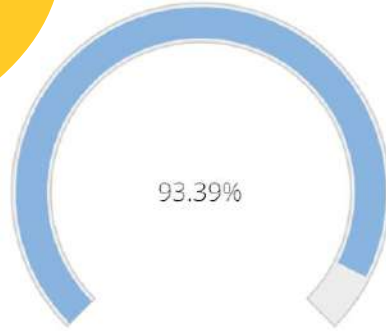
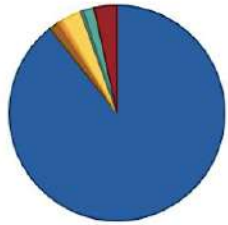
Is this a trend
with this group
of students?



Intervention DATs

Are students responding? If not, why?

Did they attend? Were they engaged?

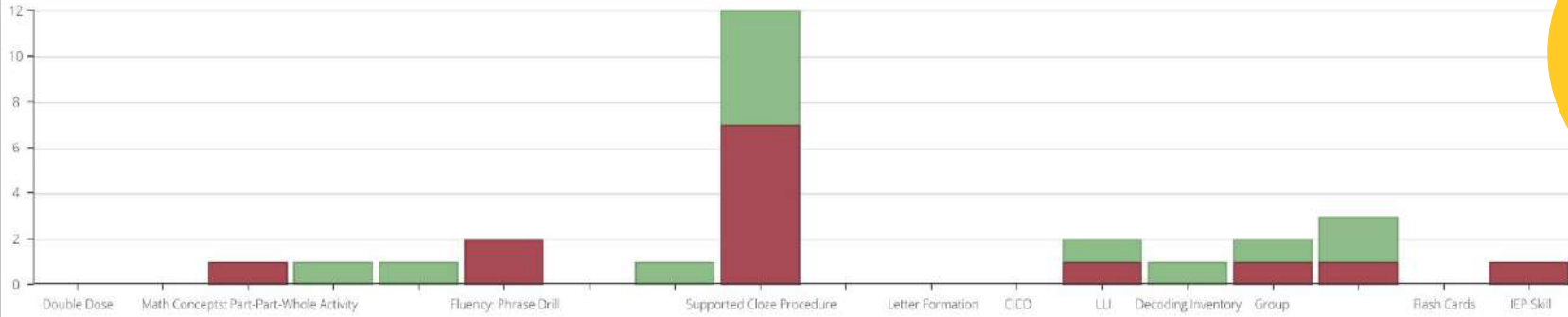


Are we implementing to fidelity?



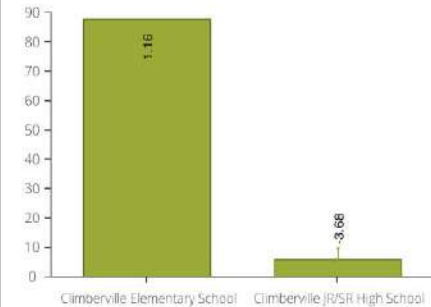
Program DATs

On Track by Strategy

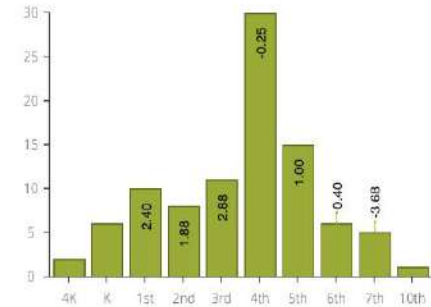


How many of our students are responding to our Interventions?

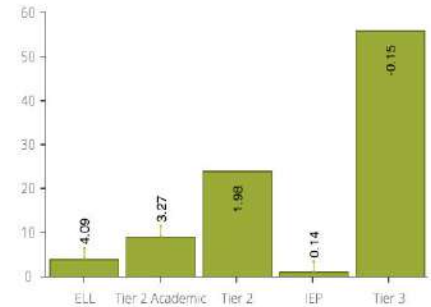
By School



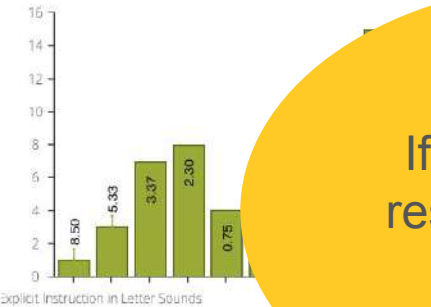
By Grade



By Tier

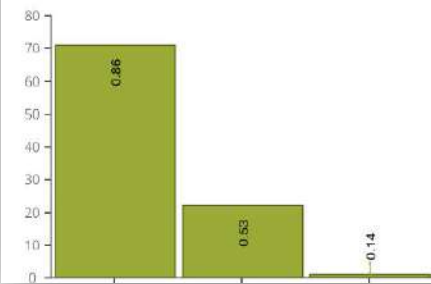


By Strategy

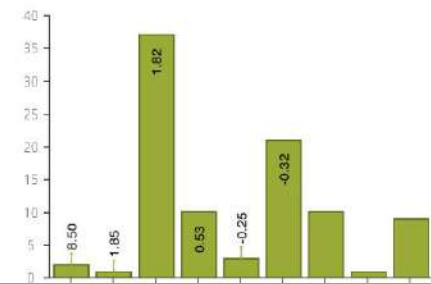


If students aren't responding, do we know why?

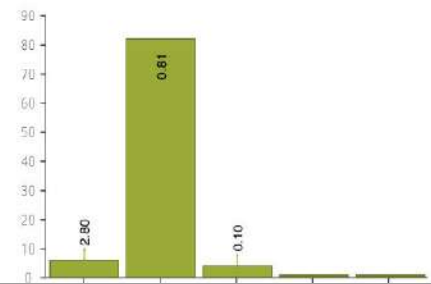
By Category



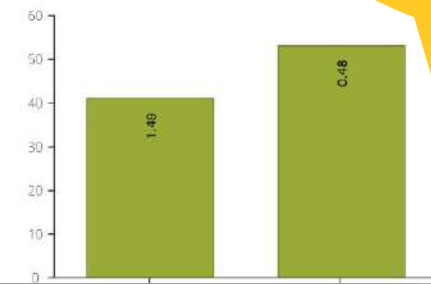
Top 10 By Interventionist



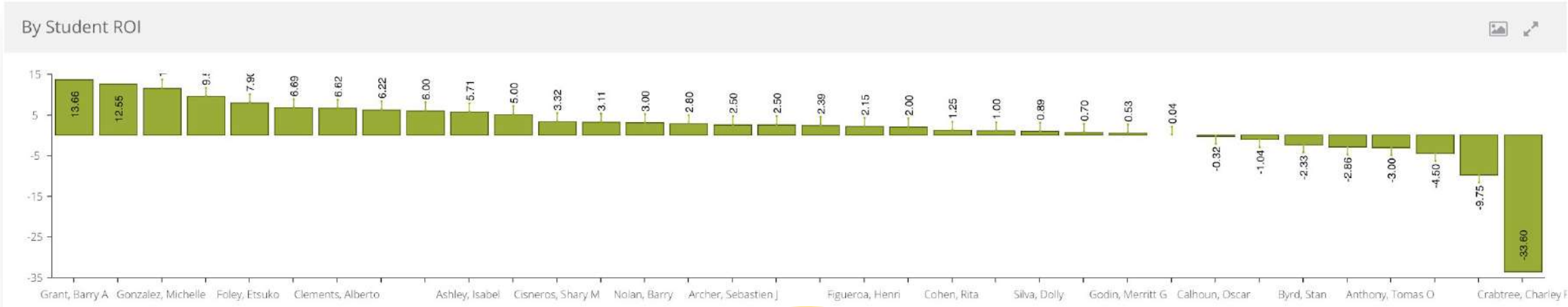
By Ethnicity



By Gender



Program DATs



Did we implement with fidelity?

Did students attend?

If we find students aren't responding, why are we spending money on them?



All Things Lead Back to the Student

Navigation: District, Grade, My Class, **Student**, Manage

Student Profile: Star, Tanner L
 Gender: M
 Ethnicity: White
 DOB: 2005-09-06
 Dewey Elementary
 6th Grade

Interventions:

- Read 180** (Literacy - 2017-2018): On Track
 Plan ROI: 5.00, Goal ROI: 3.26, Latest Score: 33.00
- Reading Literacy** (Literacy - 2017-2018): On Track
 Plan ROI: 39.98, Goal ROI: 19.15, Latest Score: 80.00
- Phonics Support (Pull Out)** (Literacy - 2018-2019): On Track
 Plan ROI: 6.58, Goal ROI: 6.06

Academic Scores:

Literacy (Historical):

- FAST - aReading:** Fall 485.8, Spring 500.8
- Performance Series - Reading:** Fall 1705, Winter 1739, Spring 1790
- MAP-Reading:** Fall 236, Winter 212, Spring 228
- iReady Overall - Reading:** Fall 569
- STAR Reading:** Fall 938, Winter 1113

Math (Historical):

- FAST - aMath:** Fall 216.6, Winter 232.0
- iReady Overall - Math:** Fall 443
- Performance Series - Math:** Fall 2403, Winter 2428, Spring 2343
- Math Assessment:** Pre 59.1, Post 0

Behavior (Historical):

Science (Historical):

Summary: 2018-2019, Star, Tanner, 4 TAGS, 1 THRESHOLDS, 8 MINOR, 7 MAJOR, 94% FULL DAY ATTENDANCE

No Systematic Approach

Siloed Data

Implementation Tracking

Collaboration

Common MTSS Struggles

Assessment & Data Literacy

Unbalanced Assessment System

Expensive, Time-Consuming Assessment System

Overwhelmed by Student Needs



**Developing
Systematic
Approach**

De-Siloing Data

**Implementation
Monitoring &
Fidelity Tracking**

**Collaboration
Tools**

Illuminate Supports MTSS with...

**Professional
Development**

**Visualizing
Whole Child Data**

**Balanced,
Efficient
Assessment
System**

**Early Prevention
System with
Automated Alerts**



Questions?

SOCIAL MEDIA
INTERNET
EMAIL

- PLAN
1. w
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Thank you!

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