

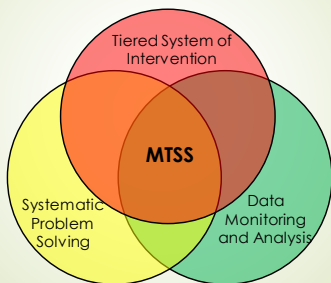
Multi-Tiered System of Support Overview

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3 Cornerstones of MTSS



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What are the Components of MTSS? Speaking the LINGO!

1. **Tiers of Intervention:** Students who do not respond to high-quality classroom instruction (Tier 1), are then referred to a supplemental intervention (Tier 2), and then to a more intensive, individualized research-based intervention (Tier 3), if needed. *Tiers are the level of intensity of the intervention.*
2. **Progress Monitoring:** Data-based documentation of repeated assessments reflecting student progress (OPM = on-going progress monitoring).
3. **Data Based Decision Making:** Students who don't respond to these interventions or require a highly individualized program to progress are evaluated in a more comprehensive manner (possible ESE eligibility).



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Overview of MTSS

Four primary goals:

1. Catch students early, be proactive instead of reactive
2. Prevent over identification
3. Find "student specific" skill deficit
4. Closely monitor student progress

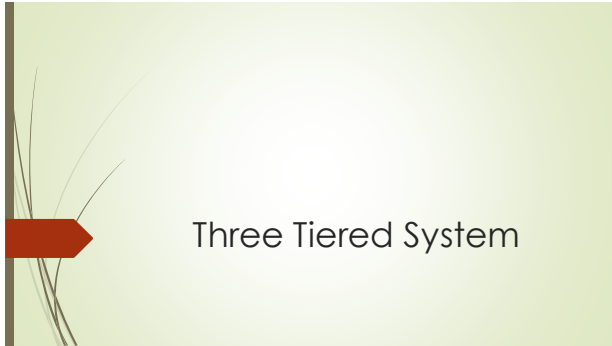
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What is MTSS?

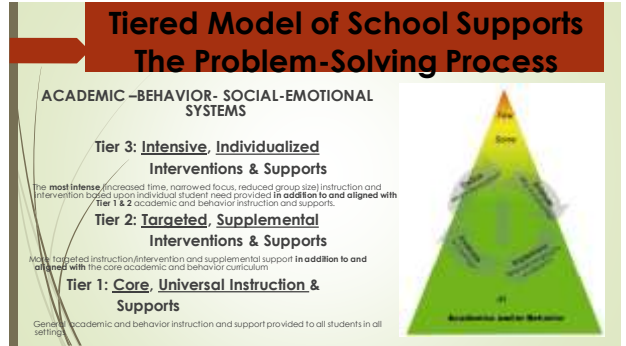
What it is...

1. Data based problem-solving and decision-making is practiced, using the 4-step problem-solving model.
2. High quality instruction (ICEL Model)
3. System for continuous improvement (3 Tiers)
4. Ensures that every students' needs are being met ☺

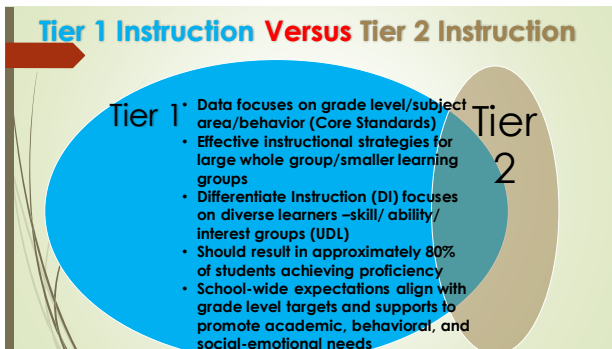
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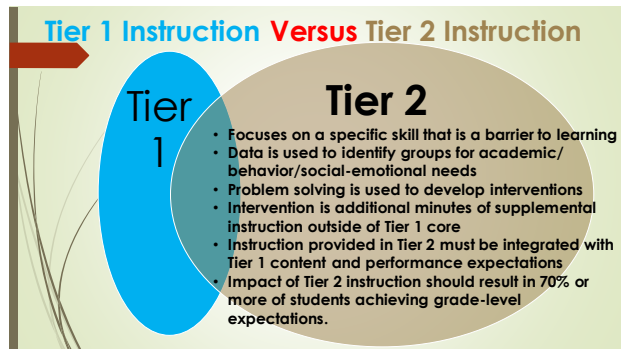
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What is the Problem-Solving Process?

A process that uses the skills of professionals from different disciplines to **develop and evaluate intervention plans** that improve significantly the school performance of individual and/of groups of students.



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Problem Solving Process



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In order to implement MTSS, you need a few pieces of infrastructure:

- Capacity to Problem-Solve
- Capacity to Collect Data, and Make Sense of it – Triangulation of Data
- Capacity to deliver instruction at different intensities (Tiered-levels of services)
- Capacity to Display Data Over Time-OPM

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Problem Solving Teams

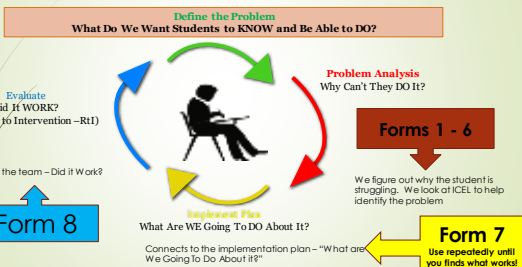
- School Leadership Team
- Teacher Data Team
- Individual Problem-Solving Team

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- **Leadership Team:** -- Provides vision for both academic and behavioral success; Plan, implement and monitor the progress of school improvement;
- Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes;
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and procedures.
- How are we using our resources? – title 1, assistants, reading coach, instructional materials, time; what subgroups does our data show are most at risk? which subgroups did not make learning gains from the previous year?
- **Teacher Data Team:** -- Analyze data from tier 1 and tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department; Monitor fidelity of core Tier 1 instruction; The Problem Solving Process helps the team use their time efficiently and increases the probability that the right instructional or intervention decision will be made the first time.
- Anyone and everyone is a potential source for interventions as well as participation on the **Teacher Data Team**. The way to make that happen is to make a paradigm shift. First of all, we need to re-think "who does what" at our schools. We no longer have the luxury of saying, "I'm the school psychologist, I only do testing, I don't do interventions, progress monitoring, observations, consultation." Those days are long gone, thank goodness!
- **IPST team:** -- Role of IPST members is to provide needed support; must be a team effort – team decision making.
- ✓ Example: fish Tank model: Are we diagnosing a lot of fish or does the water in the fish tank need to be re-evaluated?
- ✓ Examine the grade level trends... what do we see?
- ✓ How can we best examine the needs of the students who have a skill deficit?

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Problem Solving Through the IPST Forms



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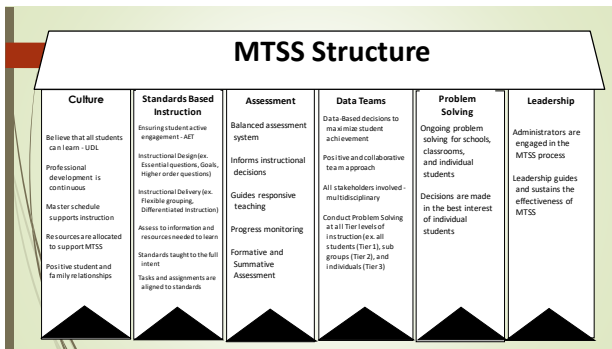
Data Monitoring and Analyzing

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MTSS Foundational Beliefs

- MTSS is both academic, behavioral, and social-emotional services to improve outcomes for ALL students.
- The phrase MTSS was adopted by the State of Florida in 2012, and combines the two systems previously referred to as Response to Intervention-Academic (RI-A) and Positive Behavioral Interventions and Supports (PBIS) and now adds the SEL component (2018).
- Florida's MTSS Foundational Beliefs
 1. Culture
 2. Standards Based Instruction
 3. Assessment
 4. Data Teams
 5. Problem-Solving
 6. Leadership

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Ensuring Common Language

- Important that we are all speaking the same language
- Key Ideas of MTSS Common Language
 1. MTSS is the overarching term for all instruction
 2. MTSS is a process of problem-solving how to help **every** student learn to their highest potential
 3. Student identification for ESE is not the end result of MTSS. MTSS Problem-Solving Model is used to improve instruction for all.
 4. If a student is not making progress, over time, in all three Tiers of delivered interventions, with fidelity, then an ESE evaluation can be initiated.

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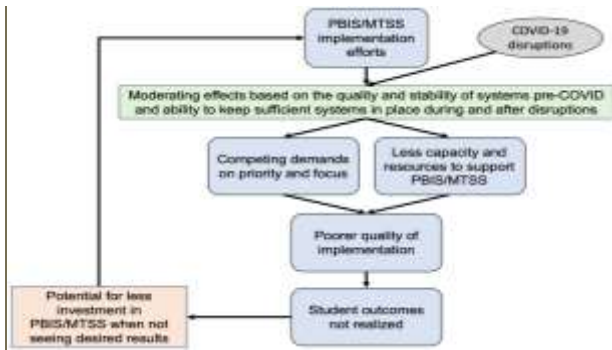
MTSS & COVID-19

- The reality haunting district and school leaders and their teams during the closure period is that instruction has been interrupted for months for an unknown but potentially large number of students.
- While there is no recent parallel in America for the current pandemic lockdown, one way that school teams can better understand its likely academic impact is by looking at the pattern and magnitude of "typical" student academic regression during summer recess (the so-called summer slide).
- Research indicates that when schooling is interrupted for summer vacation, the majority of students exhibit at least some academic loss, math shows a greater decline than reading, and there is a greater proportional impact on learning in the upper grades. So, the probability is high that the COVID-19 "school closure slide" will result in a similar pattern across students but with greater losses in learning corresponding to the longer period of school interruption.
- The MTSS Team can play a vital role in measuring the scope and magnitude of academic delays in the student population. Applying its existing skills in school-wide screening, the team has the tools to rapidly tabulate the number of learners at each grade level with substantial instructional gaps and highlight the specific "lost" curriculum content from the closure period that teachers will need to reteach to the entire class or grade level.
- While school-wide academic screeners can give general information about student skill gaps, instructors may wish to supplement screeners with their own teacher-made assessments that evaluate targeted skills and content originally taught during the lockdown period.

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- The combination of MTSS screening data and teachers' supplemental assessments should supply sufficient information to reveal how much time instructors will need to set aside to review past learning and the specific curriculum content to revisit.
- The next step is to match those requiring RTI academic support to the appropriate level of intervention services. In an average school, about 10 to 15 percent of students may typically qualify for Tier 2/3 services at any one time. However, if substantial numbers of learners have regressed in academic skills because of their "digital absence" during the closure period, it is possible that the pool of eligible RTI students has swelled to a level that potentially could overwhelm that building's capacity to provide those services.
- Our most vulnerable students are especially impacted by the disruptions and stressors associated with our "current normal". These students consist of English Language Learners (ELL), those who are in Title 1 schools that fall within Low Socio-Economic Status (Free and Reduced Lunch), and those who have an Individual Education Plan (IEP).
- The educational disruption may have contributed to a loss of focus, implementation momentum of the educational process, and/or weakening of the critical features that effectively support implementation of MTSS.
- Districts need to strengthen their current MTSS features that have been in place, building upon the MTSS process for ALL students.

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