

Making What Matters Happen: Using MTSS to Improve Student Outcomes

Teaching, Learning and Leading in an Inclusive World

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- Understand how districts can support diverse learners across schools using a MTSS.
- Explore a number of Big Ideas that increase the impact of a multi-tiered system of supports
- Dispel some myths
- Look at the relationship between TSS and student outcomes
- Visit one state's “journey” to improvement

The Conundrum of American Public Education

We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.



Ron Edmonds, 1982 in DeFour et al., 2004

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 to be changed, and if they are not changed, your well intentioned efforts will be defeated.

Seymore
Sarason, 1996

**Every system is perfectly
aligned for the results it gets.**

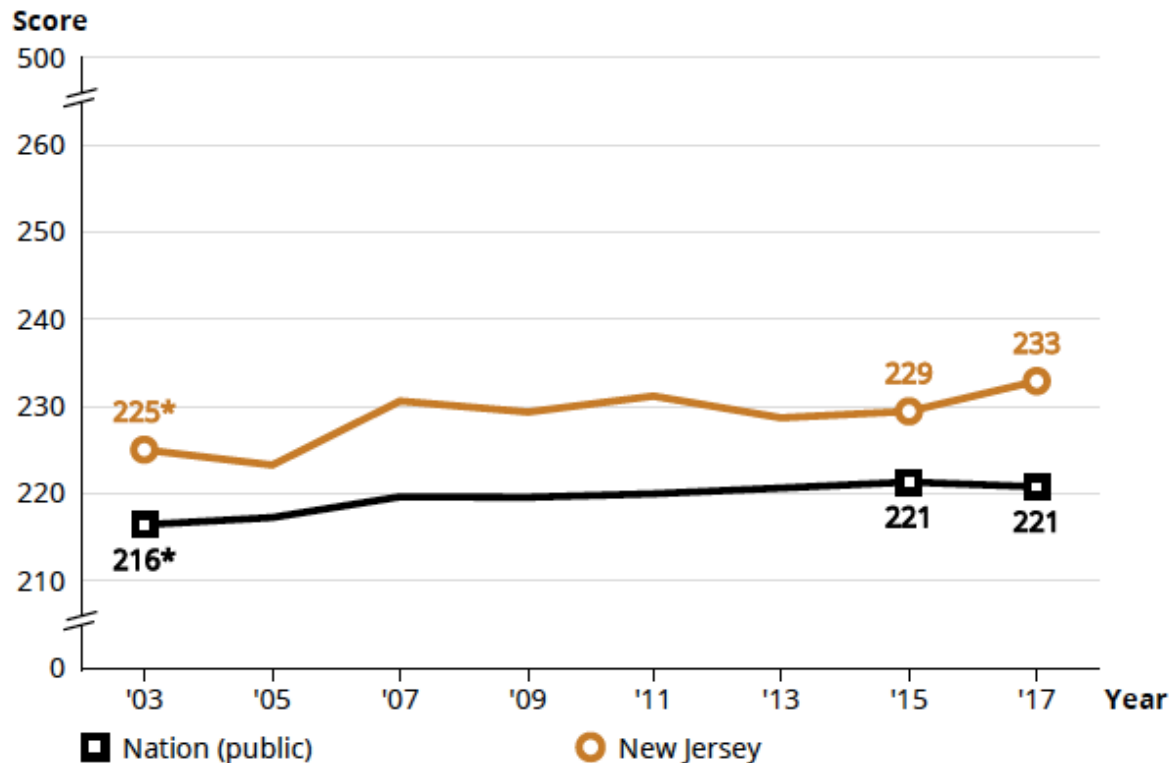
A system that produces the same outcomes over a three year period of time has demonstrated that its way of work is organized and efficient in producing those outcomes consistently.

GOOD or NOT GOOD?

NJ NAEP 4th Grade Reading

4th Grade

Average Scores for State/Jurisdiction and Nation (public)



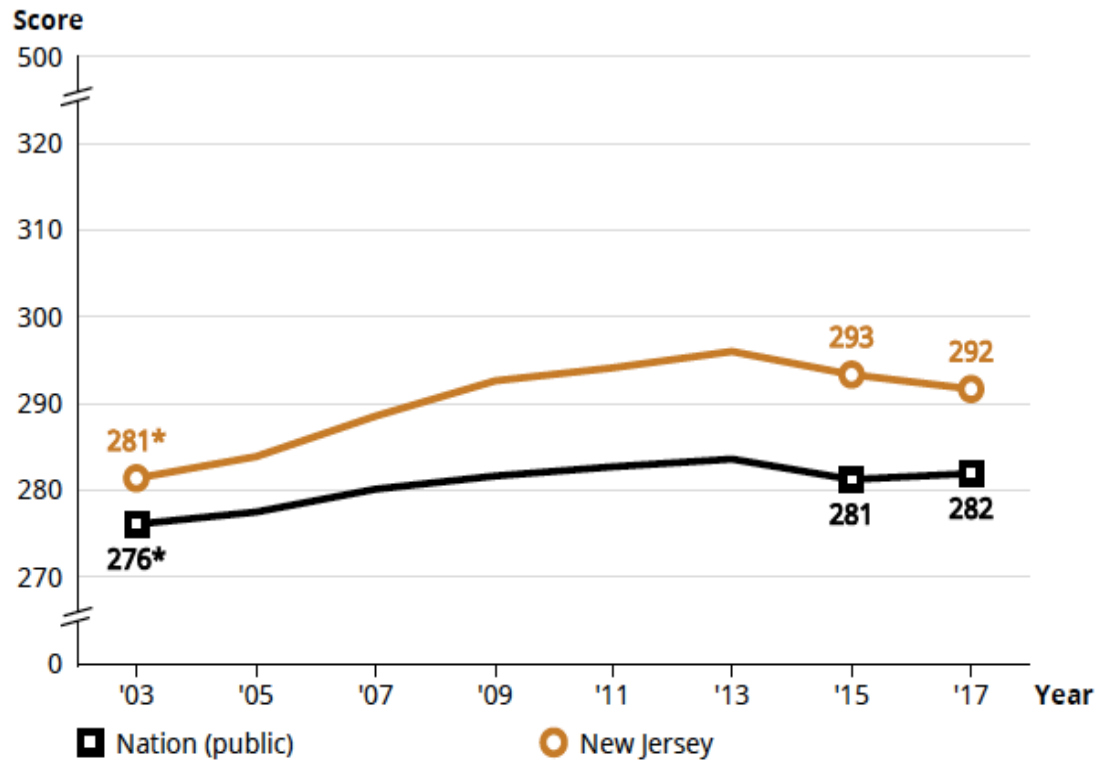
4th Grade-GAPS

	2015	2017
Black/AA	26	27
Hispanic	23	25
F/RL	27	29

NJ NAEP 8th Grade Reading

8th Grade Reading

Average Scores for State/Jurisdiction and Nation
(public)



8th Grade- GAPS

	2015	2017
Black/AA	25	28
Hispanic	24	26
F/RL	28	28

Subgroups	ELA 2016 Baseline % Proficient	Mathematics 2016 Baseline % Proficient	Graduation Rate 2016 FUGR % Proficient
All Students	50.39	41.23	90.06
Economically Disadvantaged	32.36	23.65	82.71
Students with Disabilities	15.82	14.01	78.80
English Learners	11.34	14.34	74.65
Am Indian/Al Native	47.83	38.53	83.22
Asian	78.31	74.96	96.74
Black or African American	30.44	20.05	82.14
Hispanic or Latino	36.29	26.34	83.35
Native Hawaiian or Pacific Islander	65.81	56.93	93.67
White	58.21	48.90	94.24
2 or More Races	57.58	49.01	91.67

Two basic questions...

- **Are you happy with your data?**
- **Is every classroom one you would put your own flesh and blood?**

New Jersey's Response

(NJ ESSA Plan, P. 13)

“The NAEP assessment results indicate New Jersey has significant achievement gaps between both lower- and higher-income students and between minority and White students.

The gaps are mirrored by New Jersey's recent Partnership for Assessment of Readiness for College and Careers (PARCC) results and, in prior years, were similarly reflected in the results from the New Jersey Assessment of Skills and Knowledge (NJ ASK).”

If you are not happy with your data,
change the SYSTEM





VIA 9GAG.COM



NJTSS and the NJ ESSA Plan

“In addition to the strategies outlined in section 5.2A, *one of the most significant and comprehensive ways* NJDOE has committed to supporting teachers, principals and other school leaders in identifying and serving the unique needs of all students, including students with disabilities, English learners, students who are gifted and talented, and students with low literacy skills **is with the launch of the New Jersey Tiered System of Support (NJTSS).**”

(ESSA Plan, P. 97)

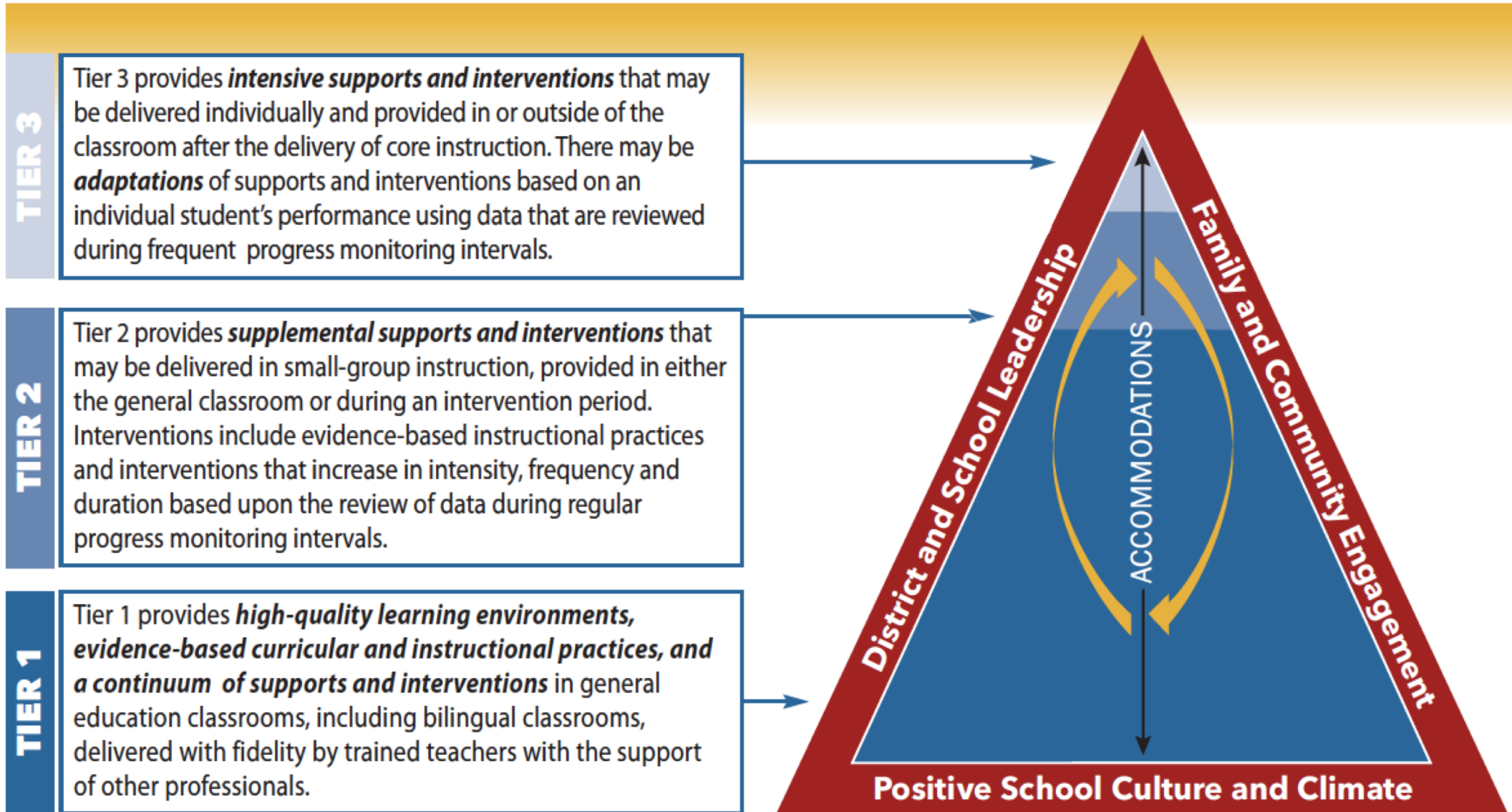
So the question is...

How do we address, successfully,
these differences and disparities?



NJTSS is a framework of academic and behavioral supports and interventions *to improve student achievement, based on the core components of multi-tiered systems of supports* (MTSS) and the three-tier prevention logic of Response to Intervention (RTI).

NEW JERSEY TIERED SYSTEM OF SUPPORTS

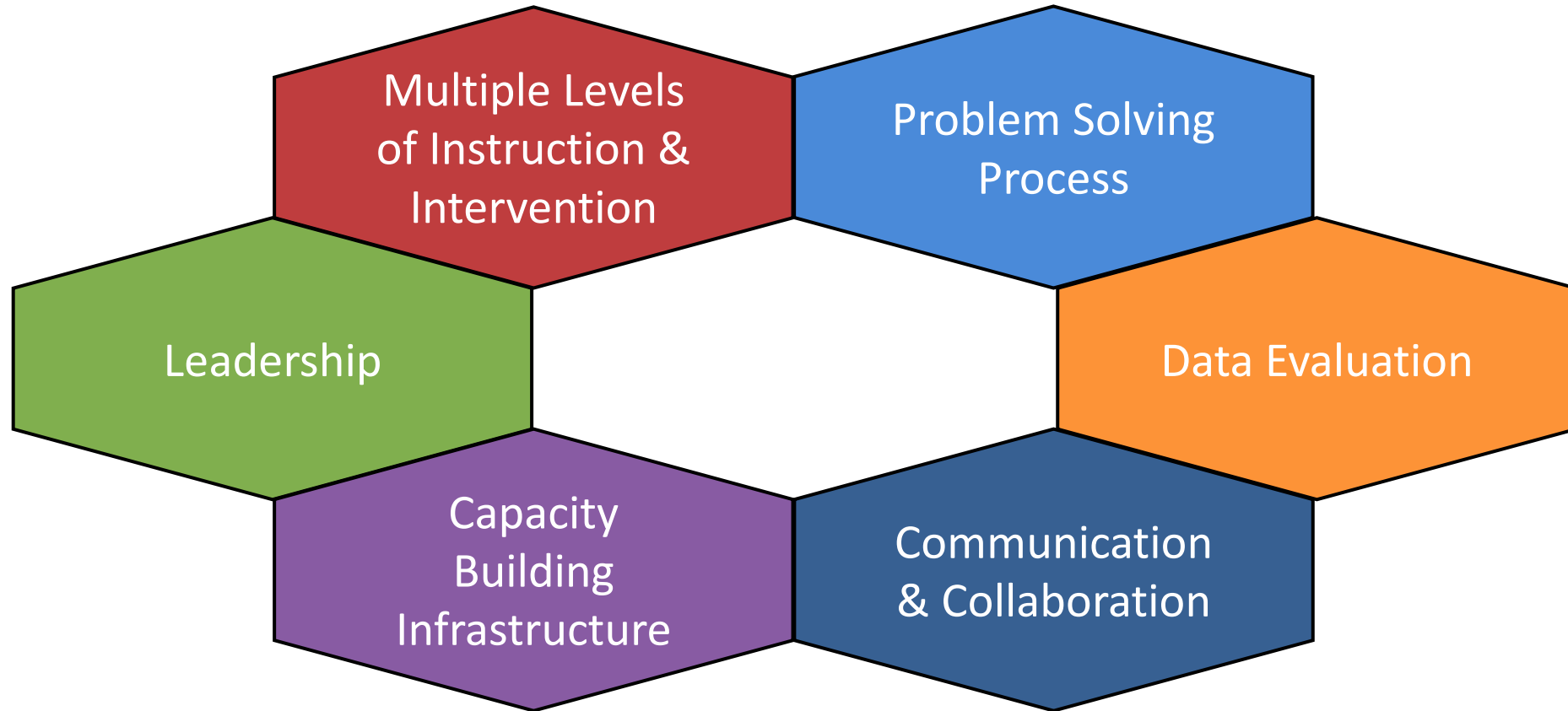


It ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

Because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders among those who may do well under the new.

Machiavelli

Critical Components of a 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 Levels of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

MTSS

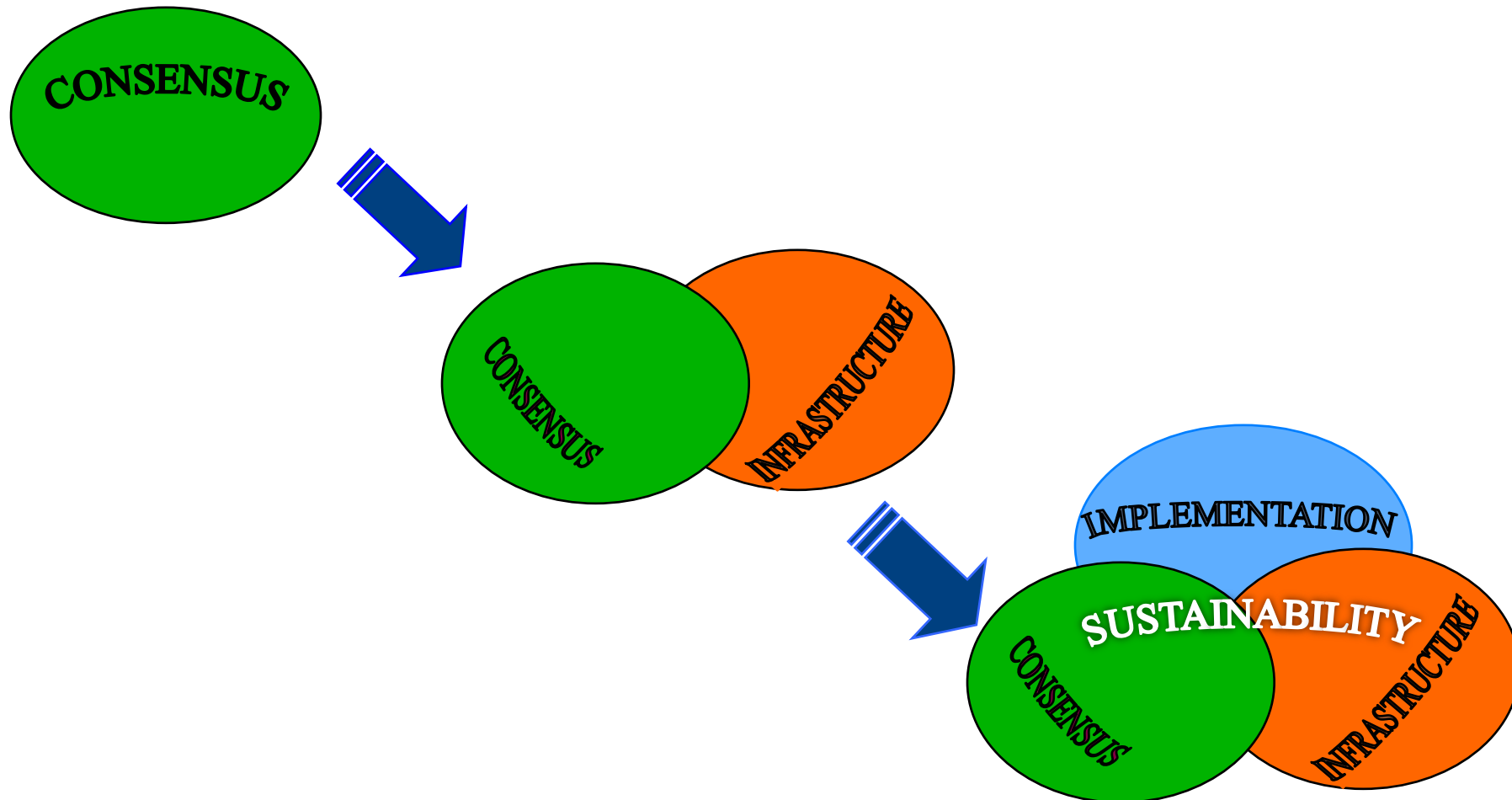
- A Multi-Tiered System of Supports (MTSS) is a term used to describe an **evidence-based model** of schooling that uses **data-based problem-solving** to **integrate academic and behavioral instruction and intervention**.
- The integrated instruction and intervention is delivered to students **in varying 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 .

What Is Important To Know
About Implementing A Tiered
System of Supports?

BIG Idea #1

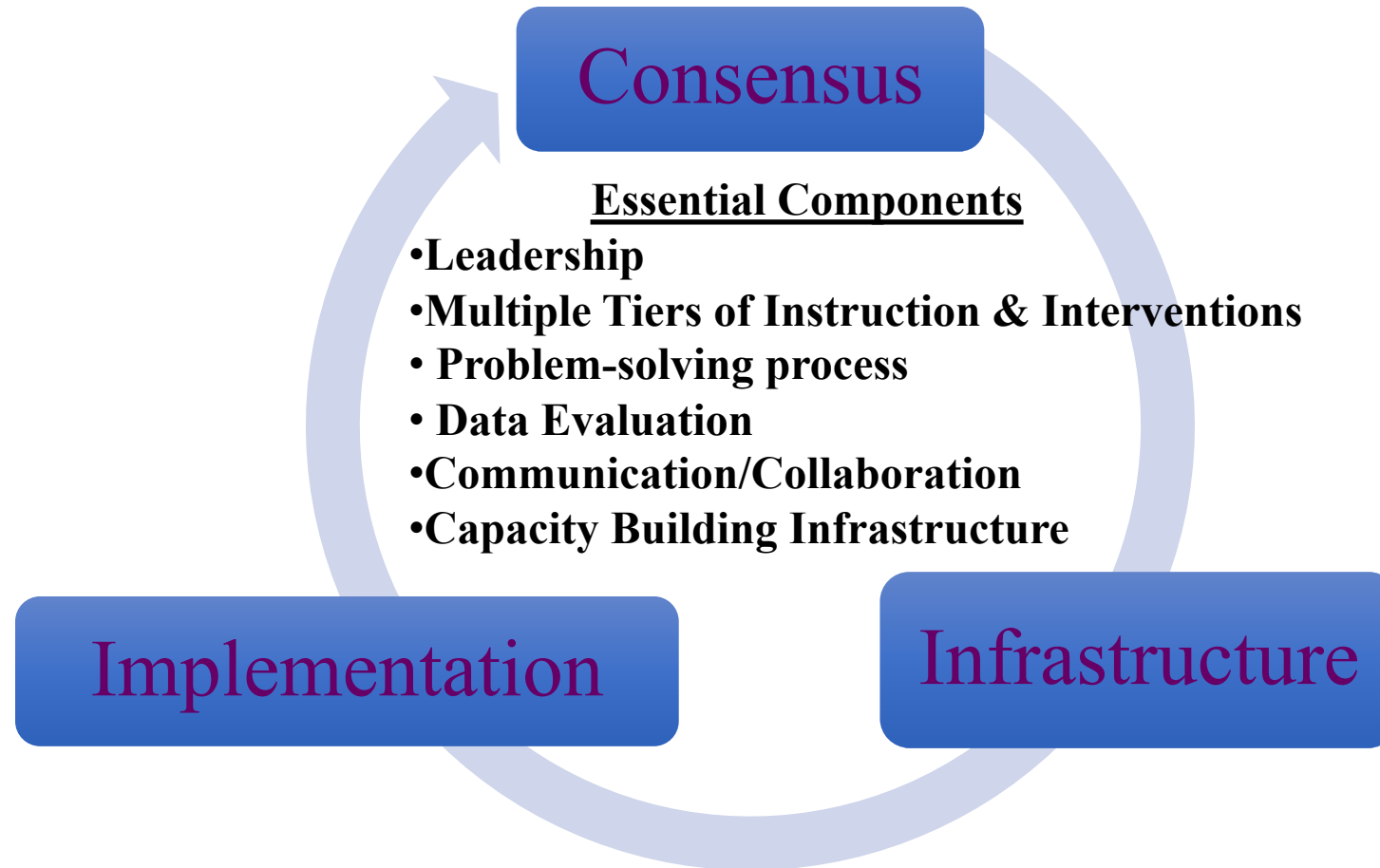
A “Science of Implementation” Exists to Ensure
Implementation with Fidelity

Framework for Change



Six Critical Components of MTSS

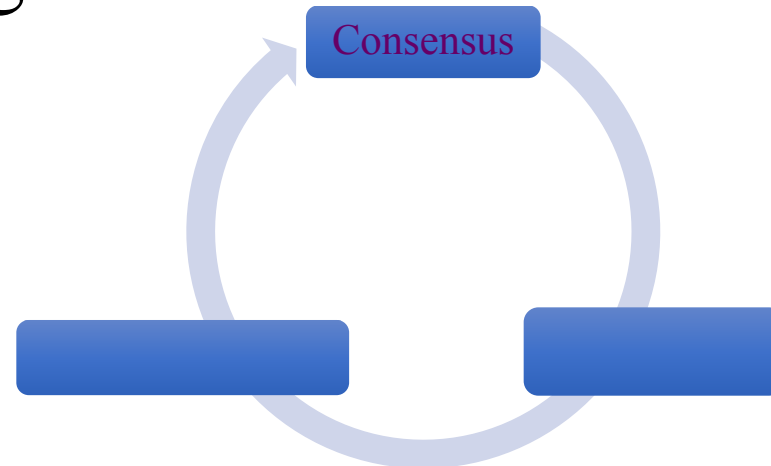
The Change Model



Reaching Consensus...

Educators will embrace change when two conditions exist:

- They understand the **need** for change
- They perceive that they either have the **skills** or the **support** to implement change



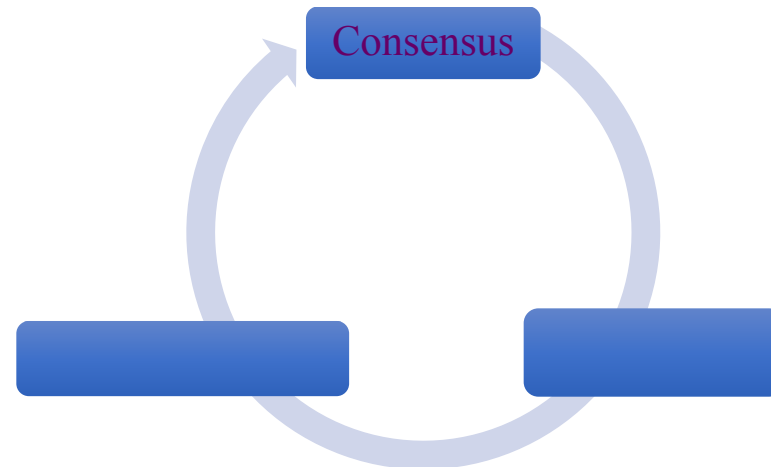
Consensus

The Goal of Consensus:

- Common language, common understanding
- Commitment to a shared vision

MTSS Components:

- Leadership
- Communication/Collaboration



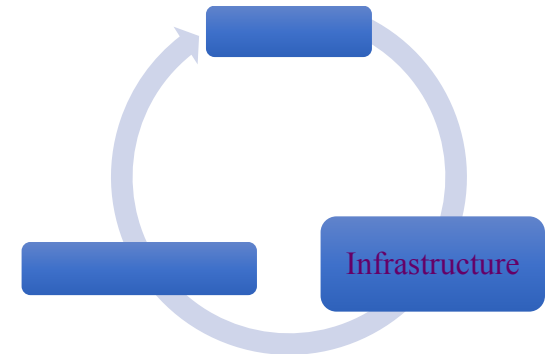
Infrastructure Development

The Goal of Infrastructure Development:

- Provide the tools, skills and structures to do the work

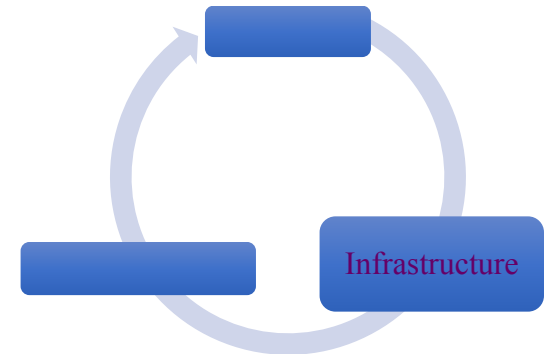
MTSS Components:

- Multiple Tiers of Instruction and Intervention
- Problem-Solving Process
- Data Evaluation
- Capacity Building (PD, Coaching, TA)



Infrastructure Development

- ✓ Practices, Policies, & Regulations
- ✓ Professional Learning & Technical Assistance
- ✓ Effective Teaching and Learning Framework
- ✓ Standards Aligned Curriculum
- ✓ Data-based Intervention systems
- ✓ Decision-making criteria established
- ✓ Data Systems and Management
- ✓ Technology support
- ✓ Master Schedules



2 Infrastructure “Drivers” for TSS Implementation

1. **School Board policy** that identifies TSS as **the** process of schooling for the district.

2. TSS implementation is reflected in **principal’s annual performance plan**.

Draft MTSS policy

P1200 MULTI-TIER SYSTEM OF SUPPORTS (MTSS) FRAMEWORK

BOARD POLICY:

The Work of the XXXX Public Schools is to empower all students with the 21st century skills and knowledge necessary for success by providing a coherent, rigorous, safe and nurturing, culturally responsive and inclusive learning community.

The Work is accomplished through the implementation of the Multi-Tier System of Supports (MTSS), in which all services are delivered to students to ensure their academic, behavioral, and social success. The MTSS framework links all services in the district in a way that achieves the highest student outcomes in an effective, efficient, and cost-effective manner.

Four non-negotiables direct the implementation of MTSS. These non-negotiables ensure a culture of collaboration, the use of standard protocols to implement all instruction and supports, high quality professional learning to ensure sufficiency and fidelity of implementation, and results-driven leadership to bring accountability to the Work of the district.

Administrative Responsibility: Superintendent or designee

New Policy: **September, 2015** P1200

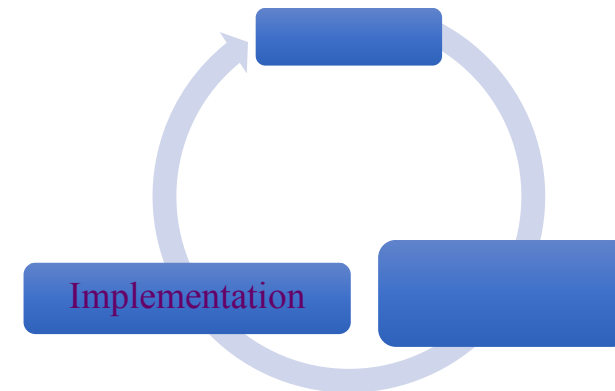
Implementation

The Goal of Implementation:

- Provide a safe space, the time, resources and leadership to implement MTSS with fidelity.
- Integrate implementation into the districts strategic plan.

MTSS Components:

- Leadership
- Communication and Collaboration
- Data Evaluation (Implementation Monitoring, Fidelity)



In Other words...

Consensus + no infrastructure = Poor Implementation

No consensus + infrastructure = Poor Implementation

Only Consensus + Infrastructure = Robust Implementation

BIG Idea #2

A Strong Relationship Exists Between Implementing with Fidelity and Positive Outcomes for Students, Educators and Families

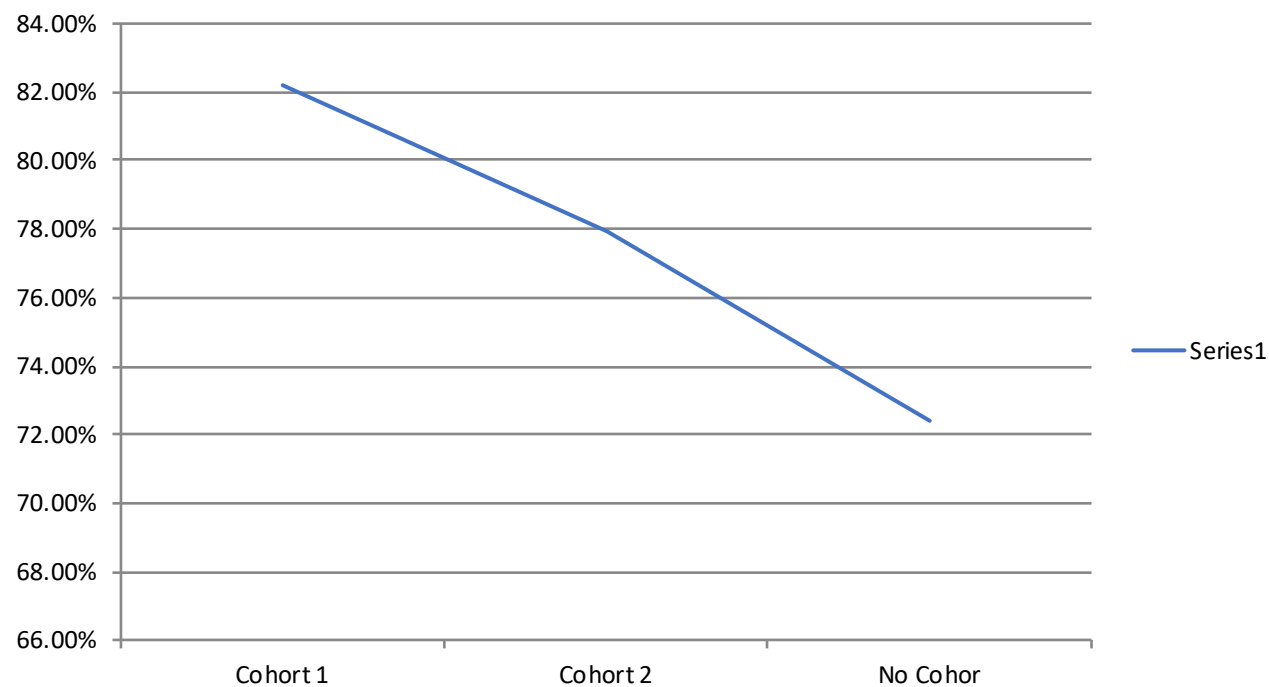
If you do it well, good things happen—if you don't, not so much!

Levels of Implementation: Impact on Staff and Students

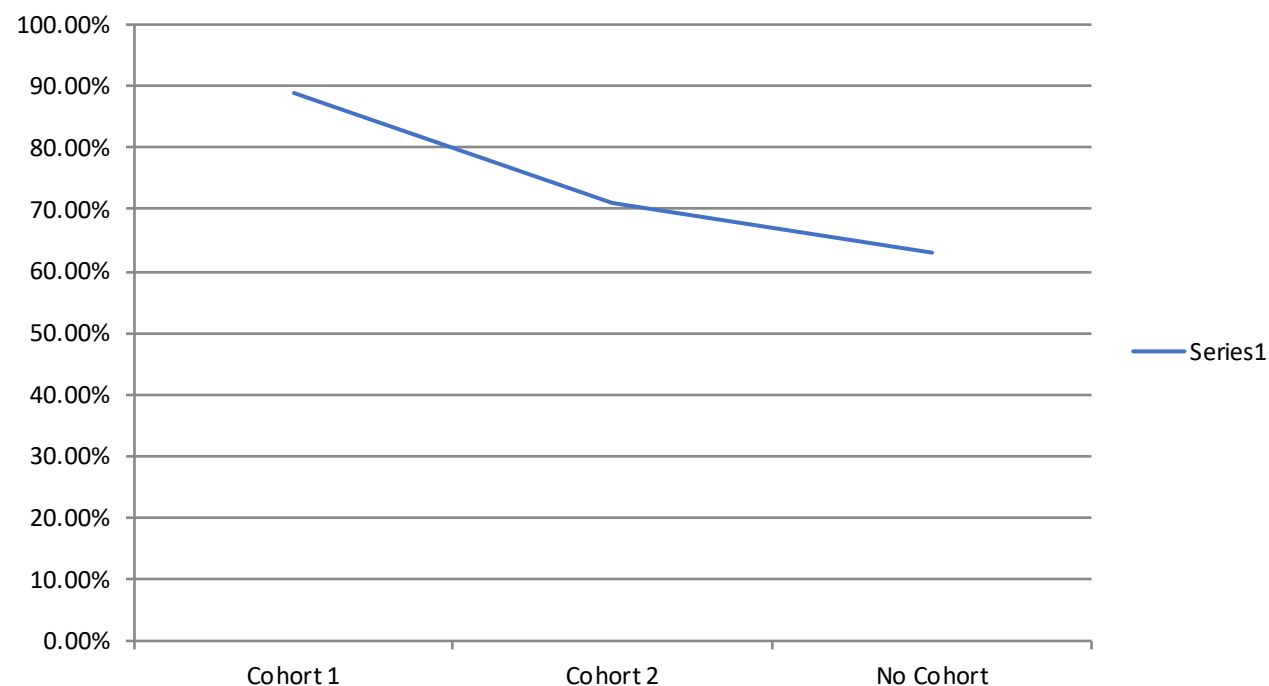
(LAUSD, 2015)

	Hi Implementing Schools	Low Implementing Schools
Developing hypothesis for undesired performance	40%	20%
Data collected to confirm hypothesis	50%	32%
Intervention Plan Developed	30%	21%
Teacher receives staff support to implement plan	40%	14%
Data Collected to Ensure Plan Was Implemented As Intended	60%	14%
API 08-09	747	710
API 09-10	763	721
Growth	+16	+11

% Elementary Schools (TSS/Non-TSS) with Significant Increase in Proficient/Advanced Students in MATH 2010-11



% High Schools Schools (TSS/Non-TSS) with Significant Increase in Proficient/Advanced Students in Reading/Language Arts 2010-11





Self-Assessment of MTSS Implementation (SAM)

www.floridarti.usf.edu

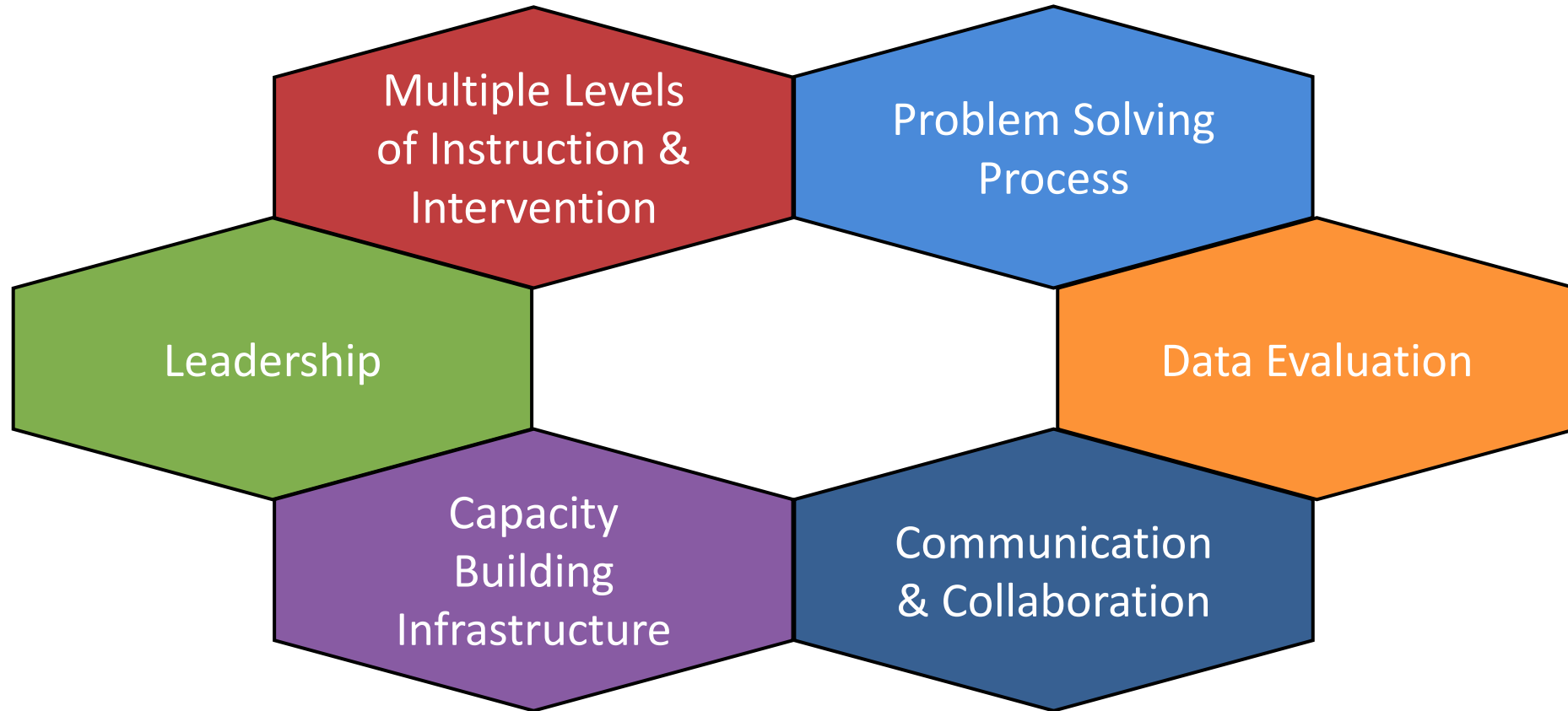
Technical Manual

BIG Idea #3

Lead with INSTRUCTION

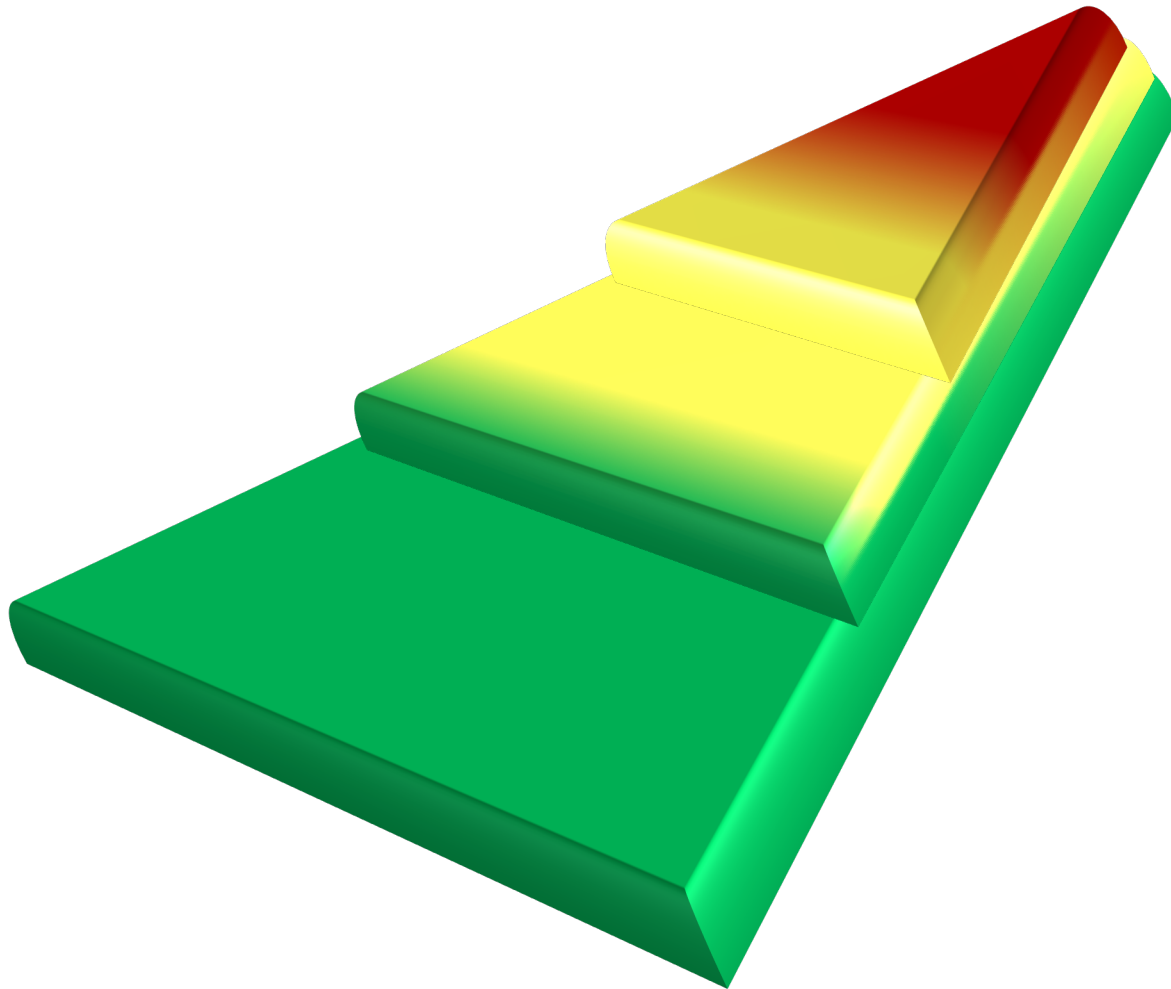
Academic, Behavior, Social-Emotional

Critical Components of a 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 Levels of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

Levels of Instruction



The LEVELS are differentiated by the INTENSITY of the Instruction.

INTENSITY:

- **Time**
- **Focus**
- **Type**

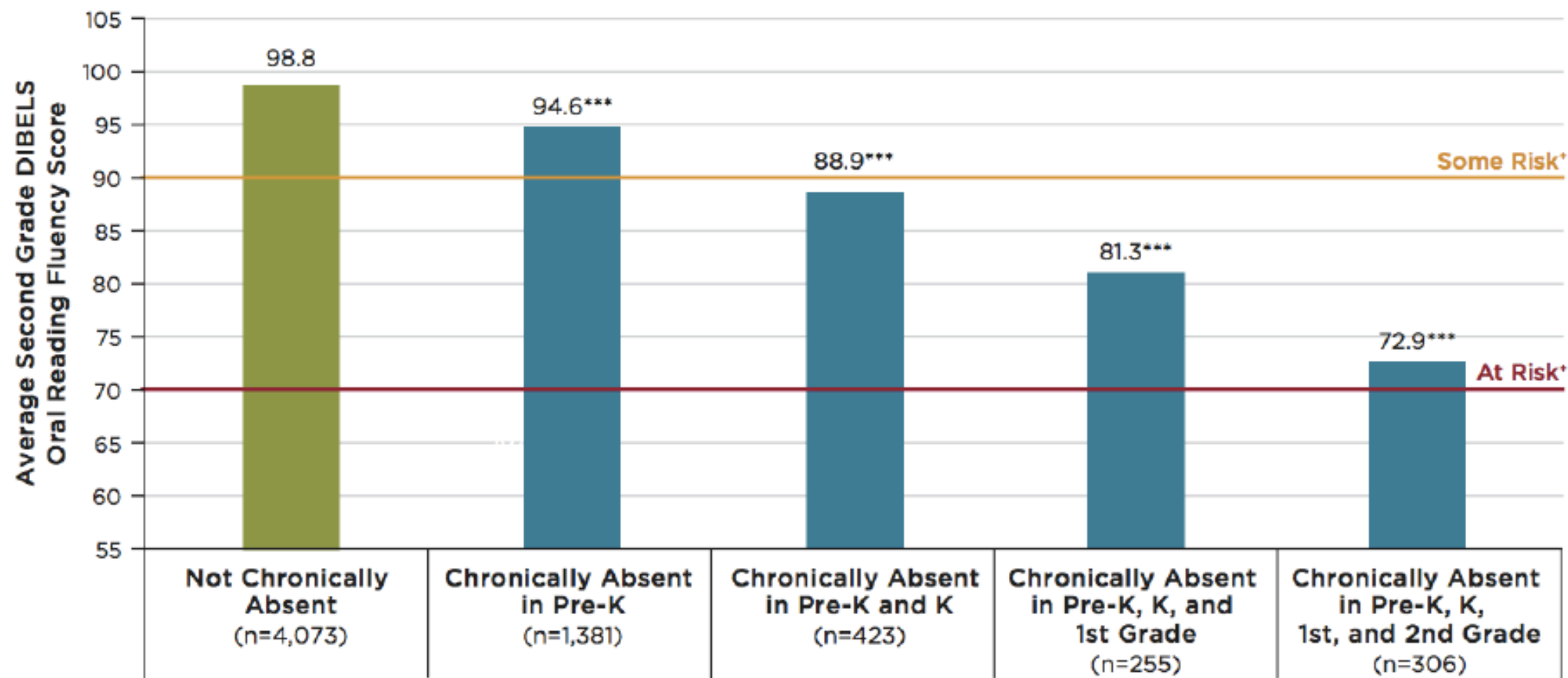
Academic Engaged Time*

* Minutes/week engaged in quality instruction

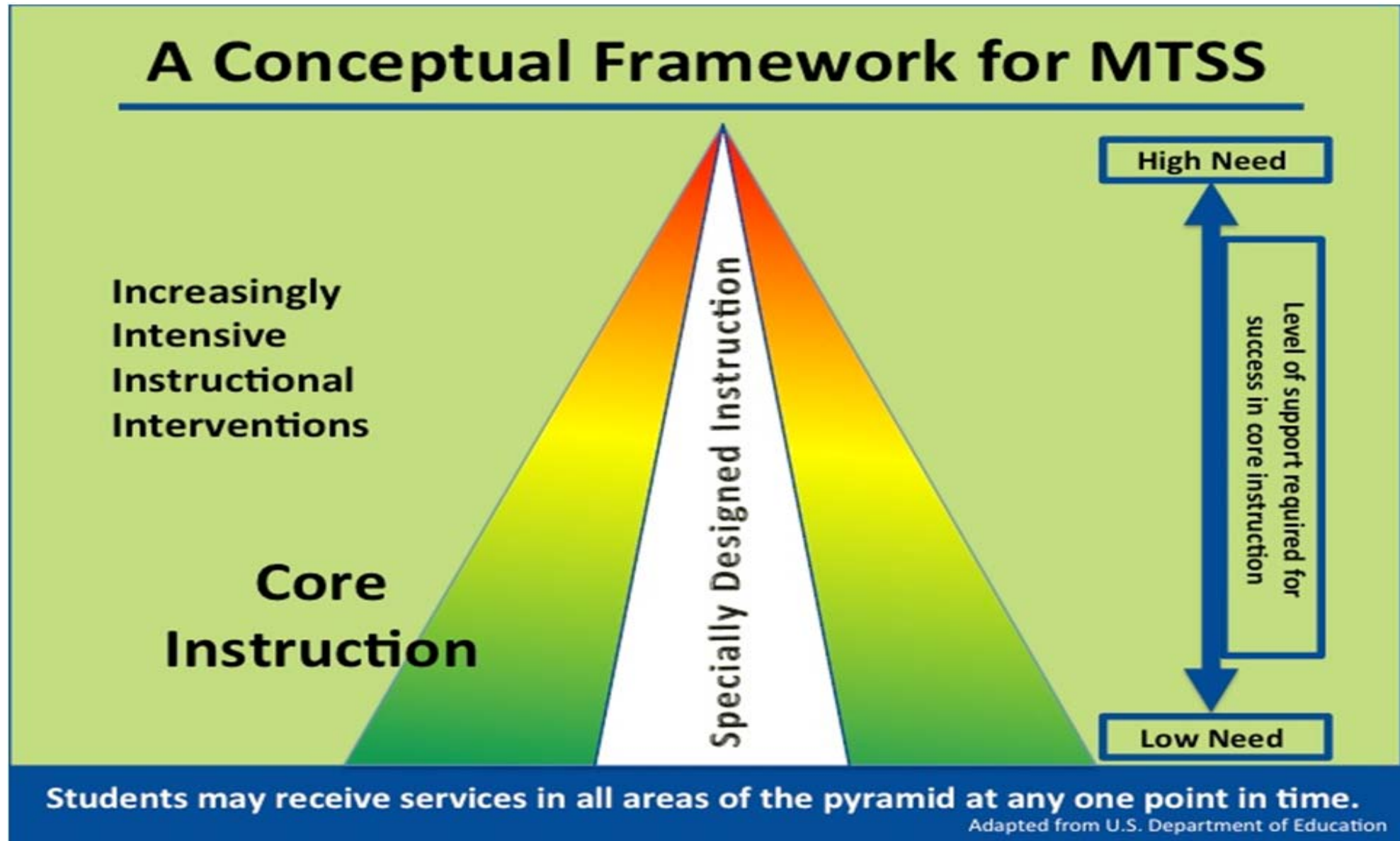
The best predictor of student growth

Impact of Chronic Absence During Early Years

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.



BUT—Let's remember where Special Ed fits into this... (USD OE)



Consensus: Specially-Designed Instruction (SDI)

Where does SDI “fit” in a MTSS?

SDI: Instruction that is evidence-based to reduce or eliminate the impact of a disability on student performance.

Definition of Intensity

- **MORE** time
 - Supplement, not supplant
 - Each Level in MTSS is “up to” 50% more time than core
- **NARROWER** Focus
 - Reduce or eliminate the impact of barriers to learning
- Broader **TYPE**
 - Evidence-based to meet the needs of diverse learners

Tiered Systems of Support

Every system and schools must address the unique needs of students and recognize the level at which they enter the system.

The system does that by asking 3 questions:

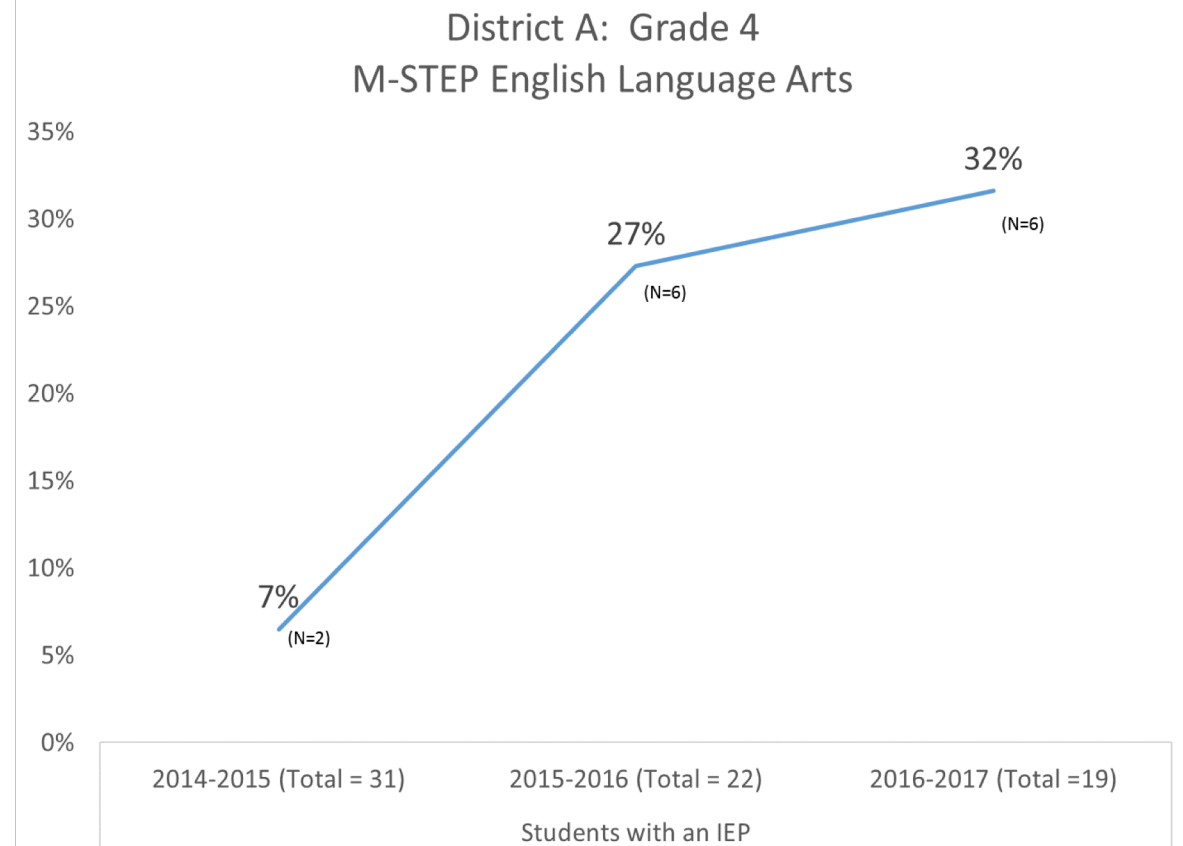
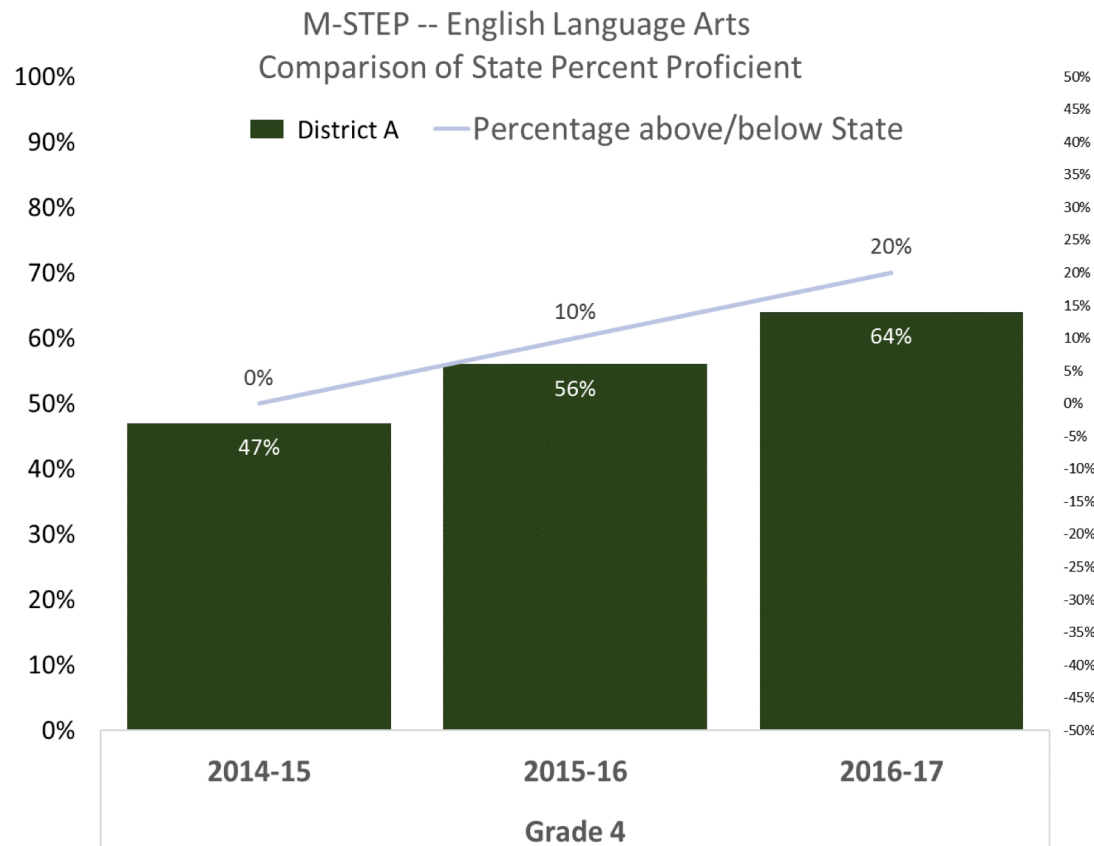
- What do **ALL** students need?
 - What can **EVERYBODY** do to support **ALL** students?
- What do **SOME** students need?
 - What can **EVERYBODY** do to support some students
- What do a **Few** students need?
 - What can a **EVERYBODY** do to support a few students?

BIG Idea #4

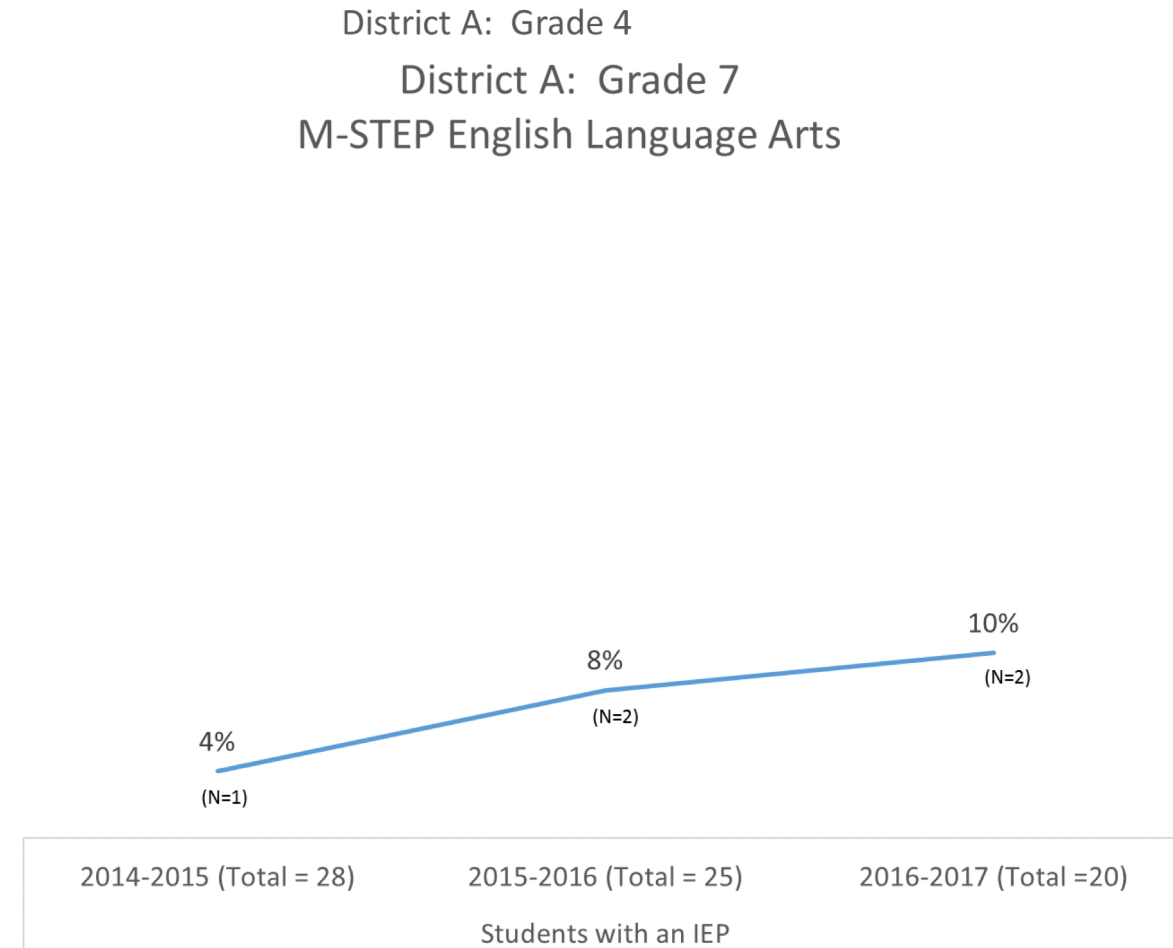
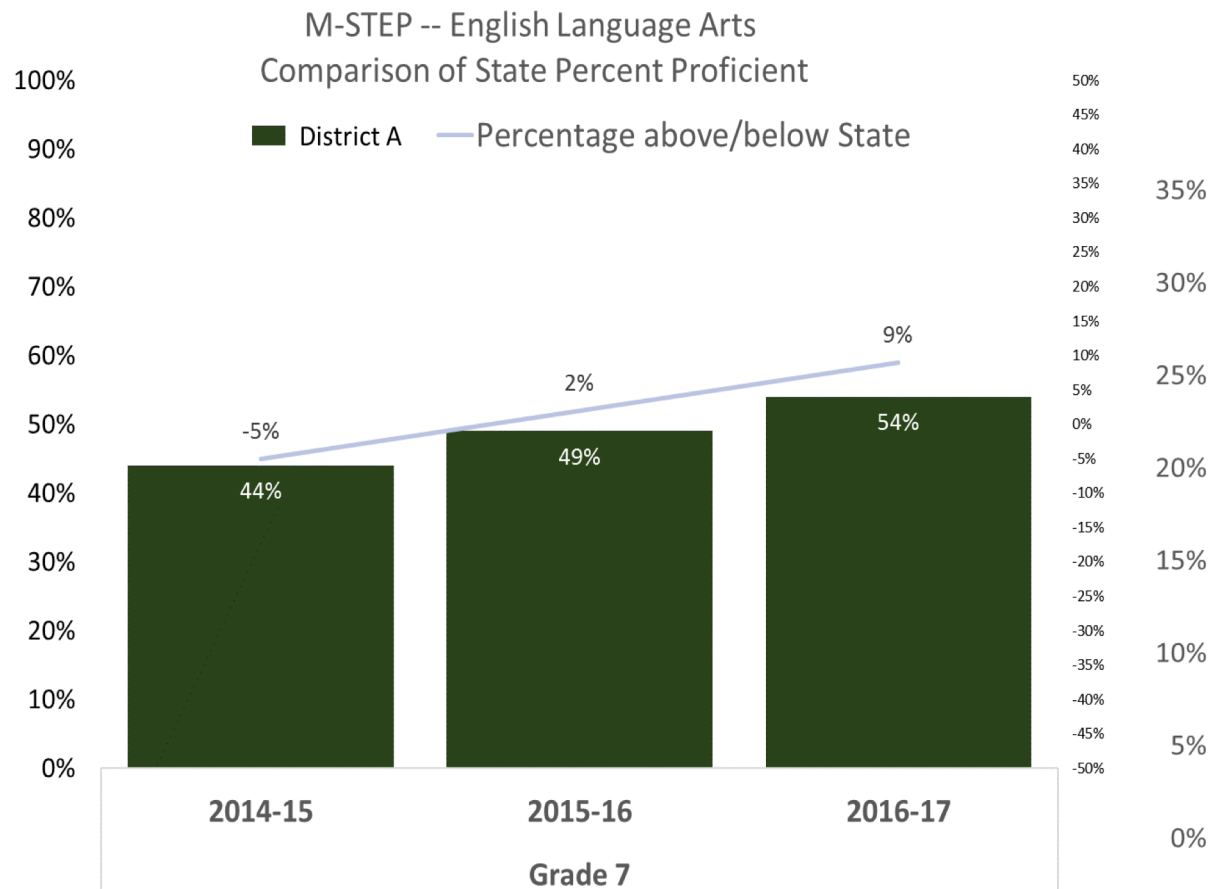
ALL Roads Lead to Tier 1

A STRONG Relationship Exists
Between the Performance of All
Students and the Performance of
Diverse Learners

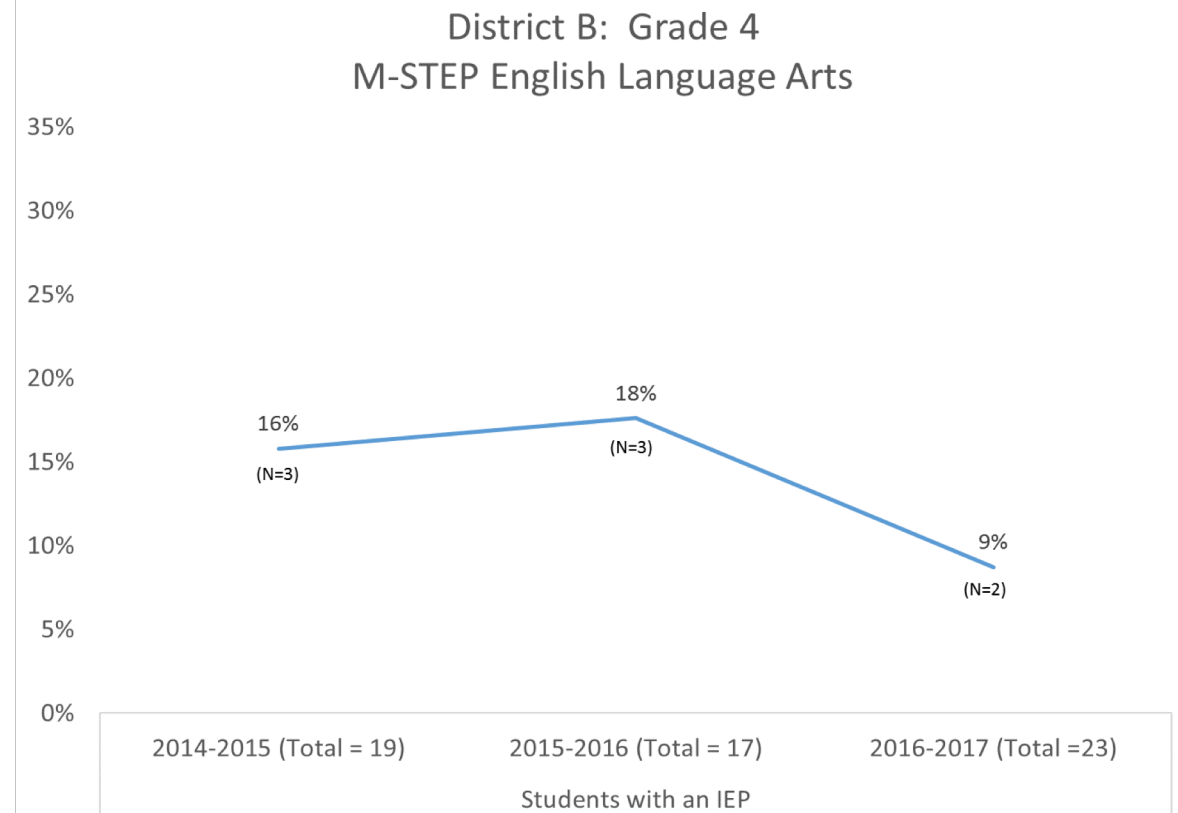
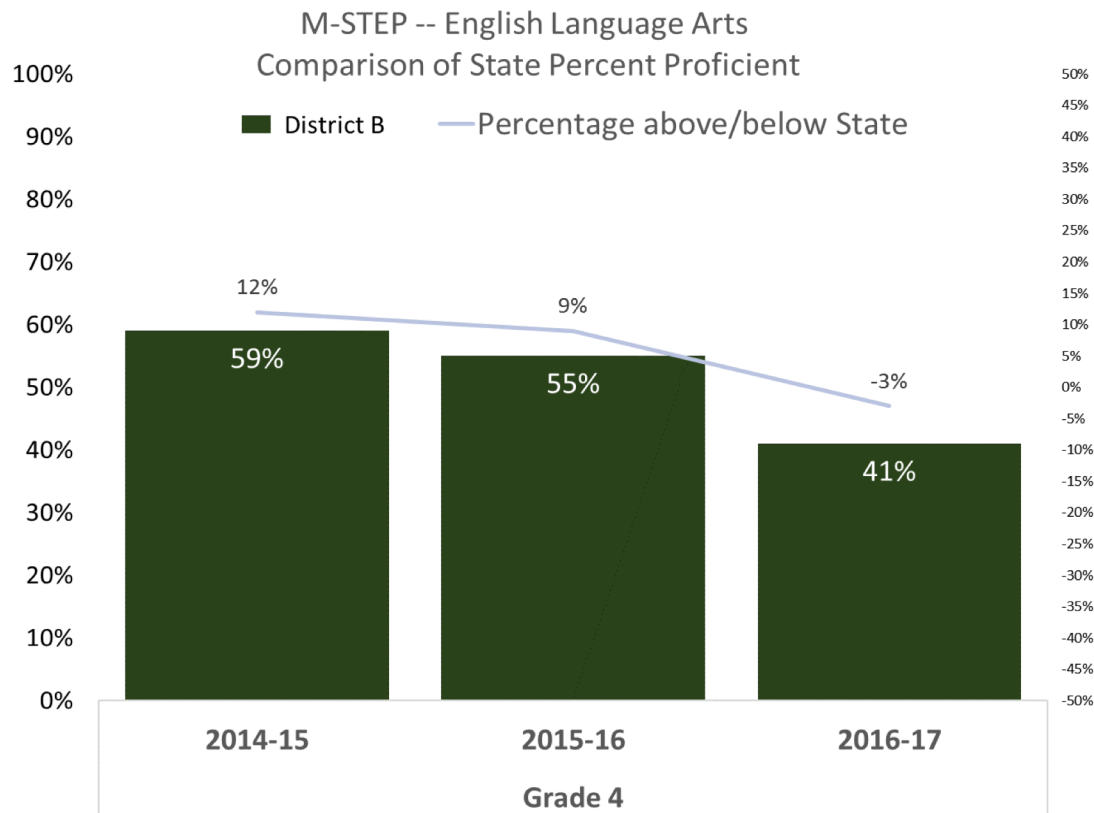
Relationship Between Performance of General and Special Education Students



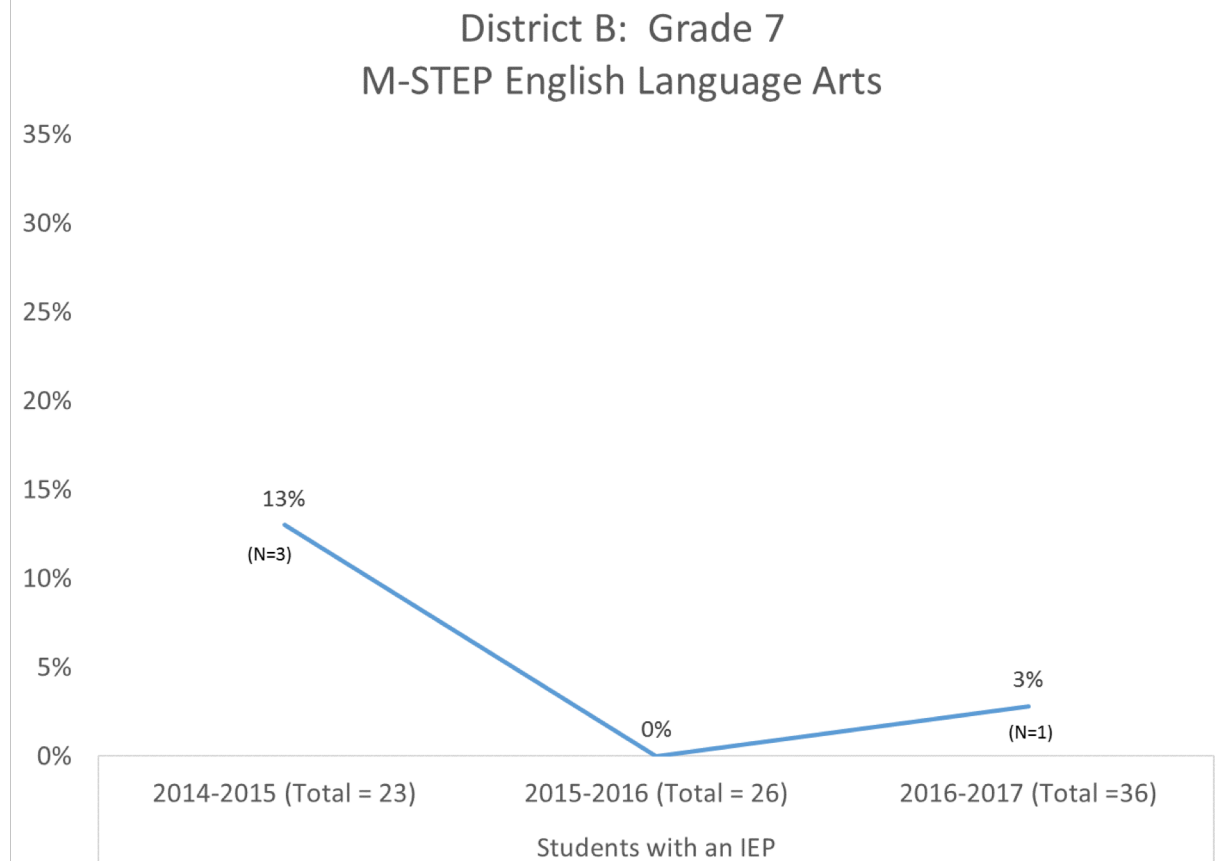
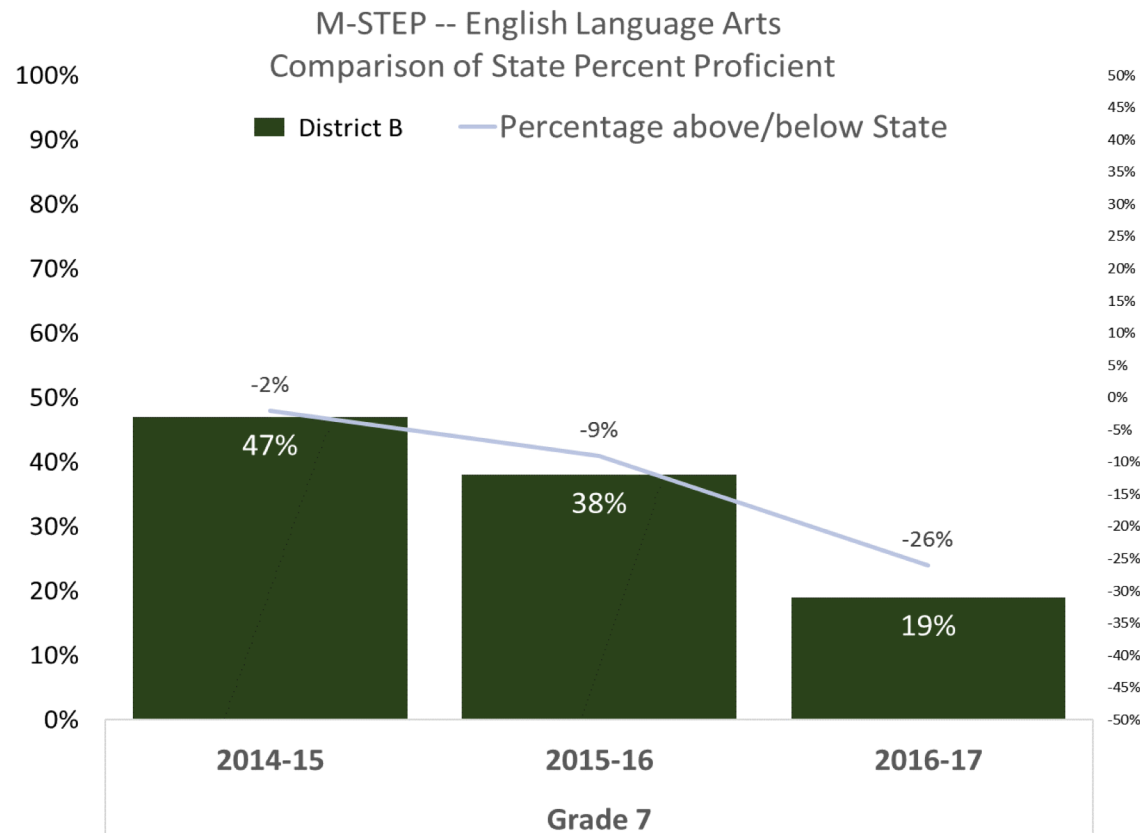
Relationship Between Performance of General and Special Education Students



Relationship Between Performance of General and Special Education Students



Relationship Between Performance of General and Special Education Students



MYTH #1

Powerful Interventions can “Make Up”
for Poor Core Instruction

BTW- they Can't ☺

Improve Core Instruction (Tier 1) for ALL Students
First.

Develop “Powerful Interventions”
Second.

BIG IDEA #5

The most Efficient way to ensure NJTSS is Effective is to implement UNIVERSAL INSTRUCTION in Tier 1

So, What is “Universal Instruction”?

Evidence-based for DIVERSE learners while
ensuring effectiveness for ALL learners

Engaging Lessons for ALL Learners

- We could select instructional strategies that are evidence-based for the “typical” general education classroom—and then differentiate or refer for Level 2 or 3----

OR

- We could select instructional strategies that are evidence-based *concurrently for diverse learners*.

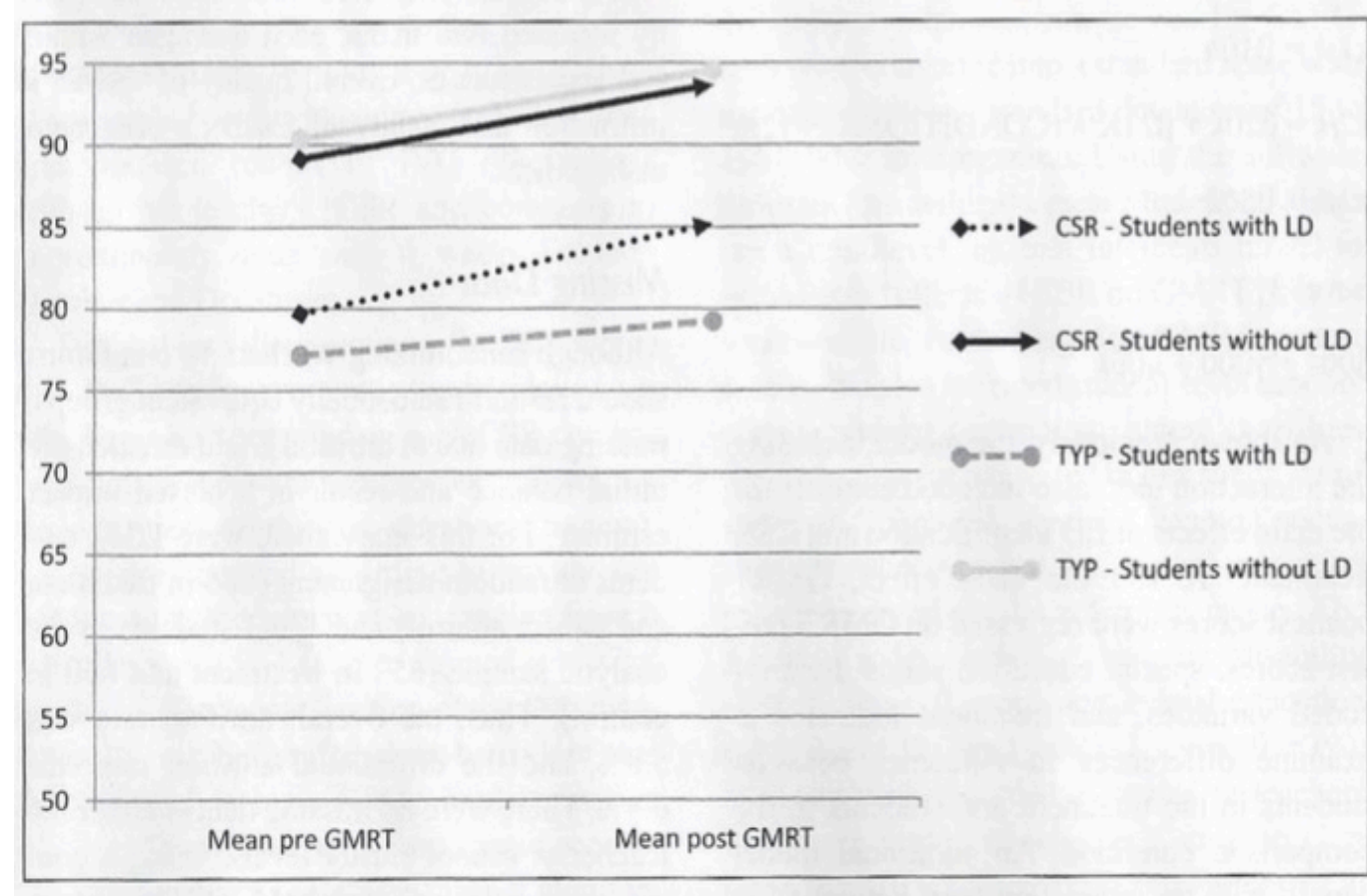
Inclusion is NOT about a place
but rather about the
Inclusiveness of Instruction

Equity in Access to Grade-Level Content

Collaborative Strategic Reading Instruction

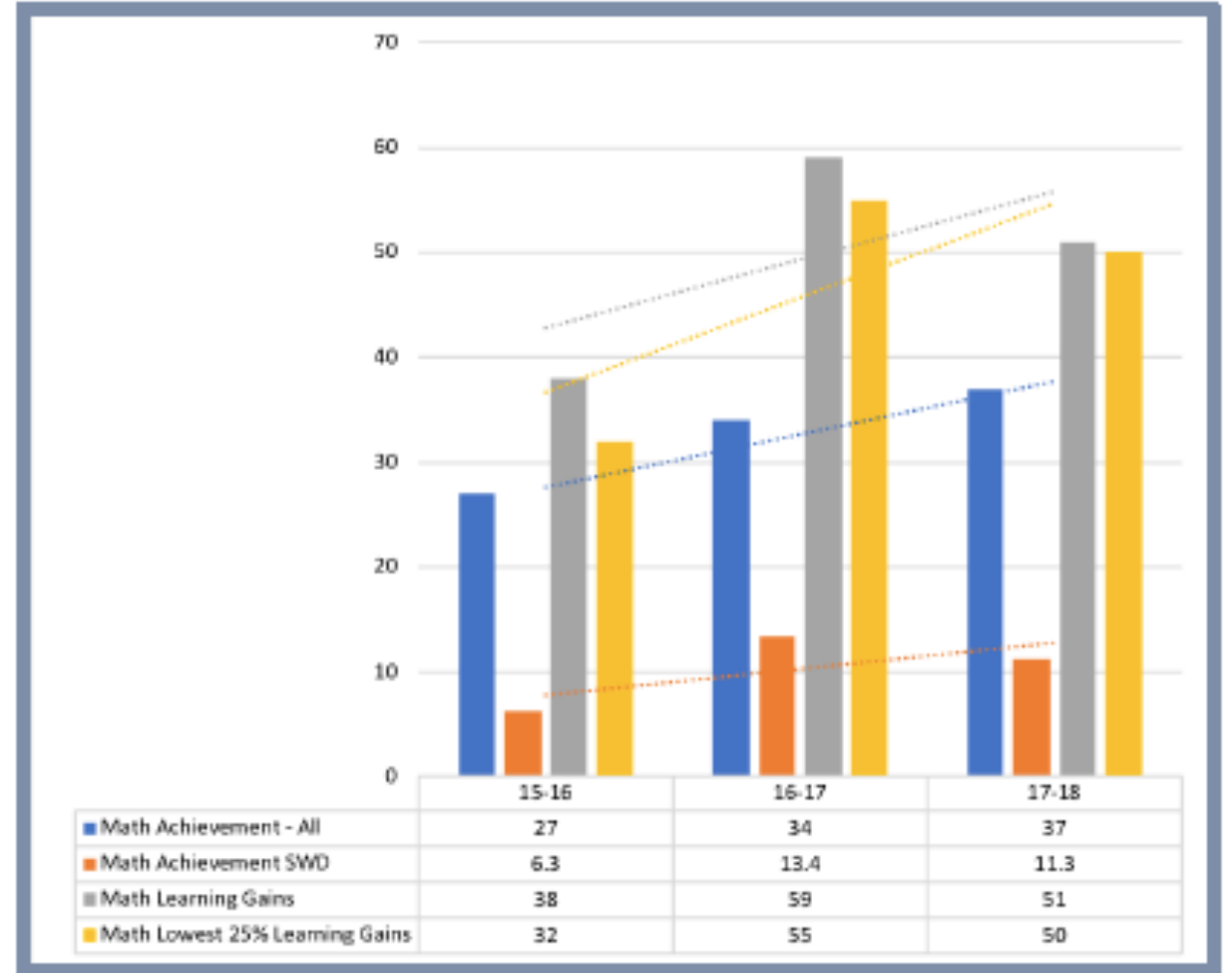
(Boardman, Vaughn et al. (2016))

- The use of CSR in Level 1 demonstrated significant growth in comprehension for typical students.
- The use of CSR in Level 1 demonstrated similar growth rates for students with and without SLD.
- Students with SLD receiving instruction in Level 1 demonstrated greater rates of growth than students with SLD in more restrictive settings.



Strategic Instruction Model (SIM)

- DeSoto Middle School math
- Professional development in Content Enhancement Routines (CER).
- Teachers (PLCs) collaboratively built draft devices based on the standards that were difficult for students.
- Implemented routines in Level 1 gradually over three years.
- Positive changes in student engagement and proficiency levels, including SWDs (improvement doubled)



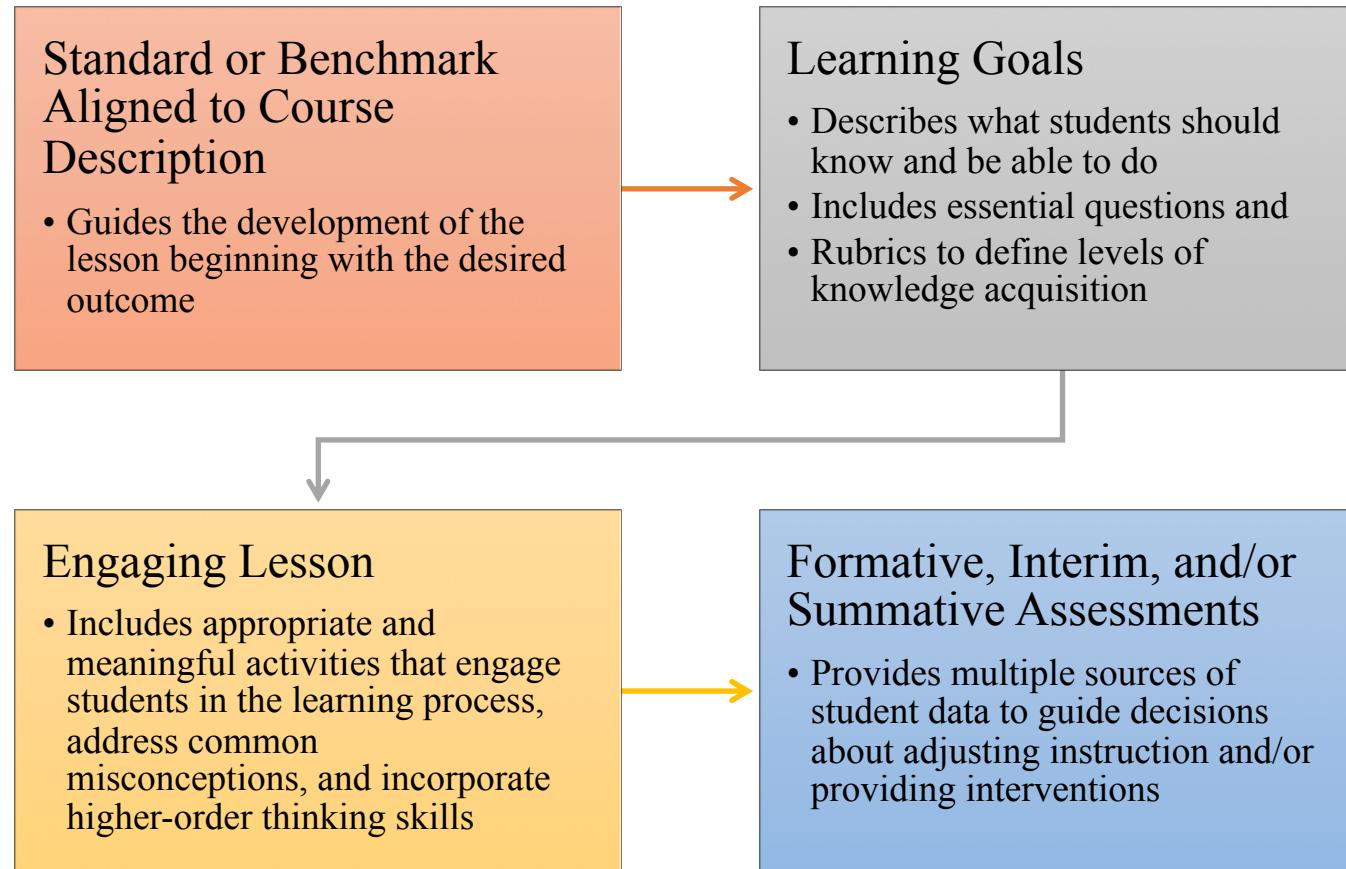
BIG Idea #6

“Shared Responsibility” means ensuring that all providers of instruction and supports are on the “same page” in developing and delivering instruction.

Where Do Educators “Share the Responsibility for Teaching and Learning?”

During the Lesson Planning Process!!

Standards-based Instruction Model



6th Grade Reading Comprehension Anchor Standard

3 rd Grade	4 th Grade	5 th Grade	6 th Grade
2. 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.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Proficiency is determined by evaluating the degree to which students attain standards-level performance.

If instruction is not aligned with the standards, then students may be learning things but will not demonstrate proficiency.

OSERS Memo (2015)

- Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations *is a shared responsibility for all of us.*
- ...we write to clarify that an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) *must be aligned* with the State's academic content standards *for the grade in which the child is enrolled*

Universal Instruction is Guided by the Principles of Universal Design for Learning (Instruction)

Principle I: Provide Multiple Means of Representation (the “what” of learning)

- Perceptions, Language expressions and symbols and Comprehension

Principle II: Provide Multiple Means of Action and Expression (the “how” of learning)

- Physical action, Expression and communication and Executive function

Principle III: Provide Multiple Means of Engagement (the “why” of learning)

- Recruiting Interest, Sustaining effort and persistence and Self-regulation

Flow of Integrated Lesson Planning

Step 1: All teachers involved with instruction for a grade or subject area attend integrated lesson planning

Step 2: Level 2/3/SDI teachers/support meet to plan their scope, sequence and pacing of instruction to align with Level 1

Step 3: Level 2/3/SDI teachers/support communicate their lesson plans with Level 1 teachers.

Step 4: Level 2/3/SDI teachers/support observe Level 1 instruction to affirm that their instruction is aligned as planned.

Indiana Academic Standards 2014 Lesson Plan Alignment Template

Subject(s): _____ **Period(s):** _____ **Grade(s):** _____

Teacher(s): _____ **School:** _____

The lesson plan alignment tool provides examples of the instructional elements that should be included in daily planning and practice for the Indiana Academic Standards. The template is designed as a developmental tool for teachers and those who support teachers. It can also be used to observe a lesson and provide feedback or to guide lesson planning and reflection.

LESSON ELEMENT PROVIDE STUDENT-FRIENDLY TRANSLATION WHERE APPLICABLE	
1. Grade level Indiana Academic Standard(s) 2014 the lesson targets include: (Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy and mathematics skills.)	
2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)	
3. Relating the Learning to Students: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)	
4. Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like? Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.)	
5. <ul style="list-style-type: none">- Content Area Literacy Standards for History /Social Studies, Science, & Technical Subjects: for grades 6-12, these standards need to be addressed in the content area.- Math Process Standard(s): used to ensure students learning and best teaching practices for mathematics.	

6. Academic Vocabulary: (Words that will need additional instruction in order to strengthen student understanding in contextual formats.)
7. Examples/Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities? Provide a balance of on-demand and process writing opportunities for students to draw evidence from the texts to produce a clear and coherent writing that informs, explains, or makes an argument in various written forms.)
8. Resources/Materials: (Focus students on reading a progression of complex texts drawn from the grade-level band. What technology and media tools will be used in this lesson to deepen learning?)
9. Access and Engagement for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity and learning preferences.)
10. Differentiation/Accommodations: (What differentiation and/or classroom accommodations will you make for English learners, students with high ability and students with disabilities in your class? What evidence-based strategies for differentiation for all students can be provided? Be as specific as possible.)

Indiana Academic Standards Aligned Lesson: Reflection

➤ In addition, please choose ONE question below to respond to after you have taught the lesson OR create your own question and respond to it after you have taught the lesson.

1. How did this lesson support 21st Century Skills?
2. How did this lesson reflect academic rigor?
3. How did this lesson cognitively engage students?
4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

Case Study

Meet Brian

- A sixth grader with significant delays in reading. **IEP for SLD**
- **Reading comprehension** level when he must decode independently is **four years (2nd grade level) behind** that of his grade-level peers.
- He **struggles with oral reading fluency**. He can read 26 words per minute correctly from a 2nd grade level text.
- He can **answer 35% of comprehension questions** about the text he has read independently.
- When grade-level material is **read aloud to him** (Listening Comprehension), he is **able to understand the material** and answer comprehension question appropriate for his age and grade.

Tier 1 Instruction

- **Instructional Strategy:** Tier 1 decided to implement Collaborative Strategic Reading for all students in 6th grade as a way to teach comprehension strategies. *UDL Principle 1*
- **Student Performance:** Brian (and other students with reading fluency difficulties-e.g., EL) will provide verbal responses to comprehension probes (using either speech to text, teacher interactive or other strategies involving verbal responding) *UDL Principle 2*
- **Access to Content:** Brian and other students will use text to speech technology to access subject content. *UDL Principle 3*
- **Collaboration:** Tier 1 will provide lesson plans in advance to Tier 1/2/SDI providers

Tier 2/SDI Instruction

Instructional Strategy:

- ***Tier 2-*** Brian will participate in a Tier 2 reading instruction group 2X/week.
 - Pre-teach, Review, Reteach instructional strategies
 - Use grade-level materials
 - Focus on exposure to content (pre-teach) and re-teach as necessary
 - Focus on comprehension strategies aligned with grade-level standard
- ***SDI-*** Brian will participate in a small group (3 students) 5X/week
 - Focus on fluency enhancement strategies
 - Use grade-level materials, paced to Tier 1, to apply fluency strategies
 - Errorless learning
 - Vocabulary monitoring

Student Performance

- ***SDI-*** Brian will receive instruction and support in use of the speech to text/text to speech technology

Characteristics of Effective Planning-Tier 2/3/SDI

- Assessments in Tier 2/3 incorporate characteristics of assessments in Tier 1
- The goal here is to not only ensure that students strengthen needed skills and accelerate their growth **but also** to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1

Tier 2/SDI for Brian

- Tier 2

- Assessment: assessment in Tier 2 will mirror the assessment that will be used in Tier 1
- Practice using listening comprehension strategies and verbal responding will be provided.

- SDI

- Assessment: Assessment of fluency will focus on content from grade-level materials using student instructional level of reading fluency.

- Calibration

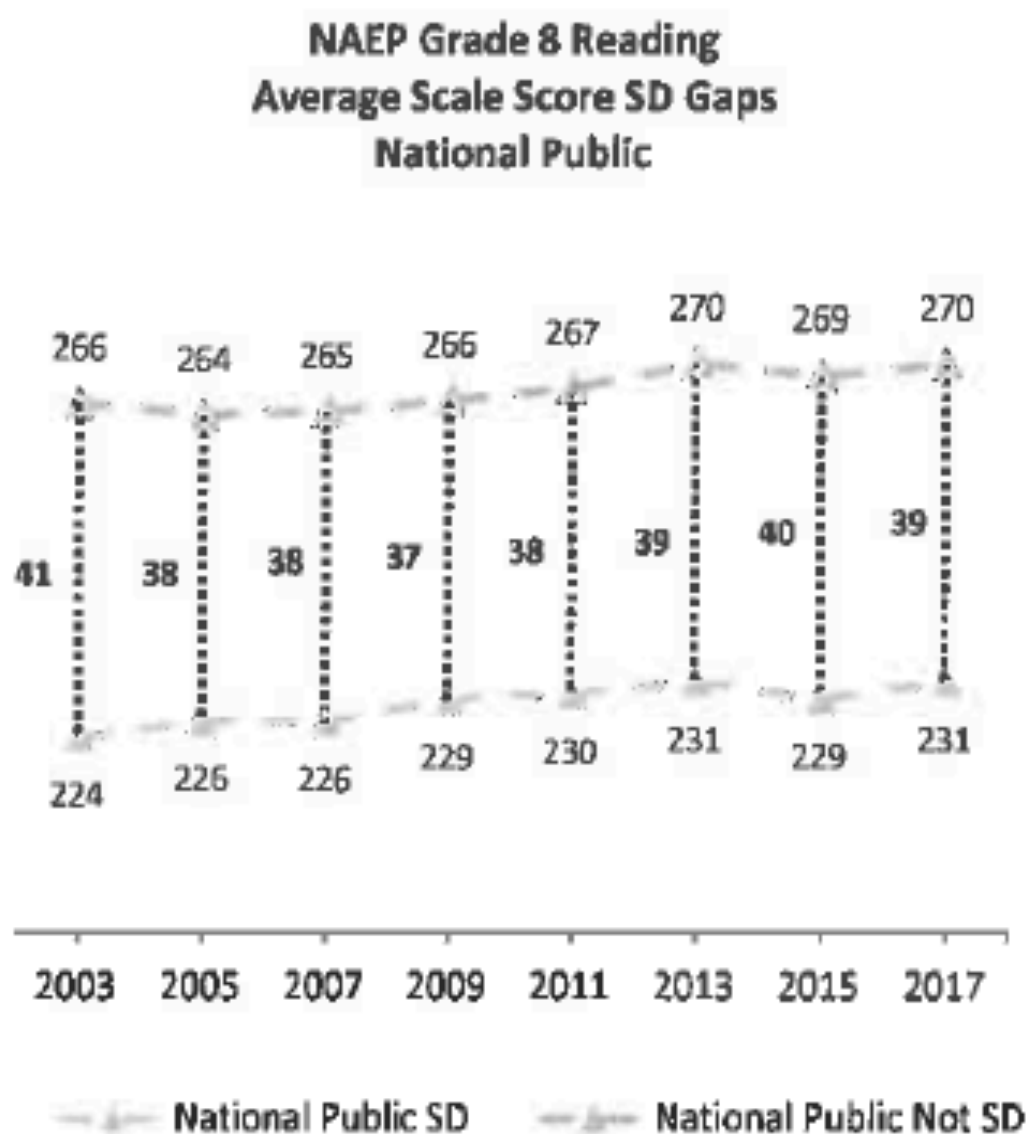
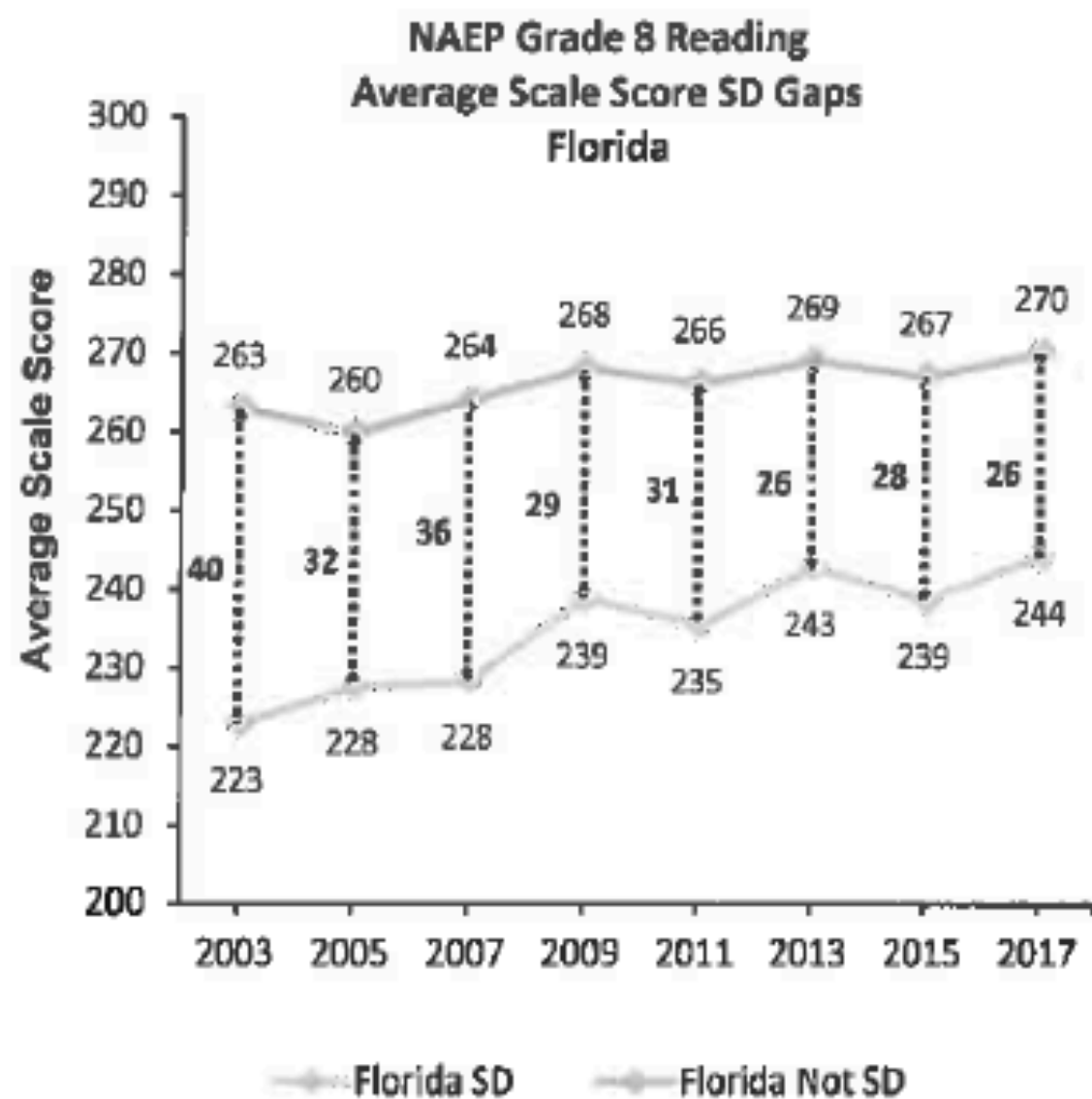
- Tier 2 and Special Education teachers will meet to collaborate on classroom observations and Tier 1 teacher collaboration.

Sharing a Journey

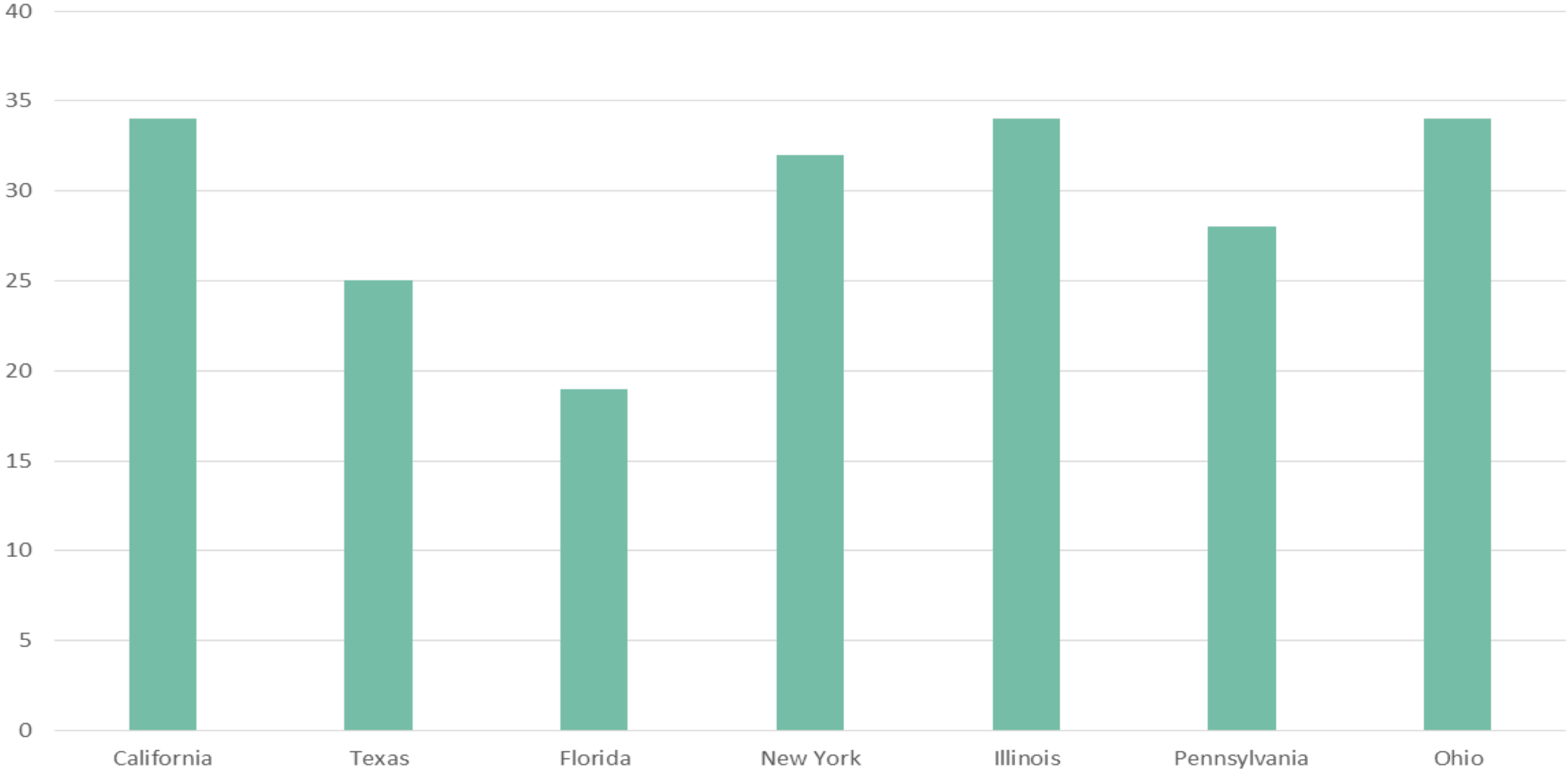
12 Years Ago... Florida...

- Made a commitment to implementing MTSS statewide
- Made a commitment to inclusion—inclusive instruction—to ensure all students had equitable access to content to attain grade level standards
- Made a commitment to the principles of UDL to drive the lesson planning process
- Made a commitment to standards-based instruction for all students
- Promoted the use of integrated lesson planning
- Promoted the concept of “universal instruction”

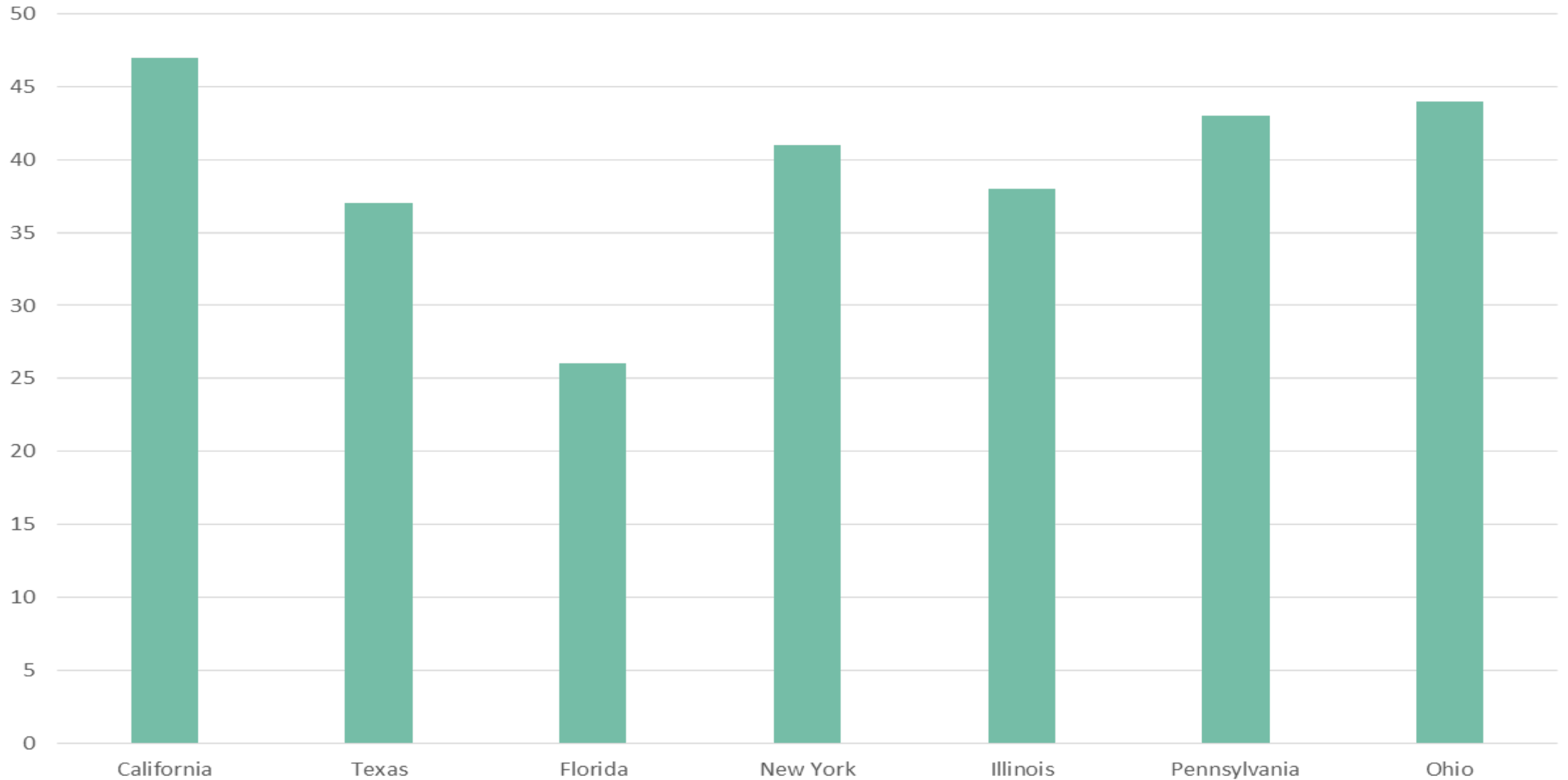
The Outcomes



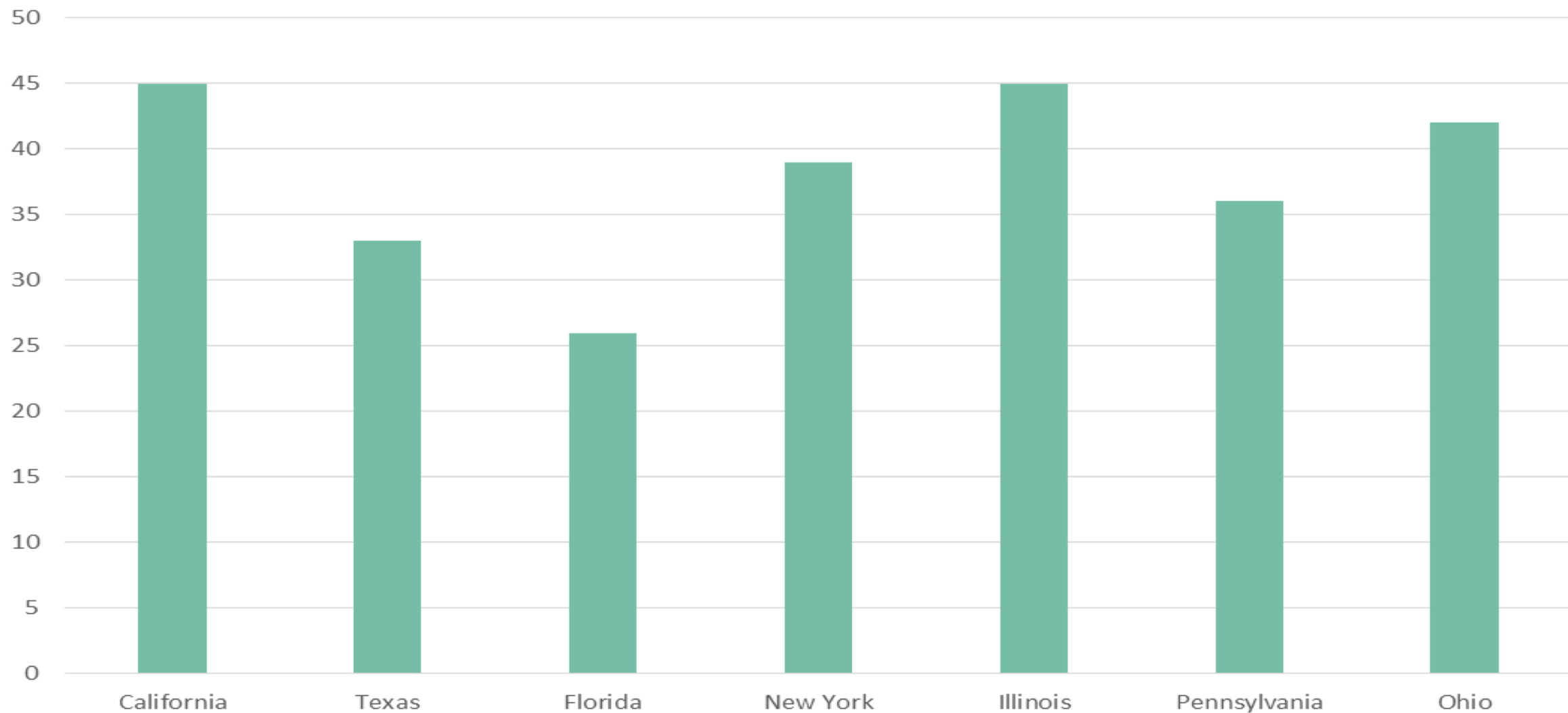
2017 Seven Largest States Gap Comparison
4th Grade Math



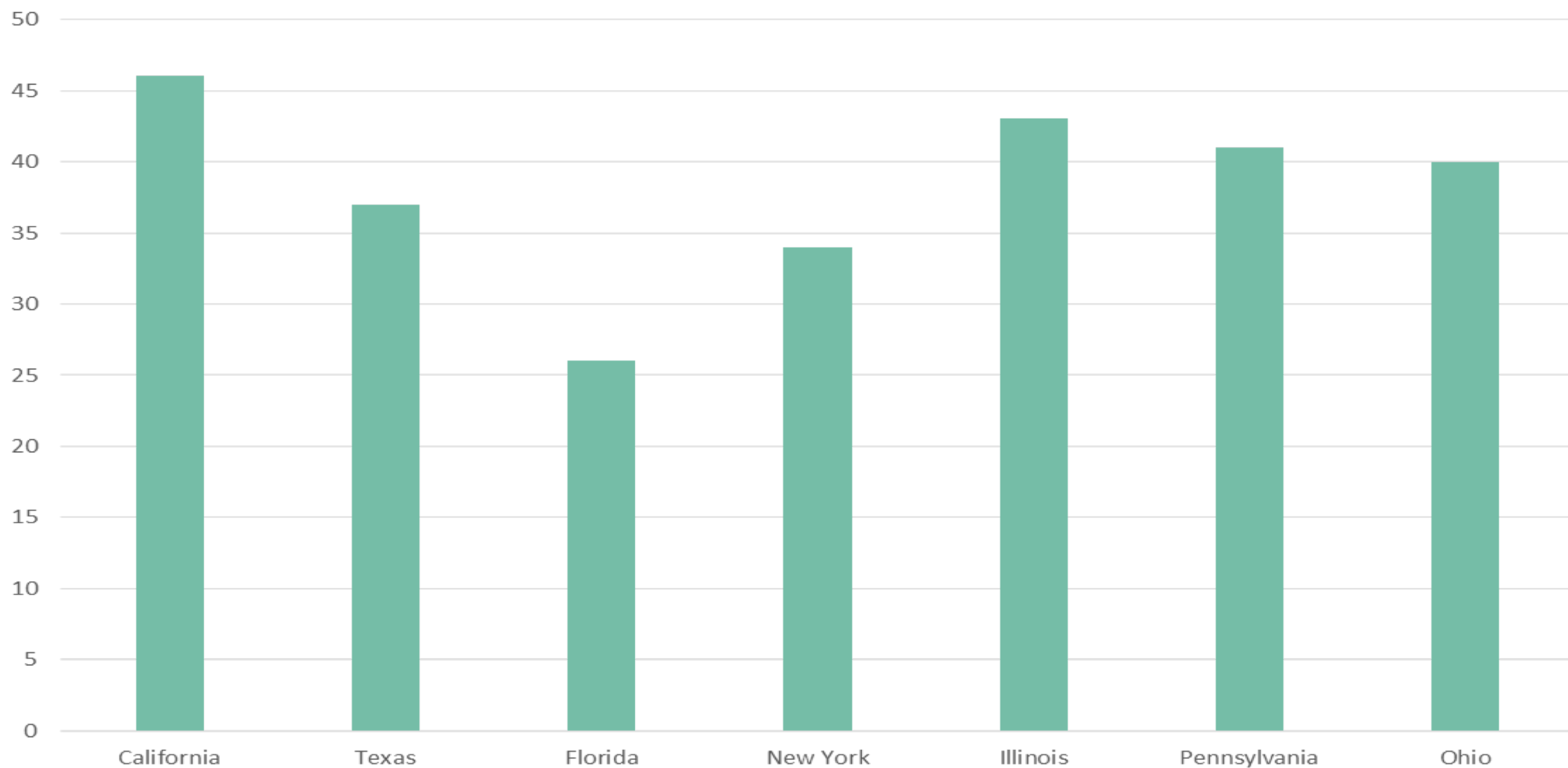
2017 Seven Largest States Gap Comparison 8th Grade Math



2017 Seven Largest States Gap Comparison 4th Grade Reading



2017 Seven Largest States Gap Comparison 8th Grade Reading



Graduation Data 2008-2018

	2008	2018	Change	Rate/Year
SWD % Graduated (FUGR)	35.6%	77.0%	+ 41.4%	+4.14%
GAP from All Students	18.0	9.0	-9.0	1 pt

The Risk for our Children

The risk for our children in school is not a risk associated with their intelligence. Our failures have nothing to do with IQ, nothing to do with poverty, nothing to do with race, nothing to do with language, nothing to do with style, nothing to do with the need to discover new pedagogy, nothing to do with the children's families. All of these are red herrings.

We have one and only one problem: Do we truly will to see each and every child in this nation develop to the peak of his or her capacities?

Dr. Asa Hilliard

Do the best you
can until you
know better.
Then when you
know better, do
better.

~Maya Angelou

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