Overview of Implementation of Multi-tiered Systems of Support (MTSS)

Tessie Rose Bailey, PhD
Welcome!

- Introductions
- Materials
Session Outcomes

By the end of this session, participants will be able to:

• Explain the national and local landscape of MTSS/RTI.
• Identify two benefits of schoolwide MTSS implementation.
• Identify the four essential components of MTSS implementation.
• Explain how MTSS aligns with and supports existing state and district initiatives.
Activator Activity

Handout 1.1
Who benefits from tiered systems of support?

- 65% enrolled in **TITLE I**
- 60.1%* Free & Reduced Lunch
- 18.8% Enrolled in Bilingual/ESL
- 8.9% SPED
- 7.8% Gifted & Talented
- 46.3% CTE

*SY 2013-2014

Source: Enrollment in Texas Public Schools, 2016-17
Who benefits from tiered systems of support?

50.2%

Texas students at-risk for dropping out of school

Source: Enrollment in Texas Public Schools, 2016-17
Tiered Systems of Support: National and State Perspectives
History of Tiered Systems of Support

- National Center on Student Progress Monitoring (NCSPM, 2002-2007)
- National Center on Response to Intervention (NCRTI, 2007-2012; CRTI, 2012- present)
- National Center on Intensive Intervention (2012 – present)
- National Center on Systemic Improvement (2015 – 2020)
Integrated Academic and Behavior Tiered Systems of Supports (2018)

(Bailey, T., January 2018)
Texas Currently Uses “Response to Intervention”

- Defined as “an approach that schools use to help all students, including struggling learners. The RtI approach gives Texas students opportunities to learn and work at their grade level. The idea is to help all students be successful.”

- Primarily used in relation to IDEA Child find requirements
  - States and LEAs have an obligation and requirement under federal law (34 CFR § 300.111 Child Find) to see that evaluations of children suspected of having a disability are not delayed or denied because of schools using an RtI strategy.
Multi-tier systems of support in Every Student Succeeds Act (ESSA)

- MTSS in literacy in kindergarten through grade 12 is an allowable use of grant funds [Sec 2224(e)(4)].
- Identified as an approach for improving outcomes for students with disabilities and English language Learners [Sec 2103 (b)(3)(F)].
- ESSA requires use of evidence-based interventions.
Defining MTSS

• MTSS integrates assessment and intervention within a schoolwide, multilevel prevention system to maximize student achievement and reduce behavior problems.

(Adapted from National Center on Response to Intervention, 2010)
MTSS

- Vision and Hearing
- Academics
- Social-Emotional
- Behavior (PBIS)
- Health (e.g., Weight, Height, Scoliosis)
- Speech and Language
Understanding MTSS

With an MTSS prevention framework, schools

- Identify students at risk for poor learning outcomes
- Monitor student progress
- Provide evidence-based interventions
- 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

(Source: National Center on Response to Intervention, 2010)
Why MTSS?
Why MTSS?

• Sustained improvements in academic performance for ALL students
• Decreased expulsion, behavioral referrals, and suspension rates

(Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame’enui, 2008)
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

(Source: Burns, Appleton, & Stehouwer, 2005; Dexter, Hughes, & Farmer, 2008; Simmons, Coyne, Kwok, McDonagh, Harn, & Kame’enui, 2008)
What about MTSS in Secondary Settings?

• **STRONG EVIDENCE for secondary literacy**: Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
  

• **MODERATE EVIDENCE for dropout prevention**: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
  
Facilitates Systems and Initiative Alignment

- Is preventative and outcome oriented.
- Aligns special and general education requirements under IDEA and ESSA.
- Aligns multiple domains under a common structure and language.
- Provides structure and data to support teaming across systems.
- Is curriculum and program independent.
Outcomes of Effective MTSS Implementation

- Positive impact on student learning and achievement
  - Opportunities for early intervention
  - Enhanced collaboration
  - Reduction in behavior referrals
Reflection

• What potential benefits do you see for tiered systems of support in Texas?
What Is MTSS?
RTI: Response to Intervention

- Progress Monitoring
- Data-based Decision Making
- Tiered Support
- Systematic Screening
- Core-Tiered Differentiation
- Multi-Tiered Intensive Monitoring
Clarifying Misconceptions About MTSS

• Which of these misconceptions have you encountered?
• What questions do you have about the misconceptions?
Essential Components of MTSS
## RTI Fidelity of Implementation Rubric

The Response to Intervention (RTI) Fidelity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation. The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school’s RTI leadership team.

### Assessments

- Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.

<table>
<thead>
<tr>
<th>Measures</th>
<th>1</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening</strong> — The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Screening Tools</strong></td>
<td>Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.</td>
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<td><strong>Universal Screening</strong></td>
<td>One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen</td>
<td>Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen</td>
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### Essential Component: Screening

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<tr>
<th>Purpose</th>
<th>Identify students who are at risk for poor learning outcomes</th>
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<tbody>
<tr>
<td>Focus</td>
<td>ALL students</td>
</tr>
<tr>
<td>Tools</td>
<td>Brief assessments that are valid and reliable and that demonstrate diagnostic accuracy for predicting learning or behavioral problems</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Administered more than one time per year (e.g., fall, winter, spring)</td>
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Key Features of Academic and Behavior Screening

- Includes all students
- Depends on brief tools that are valid and reliable
- Assesses educationally relevant outcomes
- Occurs at least three times each year (fall, winter, spring)
- Used to identify students at-risk for poor learning outcomes
Why? Identify Students At-Risk

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Corrects</th>
<th>Errors</th>
<th>Accuracy</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>01256</td>
<td>Jim</td>
<td>107</td>
<td></td>
<td>Established</td>
<td>Continue Tier I Prevention</td>
<td></td>
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<tr>
<td>02343</td>
<td>Jenny</td>
<td>107</td>
<td></td>
<td>Established</td>
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<tr>
<td>16705</td>
<td>Jackie</td>
<td>105</td>
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<td>02341</td>
<td>Jill</td>
<td>103</td>
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<td>Established</td>
<td>Continue Tier I Prevention</td>
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</table>

-------------Cut score = 102-------------

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<tr>
<td>23602</td>
<td>Jerry</td>
<td>101</td>
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<tr>
<td>01267</td>
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<tr>
<td>20002</td>
<td>Jared</td>
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<tr>
<td>00012</td>
<td>Jason</td>
<td>80</td>
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<td>Jeff</td>
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<td>Jessica</td>
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<td>04312</td>
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<tr>
<td>08752</td>
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Emerging > 70

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<th>Performance Summary</th>
<th>Potential Instructional Action</th>
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</thead>
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<tr>
<td>14562</td>
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<td>Assess and Consider Tier II Prevention</td>
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<td>02344</td>
<td>Juanita</td>
<td>57</td>
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<td>12074</td>
<td>Jaclyn</td>
<td>55</td>
<td>Emerging</td>
<td>Assess and Consider Tier II Prevention</td>
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<tr>
<td>13551</td>
<td>Janet</td>
<td>53</td>
<td>Emerging</td>
<td>Assess and Consider Tier II Prevention</td>
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Deficient > 46

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Corrects</th>
<th>Accuracy</th>
<th>Performance Summary</th>
<th>Potential Instructional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>01834</td>
<td>Jade</td>
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<td>Deficient</td>
<td>Assess and Consider Need for Tier III Prevention</td>
<td></td>
</tr>
<tr>
<td>23515</td>
<td>James</td>
<td>39</td>
<td>Deficient</td>
<td>Assess and Consider Need for Tier III Prevention</td>
<td></td>
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<tr>
<td>22145</td>
<td>Jed</td>
<td>31</td>
<td>Deficient</td>
<td>Assess and Consider Need for Tier III Prevention</td>
<td></td>
</tr>
</tbody>
</table>

Source: National Center on Response to Intervention

Access to supplemental supports may be based on school resources.
Why? Using Screening Data to Examine Effectiveness of Core Instruction
### CRTI Screening Tools Chart

<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Classification Accuracy</th>
<th>General-Isability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability, Validity, and Classification Data for Diverse Populations</th>
<th>Efficiency</th>
<th>Administration &amp; Scoring Time</th>
<th>Scoring Key</th>
<th>Benchmarks / Norms</th>
<th>Compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ Learning Links: Progress in Math</td>
<td>Math</td>
<td>Moderate Low</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Group</td>
<td>Individual</td>
<td>35 - 40 Minutes</td>
<td>Computer Scored</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Math - CRM</td>
<td>Moderate Low</td>
<td>High</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Group</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Reading</td>
<td>High</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Individual</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Number, Pointing Number</td>
<td></td>
<td>Broad</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Individual</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Number, Number Identification</td>
<td></td>
<td>Broad</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Individual</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Number, Oral Counting</td>
<td></td>
<td>Broad</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Individual</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>AIMSweb</td>
<td>Test of Early Number, Quantity Discrimination</td>
<td></td>
<td>Broad</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Individual</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Discovery Education Predictive Assessment</td>
<td>Math</td>
<td>Moderate Low</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Group</td>
<td>Individual</td>
<td>40 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
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<td>Reading</td>
<td>Moderate Low</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Group</td>
<td>Individual</td>
<td>40 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
<td>Letter Naming Fluency</td>
<td>Moderate Low</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Individual</td>
<td>Individual</td>
<td>2 Minutes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Essential Component: Progress Monitoring

<table>
<thead>
<tr>
<th>Purpose</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Students identified through screening as at risk for poor learning outcomes</td>
</tr>
<tr>
<td>Tools</td>
<td>Brief assessments that are valid, reliable, and evidence-based</td>
</tr>
<tr>
<td>Time Frame</td>
<td>Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)</td>
</tr>
</tbody>
</table>
Why Progress Monitoring?

Data allow us to:

- Compare the efficacy of different forms of instruction.
- Identify students who are not demonstrating adequate progress.
- Estimate the rates of improvement (ROI) across time.
- Determine when an instructional change is needed.
Why Progress Monitoring?

When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better.

(Fuchs & Fuchs, 2002, p. 1)
Why is Progress Monitoring Important?

To ensure that underachievement in a child suspected of having a specific learning disability is **not due to lack of appropriate instruction in reading or math**…must consider….

- **Data-based documentation** of repeated assessments of achievement at **reasonable intervals**, reflecting **formal assessment of student progress** during instruction, which was provided to the child’s parents.

34 C.F.R. § 300.309(a-b)
Why Progress Monitoring?

Jane – 1st Grade: Reading Connected Text

60 WRC
Selecting Progress Monitoring Tools

National Center on INTENSIVE INTERVENTION
at American Institutes for Research

Resources  Tools Charts  Implementation Support

Home > Tools Charts > Behavioral Progress Monitoring Tools

This tools chart presents information about behavioral progress monitoring tools. The following include ratings on the technical rigor of the tools:

- Progress Monitoring Standards
- Psychometric Standards
- Usability

Resources  Tools Charts  Implementation Support  Instructional Support  About Us

Home > Tools Charts > Behavioral Progress Monitoring Tools

Academic Progress Monitoring

This tools chart presents information about academic progress monitoring tools organized in two charts. One includes tools that are General Outcome Measures (GOMs), and one includes tools that are Mastery Measures (MM). Click the buttons below to navigate between the charts. Both charts have three tabs that include ratings on the technical rigor of the tools:

- Psychometric Standards
- Progress Monitoring Standards
- Data-based Individualization Standards

Legend

- Convincing evidence
- Partially convincing evidence
- Unconvincing evidence
- Data unavailable

View Chart Resources
Essential Component: Multilevel Prevention System

Students With Disabilities Receive services at all levels, depending on need

Tier 1: Universal Level of Prevention

15% of students

Tier 2: Targeted Level of Prevention

15% of students

3% to 5% of students

Tier 3: Intensive Level of Prevention

80% of students

Students With Disabilities Receive services at all levels, depending on need
## Intervention Levels and Tiers

<table>
<thead>
<tr>
<th></th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction or Intervention Approach</strong></td>
<td>Comprehensive, research-based curriculum</td>
<td>Standardized, targeted small-group instruction</td>
<td>Individualized, based on student data</td>
</tr>
<tr>
<td><strong>Group Size</strong></td>
<td>Classwide (with some small-group instruction)</td>
<td>3–7 students</td>
<td>No more than 3 students</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Screening, 3 times yearly</td>
<td>At least biweekly or monthly</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>Population Served</strong></td>
<td>All students</td>
<td>Students identified as at risk (~15%–20%)</td>
<td>Significant and persistent learning needs, nonresponders (3%–5%)</td>
</tr>
</tbody>
</table>
Resources for Evaluating Evidence Base of Published Tier II Interventions

NCII Interventions Tools Chart
http://www.intensiveintervention.org/chart/instructional-intervention-tools

What Works Clearinghouse

Best Evidence Encyclopedia
http://www.bestevidence.org/
Tier III: Data-Based Individualization (DBI)

NCII’s Approach to Intensive Interventions for Students with Significant and Persistent Learning Challenges

- Origins in experimental teaching
- Systematic process for decision making and intensifying instruction
- NOT A ONE-TIME FIX
Essential Component: Data-Based Decision Making

✓ Analyze data at all levels of MTSS:
  – Implementation (e.g., state, 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
# MTSS/RTI Fidelity Rubric

## RTI Fidelity of Implementation Rubric

The Response to Intervention (RTI) Fidelity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation. The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school’s RTI leadership team.

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Reflection: MTSS Fidelity Rubric

• What MTSS components do you feel align with your work?

• What MTSS components do you feel schools are doing well? What components might be more challenging for schools?
Making Connections

• What connections do you see among the essential components of MTSS and existing state and local initiatives?
Closing and Next Steps
Revisit and Think-Pair-Share

Handout 1.1
Questions?
Resources: Web Resources

Center on Response to Intervention
www.rti4success.org

RTI Action Network
www.rtinetwork.org

National Center on Intensive Intervention
www.intensiveintervention.org
For More Information

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References
References


