

# Our Journey Through MTSS

Prairie Park  
Elementary  
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## Prairie Park Elementary School



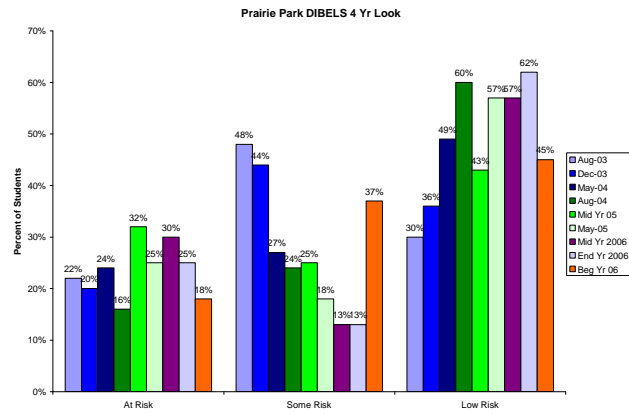
### Statistics

- **K-6, 3 Section School**
- **Staff** 70
- **Attendance** 410
  - African American 9%
  - Hispanic 2%
  - Multi-Cultural 18%
  - White 71%
- **Economically Disadvantaged** 33%
- **Special Education Population** 16%
- **Girl/Boy Ratio** 50%
- **Attendance Rate** 95%

## The Beginning: A Snapshot

- 2003- Reading First Initiative: Why did we choose to jump on board?
  - Poor reading achievement
  - Very little support (non-title school)
  - Large Special Ed student population

## Baseline data and Beyond!



## What it looked like in 2003!

- **No formative data to target and drive instruction.**
  - instituted DIBELS benchmark assessments 5 times a year in grades K-3.
  - Began DRA assessments for 1-3<sup>rd</sup> grades twice a year.



## What it looked like in 2003!

- **No clear Tiers of Instruction.**
  - Tier 1 – not always present for all students. “Outsourcing”
  - Tier 2 – could not serve all students that weren’t successful in the classroom
  - Tier 3 – “Waiting to Fail” model: Many students would be identified for Special Ed by 3<sup>rd</sup> or 4<sup>th</sup> grade because of significant discrepancy in place.



## What it looked like in 2003!

- **Not clear on SBRR based instruction.**
  - Tier 1: Guided Reading practices updated through KALL training. Independent Literacy work needed to be more aligned and targeted to student need.
  - Tier 2 & Tier 3: Interventions may not have been targeted to data based student needs. (sometimes finishing student's Tier 1 assignments.)



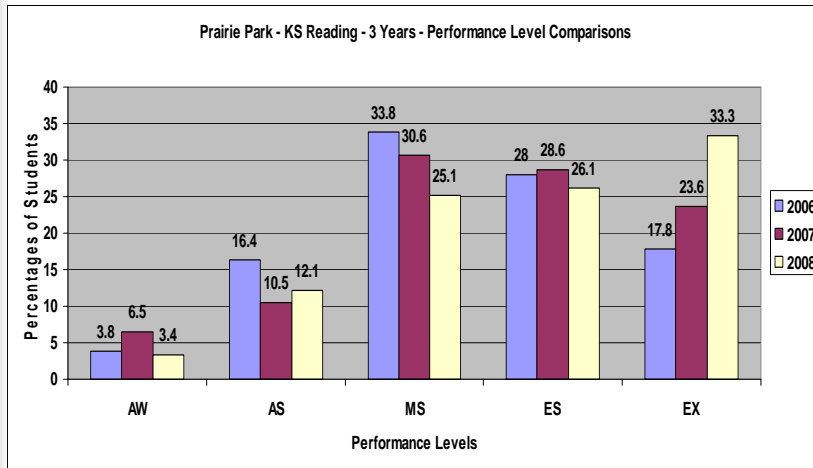
## What it looked like in 2003!

- **No Monitoring Data**
  - Did not keep track of individual student progress on a monthly/ weekly basis.
  - Did not change or tweak instructional interventions systematically when not working with groups of students.

## What it looked like in 2003!

- **No organized effective staff development model for the building:**
  - Updated staff on 5 components of reading through RF district staff development.
  - Implemented RF coaching model into the building with K-3 staff, Sped, and reading interventionists.

## The Journey Continues! 2006-2008



## Improving Classroom Instruction

### In the beginning

- Reading First Grant
- Coaching model
- 50 hours a year Professional Development for teachers
- Added staff for interventions
- District/State Professional Development
- Research based materials
  - All based on K - 3



## District/State Professional Development K - 3

### Also

- Summer Institutes
- Known Researchers and Speakers
- KALL training (Kansas Accelerated Literacy Learning)
- State Reading First Trainings
- Research based Assessments

## Bridging to a K- 6 model

### And then

- Professional Development to get 4 – 6 on board
- Coaching model 4 – 6
- Merged to QPA plan
- Systematic plan for PD – situated, ongoing, tied to practice
- Blocks of uninterrupted teaching time for Language Arts



## Additional Instruction Time

### Adding a Second Daily Dose

- Research based intervention materials
- 30 minutes additional time for struggling readers
- Pull out services did not replace classroom instruction
- Aligning second doses with classroom instruction



## Making the data visible

### Monitoring our students

- Ongoing assessment plan
- Assessment wall
- Early Reading Team/Data Team
- Progress monitoring – biweekly students
- Alignment meetings



## Watch II (SIT) Where did we start?

- We always had Watch II or SIT, but we really didn't use the problem solving process.
- We celebrated the problem rather than focusing on defining the concern and generating interventions.



## Watch II (SIT) Current Practice

- Alignment feeds into Watch II (SIT).
- If a student is in alignment for 4-6 weeks without significant growth or change then they are referred to Watch II. The student continues in both alignment and Watch II. (NEW this year)
- Our focus is to identify specific, effective interventions for an individual student.



## What is Watch II? (SIT)

- Watch II includes a regular education teacher, a specials teacher, a special education teacher, an administrative representative, and the school psychologist.
- As needed, it can also include: reading coaches, math coaches, and anyone that may provide relevant information for a student.

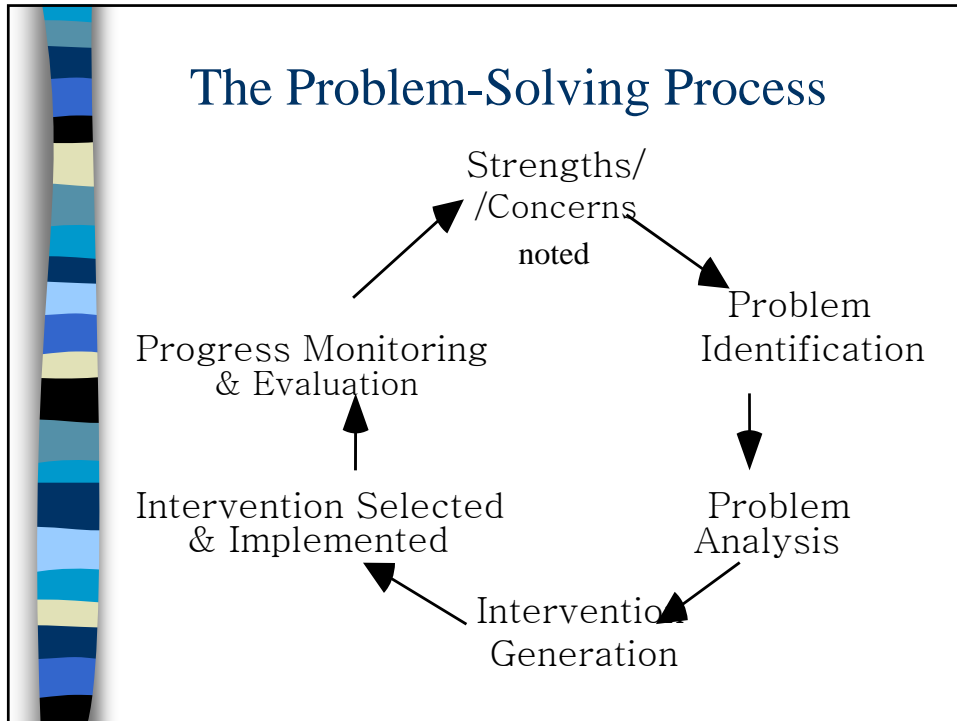
## What is Watch II? (cont.)

- Parents are always invited and are considered a critical piece to the process.
- We meet twice a month for approximately 1 hour per session.



## What is Watch II? (cont.)

- The classroom teacher presents the student to the team using a district wide SIT form, which must be completed before the meeting to inform the team of the student's:
  - Present Levels of Performance
  - Interventions already tried and their results
  - What has worked/not worked related to instruction, curriculum, environment, and learner characteristics (ICEL)
  - Modifications & accommodations attempted and their results
  - Student demographics



### What is Watch II? (cont.)


- The teacher needs to return to the Watch II team in 4-6 weeks to report on the effectiveness of the intervention.

The photograph shows a female teacher with dark hair, wearing a light blue shirt, sitting at a desk. She is looking at a document held by a young male student in a red and white jacket. They appear to be in a classroom setting, with a desk and some supplies visible.




## What is Watch II? (cont.)

- When the teacher returns, the team looks at the data and determines the following:
  1. Success of the intervention, continue on!
  2. Not quite a success, but some progress: Tweak the intervention and revisit in another 4-6 weeks.
  3. No significant progress, refer on to SPED (Watch III). Please note that this is a cumulative process, these students have been considered at risk for a minimum of 4 – 6 months. (There are always exceptions)



## Key ideas that we have learned along the way

- A case manager is assigned from within the Watch team to help the teacher complete progress monitoring on the defined goal, create “dirty” graphs and aim lines, as well as make adjustments to the interventions on an as needed basis. Primary role is to support the teacher. (NEW this year)



## Key ideas that we have learned along the way

- Watch II needs to occur as soon as a concern has been identified and an effective intervention has not been found.
- Parents need to be informed about the MTSS process. We have developed a parent brochure.



## Watch III (SPED)

- Where did we start?
  - Our school used the traditional IQ - achievement discrepancy model.
    - When using this model, you must wait for children to fail, which then usually means that the students lose up to 2 years of opportunity to learn while we wait for the gap to widen enough for identification.

## What do we do now?

- The biggest change is the amount of data that is gathered throughout the process of alignment and Watch II (SIT).
- Teachers are now able to gather enough data to present a complete picture to our SPED team.



## What Data do we gather?

- **General Education Interventions:**
  - Data from multiple interventions reflecting the student's rate of growth and discrepancy from peers.
  - Teacher data (homework, quizzes, tests, work samples)
  - Record review from previous years.
  - Accommodations and modifications used in instruction, curriculum and environment.





## What Data do we gather?

- Rating Scales:
  - **BASC** (Behavior Assessment System for Children)
  - **Conners' Rating Scale**
  - **CARS** (Childhood Autism Rating Scale)
  - **ASDS** (Asperger Syndrome Diagnostic Scale)
  - **HELP** (Hawaii Early Childhood Profile)
  - **Academic Performance Rating Scale**



## What Data do we gather?

- Interviews:
  - Parent
  - Teachers
  - Student
  - others

## What Data do we gather?

- Observations:
  - Classroom
  - Small group
  - Multiple subjects
  - Multiple locations and situations
  - One-on-one

## What Data do we gather?

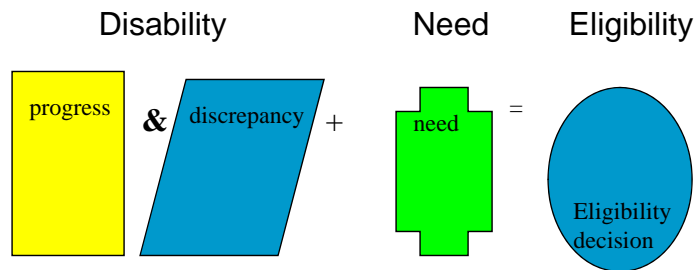
- Tests:
  - MAP (reading and math)
  - DIBELS (school wide)
  - DRA
  - QPS (Quick Phonics Screen)
  - 3 minute reading assessment comprehension rubric
  - Words Their Way checklists and inventory
  - 6 trait writing samples
  - State Assessments (reading and math)
  - Moving with Math
  - Timed math probes
  - SAT 10
  - Peabody Picture Vocabulary (kindergarten)
  - PAST (Phonological Awareness Skills Test)
  - Running Records
  - Dolch words/Fry words and phrases

## We have the data, now what?

- We still ask the following question:
  - What additional information is needed to identify an effective, targeted intervention for a student?
    - We do find that we occasionally need additional information such as: family history, an IQ test, speech language information, parental input, etc.

## What is eligibility based on?

- The eligibility decision components:



## What do we do with the data?

- IEP goals as well as modifications and accommodations are much easier to develop and create with all the pertinent and precise data that is brought to the team because of the MTSS process.

Prairie Park

### Tiered Instructional Delivery Model

The purpose of this model is to outline the three levels of instruction and educational support that our school provides students.

**Tier 3**  
**Specialized Student Instructional Interventions**  
**Watch III**


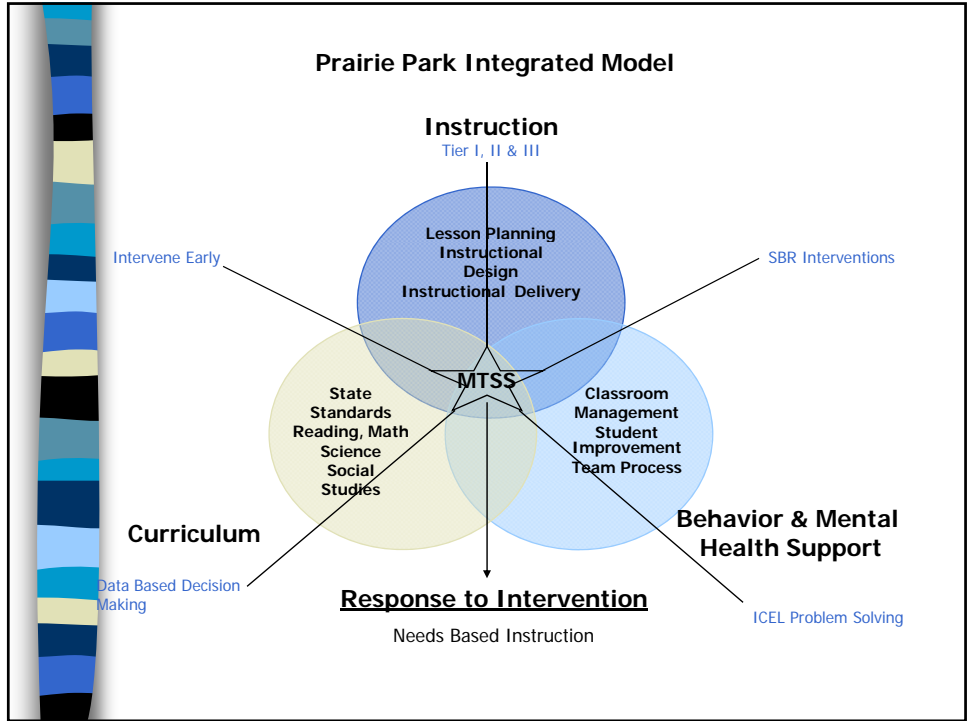
How will we (special education staff and classroom teacher) share the responsibility for making sure that the student is successful?

**Tier 2**  
**Classroom Instruction with Additional Support**  
**Watch II**

What educational support can our team offer?  
What resources are available to assist us?

**Tier 1**  
**Classroom Instruction**  
**Watch I**

What do we want children in our classes to know?  
How will we know that they have mastered the targeted skills?  
What is our response if they haven't mastered the skills?



“We can take some gratification at having come a certain distance, but it should be a deeper satisfaction, even an exhilaration, to realize we still have such a distance to go.”

Lewis Thomas

