MTSS: Increasing Achievement for ALL Students

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Tale of Two Boys

	NWF Fall	NWF Winter	DORF Fall	DORF Winter
Bill	27 (Tier 3)		9 (Tier 3) 56% accuracy	
Ted	35 (Tier 2)		24 (Tier 3) 86% accuracy	

Tale of Two Boys

	NWF Fall	NWF Winter	DORF Fall	DORF Winter
Bill	27 (Tier 3)	(Tier 1)	9 (Tier 3) 56% accuracy	73 (Tier 1) 96% accuracy
Ted	35 (Tier 2)	(Tier 1)	24 (Tier 3) 86% accuracy	74 (Tier 1) 96% accuracy

Questions

- Is the Kansas MTSS process positively impacting reading achievement for Kansas students?

- How does the response of the Special Education population compare to that of all students?

Method

- 2,151 students
- Grades K-6
- 12-16 weeks of intervention
- Small to Mid-Size Kansas schools
- At least 1 year of Implementation without trainer support
- Randomly selected schools who volunteered their data
- Fall and Winter CBM Reading data
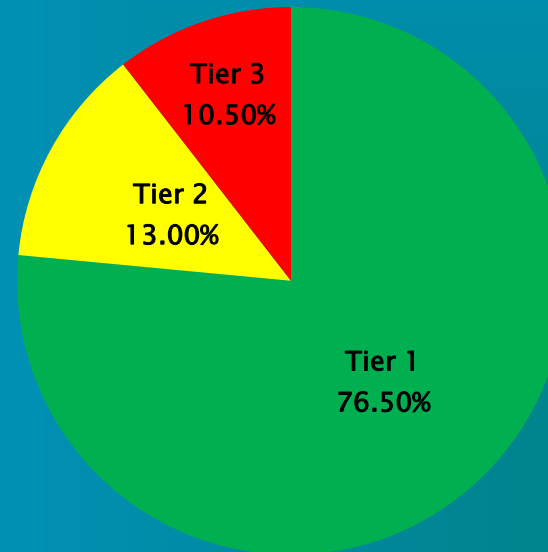- Data based off most predictive indicator for time of year and grade level

Results

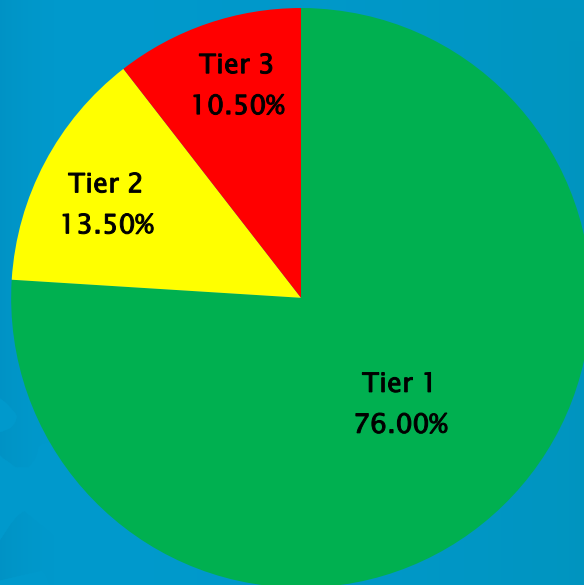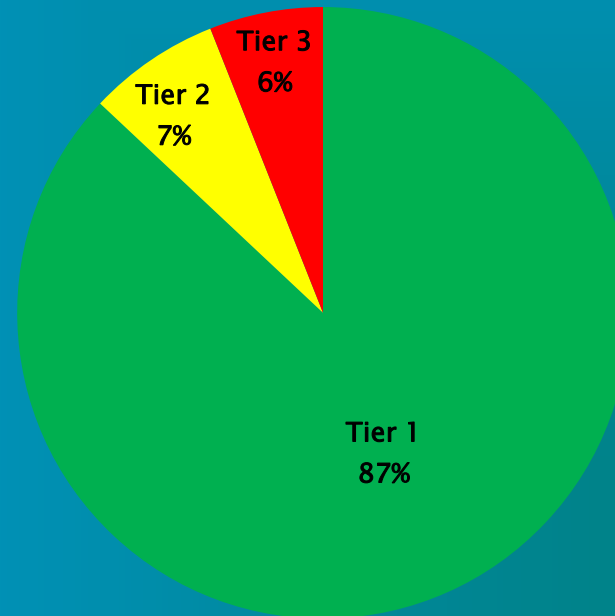# All Students by Tiers

Fall All Students

Tier 3
13%

Tier 2
17%

Tier 1
70%

Winter All Students

Tier 3
10.50%

Tier 2
13.00%

Tier 1
76.50%
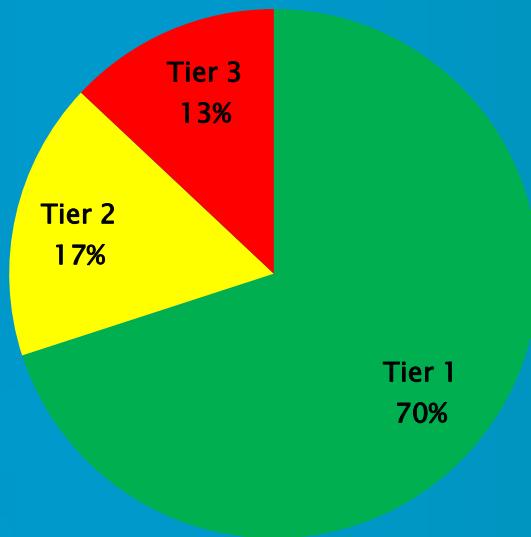
Grade Level Data All Students

Kdgn Fall Data

- Tier 3 10.50%
- Tier 2 13.50%
- Tier 1 76.00%

Kdgn Winter Data

- Tier 3 6%
- Tier 2 7%
- Tier 1 87%

Grade Level Data All Students

2nd Fall Data

Tier 3
15%

Tier 2
19%

Tier 1
66%

2nd Winter Data

Tier 3
14%

Tier 2
13%

Tier 1
73.00%
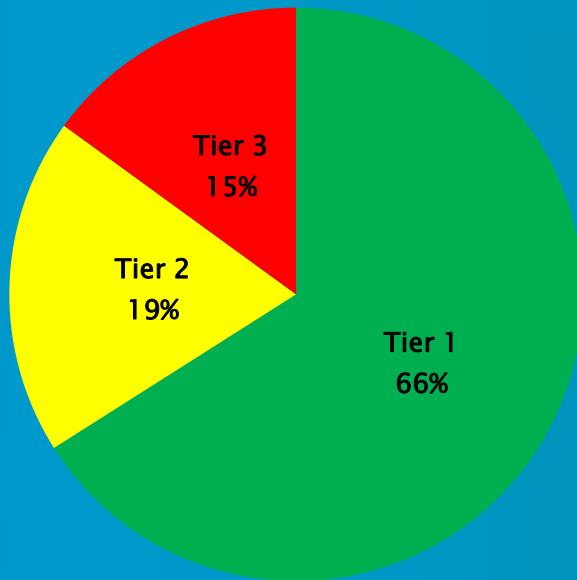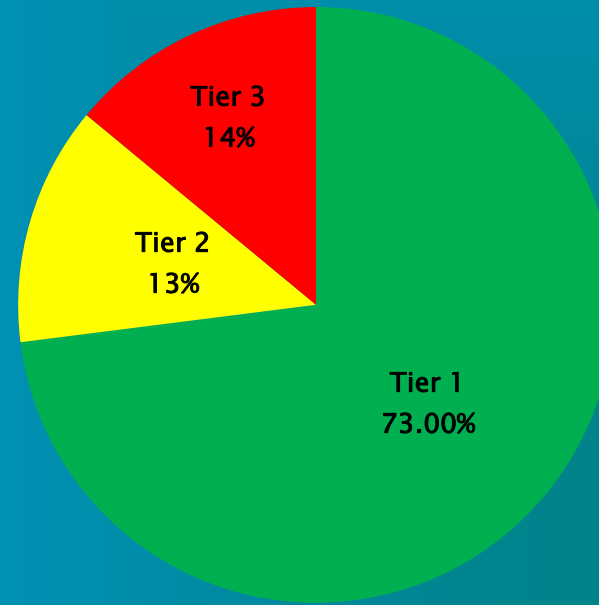
Grade Level Data All Students

4th Fall Data

Tier 3
15%

Tier 2
22%

Tier 1
63%

4th Winter Data

Tier 3
11%

Tier 2
18%
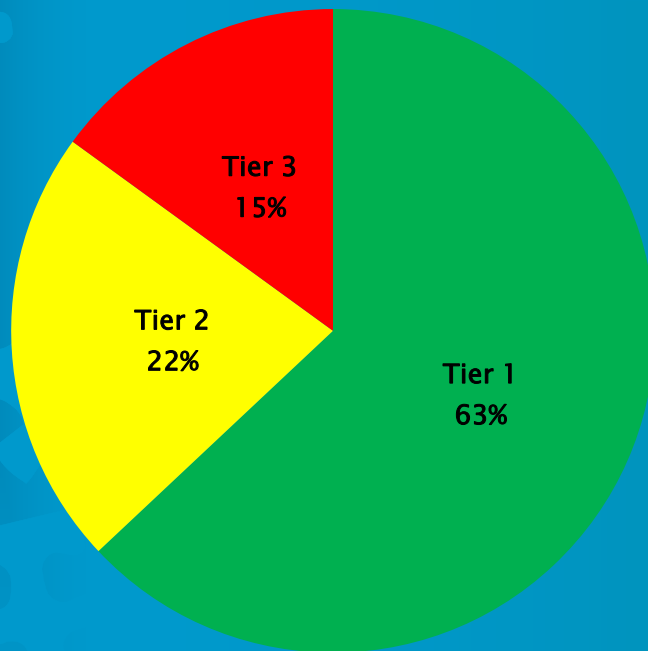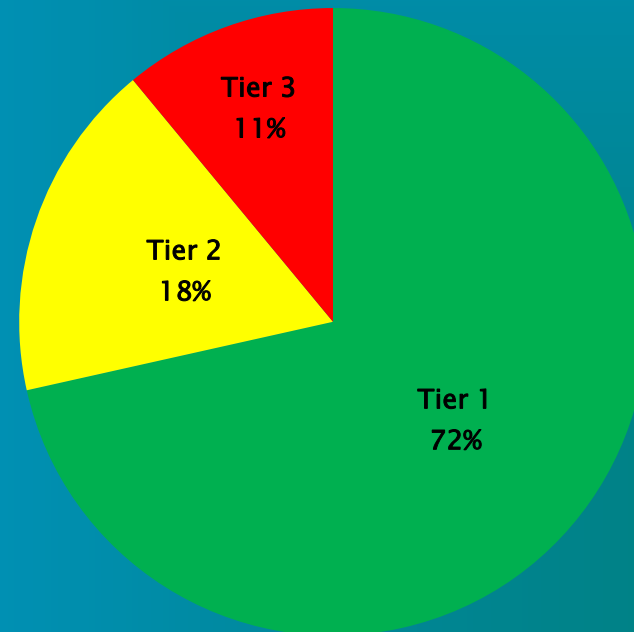
Tier 1
72%

Growth Rate Comparisons

Comparison Data: Raised at Least 1 Tier

Legend: AS Raised 1 Tier, Sped Raised 1 Tier. Categories: K, 1, 2, 3, 4, 5, 6, ALL:
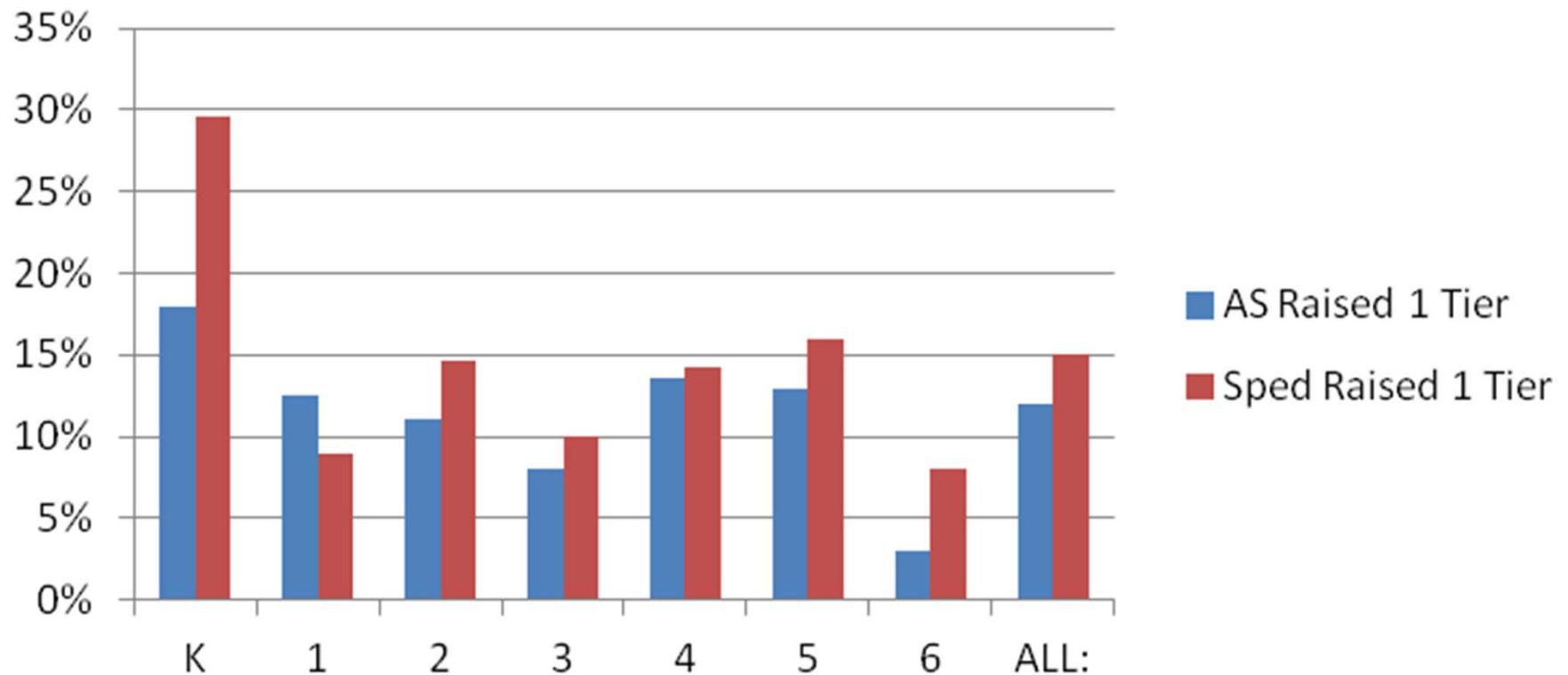
Growth Rate Comparisons

Comparison Data: Made Gains, Same Tier

Legend: AS Same Tier, Made Gains (blue); Sped Same Tier Made Gains (red)

X-axis categories: K, 1, 2, 3, 4, 5, 6, ALL:
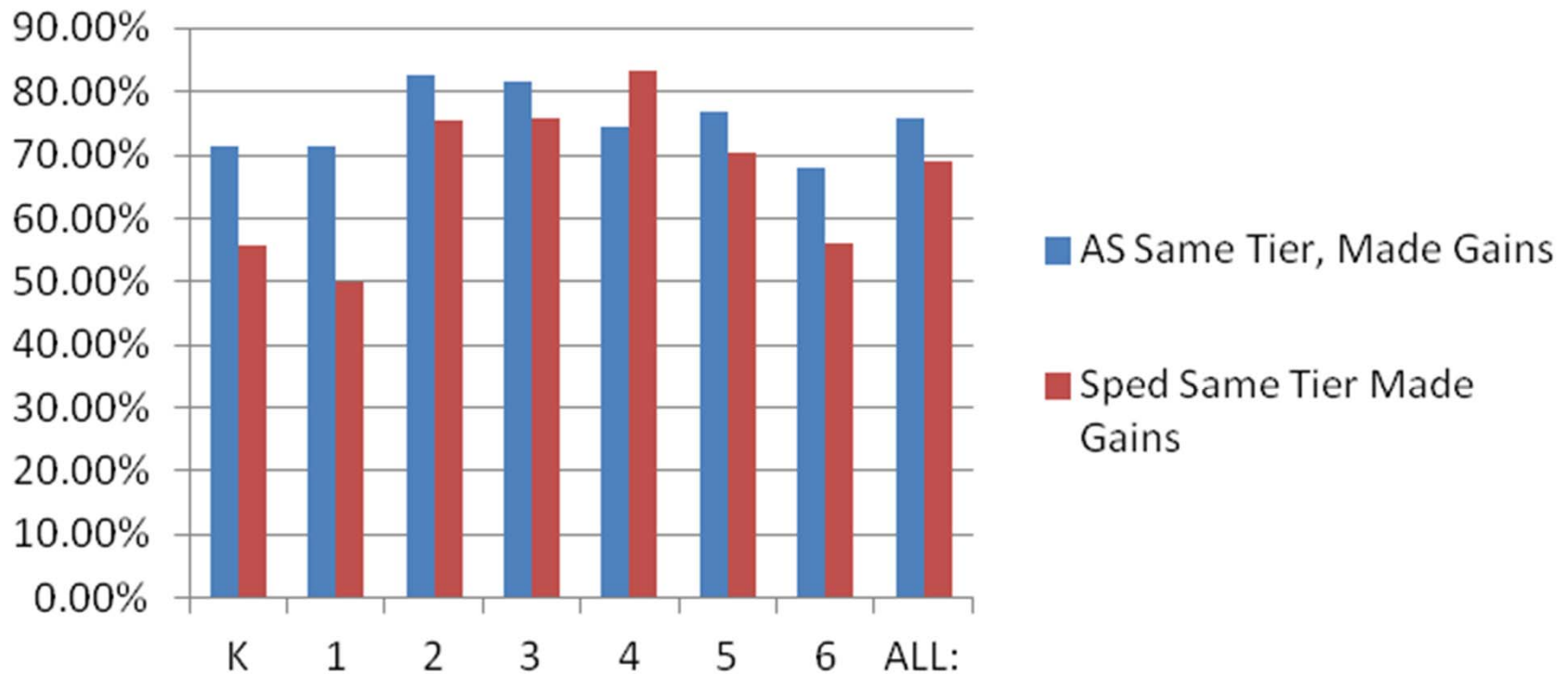
Growth Rate Comparisons
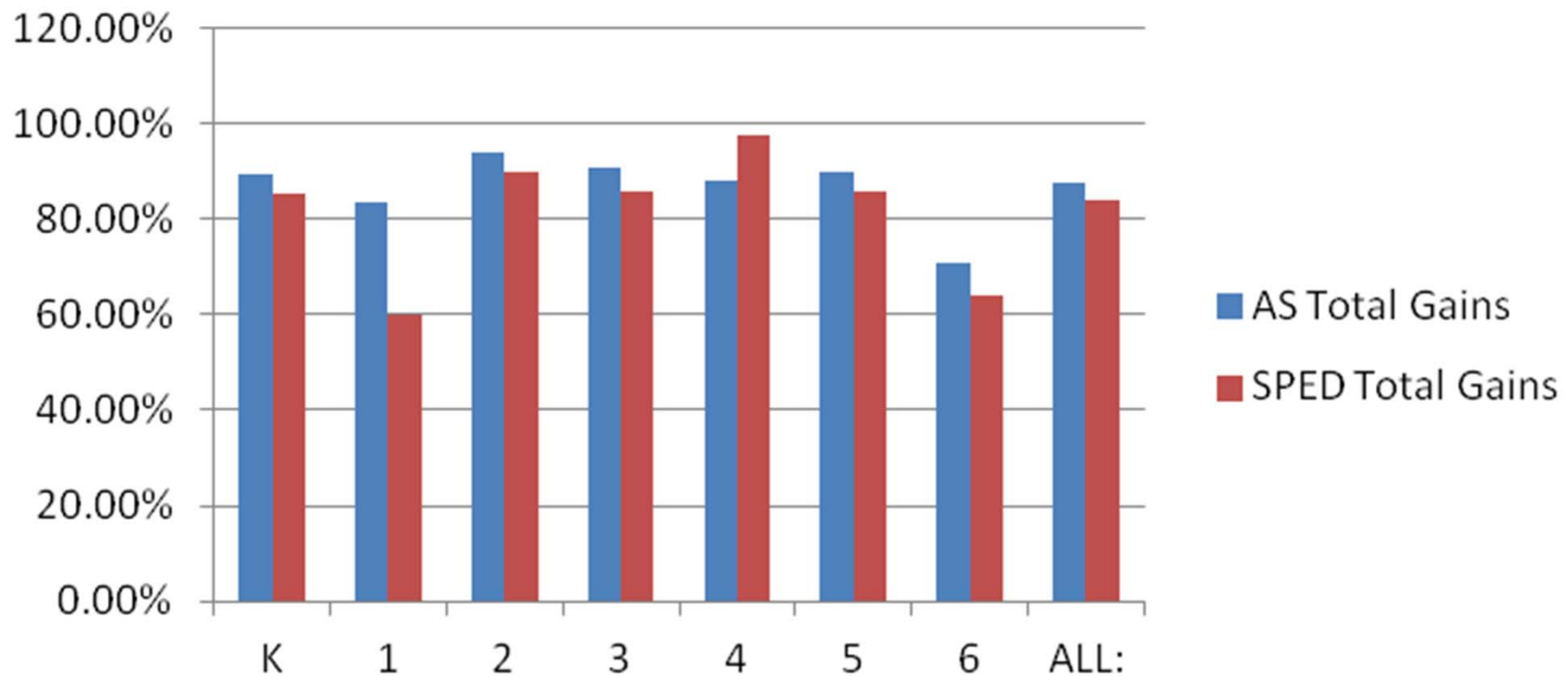
	Tier 1 Fall	Tier 1 Winter	AS Yellow or Red Increase1 + tier	SPED Yellow or Red Increase 1+ tier	AS Same Tier, Made Gains	SPED Same Tier, Made Gains	AS Making Gains in MTSS Process	SPED Making Gains in MTSS Process
K	76%	87%	18%	30%	71%	56%	90%	85%
1	74%	81%	13%	9%	71%	50%	84%	60%
2	66%	73%	11%	15%	83%	76%	94%	90%
3	75%	79%	8%	10%	82%	76%	91%	86%
4	63%	72%	14%	14%	75%	83%	88%	98%
5	61%	66%	13%	16%	77%	70%	90%	86%
6	78%	77%	3%	8%	68%	56%	71%	64%
Total:	70%	77%	12%	15%	76%	69%	88%	84%

MTSS impacts K-12 student behavioral outcomes, including high school.
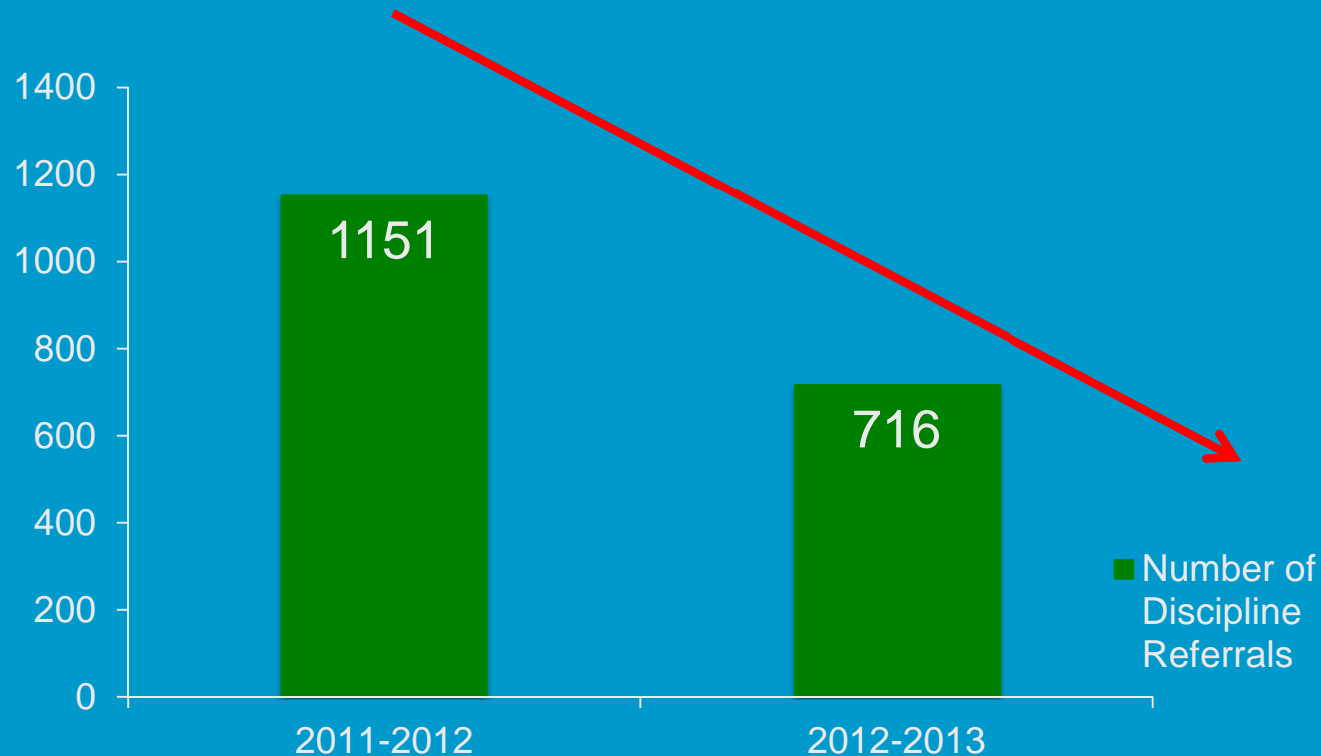
A decrease in discipline referrals from 1151 to 716 equates to 145 student hours and 181 administrator hours recovered.

Does Your Data Look Like This?

Fitting Your MTSS Pieces Together
for Student Success

Critical Components of MTSS

- Evidence-based Curriculum
- High Quality Instruction
- Comprehensive Assessment System
- Data-Based Decision Making

- Fidelity of Implementation Efforts

Curriculum

- Establish a Curriculum Protocol
  - Identifies what is used at each Tier for each instructional focus
  - Problem solving as a practice is used to match students to the appropriate intervention from the curriculum protocol

Curriculum Protocol Example
Grades PreK-5

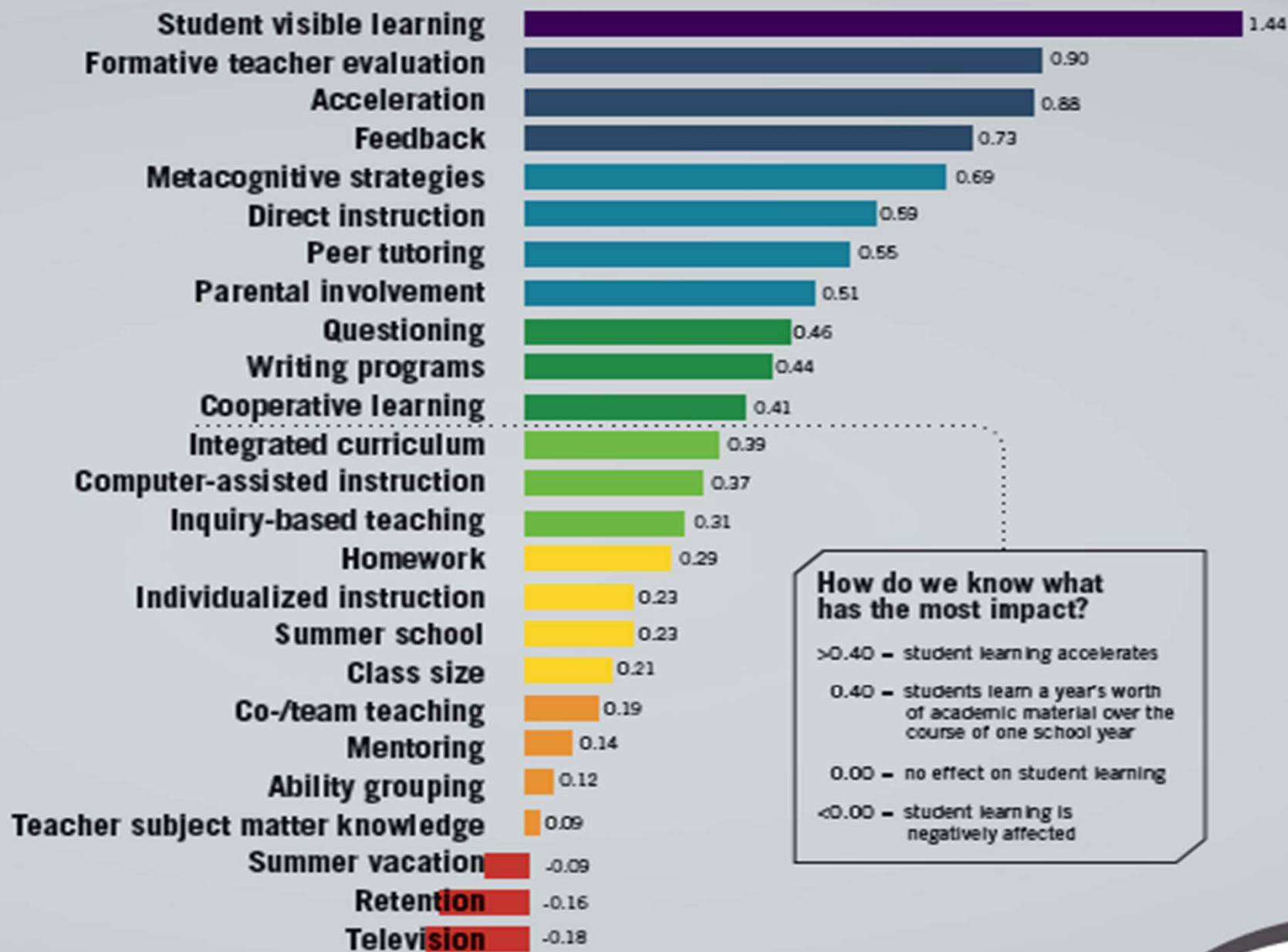|					
CORE	• Little Treasures (PreK) • Treasures (1st-5th Grade)				
Differentiation of Core	• Treasures Leveled Readers • Triumphs				
Tier 2 (Targeted Skills)	• Interventions for All: Phonological Awareness-Zgonc • Road to the Code • Start Up	• Phonics A-Z (Blevins)/Treasures Decodable Text/Florida Activities • Phonics & Word Study/Treasures Decodable Text/Florida Activities • West Virginia Website: https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons/ • Build Up • Spiral Up • Rewards • Phonics Blitz	• Six Minute Solution • Read Naturally	• Frayer Model • Teaching Vocabulary Through Morphemes	• Developing Metacognitive Skills/Six Way Paragraphs • Teaching Students to Read Nonfiction (Blevins) • Treasures Leveled Readers • Additional instruction on Comprehension Strategies presented in the core
(Skills) **Tier 3**	• Reading Readiness	• Phonic Boost • Corrective Reading (Decoding)	• Six Minute Solution	• Frayer Model	• Corrective Reading (Comprehension)
(Comprehensive)	Alphabetic Phonics, S.P.I.R.E				
	Phonological Awareness	**Phonics**	**Fluency**	**Vocabulary**	**Comprehension**

High Quality Instruction

- Do you know high quality instruction when you see it?

- How do you know?

- How are instructional practices selected?

Rank These Practices from Most to Least Effective…..

- Retention

- Ability grouping

- Direct Instruction

- ….

What Works BEST in Raising Student Achievement?

Strategy	Effect size
Student visible learning	1.44
Formative teacher evaluation	0.90
Acceleration	0.88
Feedback	0.73
Metacognitive strategies	0.69
Direct instruction	0.59
Peer tutoring	0.55
Parental involvement	0.51
Questioning	0.46
Writing programs	0.44
Cooperative learning	0.41
Integrated curriculum	0.39
Computer-assisted instruction	0.37
Inquiry-based teaching	0.31
Homework	0.29
Individualized instruction	0.23
Summer school	0.23
Class size	0.21
Co-/team teaching	0.19
Mentoring	0.14
Ability grouping	0.12
Teacher subject matter knowledge	0.09
Summer vacation	-0.09
Retention	-0.16
Television	-0.18

How do we know what has the most impact?

>0.40 = student learning accelerates

0.40 = students learn a year's worth of academic material over the course of one school year

0.00 = no effect on student learning

<0.00 = student learning is negatively affected

Assessment System

- Should have a comprehensive assessment system
  1) Universal Screening: CBMs for academics and measures of internalizing and externalizing behavior
  2) Progress Monitoring of Core
  3) Diagnostic Assessments
  4) Progress Monitoring of Interventions
  5) Outcome Assessments

Comprehensive Assessment Plan

Comprehensive Assessment Plan - Reading

Universal Screening Assessment				
Assessment Used	Grades	Decision Rules or Cut Points	Areas Assessed	Who is responsible for administration

Diagnostic Processes and Assessments				
Assessment Used	Which Students & Grades	Decision Rules	Areas Assessed	Who is responsible for administration

Progress Monitoring of Core Instruction			
Assessment Used	Which Students & Grades	Areas Assessed	Who is responsible for administration

Progress Monitoring of Intervention			
Which Students & Grades	Decision Rules	Areas Assessed	Who is responsible for administration

Data-Based Decision Making

- Problem Solving as a practice throughout the system opposed to a title of a team or something done in isolation

- Collaborative Teams and Building Leadership Teams are meeting

- Problem solving is conducted at every level and moves to individual students, as needed
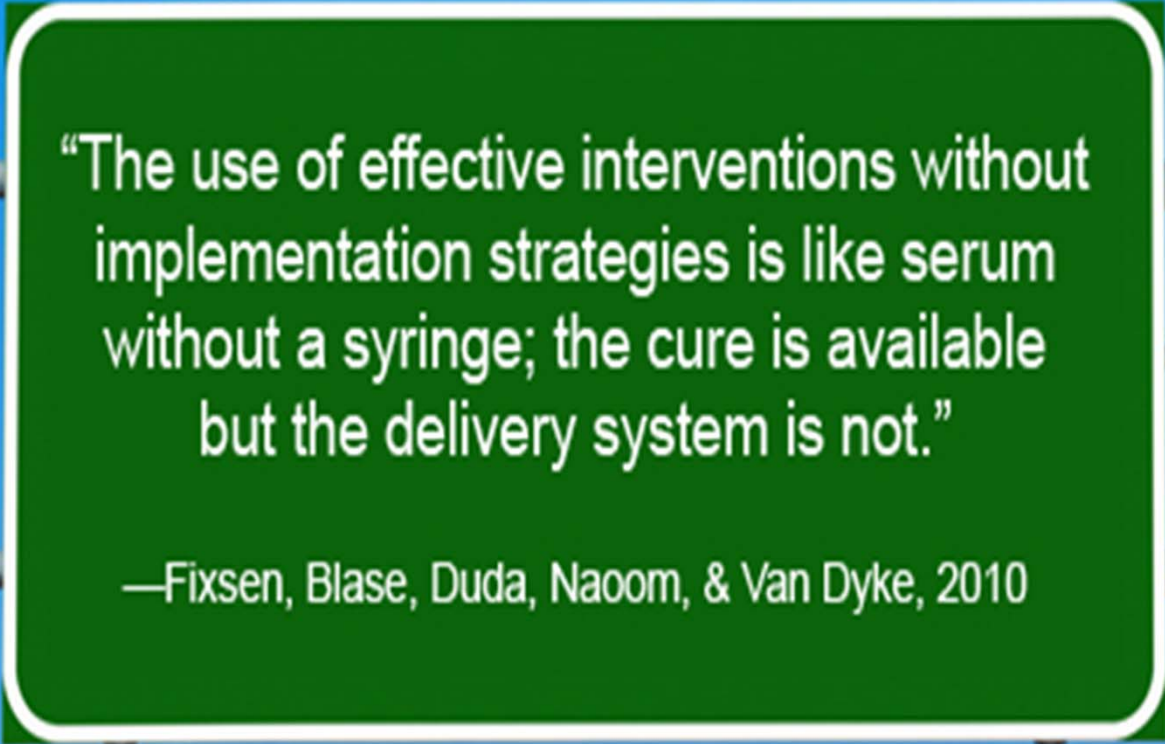
Data-Based Decision Making
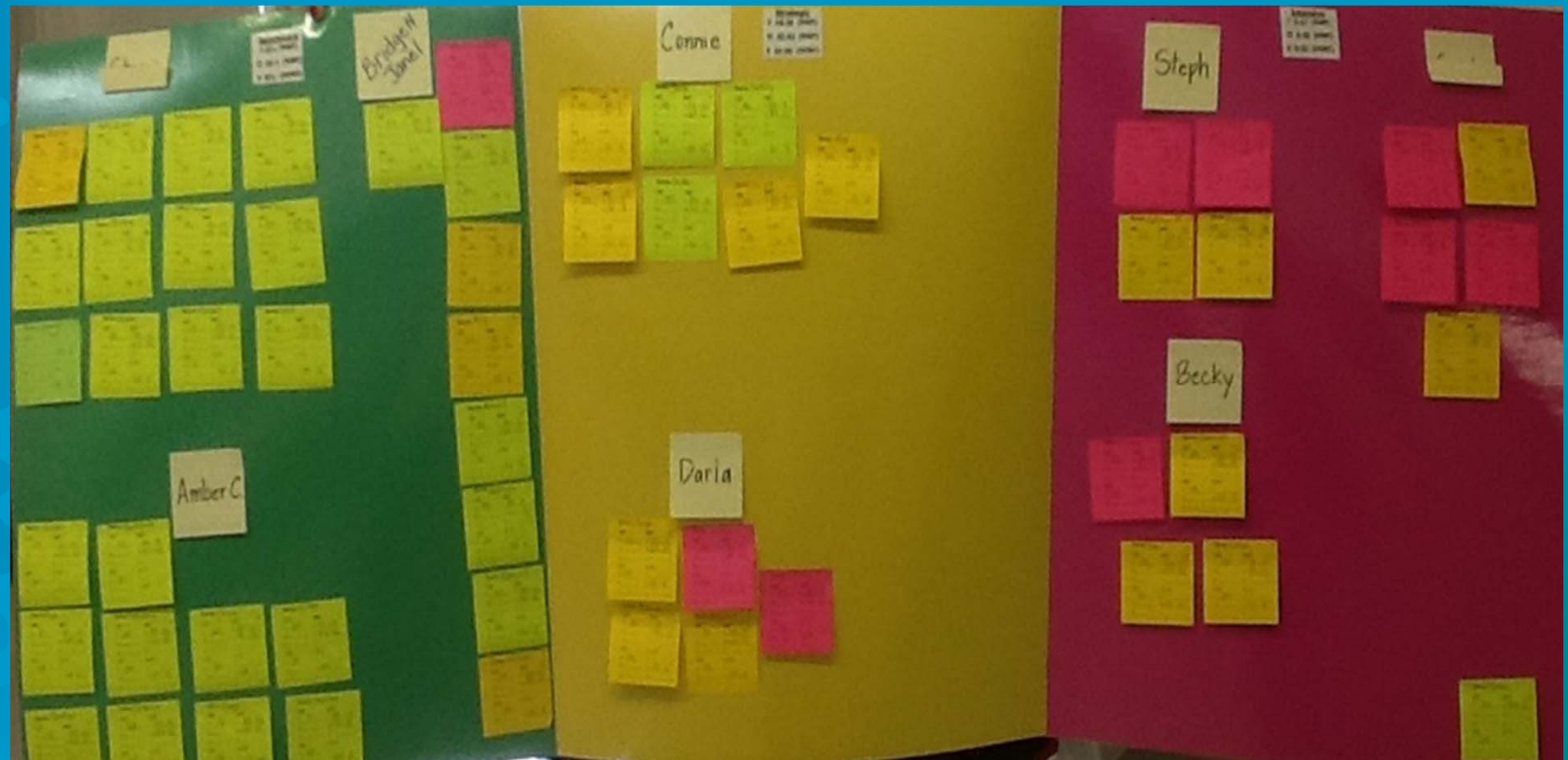
Fidelity of Implementation

Not another "F" word!

"The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not."

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010

Performance Assessment
(fidelity measurement)

Coaching

Systems Intervention

Implementation Drivers

Training

Adaptive

Facilitative Administration

Competency Drivers

Organization Drivers

Integrated & Compensatory

Selection

Decision Support Data Systems

Technical

Leadership
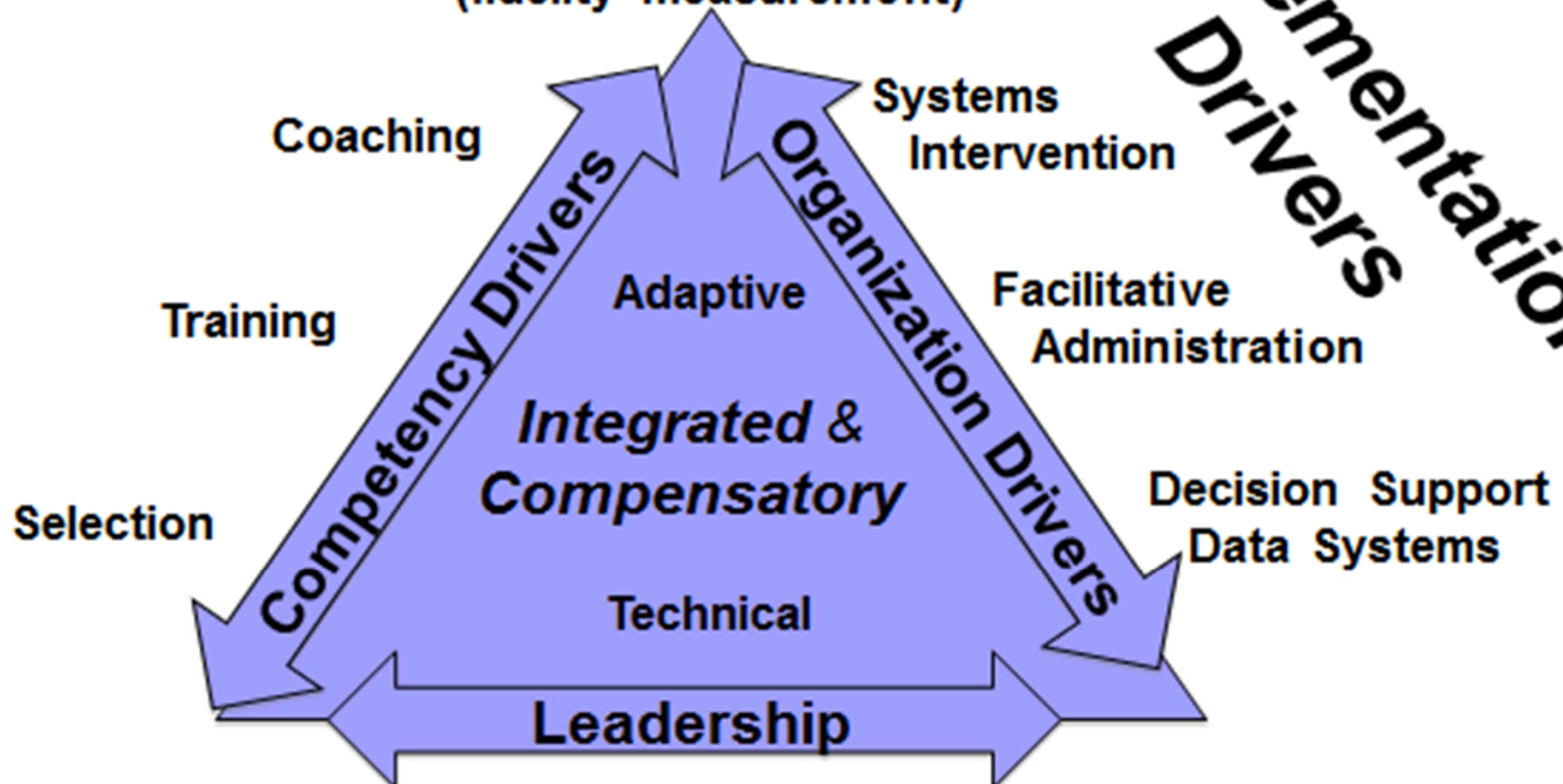
Graphics by Steve Goodman, 2009

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Further Support for Your School in This Process

Refinement Training

- February 12, Smoky Hill, Salina
- March 12, Greenbush, Eudora
- April 1, Southwest Plains, Sublette

How to navigate the website

Links to materials and resources

www.kansasmtss.org

Navigating Our Website

www.kansasmtss.org

Navigating Our Website

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TASN Project

Tale of Two Boys: A Call to Action

Think of where your school is with implementation of MTSS in relation to the critical components – what is your next step? What will you do next week to move your school forward?

Contact Information

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