

Multi-Tiered Systems of Support (MTSS)

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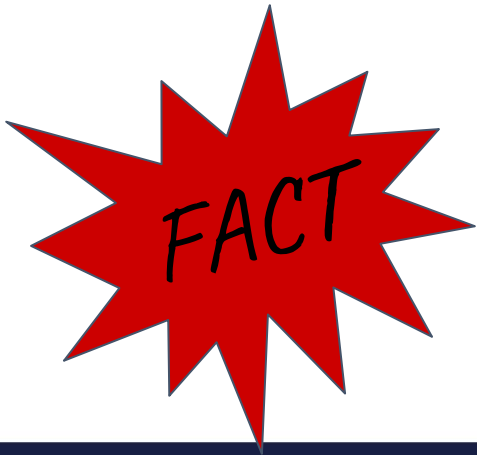


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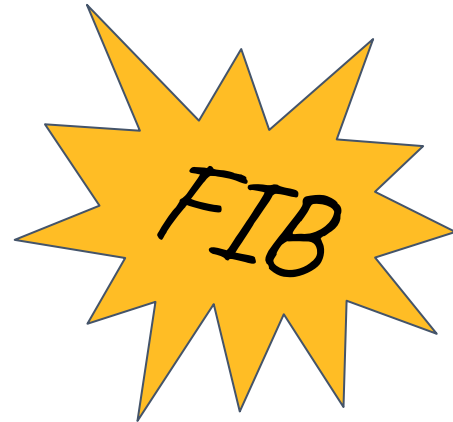
Working Together for Student Success

MTSS Fact or Fib?

MTSS addresses only students' academic performance.

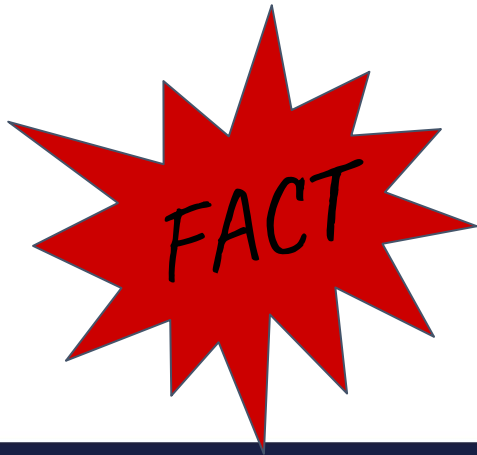


OR



MTSS Fact or Fib?

MTSS puts a greater emphasis on prevention than intervention.

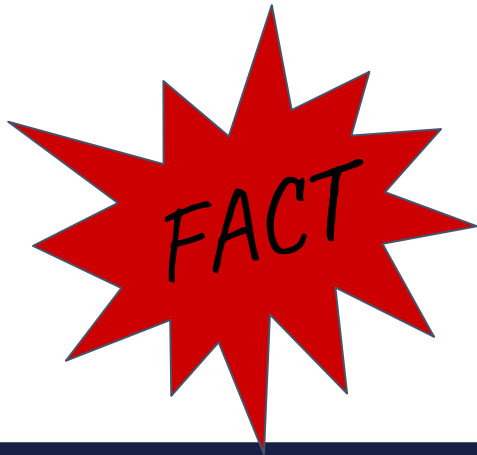


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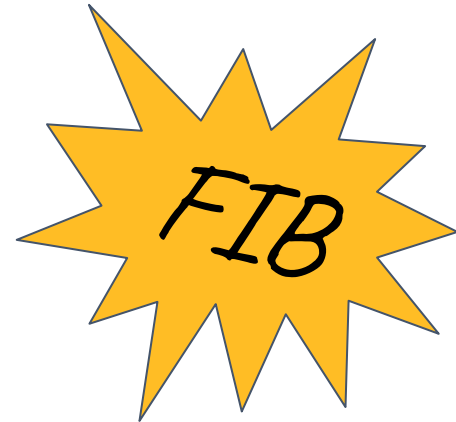


MTSS Fact or Fib?

Providing EL or special education accommodations to students is an example of a Tier 2 intervention.

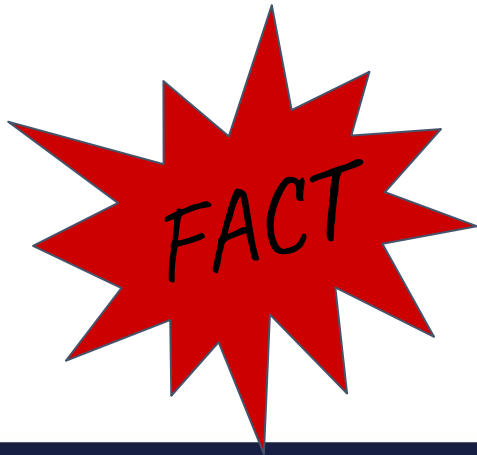


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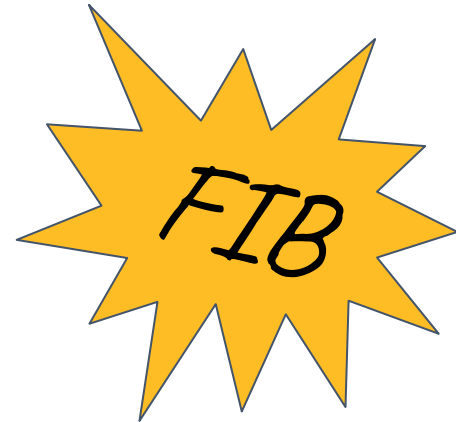


MTSS Fact or Fib?

MTSS is something students must go through to delay evaluation for special education.

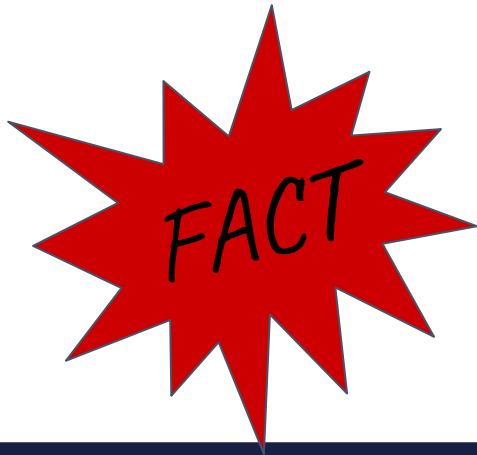


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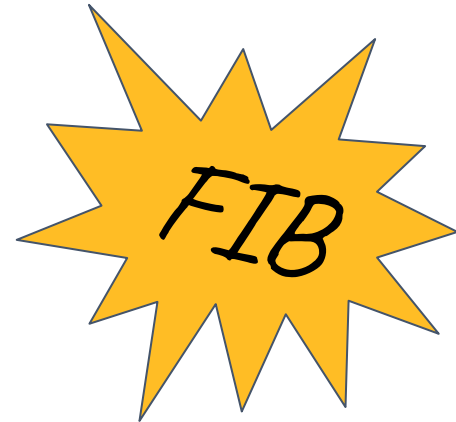


MTSS Fact or Fib?

Progress should be monitored frequently - at least monthly, but ideally weekly or biweekly.

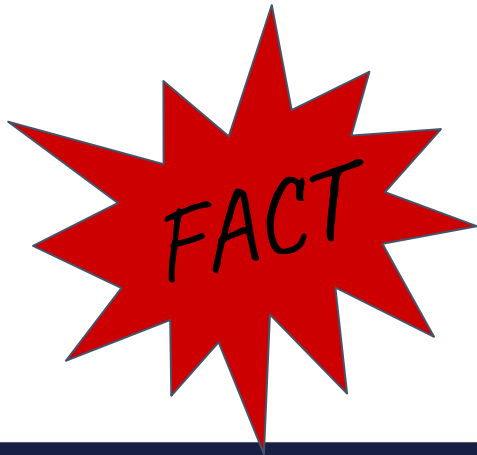


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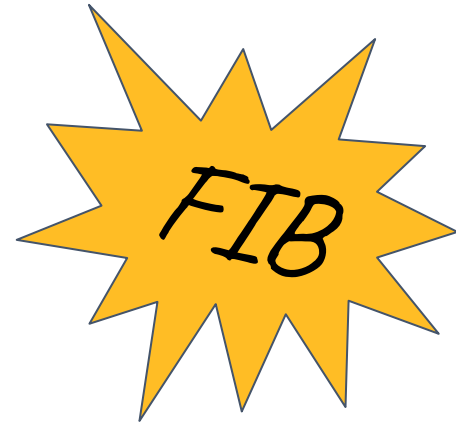


MTSS Fact or Fib?

Students must be referred to participate in MTSS.



OR



What do you “meme”?

Select a meme that represents your understanding of MTSS.



A



B



C

MTSS Learning Objectives

- ★ Explore the Indiana Department of Education's selection of MTSS as the primary structure for teaching and learning.
- ★ Increase foundational knowledge of MTSS.
- ★ Recognize the Indiana Department of Education's supports for MTSS.
- ★ Understand potential applications of the MTSS framework in the school environment.



Dr. McCormick - MTSS Introduction



Why MTSS?

Indiana's ESSA Plan: Guiding Principles	MTSS Core Beliefs	Data Considerations
<p>MTSS is for ALL children and ALL educators.</p> <p>MTSS requires an emphasis on the whole child, strengths and challenges students exhibit related to overall achievement.</p> <p>Academics, behavior, social-emotional development as well as physical and nutritional health and other factors can all play a role in a student's school success.</p> <p>MTSS must support and provide value to effective, culturally responsive practices.</p>	<p>Every child learns and achieves to high standards.</p> <p>Learning includes academic and social competencies.</p> <p>Every member of the education community continues to grow, learn, and reflect.</p> <p>Every member of the educational community is responsible for every child.</p>	<p>Student performance</p> <p>Attendance</p> <p>Discipline</p> <p>Assessment proficiency</p> <p>Subgroup analytics</p> <p>Hidden data</p>



Why MTSS?

Indiana's ESSA Plan: Guiding Principles	MTSS Core Beliefs	Additional Data Considerations
<p>MTSS must emphasize college and/or career readiness for ALL students.</p> <p>MTSS must be driven by district, school, and teacher leadership.</p> <p>MTSS must be incorporated in school improvement initiatives and plans.</p>	<p>Every child learns and achieves to high standards.</p> <p>Learning includes academic and social competencies.</p> <p>Every member of the education community continues to grow, learn, and reflect.</p> <p>Every member of the educational community is responsible for every child.</p>	<p><i>“Organizing data around essential questions about student performance is a powerful strategy for building data literacy”</i> (Ronku, et al., 2008)</p> <p>Consumers of data</p> <p>Data-informed vs. Data-driven</p>

MTSS should be a framework that is integrated into all the work being done. This is not a separate initiative.

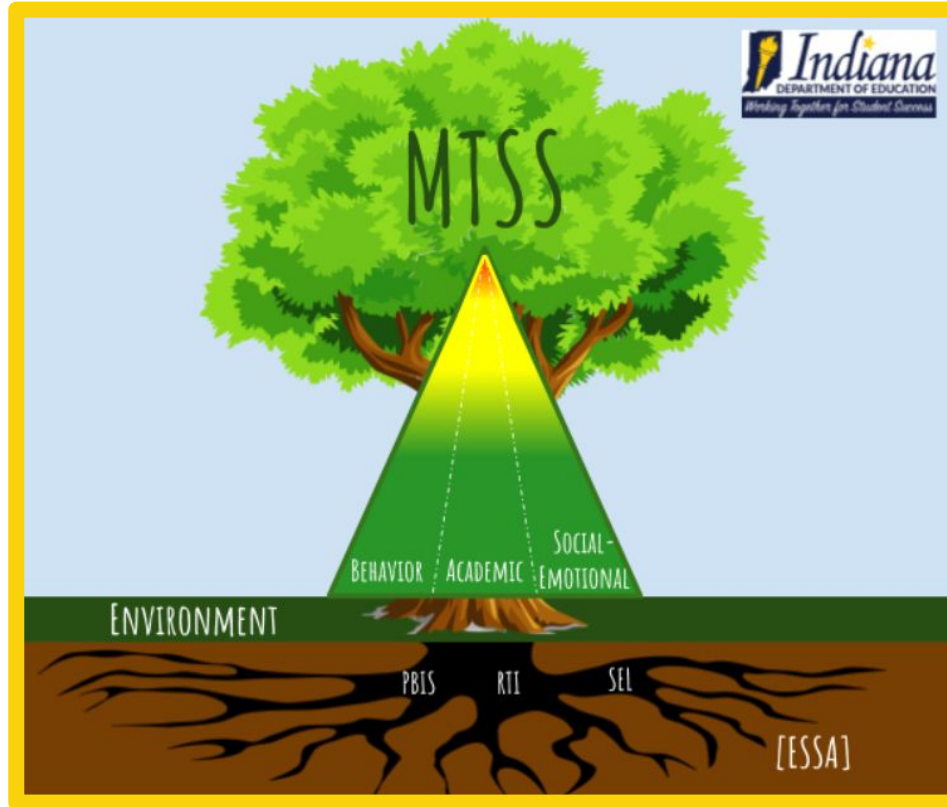


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MTSS Framework



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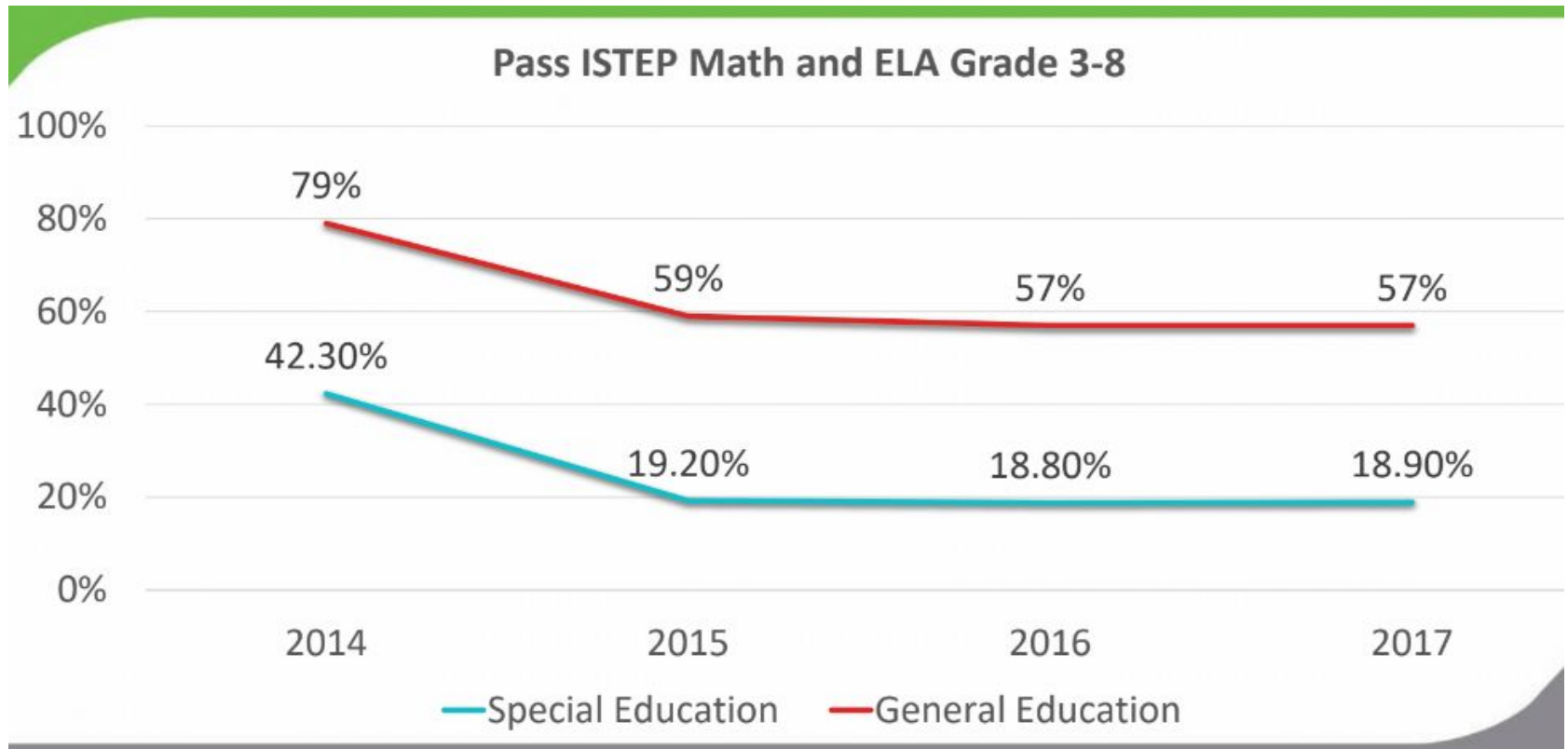
Equity-Based Inclusive Education

- A school-wide approach to inclusive education,
- Allocation of resources,
- **Driven by MTSS,**
- Utilizing UDL,
- Guided by district and school design teams, and
- Implemented in a manner **resulting in gains for all students.**

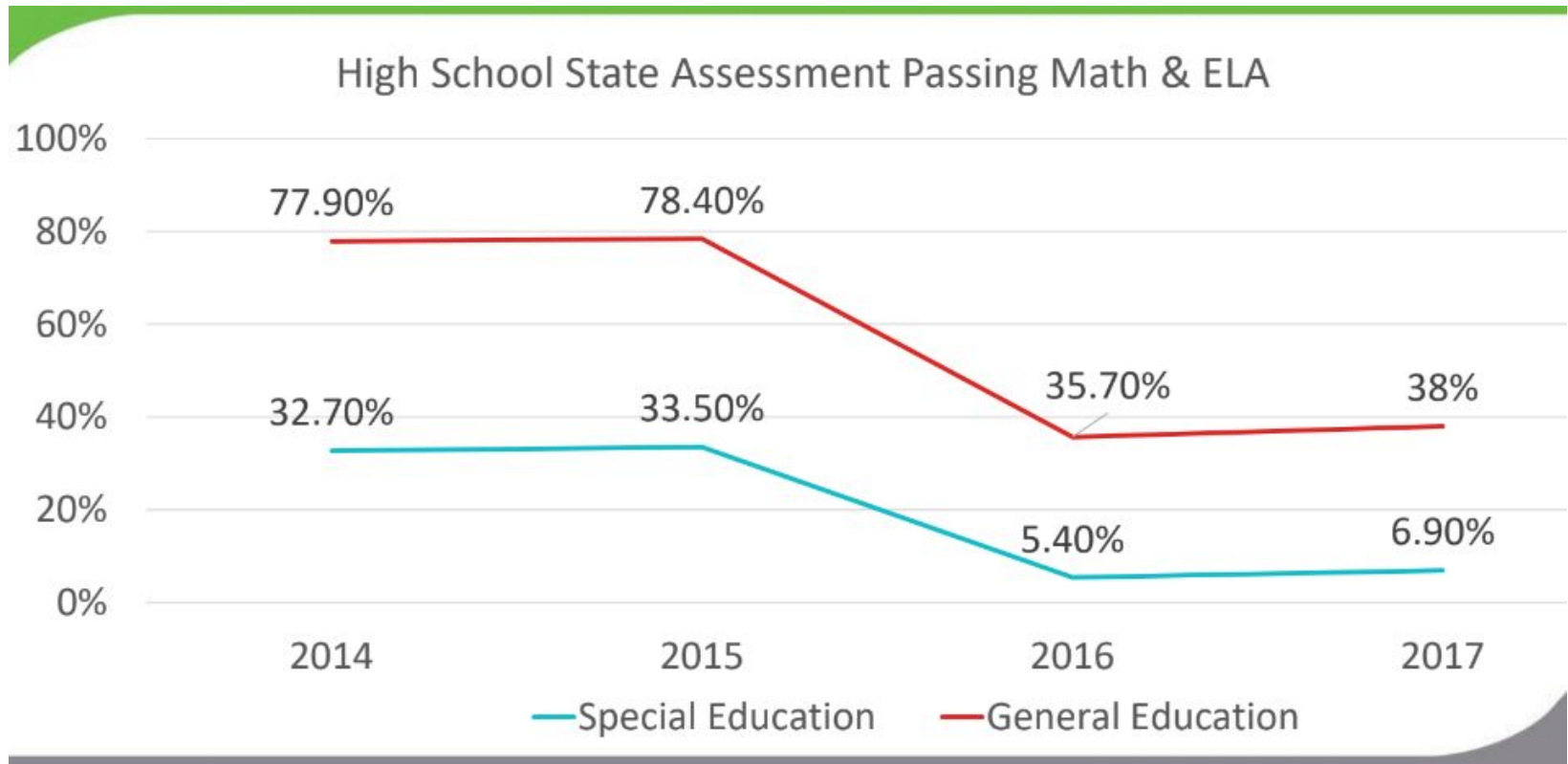
Sailor & McCart (2014). **Stars in Alignment.** Research and Practice for Persons with Severe Disabilities, V. 39 (1) 55-64.



ISTEP Results Grades 3-8



State Assessment High School (ECA/ISTEP)



Food for Thought:

- What are the essential core beliefs in your district/school?
- How can your district/school continue to work toward beliefs aligned with equity-based inclusive instruction?

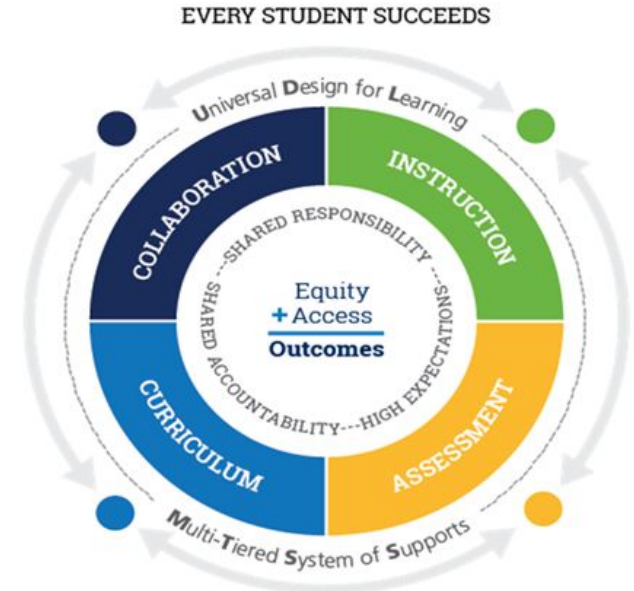


Indiana's Multi-Tiered Systems of Support

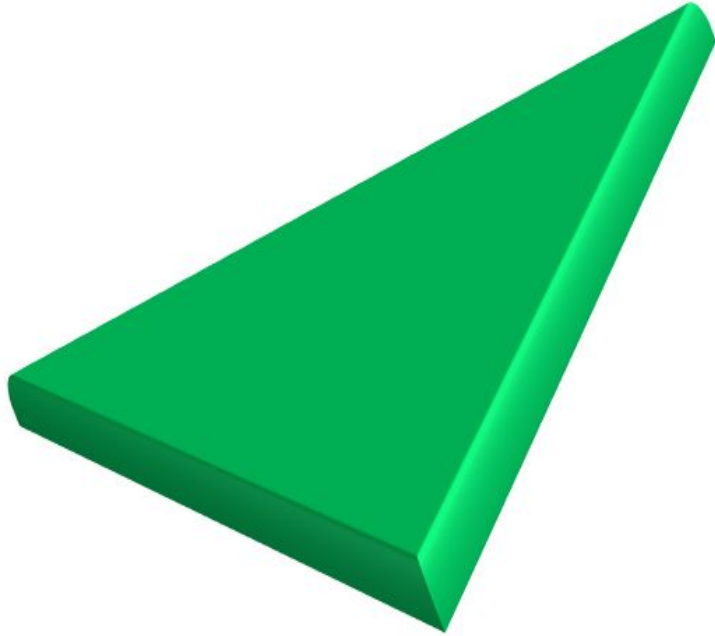
Multi-Tiered System of Support (MTSS): an educationally equitable framework characterized by a continuum of evidence-based practices for academics, behavior, and social-emotional development.

This framework includes:

1. Universal Screening
2. Core curriculum for all students with tiered supports for the unique needs of each student
3. Data-informed decision making and problem solving
4. High-quality instruction
5. Purposeful and intentional implementation



Tier I: Universal Supports



Core

Evidence-based programs and practices

Effective if at least 80% are meeting benchmarks

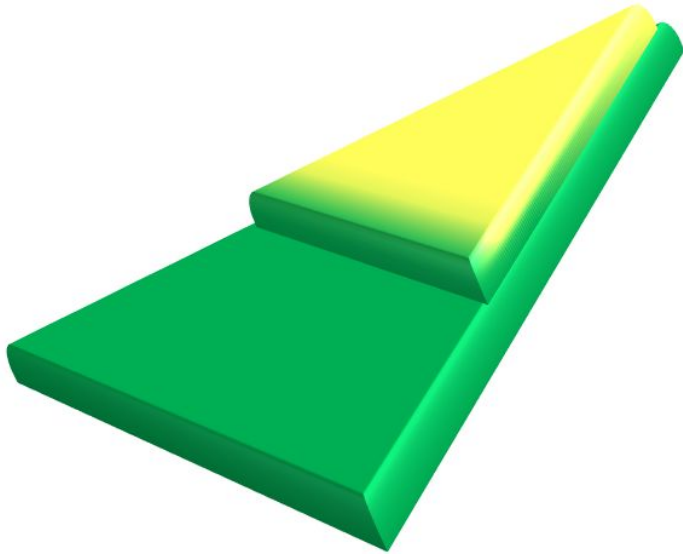
Begins with clear goals:

1. What do we expect all students to learn?
2. How will we know if they've learned it?
3. How will we respond when students do not make progress or have already mastered the content?



Tier II: Supplemental & Targeted Supports

Core + Supplemental



Effective if at least 70-80% of students improve performance

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?

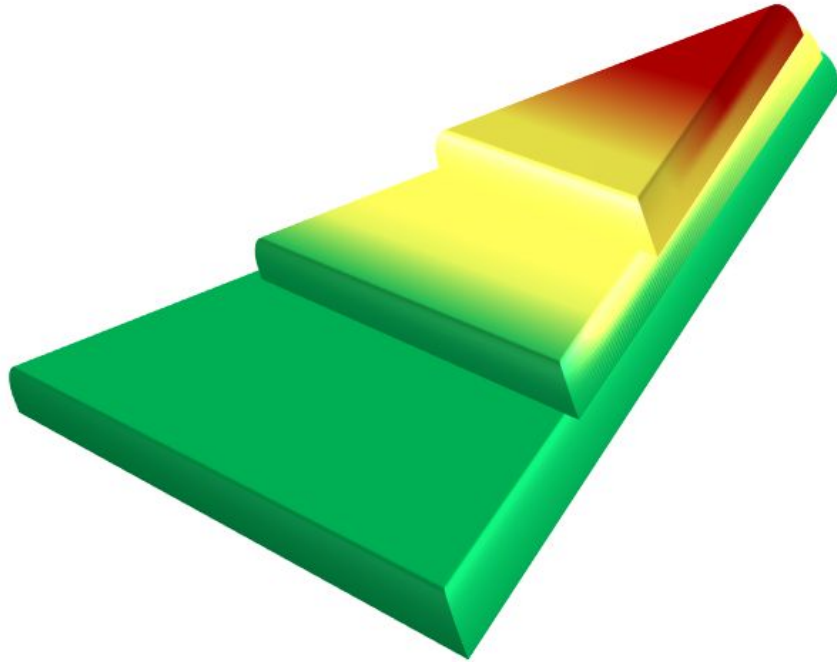


Tier III: Intensive & Individualized Supports

**Core + Supplemental + Intensive
Individual Instruction**

Effective if there is progress towards benchmark and/or progress monitoring goals

1. Where is the student performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?



7-10
SPLIT

SSHRC CRSH



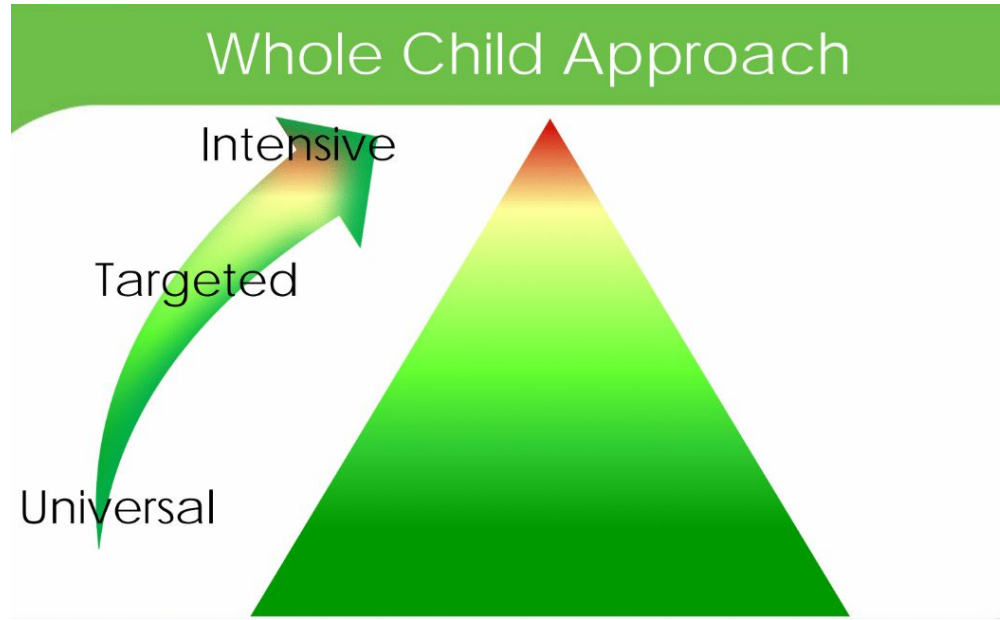
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Food for Thought:

- Where is your district with regard to tiered instruction?



Implementation of Initiatives

What are your experiences with implementation?

What's in common?

SUCCESSFUL	NOT SUCCESSFUL
What:	What:
How:	How:
Where:	Where:
FACTORS	FACTORS

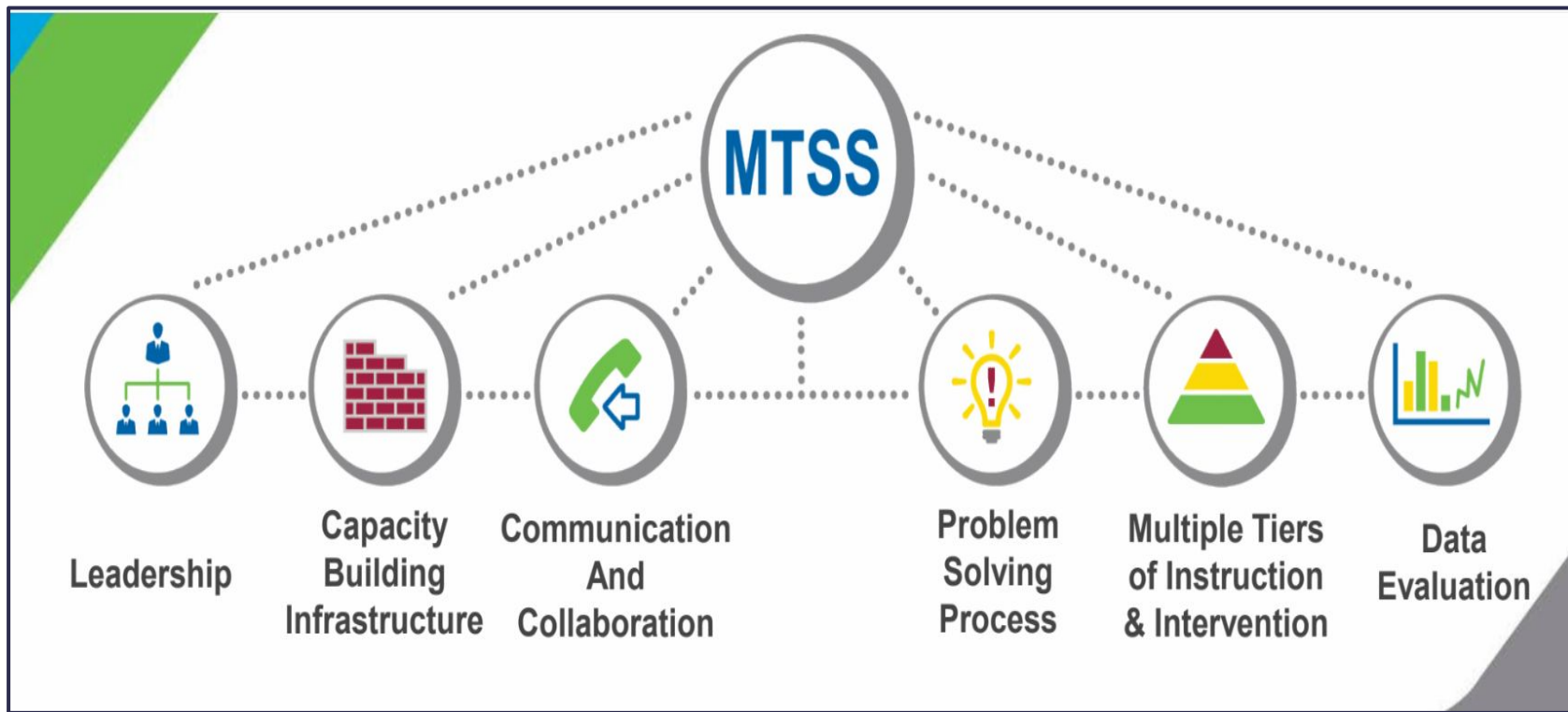


Why Implementation Science?

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	CHANGE
	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	CONFUSION
Vision	+		+	Incentives	+	Resources	+	Action Plan	=	ANXIETY
Vision	+	Skills	+		+	Resources	+	Action Plan	=	RESISTANCE
Vision	+	Skills	+	Incentives	+		+	Action Plan	=	FRUSTRATION
Vision	+	Skills	+	Incentives	+	Resources	+		=	TREADMILL



MTSS Supports



Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
A. Leadership Domain (Items 1-5) Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data-based problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem-solving.					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does <i>not</i> actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS, and is establishing an MTSS vision	<i>and</i> The principal actively supports the leadership team and staff to build capacity for implementation	<i>and</i> The principal actively supports data-based problem-solving use at the school	
Evidence to support rating:					
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel ¹) and is responsible for facilitating MTSS implementation ²	<i>No</i> leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation	<i>and</i> The leadership team has explicit expectations for facilitating MTSS implementation	<i>and</i> The leadership team members have the beliefs, knowledge, and skills to lead implementation efforts	



Self-Assessment of MTSS Implementation (SAM)



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SAM Activity

Audience participants take time to complete Section A: Leadership Domain (Items 1-5) and Section C: Communication and Collaboration Domain (Items 17-20).

- <https://drive.google.com/file/d/1xRMrgS4YtmW7wO5KCS5Xwia2cFsvxgAF/view?ts=5b68623d>
 - Download with Microsoft Excel for optimal formatting

How did your building score within these domains?

How can these scores be used to start conversations with specific stakeholders?

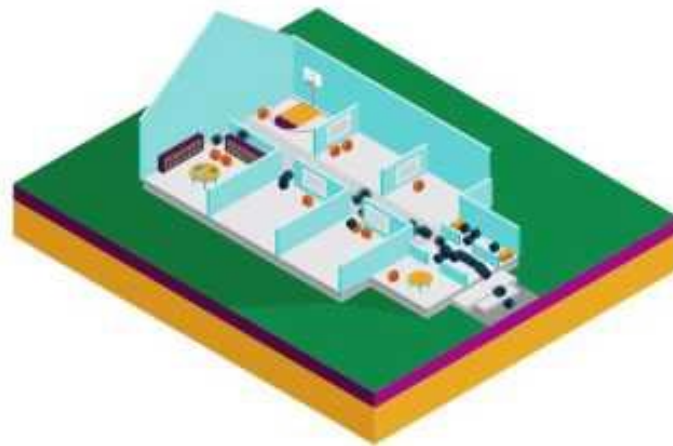


MTSS Resource Inventory

Resource	Intention	Task	Assignment	Questions
Personnel	Increase thinking about all human resources that may be accessed, regardless of current role and responsibilities	List, by position, all personnel working in the building (e.g., Teacher Algebra 1: Ms. Hardey)		
Facilities	List all rooms and spaces available in the building	Consider all of the space available to the school (e.g., Rm 351-small room next to cafeteria in basement)		
Curriculum & Interventions	Identify all available instructional resources and materials used for academic, behavior, and social emotional learning instruction	List the curricular material available for core curriculum interventions and supports for academics and behavior (e.g., core reading curriculum: Wonder series)		
Time Allocations & Requirements	Identify specified time requirements for core instruction and time currently allocated for providing additional interventions and supports.	List the current schedule for delivery of content (e.g., 120 minute daily intervention block)		
Additional Resources	Identify any supplementary resources available to support MTSS implementation.	List the additional resources available to meet student need across tiers (e.g., Boys & Girls Club's Homework Club)		
Schoolwide Data	Provide a general overview of the percentage of students who need additional support	Indicate schoolwide need as determined by data (e.g., 38% of students who may need additional reading instruction)		



Organizing the School



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MTSS Sample Schedule(s)

Beliefs Related to Scheduling

How many times have you heard:

- ★ “We don’t have time to provide interventions during the school day.”
- ★ “We would love to provide interventions, but our master schedule doesn’t allow it.”

Master schedule considerations

- ★ Is your master schedule an impediment to change?
- ★ Is it used as a tool to help organize time to support students?

Start with beliefs about:

- ★ Purpose of the school
- ★ ALL students having the ability to learn at high levels
- ★ The responsibility to ensure high-level learning for ALL students

Opportunity to learn versus ensuring learning:

- ★ The value of job-embedded, continuous learning for educators (PLCs) as the key to improved student learning
- ★ Purpose of supplemental and intensive interventions



Food for Thought:

- Where does my role fit in the MTSS Framework?
- What would MTSS look like in my classroom/building/district?



What can you start doing TODAY?

Leadership

- Develop a common language
- Discuss/study MTSS videos, books, websites

Increase Collaboration

- Schedule collaboration time
- Share data on students
- Share responsibility

Whole Child

- Interests/strengths
- Access the ability

Review Data

- Accessible?
- Understandable?
- Usable?



Indiana Department of Education: MTSS Webpage

- ★ <https://www.doe.in.gov/school-improvement/multi-tiered-system-supports>
- ★ [Indiana's ESSA Plan](#)
- ★ Contact Christy Berger Cberger@doe.in.gov or Robin LeClaire RLeclaire@doe.in.gov

