

**I'm so glad we implemented
this new initiative.....
said no teacher EVER!!**

Implementing Rtl & PBIS
...while supporting other
initiatives!

Outcomes

- What is RtI & PBIS (MTSS)?
- How can this work help support other work
- Identifying the essential components

The Goal: Integrated System



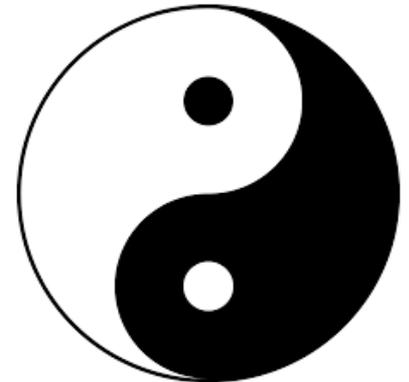
School Improvement Plans
Turnaround Plans (Focus/Priority)
Teacher/Principal Effectiveness
SLO (Student Learning Objectives)
CCSS (Common Core State Standards)
PLC (Professional Learning Communities)
Family and School Partnerships



- Conflicting initiatives/programs or the appearance of conflict
- Conflicting funding streams
- Redundancy
- Lack of coordination/communication across programs
- Extreme complexity in administration and implementation of the initiatives/programs

What is a Multi-tiered System of Supports? (MTSS)

- Effective learning environments for all
- Screening to identify needs
- Strategies that align to needs
- Progress monitor - adjust
- Preventative not reactive
- System fidelity checks
- Combines Response to Interventions (RtI) and Positive Behavioral Interventions and Supports (PBIS)



Multi-tier Model

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

1-5%

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

1-5%

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

5-10%

Targeted Group Interventions

- Some students (at-risk)
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5-10%

Universal Interventions

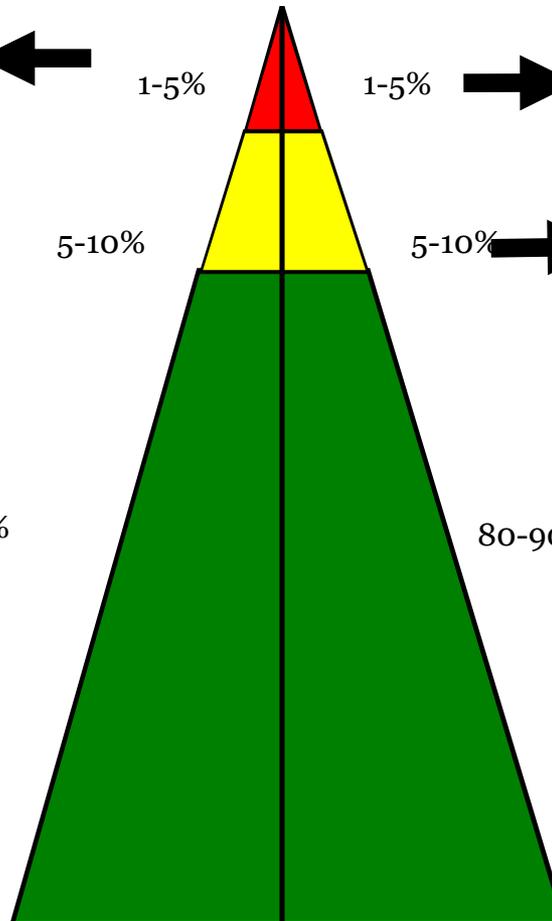
- All students
- Preventive, proactive

80-90%

Universal Interventions

- All settings, all students
- Preventive, proactive

80-90%



MTSS PROBLEM SOLVING PROCESS

Step 1—Define the problem

What is the problem?

Step 2—

**Problem
Analysis**

**Why is it
occurring?**

**Step 4—
Evaluate**

Is it working?



Step 3—Plan Implementation

What are we going to do about it?

MTSS vs. Traditional Approach

Traditional Approach

- Focus on student who need tier three supports
- Waited for students to need intensive interventions
- Use the most amount of time and resources for the smallest number of students
- “Guessing” as to what the issues are.

MTSS

- Main focus is on Universal Level supports
- Monitor data to ensure interventions are implemented early
- Work smarter not harder!
- Using data to drive decisions.

What is Response to Intervention(RtI)

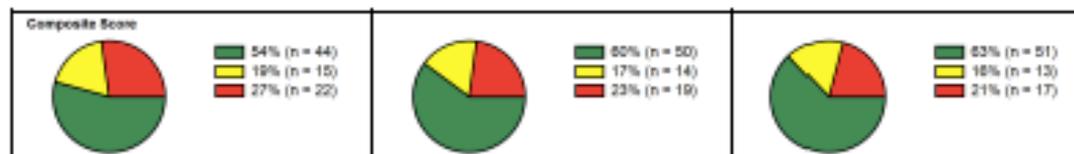
- Early identification and support
- High quality classroom instruction,
 - foundational literacy skills
- Specific skills targeted
- SBR interventions
- Consistent progress monitoring/analysis
- Benchmark 3x's per year
- Consistent conversations re:data

District Summary

Beginning of Year

Middle of Year

End of Year



Number of Students = 81
 Average = 118.7
 Standard Deviation = 36.9
 Score Range = 22 to 251

Number of Students = 83
 Average = 101.8
 Standard Deviation = 100.7
 Score Range = 29 to 400

Number of Students = 81
 Average = 190.0
 Standard Deviation = 66.4
 Score Range = 14 to 378



Number of Students = 81
 Average = 43.5
 Standard Deviation = 14.4
 Score Range = 14 to 88

Number of Students = 0
 Average = 0
 Standard Deviation = 0
 Score Range = 0 to 0

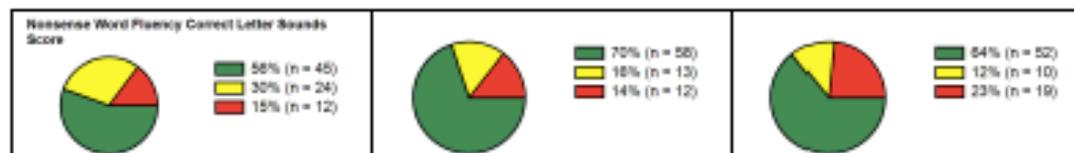
Number of Students = 0
 Average = 0
 Standard Deviation = 0
 Score Range = 0 to 0



Number of Students = 81
 Average = 41.8
 Standard Deviation = 11.4
 Score Range = 3 to 67

Number of Students = 0
 Average = 0
 Standard Deviation = 0
 Score Range = 0 to 0

Number of Students = 0
 Average = 0
 Standard Deviation = 0
 Score Range = 0 to 0



Number of Students = 81
 Average = 33.4
 Standard Deviation = 20.4
 Score Range = 4 to 112

Number of Students = 83
 Average = 64.8
 Standard Deviation = 31.7
 Score Range = 16 to 143

Number of Students = 81
 Average = 75.6
 Standard Deviation = 34.7
 Score Range = 17 to 143

Status	Score Level	Likely Need for Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

District Summary

Beginning of Year

Middle of Year

End of Year

Nonsense Word Fluency Whole Words Read Score



57% (n = 46)
43% (n = 38)
0% (n = 0)

Number of Students = 81
Average = 5.1
Standard Deviation = 8.0
Score Range = 0 to 33



77% (n = 64)
14% (n = 12)
8% (n = 7)

Number of Students = 83
Average = 18.5
Standard Deviation = 12.8
Score Range = 0 to 50



72% (n = 56)
20% (n = 16)
8% (n = 7)

Number of Students = 81
Average = 22.7
Standard Deviation = 13.3
Score Range = 1 to 50

DIBELS Oral Reading Fluency Score



60% (n = 50)
25% (n = 21)
14% (n = 12)

Number of Students = 83
Average = 41.3
Standard Deviation = 32.9
Score Range = 6 to 145



65% (n = 53)
15% (n = 12)
20% (n = 16)

Number of Students = 81
Average = 68.0
Standard Deviation = 37.4
Score Range = 10 to 173

Number of Students = 0
Average = 0
Standard Deviation = 0
Score Range = 0 to 0

Rtl Practices

- Does your school administer a universal screener? (DIBELS, AIMSweb)
- Does your school/grade level look at the data 3 times a year? (Fall, Winter, Spring)
- What other assessments do you use for data analysis?



Have a conversation with your neighbor about these practices?

What is Positive Behavior Interventions and Supports (PBIS)

- Early identification and support
- High quality behavior instruction (Expectations)
- Specific behavior skills targeted
- SRB interventions
- Reinforcement system
- Effective supervision
- Consistent progress monitoring/analysis
- Consistent conversations re:data

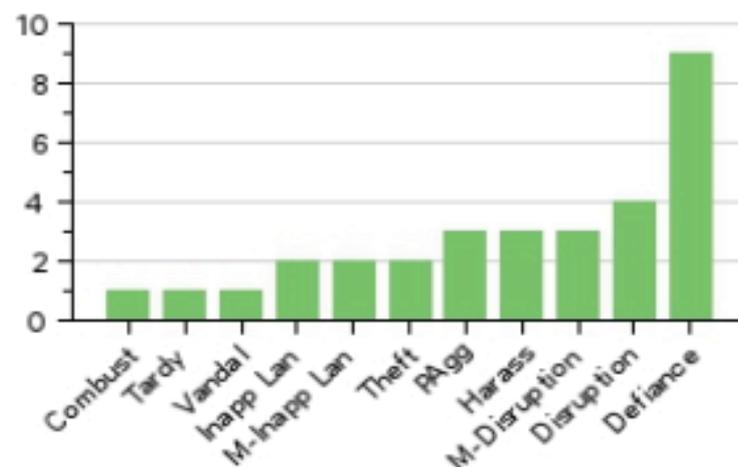
Average Referrals Per Day Per Month



Referrals By Day Of Week

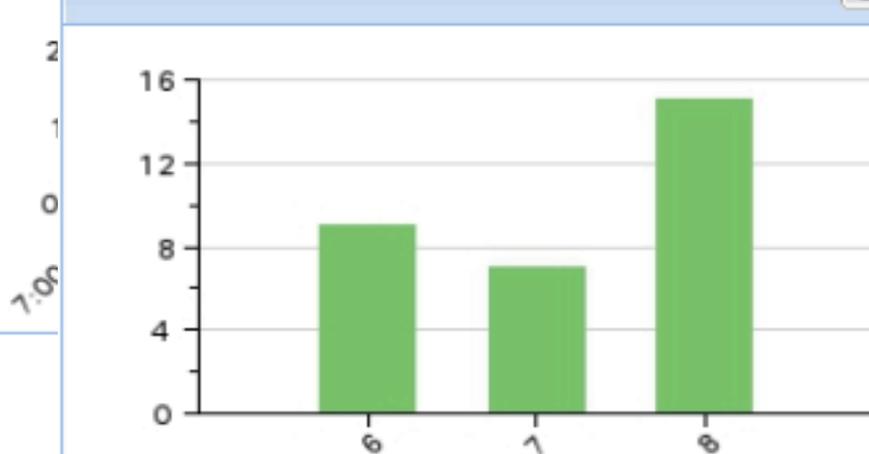


Referrals By Problem Behavior

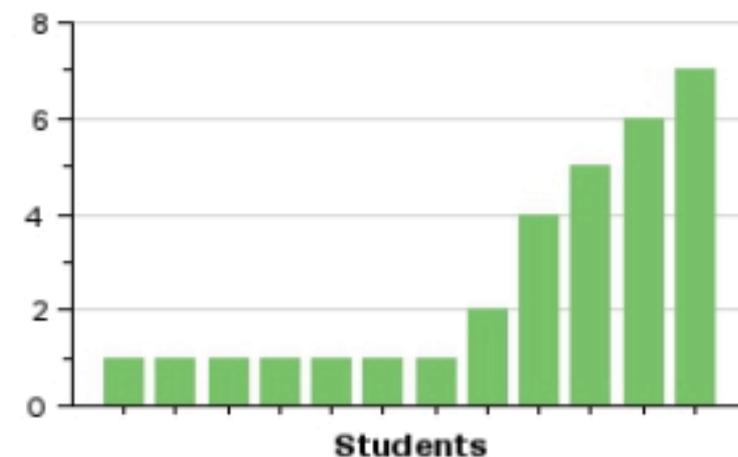


Referr

Referrals By Grade



Referrals By Student



7.0

Students

PBIS Practices

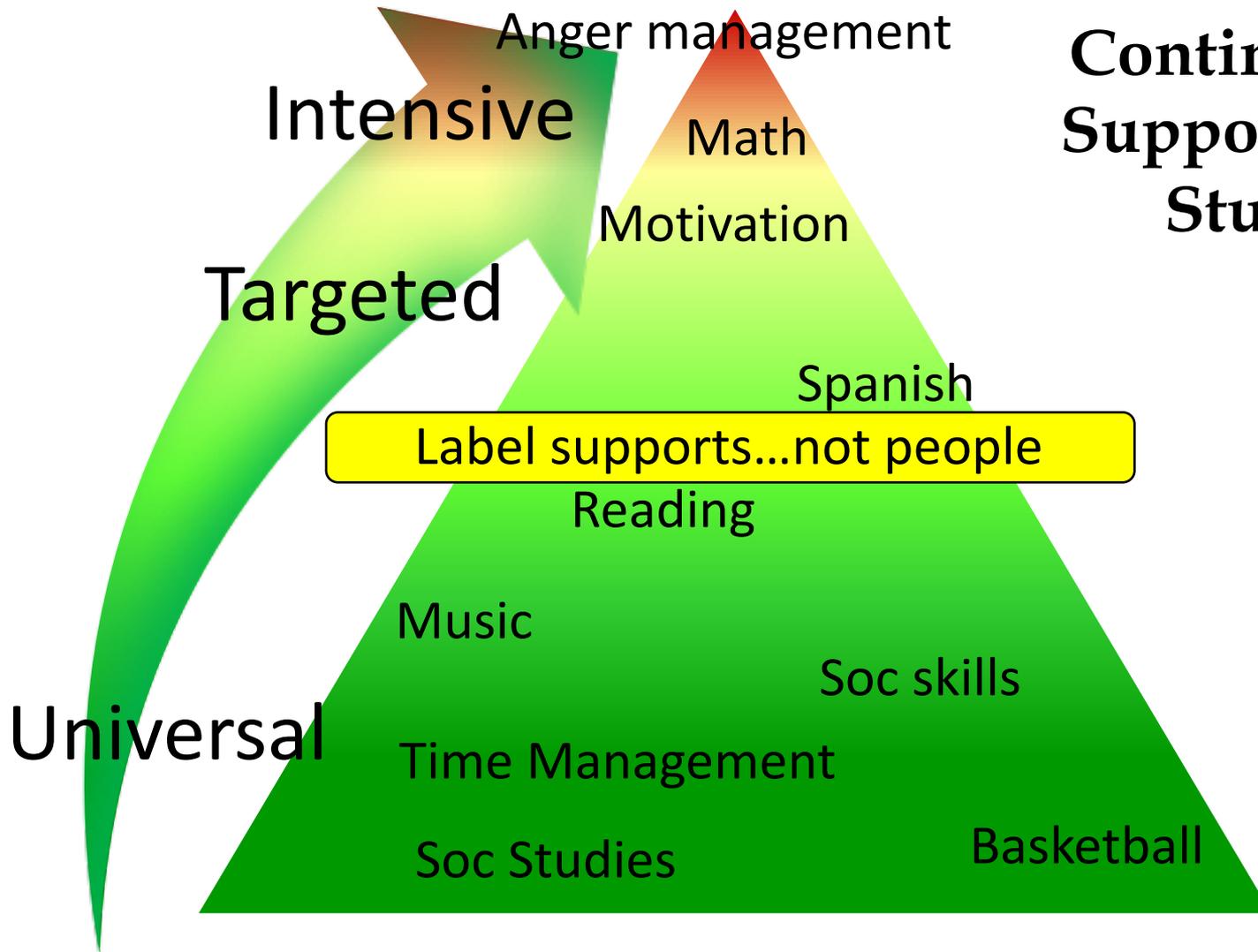
- How many of these are done at your school?
- Does your staff meetings center around addressing behavior concerns?
- Do you have a data system you use to track behavior that is happening?



Have a conversation with your neighbor about these practices?

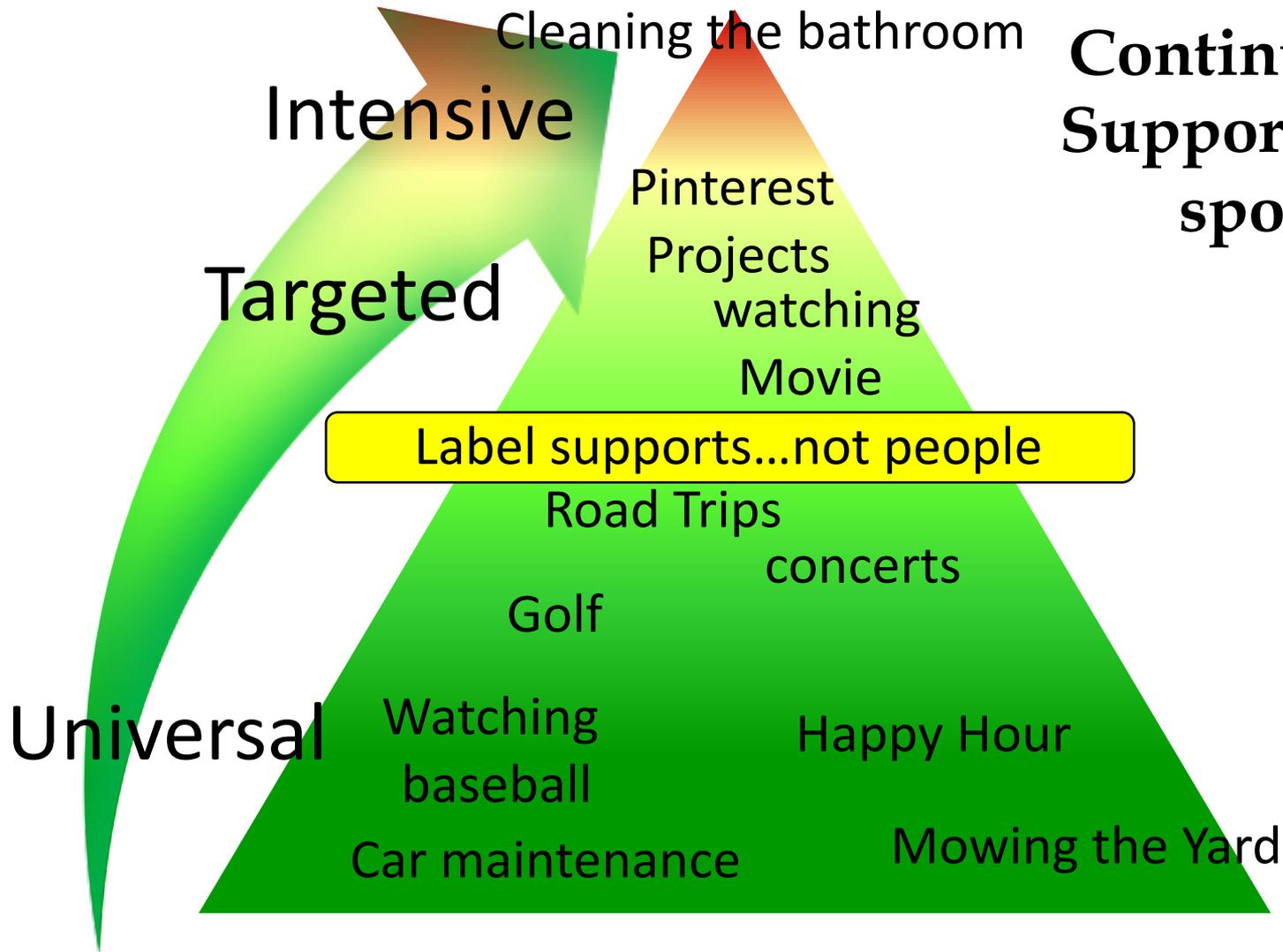
Billy Smith

Continuum of Supports for a Student

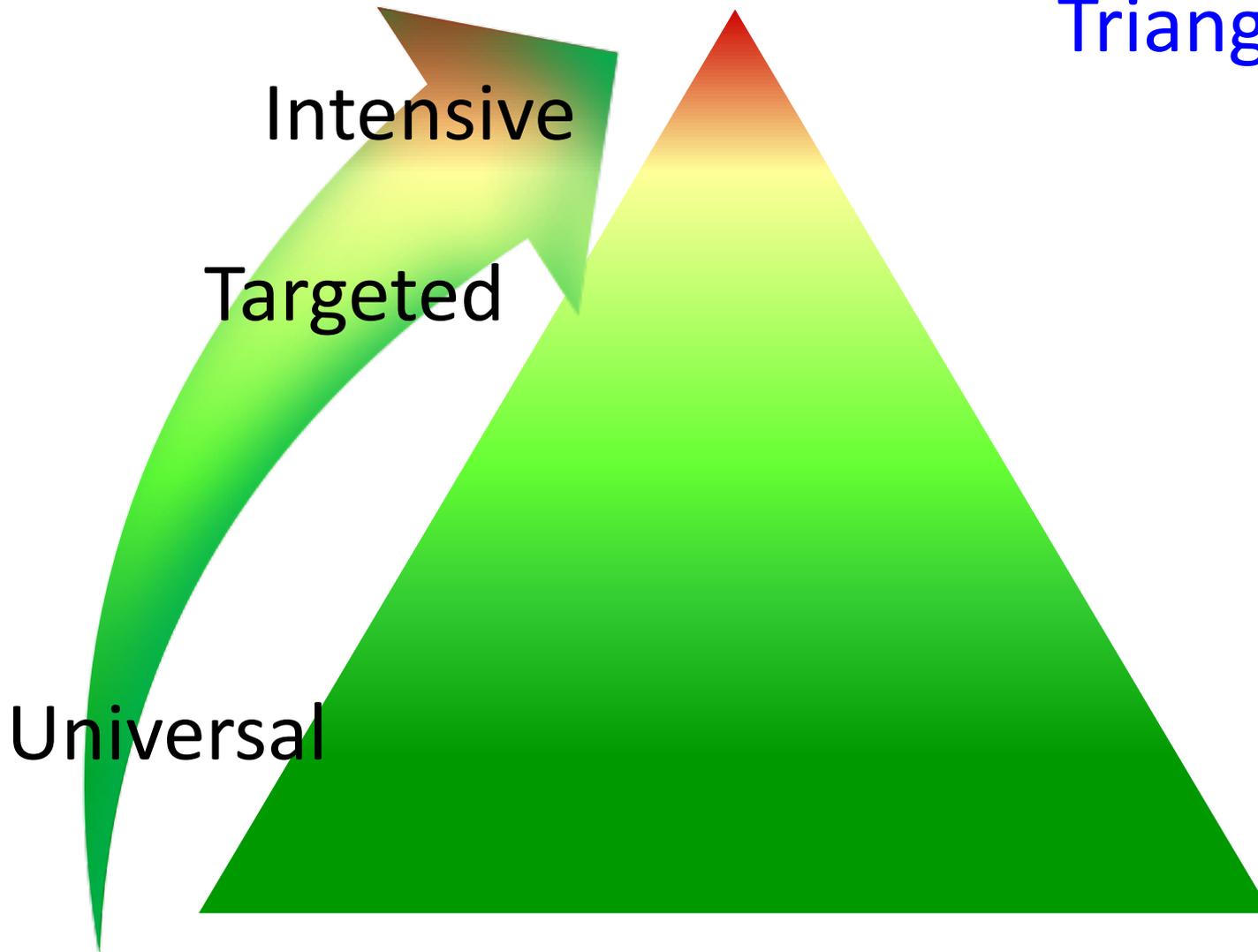


Spouse

Continuum of Supports for a spouse



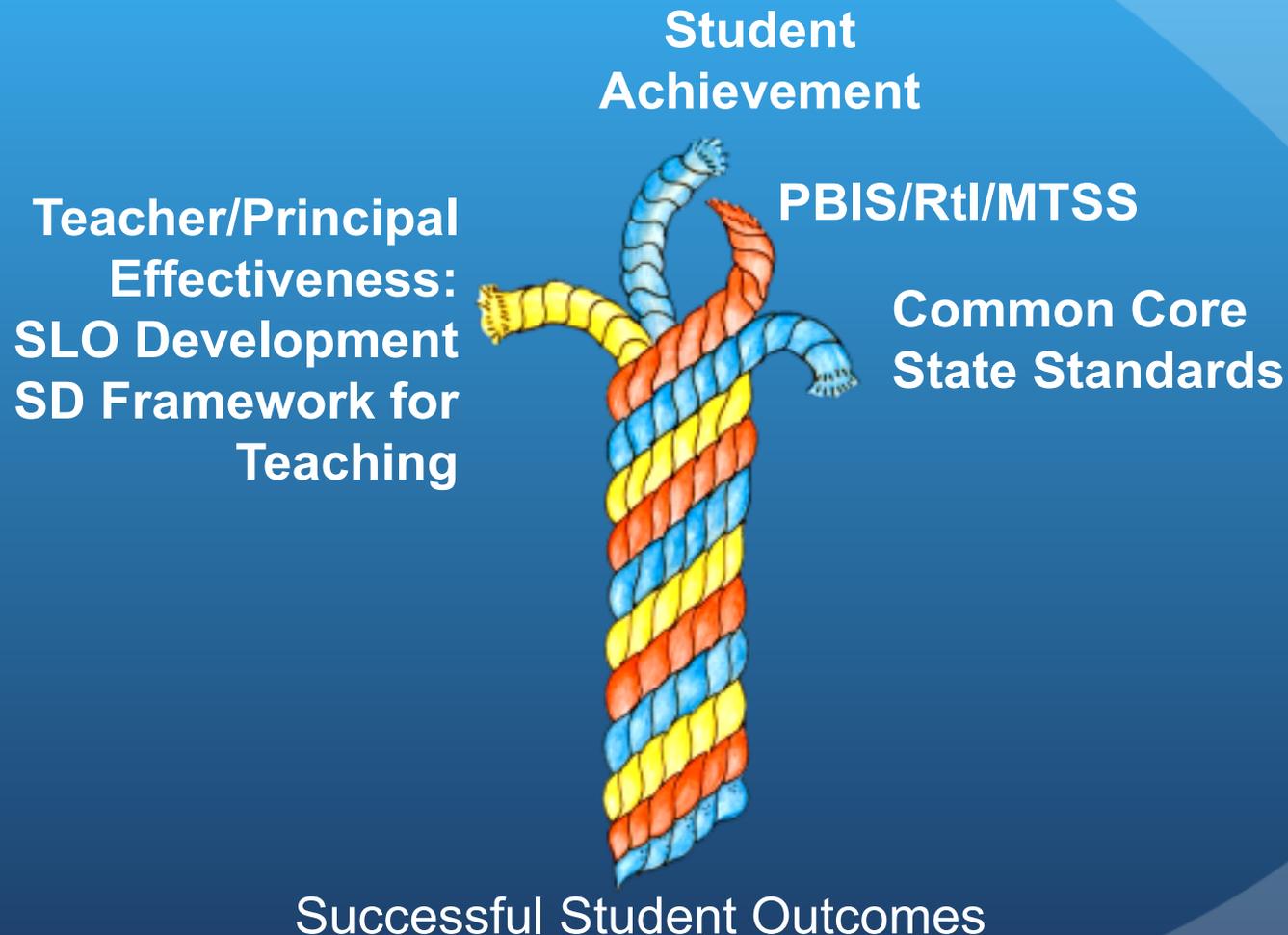
Build Your Own Triangle



“But I Can’t Take On One More Thing!”



Making Room by Braiding MTSS Practices with Other State Initiative Practices



Adopted from Dr. Steve Goodman

Teacher Effectiveness & SLO Development

Teacher/Principal Effectiveness: SD Framework for Teaching



Successful
Student
Outcomes

Adopted from Dr. Steve
Goodman

All 4 Domains

Domain 1: Planning and Preparation

1b Demonstrating Knowledge of Students

1c Setting Instructional Outcomes

1d Demonstrating Knowledge of Resources

Domain 2: Classroom Environment

2a Creating an Environment of Respect and Rapport

2b Establishing a Culture for Learning

2c Managing Classroom Procedures

2d Managing Student Behavior

2e Organizing Physical Space

Domain 3: Instruction

3a Communicating With Students

3c Engaging Students in Learning

3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

4b Maintaining Accurate Records

4c Communicating with Families

4d Participating in a Professional Community

4e Growing and Developing Professionally

Teacher/Principal Effectiveness: SLO Development



Successful
Student
Outcomes

Adopted from Dr. Steve
Goodman

SLO Development
Requires:

- Pre-assessment
- Intentional teaching
- Progress Monitoring
- Problem-solving approach
- Post-assessment
- Data analysis

Common Core Standards

Common Core State Standards



Requires:

- Academic Risk Taking
- Speaking & Listening
- Problem Solving
- Academic Accountable “Talk”
- Regular Attendance/Instructional Time
- Academic Engagement
 - Relies on rigorous climate & culture
 - Relies on clear expectations
 - Relies on regular routines & structures
 - Relies on specific, frequent feedback
 - Relies on student driven learning
 - Relies on socially/emotionally strong students

Successful
Student Outcomes

Adopted from Dr. Steve Goodman

Title Turnaround Plan Connections



MTSS Link to Turnaround Principles

Link to Teacher Effectiveness

Turnaround Principle 1

MTSS1.01	KEY	School and district leadership proactively support the essential components of the MTSS framework in the school and their decisions and actions work toward making the MTSS framework more effective. (1500)	4d 1a, 1b, 1c, 3d	
MTSS1.02	KEY	The Leadership Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving. (2753)	4d, 4e 1c, 1d 4f	2.5

Turnaround Principle 2

MTSS1.03	KEY	All staff responsible for providing Tier I, II, and III interventions have been fully trained on the MTSS framework and on the evidence-based interventions used, and ongoing trainings is available as needed. (2755)	4e	2.5
MTSS1.04	KEY	All staff members, including new staff members, are trained and included in the MTSS process. (2747)	4e	2.5
MTSS1.05	KEY	School staff receive ongoing professional development on all assessments and assessment procedures. (2754)	4e	2.2
MTSS1.06		Staff believe that the purpose of MTSS is to prevent students from having academic and/or behavioral problems. (1499)	1b	4.3

Turnaround Principle 4

MTSS3.01	KEY	All core curricula and materials are evidence-based for the target population of learners. (1478)	1b, 1a	2.2
MTSS3.02		All teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different teaching and learning strategies to address both academic and behavior needs of students. (2756)	1b	2.1
MTSS3.03		Tier II prevention is closely aligned with the core curriculum and complements the core instruction in academic and behavioral programs. (2757)	1c	

MTSS Link to Turnaround Principles

Turnaround Principle 4 - Instruction

MTSS3.04		Tier II interventions involve teacher-led small group instruction where the group size is optimal for the age and needs of the students. (2758)	3e, 1a, 3d	2.1
MTSS4.01		Tier II interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2759)	1a, 4a, 3d	2.2
MTSS4.02		Tier II interventions are well defined in terms of procedure, person(s) responsible, frequency, duration, and measurable outcomes. (2760)	1e	2.2
MTSS4.03		Tier II interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2761)	1e, 3d	2.2
MTSS4.04		Tier II interventions are in addition to the Tier I intervention. (2762)	3d, 1a	
MTSS4.05		Tier III interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2763)	1a, 4a, 3d	2.2
MTSS4.06		Tier III interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2764)	1e, 3d, 1a, 1b	2.2
MTSS4.07		Tier III interventions are more intense than Tier II interventions and are continuously adjusted and individualized to address the needs of each student. (2765)	1e, 3d, 1a, 1b	
MTSS4.08		Tier III interventions are in addition to Tier I interventions. (2766)	3d, 1e	

MTSS Link to Turnaround Principles

Turnaround Principle 4 - Assessment

MTSS2.01		Procedures are in place to ensure that the academic screening is conducted in a manner that ensures accuracy of the results and administered in a consistent manner in accordance with the developer guidelines. (1495)	1f 1a, 4b,4f	6.2
MTSS2.02	KEY	Instruments used for the screening are valid, reliable, and accurately predict which students are at risk of poor learning outcomes or challenging behaviors (e.g. CBM, DIBELS, office discipline referrals). (1475)	1f 4d	2.2
MTSS2.03		All students are screened with an academic assessment tool three times during the school year based on cut points and procedures. (1476)	4b 3d	2.2
MTSS2.04		Procedures are in place to ensure that the academic screening produces accurate results and is administered in accordance with developer guidelines. (1477)	1f 1a, 1b	6.2
MTSS2.05		Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs. (635)	3d	2.1
MTSS2.06		Progress monitoring assessments are conducted bi-weekly for those receiving strategic academic instruction and weekly for those receiving intensive academic instruction. (2751)	3d, 4b	2.2

MTSS Link to Turnaround Principles

Turnaround Principle 5 – Data

MTSS5.01		Criteria are established for all Tier III students and progress monitoring data is compared to the learning trajectory to determine the degree to which the student is making adequate progress. (2767)	3d, 1e, 4a	
MTSS5.02	KEY	Evidence documents that the tools used for progress monitoring are valid, reliable, and accurately measures students' academic and/or behavioral development. (1493)	3d, 1a	
MTSS5.03		The framework includes a well-defined mechanism for making data-driven decisions regarding the placement of students in the appropriate prevention levels, with a process that includes broad base of stakeholders and includes clear criteria and guidelines for placing students in each prevention level beyond Tier I prevention. (2768)	1b, 1c, 1d, 4d	
MTSS5.04		Screening, progress monitoring, and other assessment data are used to inform instructional practice at all levels with the goal that instruction is effective with the vast majority of students served. (1497)	1b, 3d, 1a, 1e	
MTSS5.05		Data are analyzed, decisions are made, and students receive appropriate intervention in a timely manner. (1498)	3d, 4a, 1d, 1e	

MTSS Link to Turnaround Principles

Turnaround Principle 6 – School Environment

IIIA33	All teachers interact with students to build positive relationships. (2627)	2a, 2b, 4f	4.1
IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)	1e, 2c, 3c	
IIIC04	Students raise hands or otherwise signal before speaking. (159)	2c	4.3
IIIC05	All teachers use a variety of instructional modes. (160)	1e, 3e, 3a, 3b, 3c, 3d	6.1
IIIC06	All teachers maintain well-organized student learning materials in the classroom. (161)	2e	
IIIC08	All teachers display classroom rules and procedures in the classroom. (163)	2d	4.3
IIIC09	All teachers correct students who do not follow classroom rules and procedures. (164)	2d	4.3
IIIC10	All teachers reinforce classroom rules and procedures by positively teaching them. (165)	2c	4.3
IIIC12	All teachers engage all students. (2630)	2b, 3c, 3a, 3b, 3d, 3e	

Turnaround Principle 7 – Family & Community Engagement

MTSS6.01	The MTSS framework includes an implemented mechanism for keeping parents/guardians of students receiving both Tier II and Tier III intervention fully informed of the intervention and the progress of their child, and parents are actively engaged in supporting the MTSS framework. (2769)	4c	
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Student Achievement...

**Experts Agree & Research Proves:
The Greatest Effect on Achievement
is Good Instruction.....**



**Good Instruction...
Rests upon success in the classroom
Rests upon relationships
Rests upon respect & rapport
Rests upon structure &
expectations**

**Successful
Student
Outcomes**

Adopted from Dr. Steve
Goodman

Rests on Teaching and Reinforcing

Student Achievement

PBIS/RtI/MTSS

Common
Core State
Standards

Teacher/Principal
Effectiveness:
SLO Development
SD Framework for
Teaching

All efforts can be applied to
each of these essential
“strands” to support
student success!

Successful Student Outcomes

Adopted from Dr. Steve Goodman

Implementation

- MTSS coordinators will go through district self-assessment to help districts find where their strengths and needs are
- MTSS coordinators will help develop a plan of action for districts to help them begin MTSS implementation.

What's the difference at Elem/MS/HS

- Identification
 - Universal screener to all/gating procedures
- High quality classroom instruction
 - Support in all content areas
- Specific skills targeted
 - Who delivers?
- SBR interventions
- Consistent progress monitoring/analysis
- Benchmark 3x's per year
- Consistent conversations re:data

Whats the Difference at Elem/MS/HS

- Early identification and support
- High quality behavior instruction
 - Explicit Instruction Expectations
- Specific behavior skills targeted
- SRB interventions
- Reinforcement system
- Effective supervision
- Consistent progress monitoring/analysis
- Consistent conversations re:data

Things to Think About

- **What systems are working at your school?**
- **What practices are working at your school?**
- **How do you know?**
- **What sources do you use to collect behavior/academic data?**
- **How do you progress monitor the improvement of the students?**

For More Information:

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 - <http://doe.sd.gov/oess/mtss.aspx>
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June 28-29 – Chamberlain, Cedar Shores



<http://doe.sd.gov/oess/mtss.aspx>