

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

Tessie Rose Bailey, PhD

# Welcome!

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- **Introductions**
- **Materials**

# Session Outcomes

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

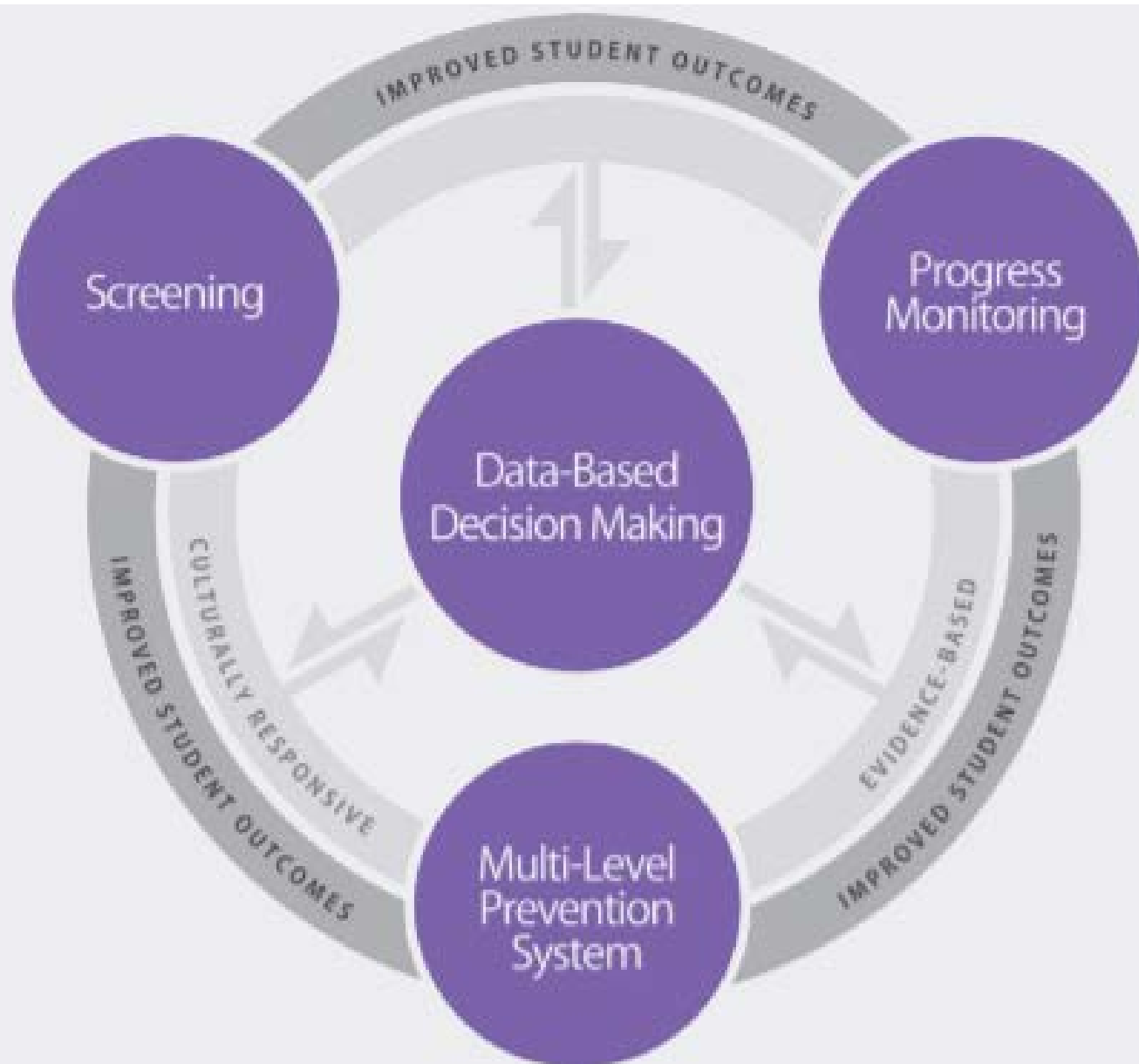
- Explain the national and local landscape of MTSS/RTI.
- Identify two benefits of schoolwide MTSS implementation.
- Identify the four essential components of MTSS implementation.
- Explain how MTSS aligns with and supports existing state and district initiatives.

# Activator Activity

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Handout  
1.1



# Who benefits from tiered systems of support?



5,359,127  
students

Enrolled in  
**Bilingual/ESL**

**↑ 18.8% ↑**

**65%**  
enrolled in

**TITLE I**

Free &  
Reduced  
Lunch

**60.1%\***

\*SY 2013-2014

**SPED**  
8.9%

Gifted &  
Talented  
7.8%

**CTE** **↑**  
46.3%

Source: Enrollment in Texas Public Schools, 2016-17

# Who benefits from tiered systems of support?

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**50.2%**

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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

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# History of Tiered Systems of Support

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- 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)



# Texas Currently Uses “Response to Intervention”

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- Defined as *“an approach that schools use to help all students, including struggling learners. The Rtl 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 Rtl 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

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- 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

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graph TD; MTSS[MTSS] --- V[Vision and Hearing]; MTSS --- A[Academics]; MTSS --- B[Behavior (PBIS)]; MTSS --- SE[Social-Emotional]; MTSS --- H[Health (e.g., Weight, Height, Scoliosis)]; MTSS --- SL[Speech and Language];
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Vision and  
Hearing

Academics

Behavior (PBIS)

Social-Emotional

Health (e.g.,  
Weight,  
Height,  
Scoliosis)

Speech and  
Language

# Understanding MTSS

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## 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?

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# Why MTSS?

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- 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?

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- **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?

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- *STRONG EVIDENCE for secondary literacy:* Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
  - <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>
  
- *MODERATE EVIDENCE for dropout prevention:* Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
  - <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

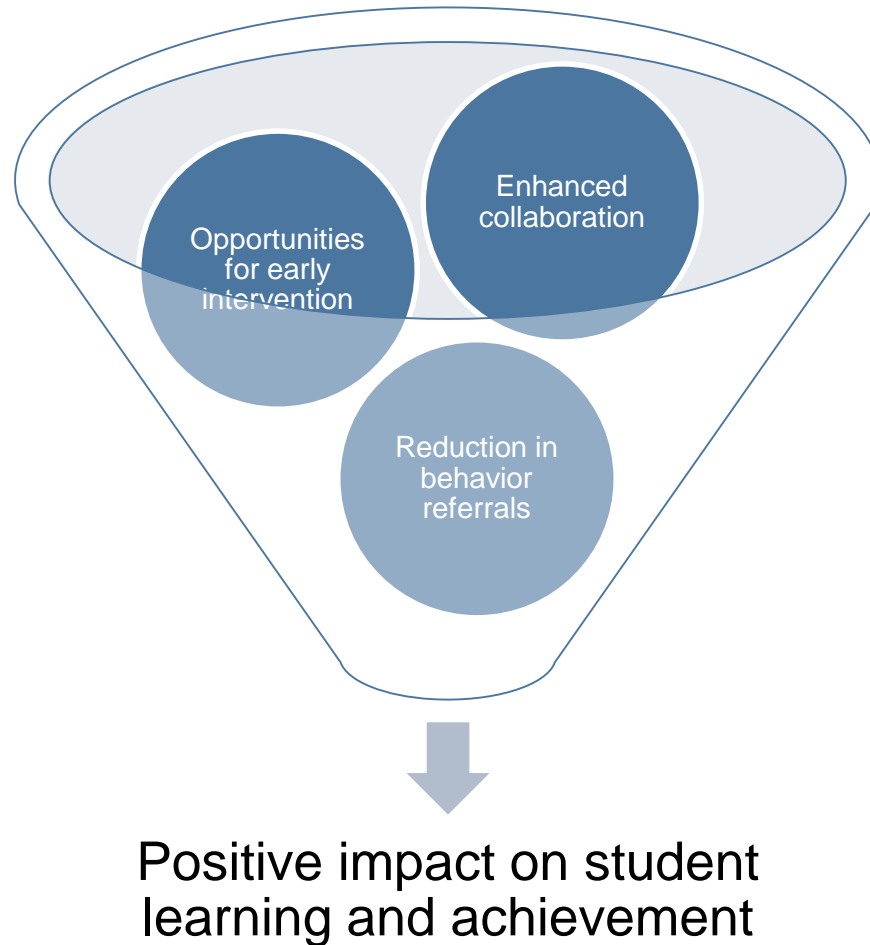
# Facilitates Systems and Initiative Alignment

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- 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

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# Reflection

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- What potential benefits do you see for tiered systems of support in Texas?

# What *Is* MTSS?

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A word cloud of terms related to Response to Intervention (RTI). The words are arranged in various orientations and sizes, with 'Progress' and 'Data' being the largest. Other prominent words include 'RTI', 'Intervention', 'Tier', 'Screening', 'Making', 'Data-based', 'Support', 'Intensive', 'Monitoring', 'Multi-Tiered', 'Decision', 'Response', 'Differentiation', 'Core', 'Tiered', 'System', and 'MTSS'.

Progress  
Data  
RTI  
Intervention  
Tier  
Screening  
Making  
Data-based  
Support  
Intensive  
Monitoring  
Multi-Tiered  
Decision  
Response  
Differentiation  
Core  
Tiered  
System  
MTSS



# Clarifying Misconceptions About MTSS

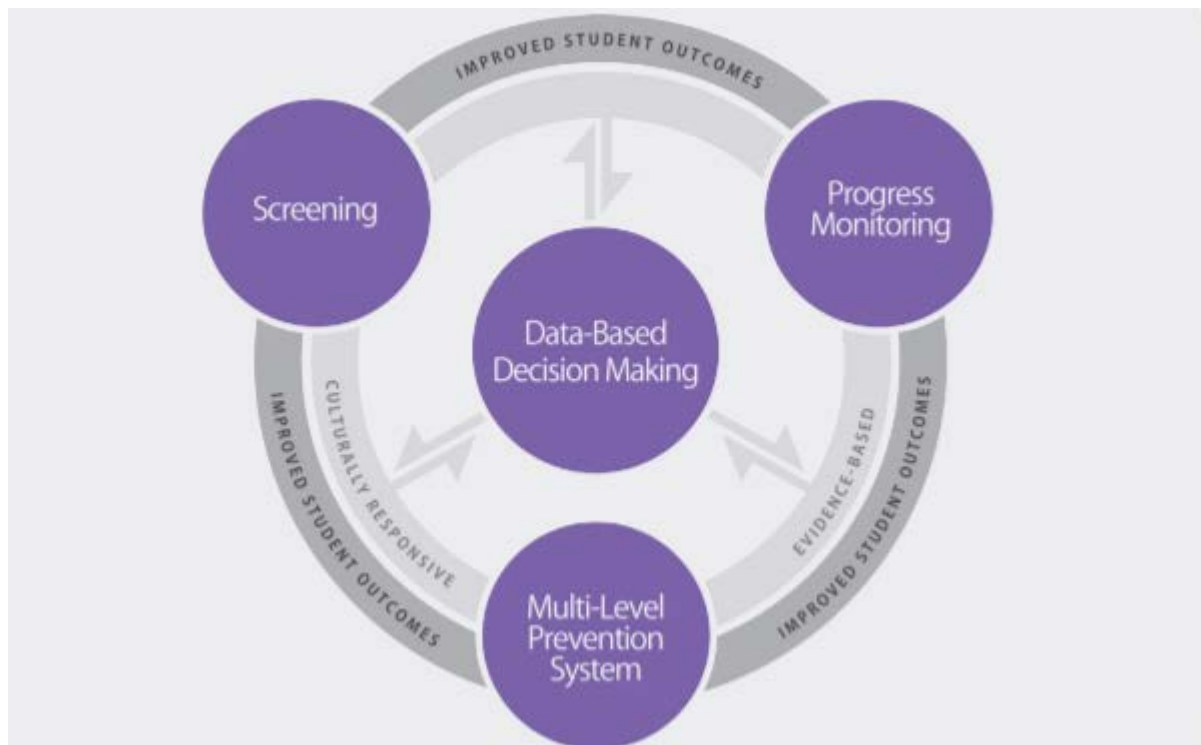
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- Which of these misconceptions have you encountered?
- What questions do you have about the misconceptions?

Handout  
1.2

# Essential Components of MTSS

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# 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.

<i>Assessments—Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.</i>			
Measures	1	3	5
<i>Screening—The RTI framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.</i>			
<b>Screening Tools</b>	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
<b>Universal Screening</b>	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	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 all	All 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 all

Handout  
1.3

## *Essential Component: Screening*

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

# Key Features of Academic and Behavior Screening

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- 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

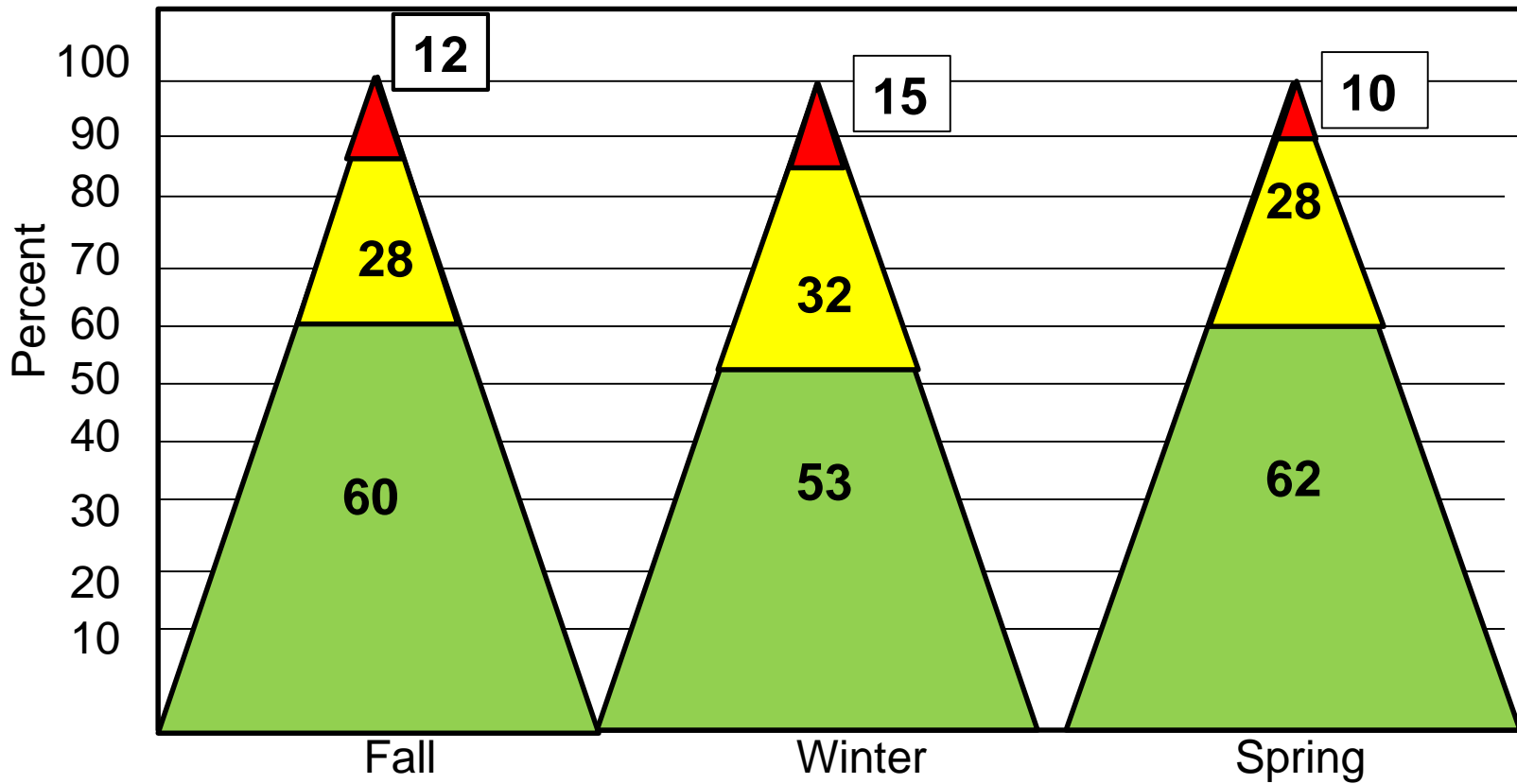


# Why? Identify Students At-Risk

Access to supplemental supports may be based on school resources

ID	Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
01256	Jim	107			Established	Continue Tier I Prevention
02343	Jenny	107			Established	Continue Tier I Prevention
16705	Jackie	105			Established	Continue Tier I Prevention
02341	Jill	103			Established	Continue Tier I Prevention
-----Cut score = 102-----						
23602	Jerry	101			Established	Continue Tier I Prevention
14507	Jack	101			Established	Continue Tier I Prevention
06235	Jerome	90			Established	Continue Tier I Prevention
01267	Joann	88			Established	Continue Tier I Prevention
20002	Jared	86			Established	Continue Tier I Prevention
00012	Jason	80			Established	Continue Tier I Prevention
12325	Jeff	77			Established	Continue Tier I Prevention
02345	Jessica	77			Established	Continue Tier I Prevention
01384	Jen	74			Established	Continue Tier I Prevention
04312	Jim	72			Established	Continue Tier I Prevention
08752	Jeremy	71			Established	Continue Tier I Prevention
Emerging > 70						
14562	Jackson	69			Emerging	Assess and Consider Tier II Prevention
09873	Jessie	69			Emerging	Assess and Consider Tier II Prevention
05631	Jillian	60			Emerging	Assess and Consider Tier II Prevention
02344	Juanita	57			Emerging	Assess and Consider Tier II Prevention
12074	Jaclyn	55			Emerging	Assess and Consider Tier II Prevention
13551	Janet	53			Emerging	Assess and Consider Tier II Prevention
Deficient > 46						
01834	Jade	43			Deficient	Assess and Consider Need for Tier III Prevention
23515	James	39			Deficient	Assess and Consider Need for Tier III Prevention
22145	Jed	31			Deficient	Assess and Consider Need for Tier III Prevention

# Why? Using Screening Data to Examine Effectiveness of Core Instruction



# CRTI Screening Tools Chart

## Screening Tools Chart

Subject:  Grade:

Tools ▼ ▲	Area ▼ ▲	Classification Accuracy ▼ ▲	General-izability ▼ ▲	Reliability ▼ ▲	Validity ▼ ▲	Disaggregated Reliability, Validity, and Classification Data for Diverse Populations ▼ ▲	Efficiency				COMPARE RESET
							Administration ▼ ▲	Administration & Scoring Time ▼ ▲	Scoring Key ▼ ▲	Benchmarks / Norms ▼ ▲	
A+ LearningLink: Progress in Math	Math	●	Moderate Low	●	●	—	Group	35 - 40 Minutes	Computer Scored	Yes	<input type="checkbox"/>
AIMSweb	Math - CBM	●	Moderate High	●	○	—	Group	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	R-CBM Oral Reading	●	Moderate High	●	●	—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	Test of Early Numeracy - Missing Number	●	Broad	●	●	—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	Test of Early Numeracy - Number Identification	●	Broad	●	○	—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	Test of Early Numeracy - Oral Counting	●	Broad	●	○	—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
AIMSweb	Test of Early Numeracy - Quantity Discrimination	●	Broad	●	●	—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>
Discovery Education Predictive Assessment	Math	●	Moderate High	●	●	●	Group	40 Minutes	Yes	Yes	<input type="checkbox"/>
Discovery Education Predictive Assessment	Reading	●	Moderate High	●	●	●	Group	40 Minutes	Yes	Yes	<input type="checkbox"/>
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Letter Naming Fluency	○	Moderate Low	●	●	—	Individual	2 Minutes	Yes	Yes	<input type="checkbox"/>

<http://www.rti4success.org/screeningTools>



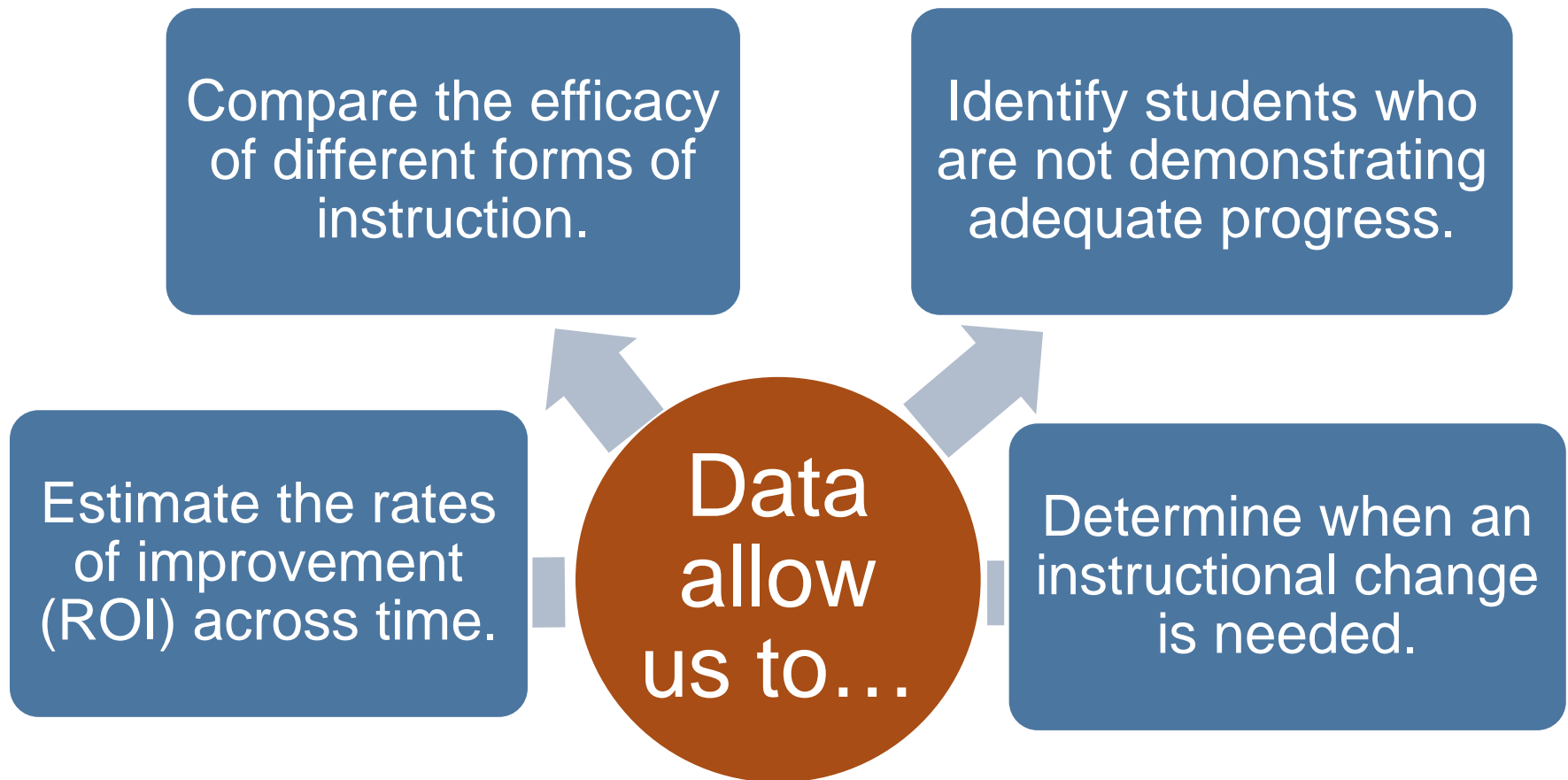
## *Essential Component: Progress Monitoring*

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<b>Purpose</b>	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
<b>Focus</b>	Students identified through screening as at risk for poor learning outcomes
<b>Tools</b>	Brief assessments that are valid, reliable, and evidence-based
<b>Time Frame</b>	Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

# Why Progress Monitoring?

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# Why Progress Monitoring?

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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?

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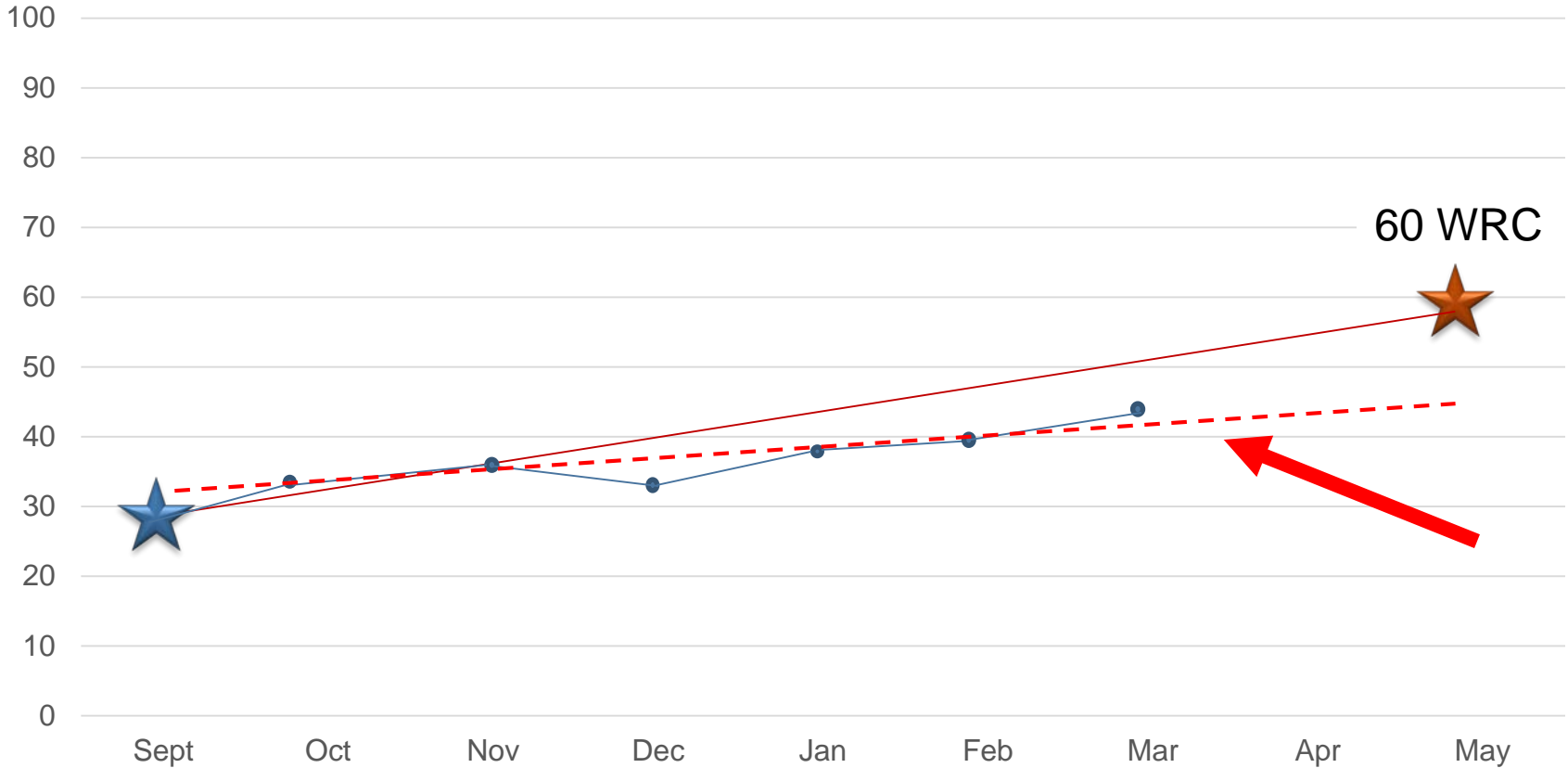
To ensure that underachievement in a child suspected of having a specific learning disability is **not due to lack of appropriate instruction in reading or math**...must consider....

- **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



# Selecting Progress Monitoring Tools

National Center on **INTENSIVE INTERVENTION**  
at American Institutes for Research

Coaches' Corner

Resources Tools Charts Implementation Support

Home > Tools Charts >

## Behavioral Progress Monitoring Tools

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

- Progress Monitoring Standards
- Psychometric Standards
- Usability

National Center on **INTENSIVE INTERVENTION**  
at American Institutes for Research

Coaches' Corner

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## 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

General Outcome Measures

FILTER RESULTS - Select grade -  - Select subject -

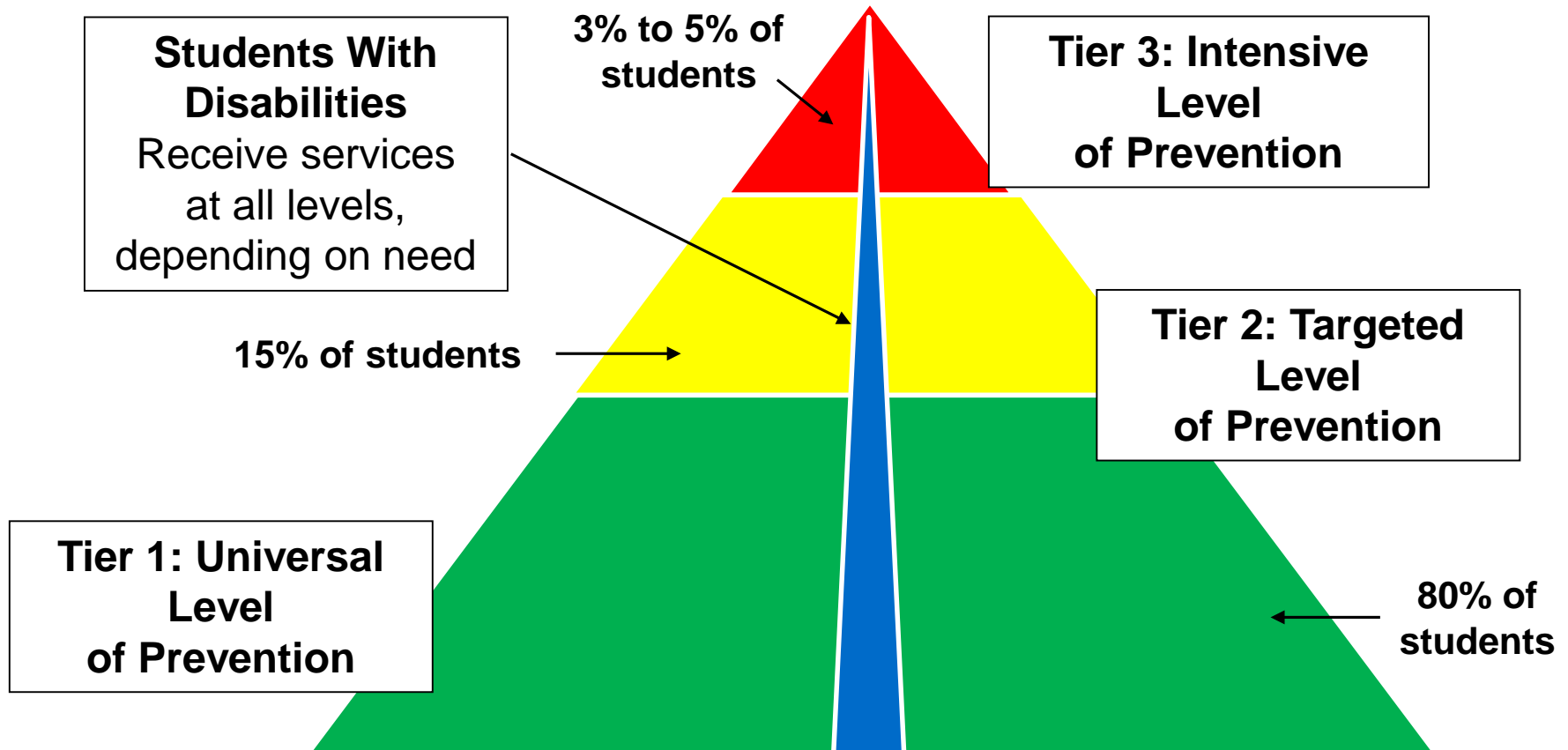
All <input type="checkbox"/>	Tool	Scale	Sensitive to Student Change	Levels of Perf. Specified
<input type="checkbox"/>	BASC-2 Progress Monitor	Adaptive Skills	—	●
<input type="checkbox"/>	BASC-2 Progress Monitor	Externalizing and ADHD Problems	—	●

All <input type="checkbox"/>	Title	Area	Grade	Reliability of Performance Level Scores	Reliability of Slope	Validity of Performance Level Scores	Predictive Validity of Slope of Improvement	Discog. Reliability and Validity Data	Bias Analysis Conducted
<input type="checkbox"/>	AIMSweb	Math Computation	1	●	●	●	—	No	No
<input type="checkbox"/>	AIMSweb	Math Computation	2	●	●	—	—	No	No

Reset Chart

Reset Chart

# Essential Component: Multilevel Prevention System



# Intervention Levels and Tiers

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



# Resources for Evaluating Evidence Base of Published Tier II Interventions

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## NCII Interventions Tools Chart

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

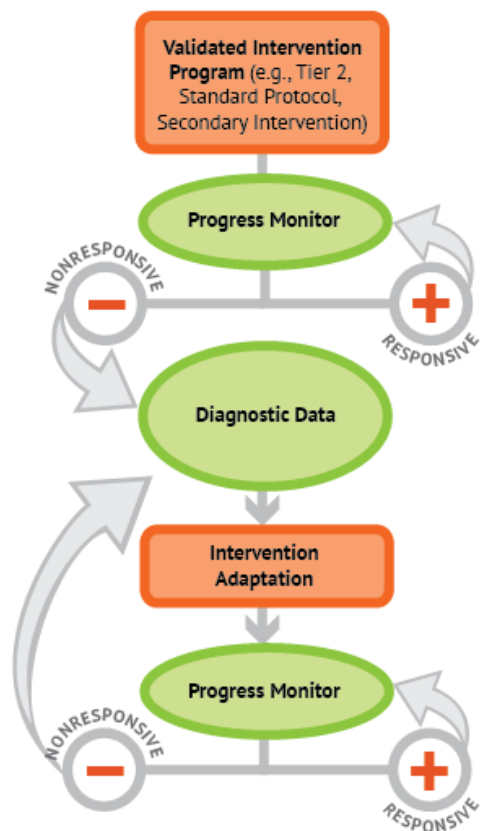
## What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/findwhatworks.aspx>

## 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*

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- ✓ 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

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Handout  
1.3

# Reflection: MTSS Fidelity Rubric

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- 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

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- What connections do you see among the essential components of MTSS and existing state and local initiatives?



Handout  
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# Closing and Next Steps

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# Revisit and Think-Pair-Share

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Handout  
1.1



# Questions?

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# Resources: Web Resources

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Center on Response to Intervention

[www.rti4success.org](http://www.rti4success.org)

RTI Action Network

[www.rtinetwork.org](http://www.rtinetwork.org)

National Center on Intensive Intervention

[www.intensiveintervention.org](http://www.intensiveintervention.org)

Handout

1.4

# For More Information

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# References

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# References

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