Multi-Tiered Systems of Support (MTSS)

District Guidance

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Week 4

Identifying Students with the Most Need

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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In the Chat Box

- Think about what your school/district used last year to identify students in need of additional support.

- Can you use those same things this year?

- Share it in the chat box.
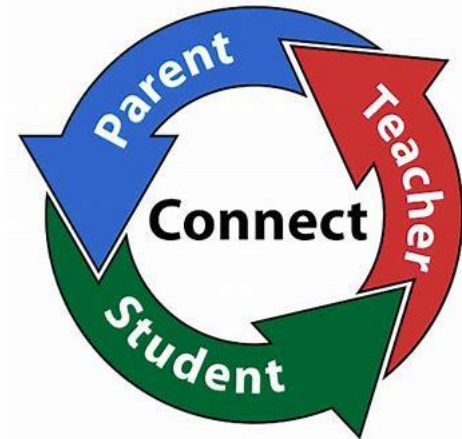
Welcome

- MTSS Guidance Document Introduction 06/22/2020 1:00pm - 2:00pm
- Deepen Parent/Family Support 06/29/2020 1:00pm - 2:00pm
- How to Support Students at the Tier I Level 07/06/2020 1:00pm - 2:00pm
- Identify Students with the Most Need 07/13/2020 1:00pm - 2:00pm

Session Norms

- Mute yourself during the presentation
- Be sure to sign-in using the google doc found in the chat box
- 0.7 CEUs available
- 5 Semis available
- Ask questions in the chat box

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Introductions

- Laurie Weathersby – Bureau Director

- Melissa Banks – Instructional Technology Specialist

- Jayda Brantley – Intervention Specialist

- Jen Cornett – Gifted Specialist

- Sandy Elliott – English Learner Specialist

- Ginger Koestler – Behavior Specialist

- Mat Sheriff – Intervention Specialist

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Today's Purpose

Purpose

- Welcome

- Review any questions from Week Three

- Key takeaways from article

- Identify students with the most need

- Question and answer

Any lingering questions from last week's session?

Multi-Tiered
System of Supports
GUIDANCE DOCUMENT

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Office of Elementary Education and Reading
STUDENT INTERVENTION SERVICES
May 2020

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Home-Based Support Plan

RTI/MTSS: Home-Based Academic Support Plan © 2020 Jim Wright   www.interventioncentral.org   4

Home-Based Academic Support Plan

Directions. Use this form to document the parent/school problem-solving conference and home-based individualized student intervention plan.

Student Name:	Date:

Who from school and home are participating in this conference call?

Identify the Problem(s). What student problem(s) led to this conference call?

Select Intervention Ideas. What strategies will help this student? Decide which of the 3 blockers below impact the student and list strategies school/parent(s)/student will try. (Remember that students can show problems in more than one area.)
Readiness to learn.
Academic skills.
Motivation/work engagement.

Follow-Up Contact When will school/parent(s)/student reconnect to review the success of this plan? How will you communicate?

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Home-Based Support Plan

Academic Skills

- Provide short instructional skills for student to practice

- Reteach lessons and find material on grade level

- Break assignments into manageable tasks and provide video lessons for targeted focus skills

Home-Based Support Plan

Motivation/Work Engagement

- Offer rewards as students' complete tasks in Google Classroom

- Provide encouragement/feedback through School Status

- Parents allow student to play video games once work is completed

Home-Based Support Plan

Follow-up Contact

- Provide feedback/announcement in Google Classroom

- Provide progress reports weekly through text messages

- Parents and teacher will meet weekly through Google Meet to discuss students' progress and make any needed adjustments or revisions

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Anyone else feel like this?

Poll Question

How is your district planning the return to school in August?

a. 100% traditional school model

b. 100% virtual school model

c. Hybrid model with both traditional and virtual aspects

d. I don't know

It Could Be
A Gifted Brain

Academic and behavior needs often disguise exceptional capability.

Twice Exceptional Learners


Credit: George Doutsiopoulos

MTSS + Gifted Services

- The need for academic or behavior support does not exclude students from gifted identification and eligibility

- Eligibility for gifted services does not exempt students from the need for interventions

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Identifying Students with the

Most Need
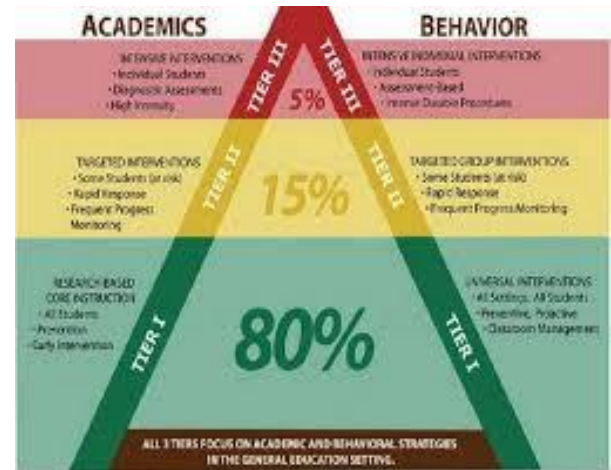
Where to Start?

Where to Start?

Areas of focus:

- Administrator's Role

- Universal Screening Companion Guide/Guidance Document

- Identification – ELA, Math, outlying factors,

- Behavior – reengagement, internalizing behaviors, reestablishing routines, when is Tier I not enough

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Leaderships Role in Supporting Effective Tier II and III

"Leaders are made, they are not born. They are made by hard effort, which is the price which all of us must pay to achieve any goal that is worthwhile."

VINCE LOMBARDI

Establishing a Sense of Urgency

- A relentless effort by all to leave no child behind
- Learning was interrupted due to COVID 19
- Only a fraction of students participated in virtual learning
- All students cannot be placed on Tier II or Tier III

Scheduling Time

- Overage Screener meeting
  -Have teachers identify:
    ° K-3 students who have failed once, 4-12 students who have failed twice
    ° A student failed either of the proceeding two grades and has been suspended or expelled for more than 20 days in the current school year
    ° A student scored at "the lowest level" on any part of the statewide accountability assessments
  -Have teachers bring last year's data, (Tier placement, report card, December screening results, 3rd term benchmark, etc.)
- Data meeting

Determining Tier Placement

- MDE's Identifying Students in Need of Intervention and Individual Reading Plans Document
- In Data meeting, use screener results and Overage Screener meeting data to determine Tier placement

Identifying Students in Need of Intervention and Individual Reading Plans (IRPs)

| List of MDE-Approved Screeners | Intervention Guidance
This guidance should be used to identify students in need of an Individual Reading Plan (IRP). | | Additional Guidance
Technical manuals and additional resources may be found by visiting these websites. |
|---|---|---|---|
| FAST | Some Risk | 39th percentile -15th percentile | https://www.dropbox.com/sh/wapqn86y0e9gjto/AABnounM1UKE1yTj87HRzDlUa?dl=0 |
| | High Risk | 14th percentile and below | |
| i-Ready | Fall, Winter, and Spring cut scores for intervention | | www.ireadycentral.com |
| | Grade Fall Winter Spring
K   313   337   362
1   385   409   434
2   450   469   489
3   485   498   511 | | |
| Istation | Tier 2 At some risk of not meeting grade level expectations. | 40th percentile – 21st percentile | https://www.istation.com/Content/downloads/studies/er_technical_report.pdf |
| | Tier 3 At significant risk of not meeting grade level expectations | 20th percentile and below | |
| mCLASS: Reading 3D | High risk (Red)
Red | DIBELS
Text Reading Comprehension (TRC) | https://dibels.org/papers/DIBELSNextBenchmarkGoals.pdf |
NWEA MAP	Between the 20th to 35th percentile	Per NWEA MAP, representatives will assist each school district in setting their intervention percentile.	https://www.nwea.org/content/uploads/2014/07/Comprehensive-Guide-to-MAP-K-12-Computer-Adaptive-Interim-Assessment
STAR Early Literacy, STAR Reading	Intervention	Below 25th Percentile	http://doc.renlearn.com/kmnet/r004384710gj119f.pdf
	Urgent Intervention	Below 10th Percentile	https://resources.renlearnrp.com/us/manuals/sr/srrptechnicalmanual.pdf

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Tier II and III Academic Interventions

Identification During COVID-19

- Triage building equitably
- Collect and analyze actionable data
- Continue decision making as a team
- Communicate gaps to families expeditiously

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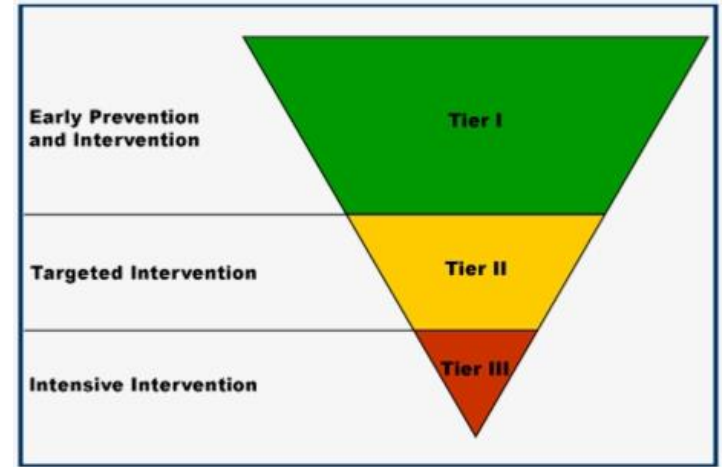
Identification During COVID-19

Typically 10-15% of our students are identified for Tier II intervention

- Due to COVID, more students will have regressed which will increase the number of students who might qualify for Tier II or III
- Schools with higher numbers of non-participating learners are likely to have a spike in students who would fall in that lower 25th percentile

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Now All Students Have Interrupted Educations

- Continue to look for the students with the most need

- Lowest percentiles (might be 10 – 15th percentile)

- 15-20th percentile possibly "watch list"

- Utilize multiple data when determining placement

Possible Data Points
- ✓ District diagnostic data
- ✓ Previous year's Tier II or III data
- ✓ Previous year's grades
- ✓ Teacher implemented data

Now All Students Have Interrupted Educations

Watch-list students:

- Tier I core instruction is key during this period of waiting
- Consistently check formative and summative assessment progress
- Document quantitative and qualitative data
- Possibly use data from second screener to make determination of tier placement

Watch List

ABC Middle School

1. Mary - reading comprehension
2. John- math problem solving
3. Joe- math problem solving
4. Henry- writing composition
5. Sara- reading comprehension
6. Maria- writing composition
7. José- reading comprehension
8. Sierra- math problem solving
9. Amir – math computation
10. Isabella – behavior - disengaged

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Considerations for Tier II and III

- Were they in Tier II or III prior to the shutdown?
- Were they digitally or remotely absent?
- Do you have multiple data points that suggest a struggle?
- Is the teacher seeing a significant need compared to other students in the class?

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Shared Leadership Team or TST

- Develop a plan in anticipation of larger numbers of struggling students
- Revisit and revise, if needed, plan for referrals
- Review academic screeners, familiarize yourself with reports
- Identify and organize resources and materials
- Remain calm and replace chaos with order

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Possible Action

Consider using non-instructional personnel to assist:

- PTO members

- Parent volunteers

- High School or college students

- Local civic or religious organizations

- After school program workers

Reminders

- Logistics of program implementation
- Adherence to program fidelity

Tier II and III Behavior Needs

Behavioral Overview and Reminders

- Reengagement

- Internalizing behaviors

- Reestablishing routines

- When is Tier I not enough?

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Tier 2 – Focused Supplemental Supports

- Typically 15-20% of students

- Students who need additional help

- To reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems

- May consist of a behavior contract or check-in/check-out

Tier 3 – Intensive Supports

- Targets 1-5% of students

- Intensive strategies for students who need individualized supports

- Complete a Functional Behavioral Assessment (FBA)?

- Develop a comprehensive intervention support plan

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There is always a Why!

Behavior Form	Behavior Function
You cook food	Eat
You study	Learn (get good grades)
You go shopping	Get new stuff
You drive to class	Come to class
You pay bills	Avoid late fees
You sing a song	Hear yourself sing
You sharpen a pencil	Write
You ask a question	Get an answer
You smile at someone	Get attention
You turn the heat up	Get warm

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MTSS Guidance Document

Where can I find information on identifying students with the most need?

MTSS Guidance Document

Table of Contents

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MTSS Guidance Document

COMPONENT 2	DATA-BASED PROBLEM SOLVING AND DECISION MAKING

Overview

Data-based problem solving and decision making is a critical component of MTSS as it drives instruction and intervention. District and school staff should collaborate to create an integrated data collection system consisting of academic and behavioral data such as results of state assessments, universal screeners, diagnostic assessments, progress monitoring, formative and summative assessments, attendance, office discipline referrals, and observations provided by school personnel as well as parents/guardians. Data should be collected and analyzed on ALL students, of all subgroups, throughout the year.

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MTSS Guidance Document

- What do we want the students to know and be able to do (driven by Mississippi College- and Career-Readiness Standards)?
- Why is the gap is occurring (why student isn't achieving desired outcomes)?
- Consider possible barriers to access of grade-level standards.

MTSS Guidance Document

SECTION 13

Utilizing Universal Screeners and Diagnostic Assessments to Identify Deficit Areas

Universal screeners are an integral component of the MTSS process as they provide a piece of the data required for the decision making process. Once screeners are administered, results should be compared to other classroom assessments that may include but are not limited to: standards-based assessments, grades, formative assessments, summative assessments, classroom performance, and teacher observations. These assessments are used to either confirm or challenge the results of the universal screener and determine next steps. Students identified as "at-risk" based on multiple pieces of data should be administered diagnostic or survey level assessments to determine specific intervention needs.

MTSS Guidance Document

Additional resources and links on screening and analyzing data to create intervention plans

RESOURCES

- Finding the Right Starting Point for Reading Interventions
- Student Assessment K-3 Universal Screeners
- Intervention Services Dyslexia Screener Information
- Intervention Services 4-12 Screener Information
- Diagnostic Tools
- Math Mammoth

RESOURCES

- Center on Response to Intervention at American Institutes for Research: Data-Based Decision Making
- Johns Hopkins School of Education: Problem Solving
- Colorado Department of Education Data Based Problem Solving and Decision Making
- Four Step Problem Solving

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Technology Reminders

Connecting with Technology

- Communicate in multiple ways
- Streamline communication efforts
- Choose apps that supports the larger community
- Pay attention to reply settings
- Create how-to and class announcement videos to share quick messages with parents and students

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Connecting with Technology

ClassDojo
Free
Behavior tracking
and
"Student Stories"

Seesaw
Free
Digital portfolio
with parent communication

Any Questions?

Resources

Resources

- Parent Involvement Has Always Mattered. Will The COVID-19 Pandemic Finally Make This The New Normal In K-12 Education? By Colin Seale

- https://www.forbes.com/sites/colinseale/2020/05/19/parent-involvement-has-always-mattered-will-the-covid-19-pandemic-finally-make-this-the-new-normal-in-k-12-education/#657437335e46

Resources

- Resilience and Routines for Families During the Pandemic by Mark Bertin

- https://www.psychologytoday.com/us/blog/child-development-central/202003/resilience-and-routines-families-during-the-pandemic

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Resources

Ferlazzo, Larry "Seven Tips for Parents Supporting Remote Learning." Education Week (2020).

https://video.edweek.org/detail/video/6148345491001/larry-ferlazzos-7-tips-for-parents-supporting-remote-learning?autoStart=true&cmp=eml-enl-vid-p5

https://casel.org/covid-resources/

Resources

- How to Bring Helicopter Parents Back Down to Earth
  https://www.startheregoplaces.com/teacher/professional-development/how-bring-helicopter-parents-back-down-earth/

- 10 Top Homework Tips for Parents
  https://www.publicschoolreview.com/blog/10-top-homework-tips-for-parents

Now the fun starts!

MTSS Group

- If you are interested in continuing to receive emails regarding MTSS information register at the link below.

- https://tinyurl.com/y7ndnwxe

Professional Development

- We are still scheduling MTSS trainings.

- They will be conducted virtually.

- Email the PD Request Form to Jayda Brantley and we can schedule a virtual training.

- It can be found at this link...

- https://mdek12.org/OAE/OEER/InterventionServices

Next Training

- Upcoming Training:

- Approved Dyslexia Screener List for the 2020-2021
  School Year

Mississippi Approved List of Dyslexia Screeners

2020-2021

Effective July 1, 2017, Section 37-173-15 of House Bill 1046 mandates that each local school district screen students for dyslexia in the spring of Kindergarten and the Fall of Grade 1 using a State Board of Education approved screener. The screener must contain the following components: Phonological Awareness, Phonemic Awareness, Alphabet Knowledge, Decoding skills, Encoding skills, and Rapid Naming. If the student fails the screener, the school is required to notify the parent or legal guardian of the results of the screener.

MDE Required Deadline for Screener Administration		Grade 1: 10/23/20		Kindergarten: 4/09/21					
Dyslexia Screener	Grade Level	Cost	Admin Time	Test Type	Provides Pass/Fail Criteria	Provides Demo for Test Admin	Special Qualifications to Administer	Ordering Information

CEU and SEMI Credits

CEU's and SEMI's

- Certificate of completion to be delivered

- Upload certificate to following link

https://www.northmsec.com/mde-office-of-elementary-education-and-reading/

Please and Thank You

This is why the MTSS Guidance Document should be like an answer to a prayer for teachers. It is a means and a resource to help teachers find and assess the gaps in our student learning which has been missing for a long time. If implemented and used correctly, it can guide our lesson planning to be more individualized and more inclusive of our students' individual needs and diversity not only culturally but academically as well.

Contacts

Student Intervention Supports

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