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Cultivating Leaders to Grow Young Readers
Multi-tiered System of Support in Reading (MTSS-R): Evaluation and Planning

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Teaching EACH and ALL

Implementation Matters

Balance Rigor and Relevance

Centralize, Translate, and Localize

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Session Objectives

- Identify the basic elements of Multi-Tiered Systems of Support in Reading (MTSS-R)
- Identify how MTSS-R can improve student reading outcomes
- Identify the key steps needed to set up and use MTSS-R effectively
- *Evaluate* current MTSS-R implementation
- Use analysis of data to *prioritize* greatest area of focus to support instruction and intervention
- Create an action *plan* for the prioritized areas of focus
- Prepare for *implementation*



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Multi-Tiered Systems of Support in Reading (MTSS-R)

Part 1: Overview

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2022 National Assessment of Education Progress (NAEP) Reading

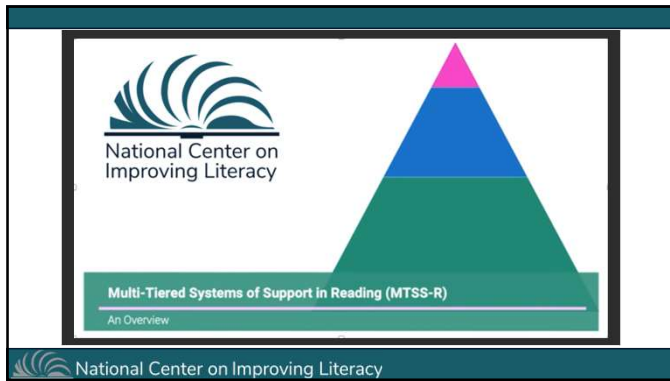
- 33% 4th graders scored at, or above, “proficient” level
- 11% of 4th graders with disabilities scored at or above proficient (2022)



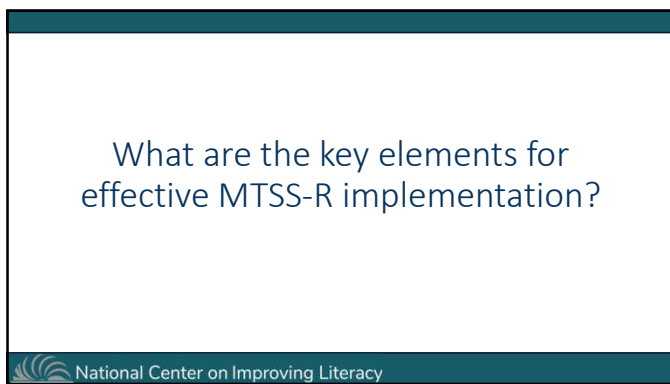
5

What is a Multi-tiered System of Support in Reading?
(MTSS-R)

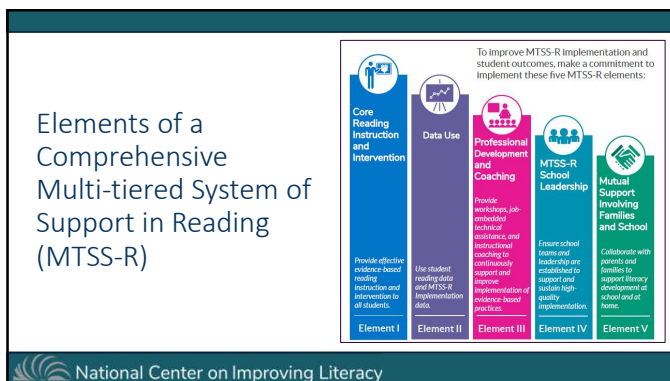
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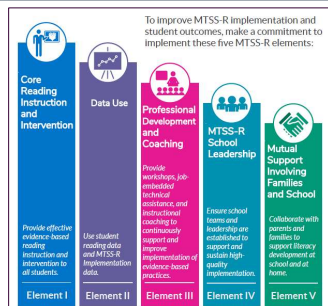
9

How does a school implement MTSS-R?

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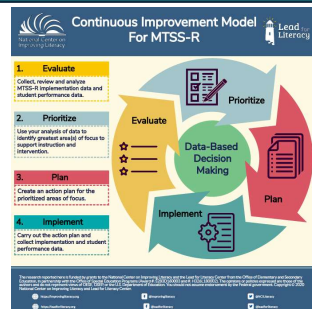
Commit to Implementing Elements of a Comprehensive MTSS-R System



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Engage in a Continuous Improvement Model to Build or Solidify MTSS-R Elements




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Complete a Self-Evaluation of Current MTSS-R Elements Approach

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SCHOOL MTSS-R IMPLEMENTATION CHECKLIST V.4




How to use this template

1 Make a copy of the template by clicking on "File > Make a Copy". We recommend each team make a single copy to work on per time period (beginning of year, middle of year, end of year). You will need a Google account.

2 Share your copy of the template with your school team by clicking on the "Share" button and entering your team's email addresses or use the "Get Link" with permissions set to "Anyone can edit" and email that link to your team.

3 Collaboratively complete the checklist by rating each item on a scale of 0 = not started, 1 = not implemented, 2 = somewhat implemented, 3 = fully implemented. Add discussion notes to clarify. Explain the summary ratings to identify areas of improvement.


4 Once you finish the checklist, follow the instructions in the Action Plan for each item to further prioritize areas of improvement.



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What are the first things that a school should do to set a strong foundation for MTSS-R implementation?



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Establish a schoolwide MTSS-R Leadership Team

Element IV: MTSS-R School Leadership

Establish a Multi-tiered System of Support in Reading (MTSS-R) Leadership Team

1 Form a Leadership Team

- School Principal (team leader)
- Reading Coach
- Reading Specialists
- One Classroom Teacher From Each Grade
- One Parent or Family Member
- Other members, as appropriate (special education teacher, school psychologist, etc.)


2 Schedule Meetings

Meet monthly (every other month at minimum)

- After fall, winter and spring screenings
- Focus: universal screening data
- Months between screenings
- Focus: instructional planning and implementation
- End of the year
- Focus: data summit and planning for next year

3 Team Responsibilities

- Evaluate and support MTSS-R implementation
- Use data to oversee the systematic improvement of MTSS-R implementation and student reading outcomes
- Support teachers and staff implementing MTSS-R



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Establish and Support Grade-Level Professional Learning Communities

Element IV: MTSS-R School Leadership

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Establish Effective Core Instruction and Intervention

Element I: Core Reading Instruction and Intervention

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Establish a Universal Screener to Directly Assess All Students in Reading

Element II: Data Use

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What are some other support systems to make sure the MTSS-R foundation is solid?

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Establish Collection and Use of Student Reading Data and MTSS-R Implementation Data



Element II: Data Use

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Establish Processes and Procedures for All Professional Development, Coaching and Collaboration

Element III: Professional Development and Coaching



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Establish Family-School Communication Systems

Element V: Mutual Support Involving Families and Schools

Young Children

- Read books and hearing phrases about together
- Talk daily about home and life
- Sing, draw, and tell stories

Older Children

- Play word games
- Discuss word meanings
- Point out interesting or unfamiliar words
- Ask questions before, during, and after reading

Adolescents

- Talk about learning and connect to school
- Offer a literacy rich environment
- Model reading and writing

Supporting Your Child's Literacy Development at Home

Take part in literacy experiences at home. Taking part can develop your child's reading ability, comprehension, and language skills. It could also improve your child's interest in reading, attitude towards reading, and focus.





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Engage in a Continuous Improvement Model to Strengthen MTSS-R Elements



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SCHOOL MTSS-R IMPLEMENTATION CHECKLIST V.4

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2. Share your copy of the template with your team members by clicking on the "Share" button and entering your team's email addresses in the "To" field with permission to "edit the document" and "view the document".
3. Collaboratively complete the checklist by filling in each section a week at a time. Start with the "Plan" section, then move to "Implement", "Evaluate", and "Prioritize".

Continuous Improvement Model For MTSS-R

Lead Literacy



1. Evaluate
Collect, review, and analyze MTSS-R implementation data and student performance data.

2. Prioritize
Use your analysis of data to help you decide which areas of focus to support instruction and intervention.

3. Plan
Create an action plan for the prioritized areas of focus.

4. Implement
Carry out the action plan and collect implementation and student performance data.

Data-Based Decision Making

The National Center on Improving Literacy is a part of the U.S. Department of Education's Office of Elementary and Secondary Education. We are committed to providing the highest quality research-based information and resources to help schools and districts improve student learning outcomes.

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Bridge the Knowing-Doing Gap


“You’re likely to find talk substituting for action when no follow-up is done to ensure that what was said is actually done; people forget that merely making a decision doesn’t change anything.”

The Knowing-Doing Gap, by J. Pfeffer and R. I. Sutton (1999)

What we can **change** is enough to make a difference in literacy achievement with children!

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1. Evaluate

Collect, review and analyze implementation data and student performance data.

1. Score each item on the MTSS-R Checklist to evaluate your current implementation

2. Collect and summarize student data

3. Collect and summarize implementation data


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Tool: MTSS-R Implementation Checklist

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SCHOOL MTSS-R IMPLEMENTATION CHECKLIST V.4



How to use this template

1. Make a copy of the template by clicking on "File > Make a Copy". This template will be used to track implementation of the MTSS-R in your school. The template will be updated as needed.

2. Share your copy of the template with your school team by clicking on the "Share" button in the top right corner of the template. The "Share" button will allow you to share the template with your school team.

3. Collaboratively complete the checklist by rating each item on a scale of 1 (not implemented) to 4 (fully implemented). Add discussion notes to each item to describe areas of implementation.


Element I: Core Instruction and Intervention

Element II: Data Use

Element III: Professional Development and Coaching

Element IV: MTSS-R School Leadership

Element V: Mutual Support Involving Families and the School

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2. Prioritize

Use your analysis of data to identify greatest area(s) of focus to support instruction and intervention.

Examine data to gauge the health of your system and determine the overall level of priority for action planning.

Examine:

- Student data,
- MTSS-R Checklist data, and
- Instruction and intervention implementation data.

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Review MTSS-R Checklist Results:
How do you decide what is a priority?

Phase 1	Phase 2	Phase 3
Readiness Activities	Initial Implementation	Advanced Implementation

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Phase 1: Readiness

Getting Ready for High-Quality Implementation

Goals:

- Establish leadership team knowledge of MTSS-R and key MTSS-R elements
- Establish school staff knowledge of the science of reading and evidence-based instructional strategies
- Establish effective, data-driven MTSS-R Leadership and PLC teams
- Establish school MTSS-R System Infrastructure for high quality implementation

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Phase 2: Initial Implementation

✓
✓
✓
✓

High-Quality Implementation of All MTSS-R Elements

Goals:

- Establish high quality school-based implementation of key MTSS-R elements
- Establish high quality reading staff implementation of the science of reading and evidence-based instructional strategies
- Expand on MTSS-R Leadership and PLC use of data to inform instructional adjustments

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Phase 3: Advanced Implementation

Refining High-Quality Implementation of All MTSS-R Elements

Goals:

- Data-driven refinement high quality school-based implementation of key MTSS-R elements
- Data-driven refinement high quality reading staff implementation of the science of reading and evidence-based instructional strategies
- Data-driven refinement MTSS-R Leadership and PLC teams' use of data to inform instructional adjustments

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Review Student Data

How do you decide what is a priority?

Use universal screening data to determine the percentage of students at each of the three risk indicators – Low Risk, Some Risk and At Risk – to determine the level of priority the school should assign to improving reading instruction and intervention.

Health Indicator	Beginning of Year Benchmark Assessment (Universal Screening)		
	% of Students at Low Risk Core Instruction	% of Students at Some Risk Supplemental Intervention	% of Students at At Risk Intensive Intervention
Low Priority	> 80%	< 20%	< 10%
Moderate Priority	60–80%	20–50%	10–25%
High Priority	< 60%	> 50%	> 25%

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Example: What can these data tell me at the **school level**?

School Goal: 80% of students performing in the Low Risk (Core) range

Table:

Beginning of Year Benchmark Assessment (Universal Screening)			
Health Indicator	% of Students at: Low Risk	% of Students at: Some Risk	% of Students at: At Risk
	Core	Supplemental Intervention	Intensive Intervention
Low Priority	> 80%	< 20%	< 10%
Moderate Priority	60–80%	20–50%	10–25%
High Priority	< 60%	> 50%	> 25%

School (example):

Beginning of Year Benchmark Assessment (Universal Screening)			
	% of Students at: Low Risk	% of Students at: Some Risk	% of Students at: At Risk
	Core Instruction	Supplemental Intervention	Intensive Intervention
School	50%	22%	28%

High Priority Moderate Priority High Priority

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Example: What can these data tell me at the **school level**?

School Goal: 80% of students performing in the Low Risk (Core) range

Next, look at the order of priority for the Tiers of instruction:

- Core Instruction (Tier I)
- Supplemental Intervention (Tier II)
- Intensive Intervention (Tier III)

School (example):

Beginning of Year Benchmark Assessment (Universal Screening)			
	% of Students at: Low Risk	% of Students at: Some Risk	% of Students at: At Risk
	Core Instruction	Supplemental Intervention	Intensive Intervention
School	50%	22%	28%

Highest High Priority Moderate Priority High Priority

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Review *Instruction and Intervention* Implementation Data

How do you decide what is a priority?


Focus on the implementation data from the High Priority tiers or grade levels identified from the student data

Flag areas needing improvement

- Is instruction being delivered as intended?
- Are lessons followed as written?
- Are explicit and systematic elements of instruction delivered correctly?

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Action Plan

3. Plan
Create an action plan for the prioritized areas of focus.

- Determine the **Instruction and Intervention** goal
- Review your MTSS-R Checklist scored items and describe actions necessary to support this goal:
 - instruction and intervention actions (Element I)
 - data use actions (Element II)
 - PD and coaching actions (Element III)
 - leadership actions (Element IV)
 - Mutual supporting involving families and the school actions (Element V)

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Action Plan

4. Implement
Carry out the action plan and collect implementation and student performance data.

- Communicate the *Action Plan* with all stakeholders
- Execute the *Action Plan*
- Provide ongoing support and professional development to support implementation
- Collect data to study the *Action Plan* impact and progress toward goals
- Review, evaluate, and adjust at monthly MTSS-R Leadership meetings

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