



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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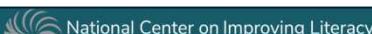
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Session Objectives

- 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)



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

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

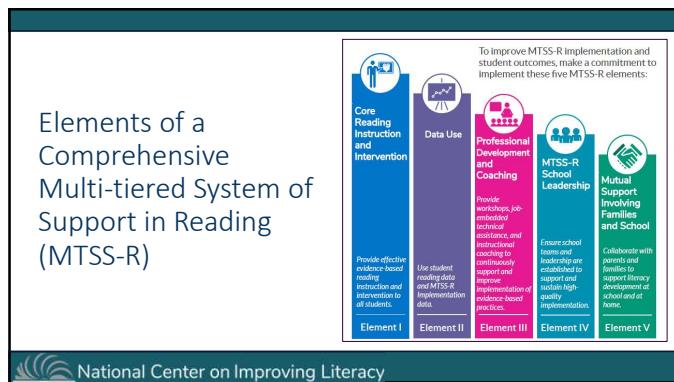
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What are the key elements for effective MTSS-R implementation?

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Elements of a Comprehensive Multi-tiered System of Support in Reading (MTSS-R)

To improve MTSS-R implementation and student outcomes, make a commitment to implement these five MTSS-R elements:

Element I	Element II	Element III	Element IV	Element V
Core Reading Instruction and Intervention	Data Use	Professional Development and Coaching	MTSS-R School Leadership	Mutual Support Involving Families and School
Provide effective evidence-based reading instruction and intervention to all students.	Use student achievement and MTSS-R implementation data.	Provide workshops, job-embedded professional development, technical assistance, and individualized coaching to continuously support and improve implementation of evidence-based practices.	Ensure school teams and leadership are established to support and monitor high-quality implementation.	Collaborate with parents and families to support literacy development at school and at home.

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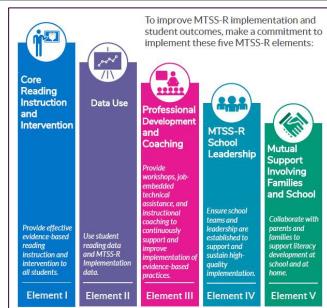
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How does a school implement MTSS-R?

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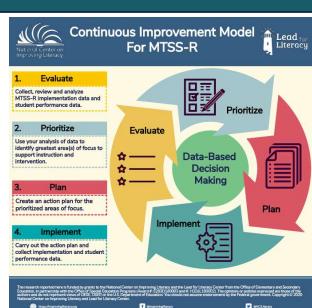
Commit to Implementing Elements of a Comprehensive MTSS-R System



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



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SCHOOL MTSS-R IMPLEMENTATION CHECKLIST V.4

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

How to use this template

- 1 Make a copy of the template by clicking on "File > Make a Copy." We recommend that each school has a single copy to work on per the 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 "File > Share" and selecting "Get link" or "Send via email" or use the "Get Link" with permissions set to "Anyone with the link can edit" and email that link to your team.
- 3 Collaboratively complete the checklist by rating each item on a scale of 0 to 5: 0 = not started, 1 = not implemented, 2 = partially implemented, 3 = fully implemented, 4 = fully implemented with no notes to clarify, 5 = fully implemented with notes to clarify. Explore the summary area of improvement.
- 4 Once you finish the checklist, follow the instructions in the Action Plan for each Element 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

<p>1</p>  <p>Form a Leadership Team</p>	<ul style="list-style-type: none"> • School Principal (team leader) • Reading Coach • Reading Specialists • One Classroom Teacher From Each Grade • One Parent or Family Member • Other staff, as appropriate (special education teacher, school psychologist, etc.)
<p>2</p>  <p>Schedule Meetings</p>	<ul style="list-style-type: none"> • Meet monthly (every other month at minimum) • After fall, winter and spring screenings • After fall, winter and spring data • Monthly between screenings • focus: instructional planning and implementation • End of the year • focus: data summit and planning for next year
<p>3</p>  <p>Team Responsibilities</p>	<ul style="list-style-type: none"> • Evaluate and support MTSS-R implementation • Use data to oversee the systematic improvement of MTSS-R implementation and student reading achievement • 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

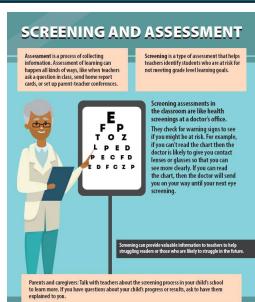


Element I: Core Reading Instruction and Intervention

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Establish a Universal Screener to Directly Assess All Students in Reading



Element II: Data Use

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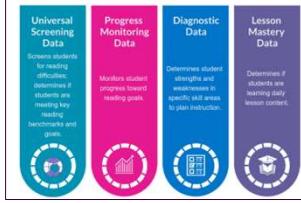
What are some other support systems to make sure the MTSS-R foundation is solid?

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

Student Data is used for instructional decision making and continuously improving MTSS-R implementation.



Implementation Data is used to improve student outcomes and continuously improve MTSS-R implementation.



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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 nursery rhymes together
- Talk about what home and community 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
- Create a rich environment
- Model reading and writing

Supporting Your Child's Literacy Development at Home

Take part in literacy experiences at home. Taking part in literacy experiences at home can improve 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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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



- 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



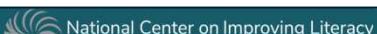
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Review Student Data

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.

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 Instruction	Supplemental Intervention	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 Core	% 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%

School (example): 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
School	50%	22%	28%

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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:

1. Core Instruction (Tier I)
2. Supplemental Intervention (Tier II)
3. Intensive Intervention (Tier III)

↓

School (example): 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
School	50%	22%	28%

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Review *Instruction and Intervention* Implementation Data

How do you decide what is a priority?

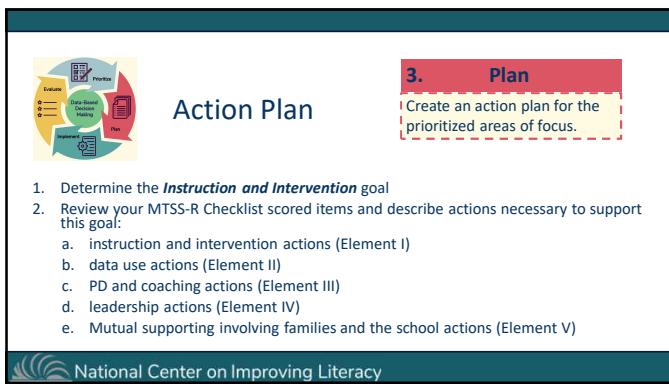
Focus on the implementation data from the High Priority tiers or grade levels identified from the student data

Flag areas needing improvement

1. Is instruction being delivered as intended?
2. Are lessons followed as written?
3. Are explicit and systematic elements of instruction delivered correctly?

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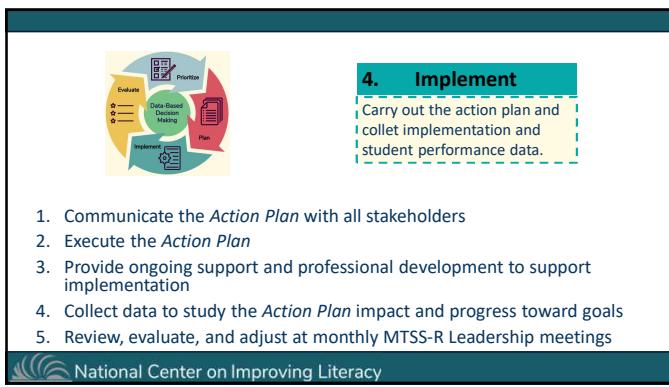
Action Plan

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

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

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

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

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