


Achieving Success with MTSS: Supporting Students in ALL Tiers of Instruction

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95 Percent Group



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MTSS: A Framework to Improve Reading Outcomes Through Prevention and Intervention

Multi-Tiered Systems of Support (MTSS) is a school-wide framework for implementing effective instruction. MTSS involves efficiently targeting instruction to student needs based on universal screening and diagnostic assessments.

School and district teams use assessments in a data-based, decision-making process to build a system of increasingly intensive instructional supports that are customized to fit the needs of the students. Simultaneously, schools must also assess their human and instructional resources to ensure that those needs are met.

MTSS does not involve prescriptive practices to be rigidly implemented by tiers or levels of assignment. Nor is it adding to current, ineffective practices for the sake of innovation. It is a comprehensive system whereby ineffective practices are strategically abandoned and proven practices are prioritized.

201 Science of Reading Briefing Guide




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Multi-Tiered System of Support (MTSS)


MTSS is the process of maximizing learning for all students by efficiently matching student needs to instruction through the systematic use of assessment data in the collaborative problem-solving process.




Find out what the students need



Provide it in the regular classroom reading instruction



Intensify support as data indicates the need

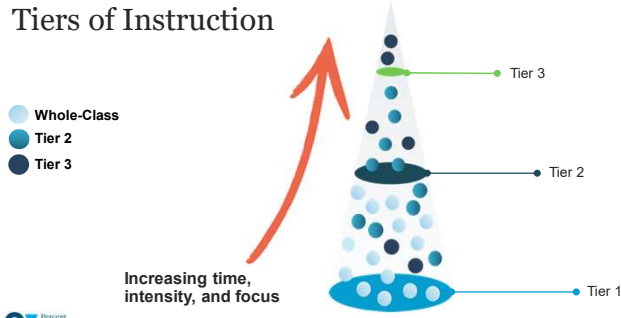


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Tiers of Instruction



● Whole-Class
● Tier 2
● Tier 3

Increasing time, intensity, and focus



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Instructional Cycle

STEP 1
Deliver high-quality, evidence-aligned Tier One instruction to all students

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Screening

STEP 2
Identify students at risk

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Diagnostic Assessments

STEP 3
Determine individual needs and plan instruction for Tiers 2 and 3

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Progress-monitoring assessments

STEP 4
Implement Plan

↘


Progress-monitoring assessments

STEP 6
Make changes or continue the plan

←

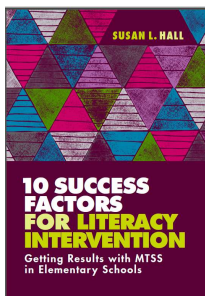
STEP 5
Monitor progress

Hairbrouck, J. & Glaser, D.A. (2019) *Reading Fluency: Understand, assess, teach*. New Rochelle, NY: Benchmark Education Company, LLC.



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SUSAN L. HALL

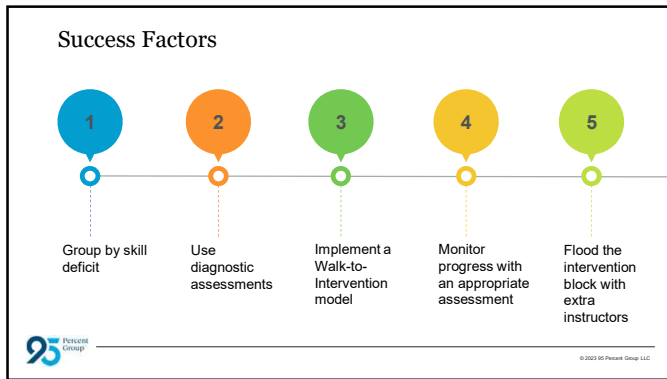
10 SUCCESS FACTORS FOR LITERACY INTERVENTION

Getting Results with MTSS in Elementary Schools

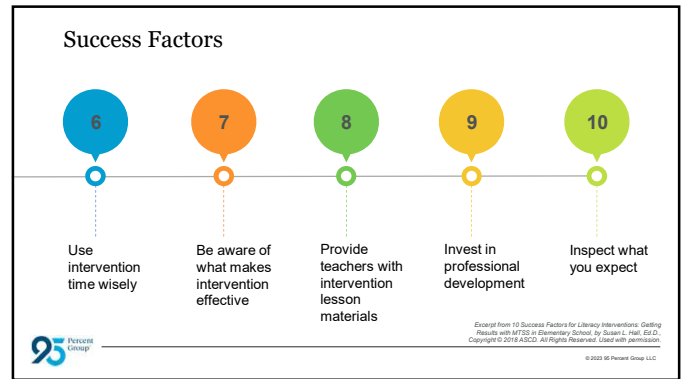


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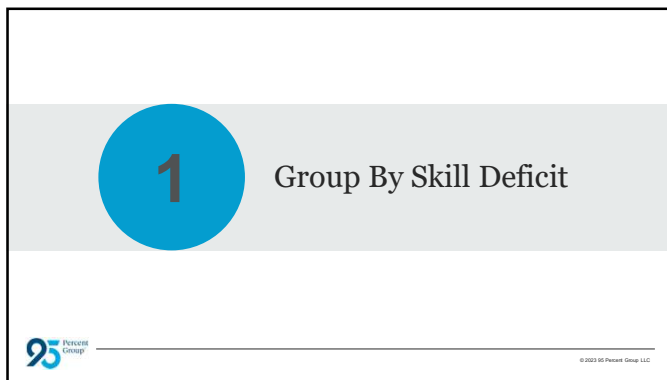
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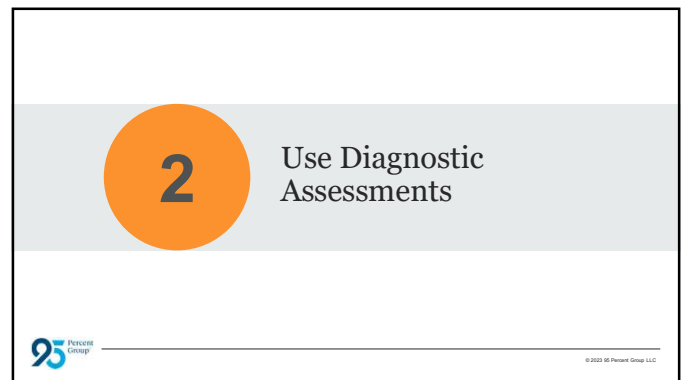
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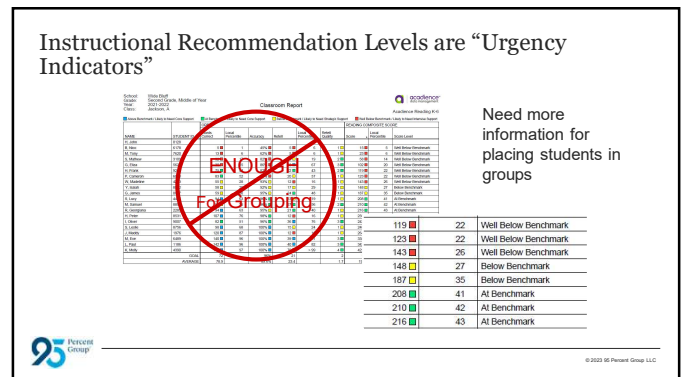


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	Universal Screeners	Diagnostic Screeners	Progress Monitoring	Outcome Evaluation
Who	All students	Students below benchmark	Students below benchmark	All students
What	Brief standardized assessments of skills	Deep assessment of discrete skills	Brief assessments of what has been taught	Evaluation of learning goals
When	Beginning, middle, end of year	Whenever indicated for intervention	Every 1-3 weeks	Usually at the end of the year
Why	To determine who needs intervention	To determine why intervention is necessary	To determine if interventions are working	To determine if students have met learning or curriculum expectations
Analogy	Vital signs	Additional testing or imaging	Intermittent testing	Overall health

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Purpose of Screeners

Universal identifies **WHO** needs intervention



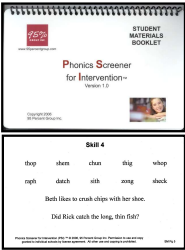
Diagnostic tells **WHAT** skills are missing and **WHY** student didn't meet benchmark



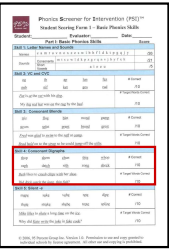
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Example of a Phonics Diagnostic




Student Materials



Student Scoring Form

Skill 4



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Scoring a Phonics Diagnostic: What do you notice?

Skill 3: Consonant Blends

triz	flue	vug	plit	mond	gamp	# Correct
stom	stom	spit	prent	brund	prest	5 /10

Ferd
Ferd was glad to swim to the raft at camp.

Brad held on to the storp so he could jump off the splits.

Target Words Correct
7 /10

—Example from 95 Percent Group's Phonics Screener for Intervention™ (PSI)
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Scoring a Phonics Diagnostic

Skill 3: Consonant Blends

triz	flue	vug	plit	mond	gamp	# Correct
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—Example from 95 Percent Group's Phonics Screener for Intervention™ (PSI)
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Group Students with Similar Needs

Using Diagnostic Data

Why are these three grouped together?

Student Name	Beginning Phonics Skills					Advanced Phonics Skills					Other
	1. Letter Names	10. Letter Blends	11. VC/CVC	12. Consonant Blends	13. Silent e	14. Vowel Teams	15. Vowel Digraphs	16. Vowel Trigraphs	17. Complete Consonants		
Maximus	28	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10
Brandon		10/10	7/10	7/10	2/10						
Hodley		10/10	7/10	7/10							
Becca		8/10	7/7	5/7							
Alyssa		10/10	9/9	9/10	7/7						
Mercedes		9/9	9/10	7/8	8/10						
Kiretti		10/10	9/10	9/7	7/10						
Quinn		9/9	9/9	7/9	4/8						
Ted		9/10	9/7	6/8	7/8						
Tordan		9/9	9/10	9/10	4/10						
Brittanie		9/10	10/10	9/9	1/8						
Sommer		10/10	9/10	10/9	6/10						
Skordns		9/10	10/10	9/9	7/9						
Jaden		9/10	10/10	9/10	7/8						




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How Important are Diagnostic Assessments?

"Diagnostic assessment is the **gateway** to being able to group by **skill deficit**, which is probably the **most essential** requirement for robust results."



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Implement A Walk-To-Intervention Model

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Intervention in the Classroom with Support

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Walk-to-Intervention Grouping Across a Grade Level

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10 Advantages of the Walk-to-Intervention Approach

- Multiple specific skill groups taught at the same time.
- Every group has an instructor.
- All classroom teachers are teaching small groups during intervention time.
- Less extra help is required.
- Groups sizes are varied based on need.
- Any grade level – even kindergarten – can use this model.
- Collaboration among grade-level colleagues is encouraged.
- Struggling readers are not singled out.
- Teachers can specialize in what they teach during intervention time.
- An unintended positive consequence emerges in the form of “our kids.”

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How Important is Walk-to-Intervention?

“With Walk-to-Intervention the grade-level team thinks and acts more systemically.”

Holt, S. (2018). 10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School. p. 68

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Monitor Progress With an Appropriate Assessment

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Use Intervention Time Wisely

Don't spend time on skills they have mastered

Do "laser focus" on what students need

How do you do that?

- Use targeted diagnostic data
- Use continua to instruct in a sequence
- Monitor progress frequently

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95 Percent Group's Phonics Continuum

Kindergarten	Grade 1	Grade 2	Grade 3	Grades 4 & 5
<p>Phonemic Awareness</p> <p>Concepts of Print</p> <p>Letter Formation (upper/lowercase)</p> <p>Letter-Sound Correspondences</p> <p>Bleeding Awareness</p> <p>Short Vowels (CVCVC)</p>	<p>Phonemic Awareness</p> <p>Short Vowels</p> <p>Consonant Blends</p> <p>Consonant Digraphs</p> <p>Long Vowel Silent-e</p> <p>Phonograms</p> <p>Inflected Endings</p>	<p>Phonemic Awareness</p> <p>Predictable Vowel Teams</p> <p>Unpredictable Vowel Teams</p> <p>Vowel-r</p> <p>Silent Letters</p> <p>Complex Consonants</p> <p>Introduction to Morphology (Common Affixes with Anglo-Saxon Base Words)</p>	<p>Phonemic Awareness</p> <p>6 Syllable Types:</p> <ul style="list-style-type: none">• Closed• Silent-e• Open• Vowel Team• Consonant-le• Vowel-r <p>Simple and Complex Syllable Division Rules</p> <p>Morphology (Common Affixes and Latin Roots)</p>	<p>Foundational Review</p> <p>6 Syllable Types:</p> <ul style="list-style-type: none">• Closed• Silent-e• Open• Vowel Team• Consonant-le• Vowel-r <p>Simple and Complex Syllable Division Rules</p> <p>Morphology (Affixes, Latin Roots, Greek Combining Forms)</p>

7 Be Aware of What Makes Intervention Effective

Principles that Guide Instruction

The diagram illustrates the 'Structured Literacy Primer' as a circular process. At the top, a box states: 'These PRINCIPLES guide how Structured Literacy's elements are taught.' An arrow points down to a circle divided into three colored segments: a red segment labeled 'SYSTEMATIC & CUMULATIVE', a yellow segment labeled 'DIAGNOSTIC', and a blue segment labeled 'EXPLICIT'. The circle is surrounded by a spiral binding on the left and right sides.

STRUCTURED LITERACY PRIMER

These **PRINCIPLES** guide how **Structured Literacy's** elements are taught.

SYSTEMATIC & CUMULATIVE

DIAGNOSTIC

EXPLICIT

Structured Literacy's Evidence-Based Teaching Principles

Systematic & Cumulative

Structured Literacy teaching is systematic and cumulative. Systematic means the organization of material follows the logical order of language. The sequence begins with the easiest and most basic concepts and elements and progresses methodically to the more difficult. Cumulative means each step is based on concepts previously learned.

Explicit

Structured Literacy instruction requires direct teaching of concepts with continuous student-teacher interaction and does not assume students deduce concepts. (Shiffrin) **multisensory teaching** links the extensive research that validates Structured Literacy's other teaching principles. Decades of clinical results support efficacy of simultaneous association of auditory, visual, kinesthetic-motor modalities for enhancing memory and learning in students with dyslexia.

Diagnostic


Teachers must be adept at conducting instruction (even when grouped) based on careful and continuous assessment, both *diagnostic* (i.e., observational) and *formative* (i.e., with standardized measures). Content must be matched to the degree of automaticity needed to free attention and cognitive resources for comprehension and on/writer expression.

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What Does Each Term Mean?

Diagnostic	Explicit
Sequential	Systematic and Cumulative

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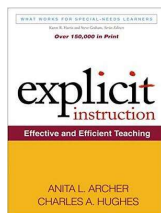
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When Should Explicit Instruction Be Used?

Explicit instruction should be used when:

- Students have little or no background knowledge
- Students are novice learners
- Content is unfamiliar
- Students have experienced difficulty learning



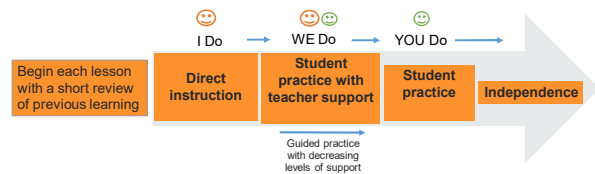
Adapted from Archer & Hughes, 2011



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Explicit



Pearson & Gallagher, 1983; Spies & Stone, 1989

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Sound-Spelling Mapping

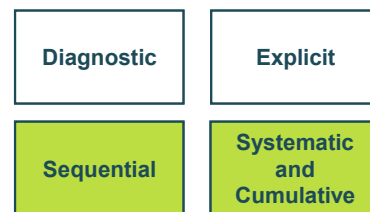
- Say the word
- Fingerstretch the sounds
- Count the sounds
- Draw around the boxes
- Pull down one sound at a time
- Write the letters below each box
- Say the word



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What Does Each Term Mean?

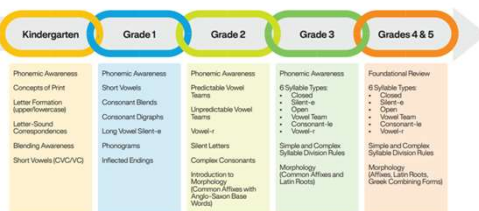


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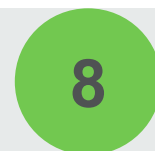
Sequential, Systematic, and Cumulative

- Evidence-aligned scope of skills and content
- Sequence of less complex to more complex
- Present new materials in small steps with practice after each step
- Cumulative review (consolidation)



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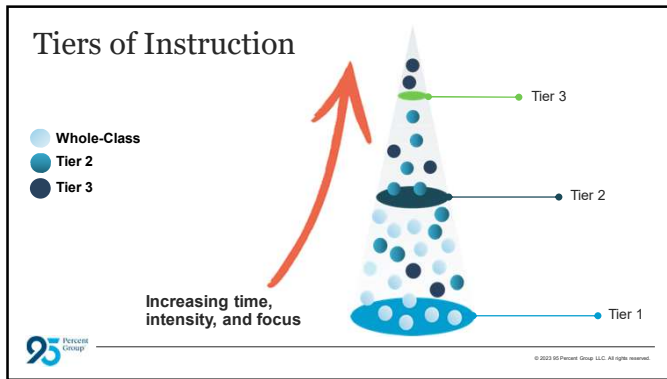


Provide Teachers with Effective Instructional Resources



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Coherence Across Tiers

“... there is a good understanding of the symbiotic role of core reading instruction and intervention and the potential benefits from when these two approaches are working in harmony. Most schools provide core reading instruction (Tier 1) to students with reading difficulties and then a supplemental reading intervention that often has little alignment or correspondence with their core reading program. Thus, students with the most challenging reading problems are expected to integrate information from two often very different approaches to reading instruction.”

Vaughn, S. & Fletcher, J. *Three Things We Need to Learn*. American Educator, Winter 2020-2021

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5 Key Characteristics of Successful Intervention Lessons

1. Lessons are organized in a carefully designed sequence, with lessons available to cover each skill.
2. Lessons are tied to diagnostic assessment.
3. Manipulatives are available to support instruction for all students in a small group.
4. Research-based strategies are at the heart of the lesson.
5. Routines are used throughout lessons to minimize time spent on teaching new practices for each lesson.

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Hall, S. (2018). *10 Success Factors for Literacy Interventions: Getting Results with MTSS in Elementary School*. Pg. 118.

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9 Invest in Professional Development

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The Teacher is Key

“Empowering teachers with... appropriate knowledge... will change classroom practice.”

Dehaene, S. (2017). *How the Brain Learns to Read*.

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Building Better PL: How to Strengthen Teacher Learning

Hill and Papay, 2022

Focus on Practice	Concrete Materials	Coaching
Focus on instructional practice rather than just content knowledge	PD should prioritize concrete materials for practice over general principles	Coaching improves classroom instructional quality and student outcomes

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Professional Development Outcomes

Joyce and Showers, 2002

PD Elements	Knowledge Level	Skill Attainment	Transfer to Practice
Theory (presenter explains content)	10%	5%	0%
Demonstration (presenter models instructional practices)	30%	20%	0%
Practice (participants implement instructional practices during the session)	60%	60%	5%
Coaching (participants receive ongoing support and guidance when they return to the classroom)	95%	95%	99%



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Action Steps for Leaders

"It is up to school and district leaders to construct effective and ongoing professional development for educators, equip them with evidence-aligned curriculum and resources, and create schedules that allocate sufficient time for reading instruction."

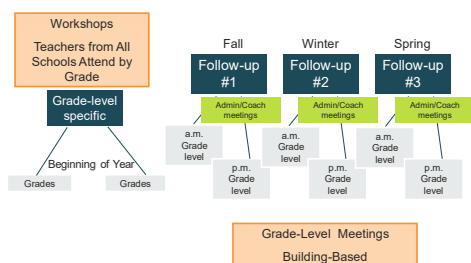
Mortensen, TRL Journal 2022



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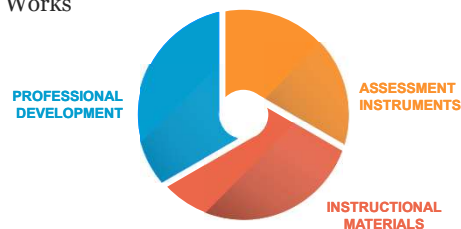
Professional Development



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What Works



Comprehensive Approach



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Inspect What You Expect



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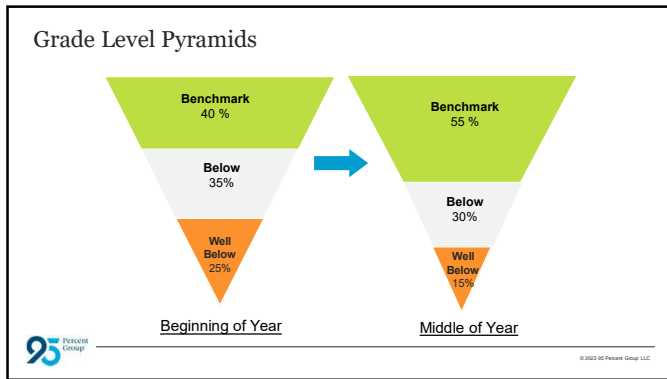
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Observation Guides

Inspect what you expect

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Success Factors

1. Group by skill deficit
2. Use diagnostic assessments
3. Implement a walk-to-intervention model
4. Monitor progress with an appropriate assessment
5. Flood the intervention block with extra instructors
6. Use intervention time wisely
7. Be aware of what makes intervention effective
8. Provide teachers with intervention lesson materials
9. Invest in professional development
10. Inspect what you expect

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Delivering on the Promise

“A large body of research evidence shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be ameliorated in the early grades and students can get on track toward academic success...”

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Moats, L. (Spring, 2011). Knowledge and practice standards for Teachers of Reading—A new initiative by the International Dyslexia Association. *Perspectives on Language and Literacy*, 51-52.

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Thank You

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