Multi-tiered System of Supports: A Comprehensive Framework for Implementing the California Common Core State Standards

Participant Packet
Unit 2: Data-Based Decision Making

California Department of Education
Sacramento, California
Unit 2: Data-Based Decision Making

Guided Notes

Multi-Tiered System of Supports: A Comprehensive Framework for Implementing the California Common Core State Standards

Unit 1 – What is a Multi-Tiered System of Supports?

Unit 2 – Data-Based Decision Making

Unit 3 – Instructional Planning and Supports

Unit 4 – Leadership for Implementation of MTSS

Welcome to Unit 2

Unit 2: Learning Objectives

- Why is it critical that district, school sites, and grade/course-level teams use data in decision making?
- How is this data used?
- How might I find assistance in selecting data tools?

Participants will...

- State the rationale for data-based decision making in MTSS
- Define and describe the importance of universal screening and progress monitoring
- Identify resources for screening and progress monitoring
- Describe strategies for analyzing data to guide intervention

Review of Unit 1 — Take Away Activity

Multi-tier System of Support (MTSS) by Higgins Averill & Rinaldi, 2011

Using the graphic organizer in your Unit 2 Participant Packet, review your responses:

- Features of RtI
- Features of PBIS
- Features of MTSS
- Steps necessary to bring MTSS to scale

<table>
<thead>
<tr>
<th>RtI</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal screening of all students</td>
<td>Multi-tiered, data-based approach to behavioral supports</td>
</tr>
<tr>
<td>Multiple tiers of intervention service delivery</td>
<td>Utilizes integrated data collection and an assessment system to make informed decisions at each tier of service delivery</td>
</tr>
<tr>
<td>A problem-solving method</td>
<td></td>
</tr>
<tr>
<td>Data-based decision making</td>
<td></td>
</tr>
</tbody>
</table>
**Unit 2: Data-Based Decision Making**  
**Guided Notes**

<table>
<thead>
<tr>
<th>MTSS</th>
<th>Bringing MTSS to Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leverages the principles of RtI and PBIS</td>
<td>• Requires all district staff to change the way they have traditionally worked</td>
</tr>
<tr>
<td>• Further integrates a continuum of system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning</td>
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</table>

**Time to Reflect — Using Data to Drive Decisions**

Indicate what is currently being done at your site/district to utilize data for instructional decision-making:

*What data for academics and behavior is being consistently collected?*

*How is that data currently being used to guide services and supports?*

*What additional data would be helpful to you as you plan to deliver instruction?*
## Unit 2: Data-Based Decision Making

### Guided Notes

<table>
<thead>
<tr>
<th>Essential RtI Components</th>
<th>Essential Concepts</th>
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<td><img src="image" alt="Diagram" /></td>
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### Data-Based Decision Making — It’s Not Just For Individual Students

#### District Level

Objective data on student progress is used to:

- Guide curriculum improvement
- Help educators recommend innovations and make decisions on how to sustain practices
- Support targeting services and supports across school
- Guide the allocation of resources for professional development

**My District could:**

#### School Site Level

Objective data on student progress is used to:

- Examine school- and grade-level trends
- Help determine the effectiveness of the curriculum and the fidelity of the instructional delivery

**My school site could:**
## Guided Notes

### Grade/Course Level
Identify trends in academic and social/behavioral areas in order to:

- Adjust instruction
- Evaluate the effectiveness of the curriculum at that grade level
- Set grade-level goals
- Identify students who need additional assessment or instruction

### My grade/course level could:

<table>
<thead>
<tr>
<th>Universal Screening</th>
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</thead>
<tbody>
<tr>
<td>Evaluates whether students are on an appropriate learning trajectory</td>
</tr>
<tr>
<td>Conducted with all students</td>
</tr>
<tr>
<td>Answers the questions:</td>
</tr>
<tr>
<td>➢ Is the core curriculum and instruction effective for all students?</td>
</tr>
<tr>
<td>➢ What additional assessments and/or instructional supports might be needed?</td>
</tr>
<tr>
<td>Addresses both academic and behavioral performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Achievement Screening</th>
<th>Behavior Screening</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong> Identify which students might need additional supports</td>
<td>Attendance</td>
</tr>
<tr>
<td><strong>Focus</strong> All students</td>
<td>Grades</td>
</tr>
<tr>
<td><strong>Tools</strong> Brief, valid, reliable, and evidence-based</td>
<td>Discipline referrals</td>
</tr>
<tr>
<td><strong>Timeframe</strong> Multiple times a year (typically fall, winter, and spring)</td>
<td>Teacher checklists</td>
</tr>
<tr>
<td></td>
<td>Teacher referrals</td>
</tr>
</tbody>
</table>

### Cut Scores

Definition: A score on a screening test that divides students who are considered potentially “at risk” from those who are considered not at risk.

Using cut scores to identify students, as “at risk” may not be the same method used to identify students who need supplemental support.
National Center on Response to Intervention. *Cut Scores.*

### How might this information be helpful?

#### Establishing Cut Scores

- Educationally relevant
- Based on logical practices
- Based on the likelihood of demonstrated mastery of core testing (e.g., benchmark testing)
- Teams should ask:
  - Do the screening tools we are using include national norms to establish cut scores?
  - Do we have local norms from our own assessments that could be used as cut scores?

#### Benefits of District-Established Cut Scores

- May lead to more effective and efficient allocation of resources
- Allows district education teams to:
  - Target schools with the greatest need
  - Identify effective approaches for scaling up in other sites
  - Make decisions about resources that are based on data
- Make decisions about resource allocation that are relevant and timely
- Increased use of data by schools and teachers
- Common message and focused activities
- Expectations across sites are clear and consistent
- Focus is on progress
- Increased access to supplemental supports
Unit 2: Data-Based Decision Making
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Universal Screening Resources

National Center of Response to Intervention Screening Tools

How might I use this site in planning?

Progress Monitoring

- Systematic method for tracking and comparing learning progression through data collection
- Involves a set of assessment procedures that determine the extent to which students are benefitting from instruction
- Evaluates the effectiveness of instruction
- Can be implemented with individual students or an entire class

Purpose — Monitor students’ response to interventions in order to:
- Estimate rates of improvement
- Identify students who are not making progress
- Compare the success of different forms of instruction

Focus — Students who have been identified as “at risk” through the screening process

Tools — Brief, valid, reliable, and evidence-based

Timeframe — Monthly, weekly, or biweekly

Student Progress Data

Should answer the following questions:
- Are students making progress at an acceptable rate that will allow them to meet the content standards?
- Are students meeting both short-term and long-term performance goals?
- Can the effectiveness of the intervention be supported by data and graphs?
- Does the instruction or intervention need to be adapted or changed?

Types of Progress Monitoring

Diagnostic:
- Conducted before instruction
- Measure current knowledge and skills for the purpose of planning instruction

Formative:
- Conducted during instruction
- Tell how well students are responding to instruction

Summative:
- Conducted after instruction
- Tell what a student learned
National Center of Response to Intervention Progress Monitoring Tools

How might I use this resource in planning?

Types of Data-Based Decision Making

The Site Implementation Leadership Team asks:

- How effective is the instruction?
- What instructional changes need to be made?
- Are the supports provided in Tiers 2 and 3 successful for individual students?
- When should the team recommend additional assessments for possible identification of a disability?
- How does the team know the overall effectiveness of the core curriculum, instruction for all students, interventions, and the MTSS framework?

Decision Making Routines and Procedures

The District Implementation Leadership Team should establish

- “Non-negotiable” areas in order to establish equity and consistency across the district
- Site-level procedures and routines for the grade/course level teams to use when conducting data reviews
- Decision making processes
- Explicit decision rules for assessing student progress

<table>
<thead>
<tr>
<th>Explicit Decision Rules</th>
<th>Data Reviews</th>
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</thead>
<tbody>
<tr>
<td>Define what will guide the team when</td>
<td>Conduct data reviews at logical, predetermined intervals</td>
</tr>
<tr>
<td>- Less than 80% have reached the cut score</td>
<td>- Schedule data reviews prior to the beginning of instruction</td>
</tr>
<tr>
<td>- Lack of progress is evident</td>
<td>- Use established meeting structures</td>
</tr>
<tr>
<td>- Student progress varies by target group</td>
<td>- Involve relevant team members</td>
</tr>
</tbody>
</table>
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Notes

Problem-solving process

“...Problem-solving is a self-correcting, decision-making model focused on academic and/or behavioral intervention development and monitoring using frequently collected, measurable data on student performance. The problem-solving process should be rich in data collected, and can be repeated as necessary.”


<table>
<thead>
<tr>
<th>Step 1: Plan</th>
<th>Step 2: Do</th>
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</thead>
<tbody>
<tr>
<td>• Collect and analyze data</td>
<td>• Implement the plan with fidelity</td>
</tr>
<tr>
<td>• Define the problem</td>
<td>• Collect progress monitoring data to determine academic and behavioral success</td>
</tr>
<tr>
<td>• Develop the plan of action</td>
<td>• Examine the fidelity of the implementation</td>
</tr>
<tr>
<td>• Define the evidence-based interventions that will be used</td>
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<tr>
<td>• Assign responsibilities to individual team member</td>
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<tr>
<td>• Identify the necessary materials/resources</td>
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<table>
<thead>
<tr>
<th>Step 3: Study</th>
<th>Step 4: Act</th>
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<tbody>
<tr>
<td>• Analyze the progress monitoring data collected to determine the fidelity of implementation</td>
<td>• Make any necessary refinements to the plan to improve the chance of success</td>
</tr>
<tr>
<td>• Determine if:</td>
<td>• Consider increasing the intensity of intervention</td>
</tr>
<tr>
<td>➢ The student is making sufficient progress</td>
<td>• Adjusting resources</td>
</tr>
<tr>
<td>➢ The instruction or intervention is effective</td>
<td>• Increasing expectations</td>
</tr>
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<td></td>
<td>• Deciding that the student will benefit from less intensive interventions</td>
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### Step 5: Communicate

All teams have information that is useful in ensuring that MTSS is effective and sustainable
- Routine and frequent information sharing
- Communicate successes, challenges, and lessons learned

### Take Away Activity —
**Reflect on the Data-Driven Instructional Planning Elements in Your Setting**

**How do universal screening and progress monitoring occur?**

**Are teams established to examine student data in academics and behavior?**

**Are team members trained in problem-solving processes to guide decisions?**

### Reflection

<table>
<thead>
<tr>
<th>What I learned in this unit...</th>
<th>Questions I still have about my next steps...</th>
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### Unit 3 Preview:
**Instructional Planning and Supports**

Unit 3 will focus on instructional practice including universal design for learning, scaffolding, differentiated instruction, re-teach and enrich accommodations, and modifications.
References


Exit Slip

3 things I learned from this unit are:

1. _____________________________________________________________

2. _____________________________________________________________

3. _____________________________________________________________

2 questions I still have are:

1. _____________________________________________________________

2. _____________________________________________________________

Name: ________________________________

Date: ________________________________

Leave the Exit Slip as your ticket out the door.