

## **Planning Your Multi-Tiered (MTSS) Services for Next Year by Analyzing Your Current Students' Needs Today**

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## **UPCOMING Learning Opportunities**

- **April 26<sup>th</sup>, 2018**  
**3pm EDT – Webinar:**

**The Latest on 90-90-90 Schools:  
How High Poverty, High Minority,  
and High Achieving Schools Succeed**

Dr. Douglas Reeves



- **Bring the “Great to Greater Institutes to Your Schools!”**

# Learning Protocols

- **Continuous interaction**
  - Chat Function on GoToWebinar
  - Text (1.781.710.9633)
- **Safe place for challenges**



Questions? Use the Question function or text 781.710.9633

## Howie Knoff, Ph.D.



- Creator and Director, Project ACHIEVE school effectiveness/ school improvement program
- Internationally known consultant, author, presenter on school reform, social skills and behavior management
- Past President, NASP
- Fellow of the American Psychological Association, School Psychology Division

Almost all successful individuals and organizations have one thing in common – the power and depth of their vision of the future.

Joel Barker



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## **Presentation Overview**

- MTSS Overview & ESEA/ESSA
- Transferring Student “Lessons Learned” to Next Year’s Staff
- The Get-Go Process
- Get-Go Outcomes and a MTSS Service and Support Preview

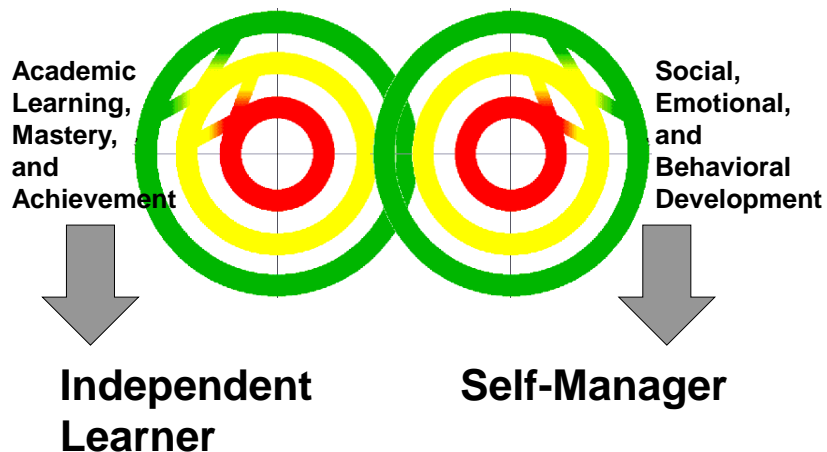
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# The Ultimate Educational Goal

IS TO:

**Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development**

**From a Student Perspective...  
Our Ultimate Goal is to create...**

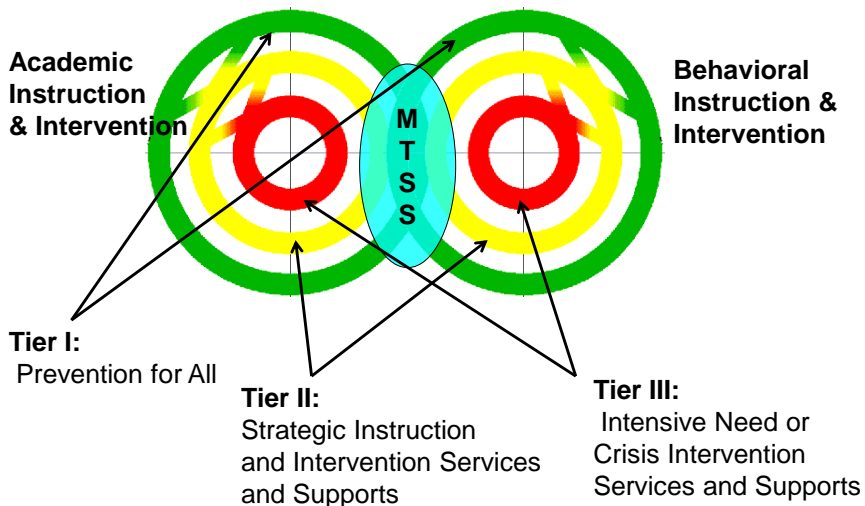


**The MTSS Process focuses on providing students the academic and/or social, emotional, and behavioral services, supports, strategies, or programs they need to be successful.**



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## **Multi-tiered: Prevention, Strategic Intervention, and Intensive Need Services**



# TIERS

## What They Are and What They Are Not

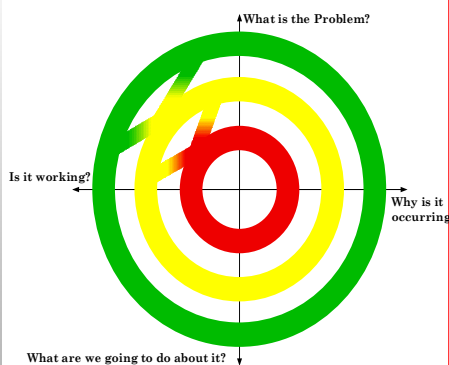
### They are

- An organizational system that reflects the intensity of instructional and/or intervention services, supports, programs, or strategies within a district or school
- Fluid
- Ways of thinking about how to best match instruction and intervention to student need

### They are not

- A lock-step, universal procedural or categorical intervention system that labels students
- A system designating where students receive services
- A system designating when certain professionals with more specialized expertise get involved in student concerns
- A system whose goal is to qualify students for special education

## Teaching and Supporting ALL STUDENTS' Academic and Social Competency Success



Tier 1: Prevention for All

Tier 2: Strategic Instruction and Intervention Services and Supports

Tier 3: Intensive Need or Crisis Intervention Services and Supports

## **When Students Academically Struggle or Present with Behavioral Challenges**

The Goals of the MTSS Process are to Address the Needs of these Students by:

- Using a problem-solving process that links to research-based instruction and/or interventions
- Providing consultation to teachers so that the instructional changes or targeted interventions are implemented with integrity and success.

## **When Students Academically Struggle or Present with Behavioral Challenges**

The Goals of the MTSS Process are to Address the Needs of these Students by:

- Collecting assessment and intervention progress or outcome data in case more intensive instruction or interventions are needed later.
- Increasing the knowledge and skills of all of the teachers and other professionals involved.

# MTSS and ESEA/ESSA



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## **The Reauthorized Elementary and Secondary Education Act (ESEA/ESSA)...**

The recently-passed Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA) transfers much of the responsibility for developing, implementing, and evaluating effective school and schooling processes to state departments of education across the country.



## **ESSA's Major Behavior-Related Components: (rti, pbis, mtss)**

- \* ESEA/ESSA does not mention "response-to-intervention."
- \* The law mentions "positive behavioral interventions and supports" three times and "multi-tiered systems of supports" five times, and ALWAYS in lower case words with NO acronyms.
- \* Thus, ESEA/ESSA does not require the use of the US DoE's PBIS or MTSS frameworks. States are free to adopt or create other models that work.

## **ESSA's Definition for MTSS**

The new ESEA/ESSA defines "multi-tier system of supports" as:

*"a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making."*

The term appears only five times in the law. Two are in the section that defines the term as above.

The other three relate to struggling, ELL, and students with disabilities.

## The MTSS “Bottom Line”

State Departments of Education and Districts that accept federal funds:

- Must develop their own multi-tier systems of support
- Are not required to adopt the U.S. Department of Education’s Office of Special Education Programs MTSS framework, and should not be penalized financially as long as their approach meets ESEA’s definition and conditions

## The MTSS “Bottom Line”

State Departments of Education and Districts that accept federal funds:

- Need to revisit and revalidate their MTSS approaches—especially given the many flaws in the frameworks recommended through the U.S. Department of Education-funded TA Centers and other “national experts”

# Creative Leadership Solutions

Bring our “90-90-90” Research into the Practice of Your District/School

## Complimentary Planning Conference Calls

- \* Impact Insight and Strategic Planning
- \* Cultural Competence and Confidence
- \* Effective Instruction and Coaching
- \* School Discipline and Classroom Management
- \* Data-Driven Decisions and Teams
- \* MTSS Academic and Behavioral Intervention
- \* Special Education Services that Work
- **Bring the “Great to Greater Institutes to Your Schools!”**



A great leader takes people  
where they don't necessarily  
want to go. . .

But where they ought to be.



Rosalynn Carter

Questions? Use the Question  
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# The “Get-Go” Process

## The Primary Goal of the Get-Go Process

. . . . is to evaluate the academic and social, emotional, and behavioral status and progress of every student in a school at the end of the current school year (April/May);

. . . . so that they are placed in the best learning settings and situations in the next school year; and

. . . . so that students who need specific services, supports, strategies, or interventions receive them on the first day of the new school year.

# The “Get-Go” Process

## Outcomes

- Students
- Staff
- School



## The “Get-Go” Process

- Student Outcomes
  - ❖ Student Progress
  - ❖ Student Assignment
  - ❖ Student Support

## The “Get-Go” Process

- Staff Outcomes
  - ❖ Staff-to-Staff Consultation
  - ❖ Staff MTSS Assignments
  - ❖ Staff-to-Student Training
    - School or Grade-level Interventions
    - Student-Specific Interventions

# The “Get-Go” Process

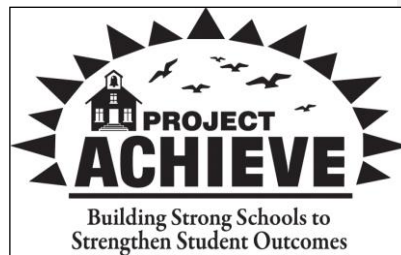
- School Outcomes
  - ❖ Differentiated Instruction
  - ❖ MTSS Resource Needs
  - ❖ MTSS Interventions
    - Strategic: Tier II
    - Intensive: Tier III

## Project ACHIEVE: 1990- present

### Project ACHIEVE’s Evidence-based Model:

U.S. Department of Health & Human Services’  
Substance Abuse and Mental Health Services  
Administration (SAMHSA) — 2000

Described in the National  
Registry of Evidence-based  
Programs and Practices  
(NREPP)



## Project ACHIEVE: 1990- present

### Notable Project ACHIEVE Sites

- Arkansas Department of Education’s State Personnel Development Grant
- Martin County (KY)/Laker Elementary (MI)—School Climate Transformation Grants
- Baltimore City (MD) School District—Outreach and Dissemination grant
- Shelby County (OH) & Northeast (NM) Regional Education Cooperatives—Elementary & Secondary Counseling grants
- Montgomery (MD) County School District—Safe Schools/Healthy Students grant
- Hillsborough/Polk County (Tampa Bay, FL) School Districts—U.S. Office of Special Education Programs grants
- 10 Native American communities—School Improvement Grants (SIG)

## The “Get-Go” Process

**WHEN:** Completed in April/May

**WHO:** Teachers at Each Grade-level; Administrators;  
Related Services/Support Professionals

**WHAT:** Student Identification as a Get-Go, At-Risk,  
Check-In, or No-Problem Student (with  
specific areas described)

**HOW:** Through a Data-Driven Consensus Process

# The “Get-Go” Process

## The “GET-GO” Students

Need Immediate Day 1 Interventions

## The “AT-RISK” Students

Need Transition Planning and Preparation

## The “CHECK-IN” Students

Need a Safety Net in Place

## The “NO-PROBLEM” Students

Making Good, Consistent Process

# The “Get-Go” Process

## The “Get-Go” Students

**WHEN:** Completed in April/May (by MTSS Team and Grade-level Teams)

**WHO:** Special Education and 504 Students; Students who need Immediate Day 1 Interventions; Medically Fragile/ Procedure Students; Identified Others

**WHAT:** Intervention Identification, New Staff Briefing and Training, Parent Outreach and Involvement prior to Day 1 of the New School Year



## The “Get-Go” Process

### The “At-Risk” Students

**WHEN:** Completed in April/May (by MTSS Team and Grade-level Teams)

**WHO:** Students who have received classroom- or SPRINT-level interventions whose Next Year’s Teachers/Teaching Team need to be fully briefed/prepared

**WHAT:** Intervention Briefing Paper and Pre-School Briefing Meeting, Parent Outreach and Involvement as needed, Last Year Teacher availability as on-going consultant to New Year Teacher

## The “Get-Go” Process

### The “Check-In” Students

**WHEN:** Completed in April/May (by MTSS Team and Grade-level Teams)

**WHO:** Any Student that a SPRINT Team or Teacher feels needs a “Check-In” (Academic, Behavioral, Attendance, Family Special Situation) anywhere between Week 1 and Week 9 of the New School Year

**WHAT:** New Teacher “Pink Sheet”/Attendance or Report Card Scan

## **Preparing for the Get-Go Process: Loading Data into Management System**

### **Teachers, Support Staff, Others**

Data are loaded/imported into a Spreadsheet/School Data Management System to prepare for the Get-Go meetings

Student Name, Grade, Teacher  
IEP/504 Status and Disability area/ELL Status  
Get-Go Status and Specific Areas of Concern (Nominated X Teacher)  
Grades, GPA, Subjects failed this year  
Teachers' Estimate of Reading, Math, Written Expression grade level equivalents (Beginning, Middle, End)  
Screening, Progress Monitoring, Interim, and other Formative Assessments  
Absences, Tardies, Homelessness, and Patterns

## **Preparing for the Get-Go Process: Loading Data into Management System**

### **Teachers, Support Staff, Others**

Data are loaded/imported into a Spreadsheet/School Data Management System to prepare for the Get-Go meetings

Vision, Hearing, Speech Issues  
Discipline Referrals to the Office, Suspensions, Expulsions  
Trips to the Nurse's Office  
Medications taken/taking  
Mental Health or other Social Services/Community supports received  
Recommended need for an Immediate MTSS Referral in the Fall

Others:

## Prior to the Get-Go Meeting

- ❖ Spreadsheet/Data Entry into the School's Data Management System is Completed
- ❖ No-Problem List/Consent Agenda Prepared
- ❖ "Red-Flag" Lists Prepared (based on Decision Rules)
  - \* Attendance
  - \* Failing Grades/Non-Proficiency Scores
  - \* Office Discipline Referrals/Suspensions
  - \* Medication/Medical Follow-Ups

## At the Get-Go Meeting

- ❖ No-Problem List Finalized
- ❖ Get-Go, At-Risk, Check-In Lists Finalized
- ❖ "Red-Flag" Lists Finalized
  - \* Attendance
  - \* Failing Grades/Non-Proficiency Scores
  - \* Office Discipline Referrals/Suspensions
  - \* New Year/Immediate MTSS Team Referrals
- ❖ Curricular, Intervention, Software, Other Resource Needs Identified

## Student-Focused Briefing Report

- **Completed by Primary Teacher/ Teaching Team as a End-of-Year Administrative Check-Out Responsibility**
- **Standardized Format across the School**
- **Computerized**
- **Running Record Format– Across Years and During Year**
- **Secure**
- **Objective and Data-based**

## Student-Focused Briefing Report

### **Contents:**

- a. Academic and Behavioral Background of the Student— including Critical Factors (physical, medical, social, supportive) that Impact or Contribute to this Background
- b. Academic/Behavioral Strengths and Progress during the Past School Year
- c. Academic/Behavioral Weaknesses and Functional Reasons Why they Exist
- d. Description of Successful Strategies or Interventions to Address the Student's Needs and How they were Implemented
- e. Description of Less or Unsuccessful Strategies/Interventions with/for the Student
- f. Keys to Helping this Student be Successful
- g. Other Information of Note

## Discussion/Questions



Questions? Use the Question  
function or text 781.710.9633

A journey of a thousand  
miles begins with a . . .  
single  
step.

Chinese  
philosopher  
Laozi



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## Results from the Get-Go Process

- Transfer of critical information from one year's teacher(s) to the next year's teachers
- (If executed): Training and Immediate preparation for IEP, 504, and other Get-Go students by next year's teachers for the first day of the new school year
- Possibility for next year's teachers to observe student in this year's classrooms during intervention times
- Possibility for next year's teachers to meet the student (and parents) before the end of the year to begin relationship-building

## Results from the Get-Go Process

- Opportunity for the school to identify, plan, acquire, and prepare the services, supports, strategies, and programs needed by Get-Go and other students beginning in May and over the course of the summer (with the new budget)
- Opportunity for the school (district) to move critical teachers and support staff around—both within the school and across schools in the district—to meet student needs
- Early identification of students who need to be immediately entered into the MTSS process—beginning in April, through the summer, or at the beginning of the new school year

## Results from the Get-Go Process

- ❑ Opportunity for the school to use the year-end data—especially relative to each student’s functional academic status—to skill-cluster students into their next year’s classes such that:
  - Teacher have a controlled number of skill-clustered groups so that they can more easily differentiate instruction
  - Students are best-matched to teachers who have the strongest skills and expertise to meet their educational needs
  
- ❑ Assurance that next-year teachers will have the best academic, social-emotional and behavioral, and grade and attendance data on every one of their new students

### Strategic Placement of Students from One Grade to another Based on Functional Reading Skill

Grade	Student Functional Groups	Grade	Student Grade Skill Assignments
1a	A (@ 3 <sup>rd</sup> g.e.)	2a	A
	B	2a	E
	C	2b	I
1b	D	2b	B
	E	2b	F
	F	2c	J
1c	G	2c	C
	H	2c	G
	I	2d	K
1d	J	2d	D
	K	2d	H
	L (@ P.P. level)	2d	L

\* Skill-based Functional Reading Instruction Groups

## Prep-Week Articulation Meetings

### Goals

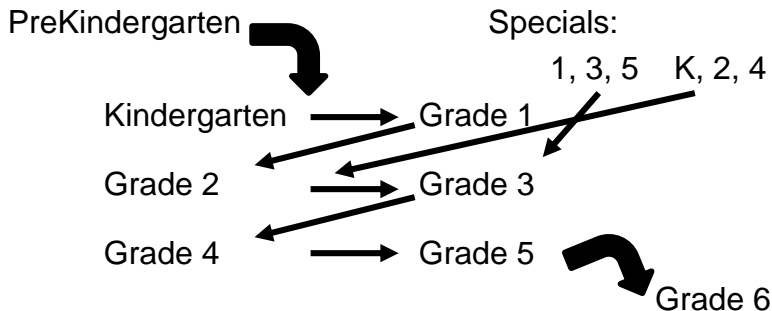
- Organize and Ensure the Transfer of All Student Records from the Last to the New School Year
- Systematically Transfer Information, Insights, and Interventions from Staff to Staff, Grade level to Grade level, Team to Team, and Committee to Committee
- Alert/Prepare/Train Staff for Get-Go Students
- Brief/Prepare Staff for At-Risk Students
- Prepare Everyone in the School for a Productive, Student-Focused First Day/Week of School

## Prep-Week Articulation Meetings

**Meeting 1:** 8:30 AM to 10:00 AM

**Break:** 10:00 AM to 10:30 AM

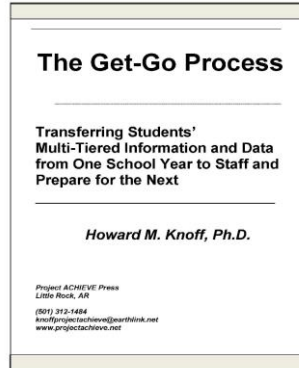
**Meeting 2:** 10:30 AM to Noon





## Get-Go Resource Available

The Get-Go Process: Transferring  
Students' Multi-Tiered Information  
and Data from One School Year  
to Prepare Staff for the Next  
[Knoff, 2018. \$9.95 ]



<http://www.projectachieve.info/store/more>

## Other Free Resources Available

“A Multi-Tiered Service and Support Implementation  
Blueprint for Schools and Districts: Revisiting  
the Science to Improve the Practice”  
[Knoff, Reeves, & Balow]

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Study Guide to:

“School Discipline, Classroom Management, and  
Student Self-Management: A PBS/SEL Guide”  
[Knoff]

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**E-Mail:**

**DR Reeves@ChangeLeader.com**



# Questions ? ? ? ?



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