

Assisting Students before they fail:
Closing the Achievement Gap using
Multi-tiered Student Support (MTSS)

Why was MTSS legislation proposed?

1. We are making progress through continuous improvement model...
 - * Spending more time on basic skills
 - * Devoting greater resources
 - * More professional development
 - * Assistance from the Regional Centers of Excellence
- ...but if we are to get to the goal of all students proficient and “closing the achievement gap”...continuous improvement alone will not get us there...we need redesign models

2. Better use of testing/measurement

- *Primary purpose of measurement should be to help teachers improve instruction resulting in improved learning.
- *Other appropriate measurement purposes are for site/district curriculum improvement; site/district/state accountability; state policy development
- *Might we get both at half the cost, half the time...and have better data?

Minnesota has Two State Tests

	MAP	MCA
• Establishes baseline for students K-8	x	
• Provides personalized data (level-test)	x	
• Identifies which students need interventions	x	
• Provides data useful to students current teachers	x	
• Provides data in real time	x	
• May be used multiple times during the year	x	
• Calculates growth of same cohort of students	x	x
• Comparisons with comparable national sites	x	
• Comparisons with comparable state sites	x	x
• Useful to sites/district for curriculum planning	x	x
• Useful to sites/district/state for accountability	x	x
• Useful to state for policy planning	x	x

3. We must remove the cracks between programs...design systems so that students do fall “in the cracks.”

- Our system is disjointed...and has cracks in which students fall (between classroom and Title 1...between other intervention programs and special education)
- Create a system to align resources to the student support system...so that all students in need are assisted...so that students do not need “to wait to fail” before they get help.

4. Remove models from State Policy that lack validity

- Mn rules permit the use of the “severe-discrepancy” model as a way to determine whether a student has a learning disability and is in need of specialized instruction and services.
- The severe-discrepancy model requires the use of intelligence testing and academic testing to determine whether a “sever-discrepancy” exists.
- Children in pre-k – Grade 3 are frequently not eligible for “LD” because the discrepancy is not large enough. They must fail longer before they are provided help in sites that have no other intervention levels
- The research is clear...this model lacks validity.

What is a system of Multi-tiered Student Support (MTSS)

- All students are in one or more tiers of the MTSS system...based on their needs...aligned Mn standards and MCA measurement (for basic skills)

TIER 1:	Universal interventions Proactive Prevention	75-85% of students
TIER 2:	Targeted group interventions Below cut scores Highly efficient Immediate assistance	10-15% of students
TIER 3:	Intensive interventions Significant needs Alternative curriculum Highly intensive Longer duration	5-10% of students

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Core Principles

- All students can learn and we can organize instruction so that happens
- MTSS is proactive and system wide--it isn't just "special ed"
- Intervene as soon as a student needs help...no wait to fail
- Teachers use problem-solving model to make decisions
- Research-based and scientifically validated instruction
- Progress monitoring using tools/systems that have predictive validity to MCA/state standards
- Use progress monitoring/other data to make decisions

What are Not Core Principles of MTSS?

- * MTSS does not require a specific core curriculum
(The core curriculum at each site should be determined by the needs of the majority of the students. The core curriculum at some sites will be different than at others.)
- * MTSS does not require the use of specific interventions
(The interventions should be research-based and scientifically validated.)
- * MTSS does not require specific benchmarking or progress monitoring tools
(Mn sites frequently use AIMSweb for both benchmarking and progress monitoring because it was the first tool available and it has predictive validity to MCA's and MAP)

Response to Intervention (RtI) model was developed right here in Minnesota

- Early 1990's –
Gary Germann - St. Croix River Education District
Stan Deno PhD – University of Minnesota Department of Educational Psychology
Doug Marston PhD – Minneapolis Public Schools
- * Late – Adopted as an option in Federal Regulations


MTSS Benchmarking and Progress Monitoring Tools

The following website was developed by TIES and includes tools with cut scores predictive of MCA proficiency. The three tools are:

MAP, AIMSweb and CES

MAP would be benchmarking and AIMSweb and CES likely progress monitoring tools.

<http://ties.k12.mn.us/what-we-do/professional-development/data-driven-decision-making-resources>

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