

## Building Multi-Tiered Systems of Support for Reading Success: Impacting Factors and Potential Solutions

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Reading Science Academy

We know too much  
to be failing so many.

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## OBJECTIVES

This session will address the following topics:

- A definition of MTSS
  - how MTSS relates to the science of reading and Virginia's Literacy Act
  - how MTSS is different from current service delivery models,
  - how MTSS can be used to improve reading outcomes in elementary school
- An overview of the key elements of MTSS including
  - teaming and collaboration,
  - data-based decision making,
  - assessment,
  - tiered instruction

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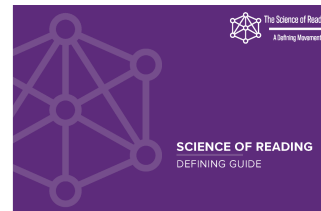
## THE SCIENCE OF READING: DEFINITION

The Science of Reading is a vast, interdisciplinary body of *scientifically-based\* research* about reading and issues related to reading and writing.

This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most **effectively assess and teach and,**

**therefore, improve student outcomes through prevention of and intervention for reading difficulties.**

<https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/>



## 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.

<https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/>

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## SOME KEY RESEARCH FINDINGS

- Reading failure could be reduced if early instruction focused on **phonemic awareness and the alphabetic principle**
- **Reading is complex** and not the result of natural/developmental processes
- Reading **instruction must be direct**, systematic, comprehensive & dynamic
- **Mapping sounds to print** is non-negotiable – essential but not sufficient
- **Fluent word recognition** is non-negotiable – essential but not sufficient

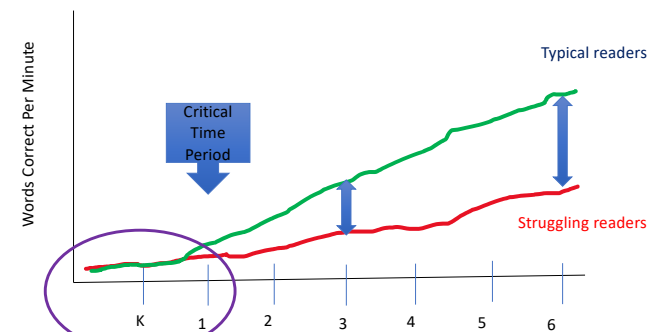


## SOME KEY RESEARCH FINDINGS

- General **knowledge** and knowledge of word meanings (**semantics and morphology**) and word order (**syntax**) are essential – instruction should not be delayed until word recognition is in place
- **Intensity** of instruction should vary based on early skills
- Children who **struggle at the end of grade 1** rarely reach the low-average range
- Intervention in K-1 can bring reduce the rate of reading failure to about **2-6%**



## MOST READING PROBLEMS CAN BE PREVENTED



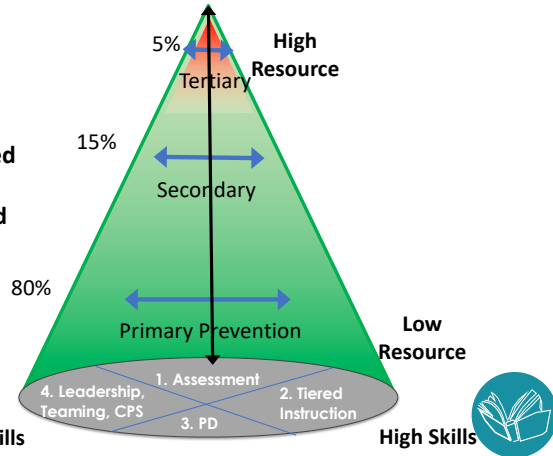
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# MTSS

1. Find out what students need
2. Provide that in Tier 1
3. Intensify support as needed



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# UNDERLYING ASSUMPTIONS OF MTSS

- ALL children can learn – if they haven't learned it, you haven't taught it the right way for them to learn it
- Students are learning in schools, which are complex host environments
- Decisions are made through shared ownership and leadership
- Instruction is guided by sound theory and research
- Outcomes should be prioritized over ideology and beliefs

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# MTSS IS A DELIBERATE ALTERNATIVE TO TRADITIONAL SERVICE DELIVERY

## Traditional Model

- Wait to fail
- Separate systems
- Teacher referral
- IAT/In-School Support Team
- Balanced literacy
- Expert/discrepancy model
- Parents informed

## MTSS

- Prevention focused
- Integrated system
- Universal screening
- Grade-level teams
- Explicit instruction
- Collaborative problem-solving model
- Parents as partners

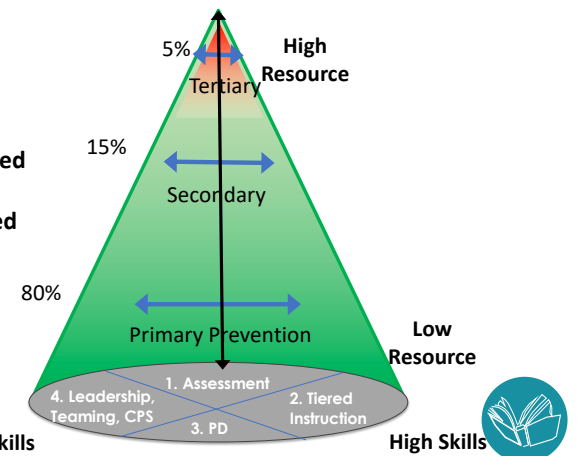
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# MTSS

1. Find out what students need
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## MTSS CORE COMPONENT #1 TIERED INSTRUCTION

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## CORE READING INSTRUCTION AT TIER 1

All students

Purpose – Primary Prevention - get most students to grade-level expectations

90-120 minutes every day

Evidence-aligned scope and sequence, instructional routines, materials

Highly differentiated

Whole group and small group formats

- Flexible skill-based groups (5-7 students)

Planned by grade-level team using universal screening data

Causes at least 80% of students to reach grade-level expectations

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## STRATEGIC READING INSTRUCTION AT TIER 2

Some students

Purpose – Secondary Prevention - catch up students who are at risk

- 30-45 minutes; 3-5 days/week; in addition to core instruction
- Evidence-aligned scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- Smaller, flexible, skill-based groups, narrow range of skills (3-5 students)
- More frequent progress monitoring
- Planned by grade level team with screening & diagnostic data
- Causes an additional 15% of students to reach grade-level expectations

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## INTENSIVE READING INSTRUCTION AT TIER 3

A few students

Purpose – Tertiary Prevention - keep students' skills from getting worse, help them catch up

- 45-60 minutes; 5 days/week; in addition to core
- Evidence-aligned scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- Smaller, flexible, skill-based groups, narrow range of skills (1-3 students)
- More frequent progress monitoring
- Planned by student-level team with screening, diagnostic and progress monitoring data
- Causes the remaining 5% of students to reach grade-level expectations

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## TIERED INSTRUCTION

Tier	Purpose	Who	When	Instruction	Planning
1	<b>Primary prevention</b> Reduce risk for at least 80%	<b>All students</b>	90-120 minutes daily	Research-aligned whole & small group	Building-level or grade-level teams Using screening data
2	Secondary prevention of reading failure Reduce risk for another 15%	Some students	30-45 minutes 3-5/week in addition to Tier 1	More intensive small group	Building-level or grade-level teams Using screening and diagnostic data
3	Tertiary prevention of reading failure Reduce risk for the last 5%	Very few students	45-60 minutes daily in addition to Tier 1, possibly Tier 2	Most intensive small group	Building-level and student-level teams Using screening, diagnostic & progress monitoring data



## MTSS CORE COMPONENT #2 ASSESSMENT SYSTEM



## SCHOOL-WIDE ASSESSMENT SYSTEM

1. Screening Which students & systems need support?	2. Diagnostic Why is the problem happening?
3. Progress Monitoring Is it working?	4. Outcome Evaluation Did it work?



## I. UNIVERSAL SCREENING

Which students and systems need support?

- Given to all students
- Brief
- Standardized
- Reliable and valid
- Predictive
  - Cut points that predict an important reading outcome in the future
- Indicators of Essential Early Literacy Skills
- Provides student-level and system-level information



## UNIVERSAL SCREENING IS A FORK IN THE ROAD

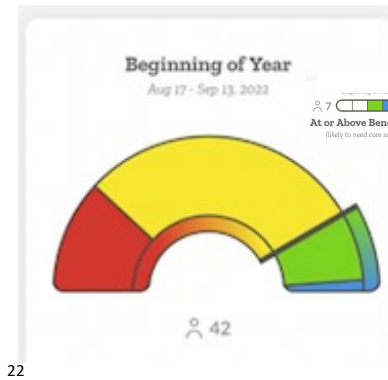


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## EFFECTIVE TIER 1?



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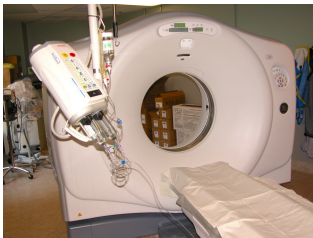
If 83% of the students in this grade level don't have a minimal level of the foundational skills...

...the first step is to analyze and improve Tier 1 instruction.

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## 2. DIAGNOSTIC ASSESSMENT



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Exactly what should we teach next?

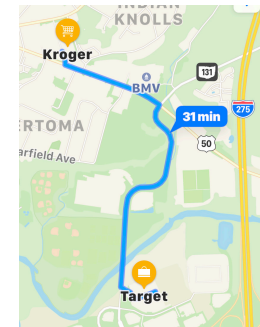
- Given to students when you aren't sure what to teach next
- In-depth assessment of a single skill area
- May or may not be standardized, timed, but not teacher created
- Closely linked to instruction (the score is less important than how the student got to the score)



## 3. PROGRESS MONITORING

Is instruction working?

- Brief
- Standardized
- Alternate forms of the same task
- Sensitive to change over small units of time



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## 4. OUTCOME EVALUATION



Did it work?

- Achievement testing
- Grade level objectives
- Linked to standards



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## MTSS CORE COMPONENT 3 PROFESSIONAL DEVELOPMENT



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## 3. PROFESSIONAL DEVELOPMENT

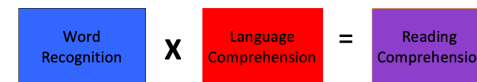
All Educators Need PD and Coaching On:

- The Science of Reading (how children learn to read, the essential skills, effective instruction)
- Collaborative Problem Solving Process
- Assessments
- Instructional Approaches and/or Programs

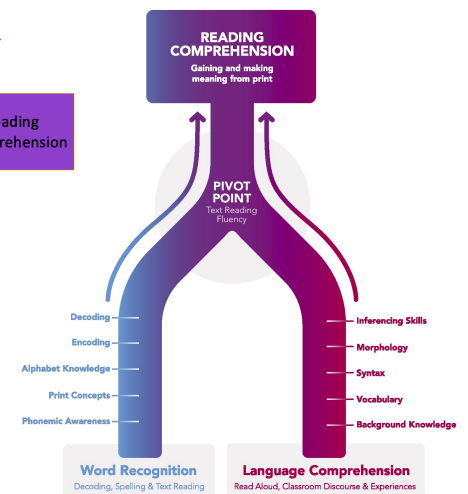


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### SIMPLE VIEW OF READING



Gough & Tunmer, 1988



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# MTSS CORE COMPONENT 4 LEADERSHIP, TEAMING, COLLABORATIVE PROBLEM SOLVING



## TEAMING

Collaborative Problem Solving will be used by:

- District Teams
- School Teams
- Grade-Level Teams
- Student Teams

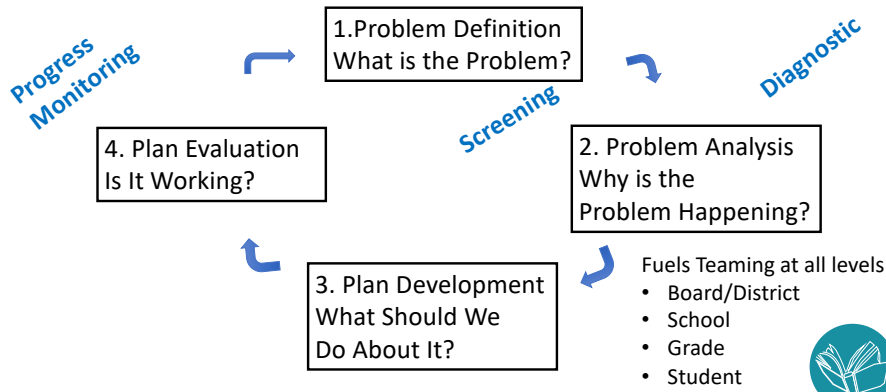
Impacting Factors  
and  
Potential Solutions

MTSS should be integrated into existing initiatives

- School Improvement
- PBIS
- Gifted
- EL
- Dyslexia/Structured Literacy/SoR



## COLLABORATIVE PROBLEM SOLVING



## COLLABORATIVE PROBLEM SOLVING

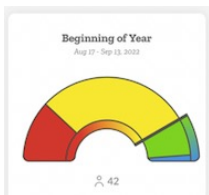
	Question	Example
1	What is the problem?	At the beginning of 1st grade, 100% of students should name letters, segment phonemes, read CVC words, but in our school 54% of our students meet these expectation
2	Why is it happening?	<ol style="list-style-type: none"> <li>1. Time for Instruction</li> <li>2. Instructional Routines and Materials</li> <li>3. Grouping for Instructional Skill Match</li> <li>4. Flexible Service Delivery</li> </ol>
3	What should we do about it?	Action Plan
4	Is it working?	Percent at benchmark at middle of year





## I. TIME FOR INSTRUCTION

- Protected time for classroom reading instruction (Tier 1)
- How much time will be determined by the percentage of students below and well below benchmark
- Every grade can't teach reading in the morning – Prioritize K-2
- Support services deployed flexibly to support differentiation of Tier 1



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Time	K	1	2
8:00 – 8:30	Morning meeting	Special	Tier 2/3
8:30 – 9:00	WR 8:30 – 9:15	LC	Math
9:00 – 9:30	LC 9:15 – 9:45	Writing	Math
9:30 – 10:00	Writing 9:45 – 10:00	WR 9:30 – 10:15	Science
10:00 – 10:30	Math	Science	Science
10:30 – 11:00	Math	Science	WR 10:30 – 11:15
11:00 – 11:30	Special	Special	LC
11:30 – 12:00	Lunch	Lunch	11:45 lunch
12:00 – 12:30	Recess	Recess	Recess
12:30 – 1:00	Tier 2/3	Social studies	LC
1:00 – 1:30	Science	Social studies	Writing
1:30 – 2:00	Science	Tier 2/3	Social Studies
2:00 – 2:30	Social studies	Math	Social Studies
2:30 – 3:00	Social studies	Math	Special

Tier 1 Word Recognition, Fluency, Reading Comprehension Taught in Small Groups  
Tier 2/3 small group intervention



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Instruction	Time	Configuration					Skill	
90 minutes	25-30 minutes	Whole Group					Oral Language Vocabulary Listening Comprehension Content	
	60 minutes	20 mins each group	M	T	W	Th	F	Phonemic Awareness, Phonics, Spelling, Reading Fluency, Reading Comprehension
		Cycle 1	1	1	1	1	1	
		Cycle 2	2	2	2	2	2	
		Cycle 3	3	4	3	4	3	
		Centers					When students are not at the teacher-led small group receiving explicit instruction, students will be working in small groups at literacy centers practicing to automaticity the skills taught during whole group/ teacher-led small group.	

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## 2. INSTRUCTIONAL ROUTINES & MATERIALS

- Target specific, critical skills broken down into manageable chunks, taught in step-by-step fashion
- Direct, supportive, carefully selected examples, immediate corrective feedback, distributed and cumulative practice to mastery
- Clear and concise language
- Active student engagement
- Scripted and routinized – use what has been found to work, free up teachers & students to focus on content
- **Leave nothing to chance**



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	Component	Purpose	Time
1.	Purpose of the Lesson	Gain attention, clearly state purpose	30 sec-1 min
2.	Review (PA, phonics skill, sight words)	Actively engage students in demonstrating what they remember and don't remember from previous lessons	2 min
3.	Phonological Warm Up (listen for sound, pronounce sound)	Activate phonological processor; anchor patterns to be learned in speech	2-3 min
4.	Phoneme-Grapheme Mapping (regular and irregular words)	We Do It Match speech sounds to letters used to represent them in print	5 min
5.	Word Reading (blend and read words, word sort, word chaining, flip books, speed drills)	We Do It Practice accurately reading words with the new pattern; Learning to write words with the new pattern; Building fluency and automaticity of reading words with the new pattern	10 min
6.	Spelling to Dictation (words, phrases, sentences)	We Do it Practice encoding words with the new pattern	5 min
7.	Transfer to Text (choral reading, partner reading, independent reading, retelling, summarizing)	You Do It Practice accurately and fluently reading words with the new pattern in the context of controlled, decodable text to support comprehension; Practice writing sentences and stories that include the new patterns.	10 min



## EXPLICIT VOCABULARY INSTRUCTIONAL ROUTINE

1. Pronounce the word, **phonology**
2. Write it, read it **orthography**
3. Explore syllables, orthography, morphology **orthography, meaning**
4. Provide a student-friendly definition **meaning**  
A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_.
5. Say more about the word, examples & non-examples **meaning and context (in the text and others)**
6. Ask yes or no questions  
Would it be brave to tell the truth when you did something wrong? Yes or no?
7. Elicit word use by the students **phonology, meaning and context**  
It would be brave to \_\_\_\_\_ I was brave when I \_\_\_\_\_
8. Encourage students to use the word across subjects, in spoken language, in writing



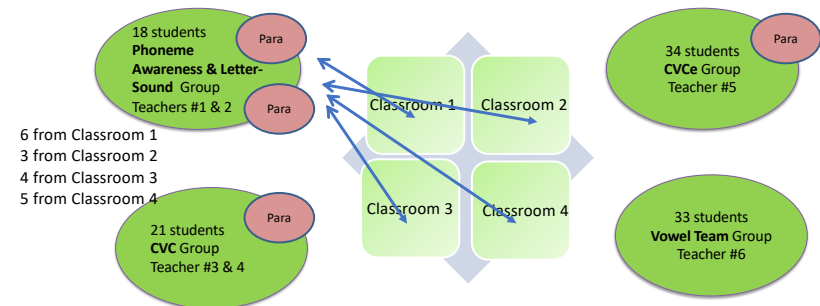
## 3. GROUPING & 4. FLEXIBLE SERVICE DELIVERY

- Small, flexible, skill-based groups
- Taught by an adult
- Using research-informed routines and materials



## GROUPING, FLEXIBLE SERVICE DELIVERY

106 students; 10 staff (6 Teachers, 4 Paras)



## UNIVERSAL INSTRUCTION IS RISK REDUCTION

MTSS is about prevention = Our best opportunity to change lives

Teams at all levels,

use screening data,

in the Collaborative Problem Solving Model,

to analyze and improve universal instruction,

and conduct PD so everyone knows how to

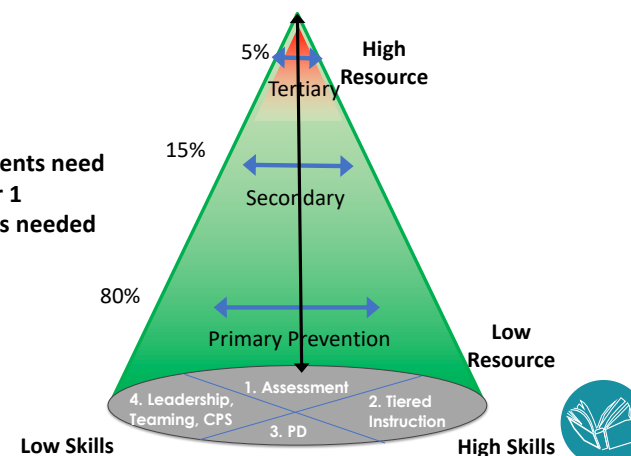
- find out what students need,
- provide it in regular, universal, classroom reading instruction,
- intensify as needed



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## MTSS

1. Find out what students need
2. Provide that in Tier 1
3. Intensify support as needed



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## RESOURCES

The Science of Reading Definition

<https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/>

Catch Them Before They Fall

<https://www.aft.org/sites/default/files/periodicals/torgesen.pdf>

Effective Universal Instruction

<https://www.amazon.com/Effective-Universal-Instruction-Action-Oriented-Intervention/dp/1462536832>

Explicit Instruction

<https://explicitinstruction.org/>



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# QUESTIONS

