

# Multi-Tiered Systems of Support (MTSS) in Secondary Schools

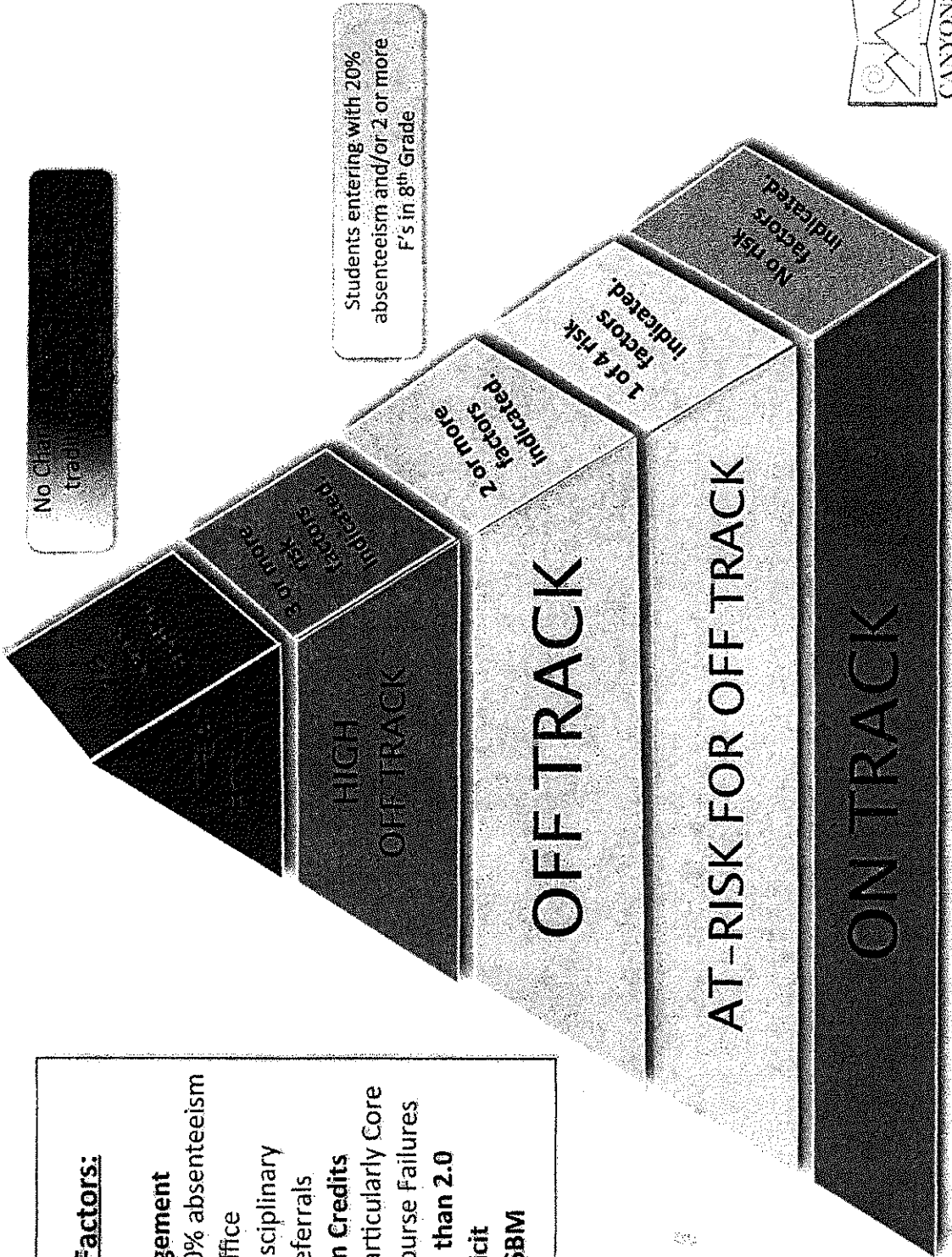
Dean Richards  
drichards@ttsd.k12.or.us

<p><b>Why Reading</b></p> <ul style="list-style-type: none"> <li>• More than 8 million students in grades 4 – 12 are struggling readers (USDoE 2003.)</li> <li>• 40% of high school students cannot read well enough to benefit from their textbooks (NAEP.)</li> <li>• 69 % of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text at their grade level (NAEP.)</li> <li>• 23% of High School <i>Graduates</i> are not eligible for the military because they cannot pass the entrance exam.</li> <li>• The text in Technical Schools has a higher Lexile reading score than text in a 4-year college.</li> </ul>	<p><b>Resistance</b></p> <ul style="list-style-type: none"> <li>• Some teachers adjust the assignment and content rather than help students learn to read. Schoenbach et al. (1999).</li> <li>• Some content-area teachers expressed resistance to teaching reading. Darwin (2003).</li> <li>• Some teachers just want to cover content unaware that helping them to read would help them understand content. Kingery (2000); O'Brien, Moje, and Stewart (2001)</li> </ul>
--	--

Data Based Teaming	
Leadership	
Professional Development	
Early Warning Systems	
Core Program with Strong Instruction	
Decision Rules and Reading Protocol	
Progress Monitoring	
Interventions	

**Risk Factors:**

1. **Disengagement**
  - 20% absenteeism
  - Office Disciplinary Referrals
2. **Behind in Credits**
  - Particularly Core Course Failures
3. **GPA less than 2.0**
4. **Skill Deficit**
  - CRT;SRI;SBM



# IES Research Summary - Improving Adolescent Literacy: Effective Classroom and Intervention Practices

<http://www.centeroninstruction.org/>

\* Rate level of implementation 1-5 (5 is high)

## Checklist for carrying out the recommendations

### Recommendation 1.

#### Provide explicit vocabulary instruction

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

### Recommendation 2.

#### Provide direct and explicit comprehension strategy instruction

- Select carefully the text to use when beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts.
- Make sure that the text is appropriate for the reading level of students.
- Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.
- Talk about comprehension strategies while teaching them.

### Recommendation 3.

#### Provide opportunities for extended discussion of text meaning and interpretation

- Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.
- Ask follow-up questions that help provide continuity and extend the discussion.
- Provide a task or discussion format that students can follow when they discuss text in small groups.
- Develop and practice the use of a specific 'discussion protocol.'

### Recommendation 4.

#### Increase student motivation and engagement in literacy learning

- Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.
- Provide a positive learning environment that promotes student autonomy in learning.
- Make literacy experiences more relevant to student interests, everyday life, or important current events.
- Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning.

**Recommendation 5. Make available intensive individualized interventions for struggling readers that can be provided by qualified specialists**

Use reliable screening assessments to identify students with reading difficulties and follow up with formal and informal assessments to pinpoint each student's instructional needs.

Select an intervention that provides an explicit instructional focus to meet each student's identified learning needs.

Provide interventions where intensiveness matches student needs: the greater the instructional need, the more intensive the intervention. Assuming a high level of instructional quality, the intensity of interventions is related most directly to the size of instructional groups and amount of instructional time.

**Within an Intentional Context of Active/Accountable Student Engagement**

(Note: this section is implied but not stated by the IES, added by Dr. Kevin Feldman)

- All teachers have been trained in and understand the use of the **Active Engagement Tool Kit** (e.g. use of choral, partner, written, individual responses).
- Teachers do **not** structure discussions using hand-raising (i.e. *T poses a question and students raise their hands to respond*), they **do** structure the engagement/responding of ALL students (Everyone Does Everything – No Bystanders).
- Academic language, use of target vocabulary, etc. is structured using sentence frames, teacher modeling, prompting, etc. - Academic discourse is evident.
- "Precision partnering" is evident; e.g. designating who speaks first, providing sentence starters, accountable listening, teacher monitoring, etc.
- Task-based accountability built in for every lesson task/activity – there is clear accountability such that every student is **doing** every task (e.g. Students all required to say, write and/or do something as an "evidence check" of engagement).

**Summary Comments & Suggestions:**

Tigard Tualatin School District Secondary EBIS Handbook  
**EBIS Reading Protocol – Grades 6-12**

Grade	Universal Screening Tools	Core Program	Second Tier Interventions	Third Tier Interventions
6-8	<ul style="list-style-type: none"> <li>MAZE</li> <li>Oregon Assessment of Knowledge &amp; Skills (OAKS)</li> </ul>	<ul style="list-style-type: none"> <li>HOLT – Elements of Literature</li> <li>Content Literacy Strategies Supported Throughout All Content Areas</li> <li>Literacy Strategies                             <ul style="list-style-type: none"> <li>Identify Text Structure</li> <li>Predictions</li> <li>Main Idea/Detail</li> <li>Inferences</li> <li>Visualization</li> <li>Summarizing</li> <li>Def. Word Chart</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Soar to Success                             <ul style="list-style-type: none"> <li>45 minutes/day Minimum</li> <li>Six Minute Solution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Language!                             <ul style="list-style-type: none"> <li>90 minutes/day</li> <li>Rewards                                     <ul style="list-style-type: none"> <li>30-45 minutes/day</li> </ul> </li> <li>Corrective Reading</li> <li>Phonics for Reading (SPED only)</li> <li>Great Leaps (SPED Only)</li> <li>Edmark (SPED only)</li> <li>Success Maker (only in addition to Language! or Soar to Success)</li> </ul> </li> </ul>
9-12	<ul style="list-style-type: none"> <li>Oregon Assessment of Knowledge &amp; Skills (OAKS)</li> </ul>	ALL STAFF	<ul style="list-style-type: none"> <li>Read 180</li> <li>Six Minute Solution</li> </ul>	<ul style="list-style-type: none"> <li>Language!                             <ul style="list-style-type: none"> <li>90 minutes/day</li> <li>Rewards</li> <li>Corrective Reading</li> <li>Great Leaps (SPED Only)</li> <li>Edmark (SPED only)</li> </ul> </li> </ul>
<i>Who does this work?</i>	Instructional Coordinators		Language Arts Teachers / Reading Specialists/Others as needed	Reading Specialists, Special Education and ELL Teachers

**EBIS Reading Decision Rules – Grade 6 - 12**

**Identifying and Placing Students in Intervention**

- Students at each grade level scoring at or below 20 correct words on Maze-CBM, or not meeting on OAKS, are considered for further assessment to determine skill level, instructional needs, and appropriate placement in a reading intervention (See Reading Placement Criteria). Students meeting criteria will be placed in interventions and progress monitoring will begin.

*(continue decision rules on reverse side)*

## Reading Placement Criteria - Middle School Level

Class	Placement Criteria
Regular Language Arts	<ul style="list-style-type: none"> <li>• OAKS score at or above benchmark</li> <li>• MAP score is at or above benchmark</li> <li>• MAZE score is at or above the grade level Low Risk target</li> </ul>
Regular Language Arts / Watch list	<ul style="list-style-type: none"> <li>• OAKS - see chart below</li> <li>• MAP score is within 2 points of the benchmark target</li> <li>• MAZE score is equal to or no more than 3 points below the grade level Low Risk target</li> </ul>
Regular Language Arts + literacy period group intervention	<ul style="list-style-type: none"> <li>• OAKS - see chart below</li> <li>• MAP score is within 3-4 points of the benchmark target</li> <li>• MAZE score falls in the mid-range to high range of the Moderate Risk target</li> <li>• Fluency score falls in the moderate risk range (Easy CBM)</li> </ul>
Regular Language Arts + literacy period group intervention + extra period of reading instruction - <b>strategic</b>	<ul style="list-style-type: none"> <li>• OAKS - see chart below</li> <li>• MAP score is within 5-6 points of the benchmark target</li> <li>• MAZE score falls in the low-range to mid-range of the Moderate Risk target</li> <li>• Fluency score falls in the moderate risk range (Easy CBM)</li> </ul>
Regular Language Arts + literacy period group + extra period of reading instruction - <b>intensive</b>	<ul style="list-style-type: none"> <li>• OAKS - see chart below</li> <li>• MAP: 6<sup>th</sup> - Below 208; 7<sup>th</sup> - Below 211; 8<sup>th</sup> - Below 214</li> <li>• MAZE score falls in the high risk range</li> <li>• Fluency score falls in the high risk range (Easy CBM)</li> </ul>

### Spring OAKS Scores

Spring Test Grade	Current Grade	Reg. LARTS	Watch List	Literacy intervention	Strategic	Intensive
5	6	218	213-217	209-213	202-208	Below 202
6	7	222	218-221	214-217	207-213	Below 207
7	8	227	223-226	219-222	211-218	Below 211

### MAZE Risk Level Chart, 6-8

Grade 6			Grade 7			Grade 8			
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	
0-10	0-12	0-13	0-13	0-15	0-16	0-16	0-18	0-19	HR
11-26	13-29	14-32	14-24	16-27	17-30	17-27	19-30	20-33	MR
27+	30+	33+	25+	28+	31+	28+	31+	34+	LR

HR = High Risk; MR = Moderate Risk; LR = Low Risk