

MTSS-R Team Prioritization

Trainer's Notes MTSS-R Implementation Guide

Prioritization Goal: Examine data to gauge the health of your system and determine the overall level of priority for action planning

Slide # 6

Notes

Prioritize

Your MTSS-R Leadership team will use your MTSS-R Implementation Checklist and any available student universal screening and instruction and intervention implementation data to determine your priority for tiers of instruction and intervention.

Slide # 8

Notes

Review student data: How do you decide what is a priority?

First, your team will use your universal screening data (if available) to determine the percentage of students at each of the three risk indicators- Low Risk, Some Risk, and At Risk- to determine the level of priority the school should assign to improving reading instruction and intervention. You will use the Beginning of Year Benchmark Assessment table on this slide to help with this prioritization process.

Slide # 9

Notes

Prioritize at the school level

First, you will prioritize at the school level. For this step, you will need a data report that allows you to see a school-level summary of student data and the percentage of students performing in different benchmark categories *across grade levels*.

Using your universal screening system's categorization approach, note the total percentage of students in your school *across grade levels* who are performing at benchmark (low risk, often indicated by green and/or blue color coding), below benchmark (some risk, often indicated by yellow color coding), or well below benchmark (at risk, often indicated by red color coding). Write the percentage of students performing at each of these benchmark expectations in the "BOY Universal Screening Data Table" on Page 1 of your action plan, in the row marked "School".

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This slide provides an example: In this example, 50% of students across grade levels are performing in the “Low Risk” benchmark category according to the school’s universal screening assessment. 22% of students are performing in the “Some Risk” category, and 28% of students are performing in the “At Risk” category. Using the table on the left of this slide, we see that this means that Core Instruction and Intensive Intervention are both “High” priorities, while Supplemental Intervention is a “Moderate” priority.

Complete this process for each individual grade level at your school, using a data report that allows you to see a summary of student data and the percentage of students performing in different benchmark categories *by grade level*.

Slide # 10

Notes

Tier 1 is the Highest Priority for Action Planning!

Once you’ve identified the priority of each tier of instruction (Core, Supplemental, and Intensive), your team will choose the tier of instruction that is the highest priority at this point in time. Use the first row “School” to determine which tier is the highest priority. In general, if Core Instruction is flagged as a moderate or high priority at the school level, it should be your team’s *highest* priority over Supplemental or Intensive Intervention. This is because focusing your efforts on improving core instruction will give you the biggest “bang for your buck”. Students spend the majority of their time in core instruction, and so any efforts your team dedicates toward improving core instruction will benefit all students in your MTSS-R system.

If Core Instruction is not flagged as a moderate or high priority, we recommend prioritizing Supplemental before Intensive Intervention for a similar reason, to prioritize a larger proportion of students being impacted by the implementation efforts you make.

Slide # 13

Notes

Team Discussion: Are Your Student Data Results Aligned with Your MTSS-R Implementation Checklist Results?

To confirm the accuracy of your MTSS-R Implementation Checklist results, it is important to be sure that your student data aligns with your checklist ratings. If you’ve accurately rated most items a 2 or 3 in the section Tier I Instruction on your checklist, indicating that Tier 1 is not a high priority, this should indicate that most students’ needs are being met in Core Instruction (e.g., 80% or more of students performing

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in the “Low Risk” benchmark category according to universal screening data). If you’ve rated many items a 2 or 3 on your checklist but only 50% of students in your school are performing in the “Low Risk” benchmark category according to universal screening data, we suggest reviewing your MTSS-R Implementation Checklist, discussing the Tier 1 items, and reflecting on whether each item can actually be rated a 2 or 3, or whether additional work is needed to improve implementation of the item.

Slide # 14-17

Notes

Review MTSS-R Implementation Checklist Results: How do you decide what is a priority?

Next, your team will use your MTSS-R Implementation Checklist results to determine which phase of implementation your school is currently in for each MTSS-R Element. Slides 14-17 provide an overview of each of the three primary implementation phases: Readiness, Initial Implementation, and Advanced Implementation. These phases, as well as key activities implemented in each phase tagged by MTSS-R Element, are described in greater detail on the Implementation Phases page.

Slide # 14-17

Notes

It is important to keep in mind that you will be at different phases of implementation for different MTSS-R element items.

For example, for Element 2: Data Use, you may have some Phase 2 (Initial Implementation) and Phase 3 (Advanced Implementation) items already in place around student data but may still need to work on many Phase 1 (Readiness) items around implementation data. We expect that you will be working on some items from Phase 2 and Phase 3 at the same time that you are working to fully establish Phase 1. The phases are intended to be general guidelines to help your team prioritize which actions to choose to implement first. In general, the highest priority should be on Phase 1 (Readiness) items first, and then moving through the phases.

Slide # 18

Notes

As a team, review Element 1: Core Instruction and Intervention in your MTSS-R Implementation Checklist and identify items that focus on your current Element 1 primary phase.

You can look at the overall phases by sections (e.g., see all items in Tier I Reading Instruction, regardless of phase), but in order to support the prioritization process, we recommend filtering your Checklist by

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phase. First click on the **ELEMENT I** tab. Then, go to the toolbar at the top of the MTSS-R Implementation Checklist. If you are in Phase 1 readiness, click on “*Data > Filter Views > Filter by P1.*” If you are in Phase 2 readiness “*Data > Filter Views > Filter by P2.*”

As a school-based team, decide which phase of implementation is most representative of Element 1: Core Instruction and Intervention in your school’s current MTSS-R system. Use your MTSS-R Implementation Checklist ratings to make this decision. For example, if you rated many Phase 1 Readiness items on the MTSS-R Implementation Checklist a “0”, “1”, or “2”, for Element 1: Core Instruction and Intervention, we recommend your team begin by focusing on Phase 1 Readiness actions for Element 1.

On your MTSS-R Implementation Checklist, highlight items that focus on (a) your prioritized tier of implementation and (b) your prioritized phase of implementation and that you rated a “0”, “1”, or “2”. For example, if your prioritized tier of implementation is Tier 1 Core Instruction and your prioritized phase of implementation is Phase 1 Readiness, highlight all checklist items in Section 1 “Across Tiers” and Section 2 “Tier 1 Reading Instruction which you rated a “0”, “1”, or “2”. When you begin action planning, you will develop an instruction and intervention goal that targets one or more of these Readiness Phase items.