

**Concord Public
Schools and
Concord-Carlisle
High School
2021-2022**



MULTI-TIERED
SYSTEM OF SUPPORT

Multi-Tiered System of Support

The intent of the Multi-Tiered System of Support committee work is to clarify, streamline, and incorporate best tools and practices so that each student has the best chance of meeting their full potential in reading*, writing, mathematics and social emotional learning.

** This committee is focused on reading as an example because there are new guidelines for Dyslexia. Other groups are focused on the other areas.*

MTSS Committee

Meeting Dates (Mondays 3:45 - 5): September 27, October 25, November 15, December 20, January 31, March 14, May 9 and May 23

Committee members: Mary Beth Stevenson (Thoreau and CTA); Naomi Krakow (Alcott); Judy Olson (Alcott); Matt Lucey (Willard); Angel Charles (Thoreau); Laura Brande (CMS); Frances Wooff (CCHS); Jordan Tamulynus (Alcott); Nancy Boutin (CCHS); Laurel Jackson (Thoreau); Jen Coty (CMS); Justin Cameron (CMS); Katie Carr (Alcott); Tara Venuti (Thoreau); Amy Delany (Willard); Sharon Hehn (Willard); Patrick Kevane (Willard); Allison Forseter (Ripley); Larissa Vincent (CMS); Debbie Dixson (Interim Director of Student Services); Katie Stahl (CCHS); Andrew Nyameyke (DEI); Michael Aboulafia (Willard); Joyce Carter (Thoreau); Michelle Saravara (Elementary); Kristen Herbert (Ripley)

Goals of MTSS Committee

Equitable and immediate access to reading support;

Early screening and prompt interventions for all students;

Addressing risk of dyslexia begins early and in general education;

Evidence-based practices for students with dyslexia will be a key concept for districts;

Risk factors for dyslexia can be detected prior to formal reading;

Screening for risk is critical for efficient intervention;

Screening is not an eligibility determination;

Districts that are already following an annual three screening protocol, with a first screening completed by the end of September, followed by a mid- and end-of-year screening, may continue to do so.

Resources

Resources examined by committee:

DESE's MTSS document

<https://www.doe.mass.edu/sfss/mtss/blueprint.pdf>

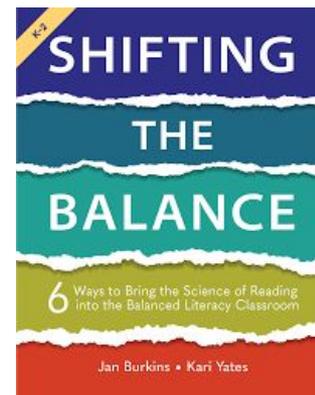
DESE's Dyslexia Guidelines

<https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf>

Prior to passage of the 2018 law, education officials treated dyslexia as a general learning disability and didn't require school districts to screen for it. The new guidelines include a first-ever state definition of dyslexia, which advocates say is critical for diagnosing the disorder.

Once diagnosed, students should receive a specific reading comprehension and other special programs, according to the guidelines.

Shifting the Balance



Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Subtypes of Dyslexia

Phonological Subtype	Naming Speed Subtype	Double Deficit Subtype
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Phonological Subtype

Naming Speed Subtype

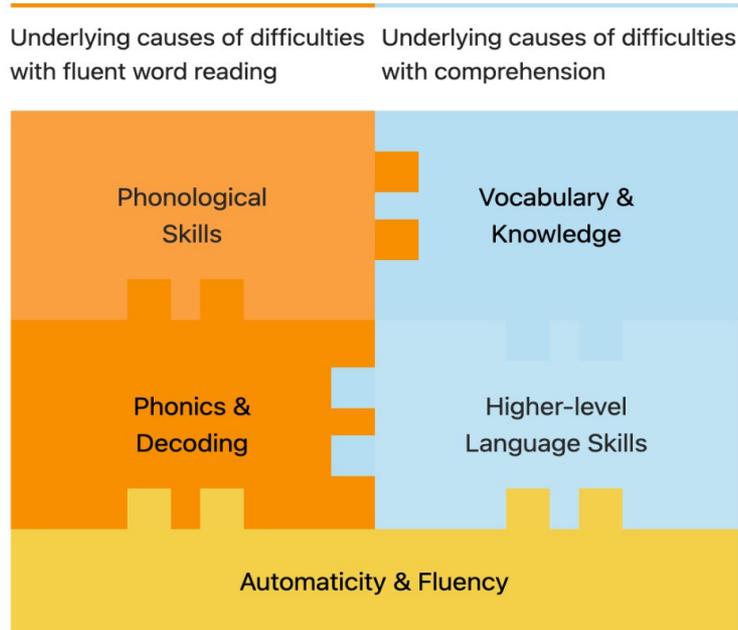
Double Deficit Subtype



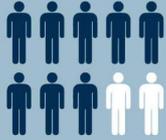
Dyslexia

Students Experiencing Reading Difficulties

Students experiencing reading difficulties, or at risk of future difficulties, typically have trouble with **fluent word reading** and/or with **comprehension**. Problems with fluent word reading also contribute to comprehension difficulties



Dyslexia



80% of the population believes that dyslexia is associated with low intelligence

THIS IS NOT TRUE.

DYSLEXIA occurs in people of **ALL** INTELLECTUAL LEVELS

KEY FACTS ABOUT DYSLEXIA

DYSLEXIA is the **MOST COMMON** LEARNING DISABILITY



dyslexia **RUNS IN FAMILIES**

parents with dyslexia **ARE MORE LIKELY TO HAVE CHILDREN with dyslexia**

research has proven that students with dyslexia

CAN LEARN TO READ when instruction is:

Explicit and systematic	Phonics based
Multisensory	Individualized
Consistent and frequent	Emotionally reinforcing

The Importance of Reading



46%

of adults can't read the labels on their prescriptions



33%

of high school graduates will never read a book after high school



70 million

Low literacy directly costs the healthcare industry over \$70million every year



50%

of U.S. adults can't read an 8th grade book



1 in 4

children in America grow up without learning how to read



2/3

of students who cannot read proficiently by the end of 4th grade will end up in jail or on welfare



30 million

American adults read at a below basic level

Reading Helps You To

- Reduce stress, increase vocabulary and improve memory
- Sleep better and stave off Alzheimer's disease
- Improve focus and concentration
- Become a better communicator and writer

Developing a love and a habit for reading starts at an early age

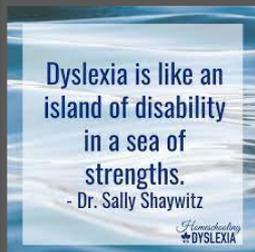
Sources:

1. www.dosomething.org/tipsandtools/11-facts-about-literacy-in-america
2. www.readingrow.com/literacy-in-america-infographic
3. www.statisticbrain.com/reading-statistics
4. www.lifehack.org/articles/lifestyle/10-benefits-reading-why-you-should-read-everyday.html
5. www.huffingtonpost.com/2013/10/12/health-benefits-reading_n_4081258.html

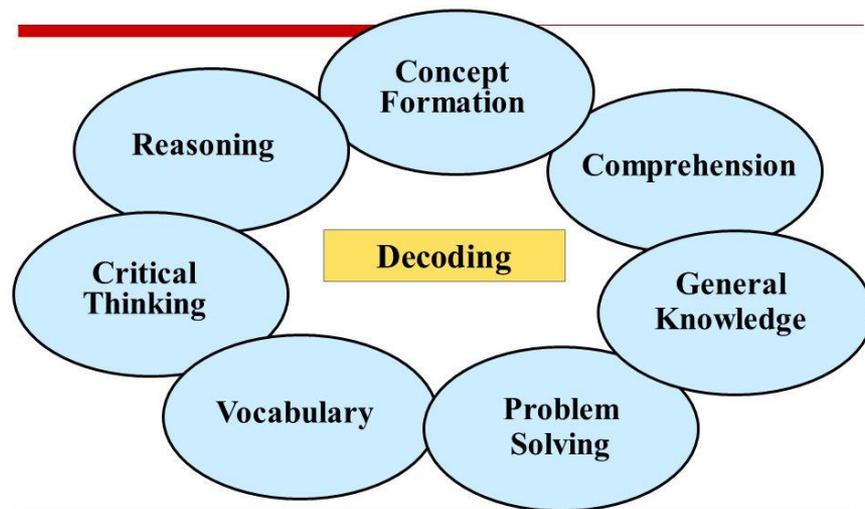
Dyslexia



Sally Shaywitz,
M.D., Yale,
Pediatric
Neurologist



Sea of Strength Model



From *Overcoming Dyslexia*, Sally Shaywitz, M.D., 2003

Three Tiers of Intervention

Tier 1

Tier 1 provides the instructional foundation within a tiered model and is often referred to as "core." Core instruction is provided to all students (Connor et al., 2007). Data from screening and progress monitoring is used to differentiate instruction within tier 1. All students must have equitable access to core instruction that addresses grade-level expectations for learning.

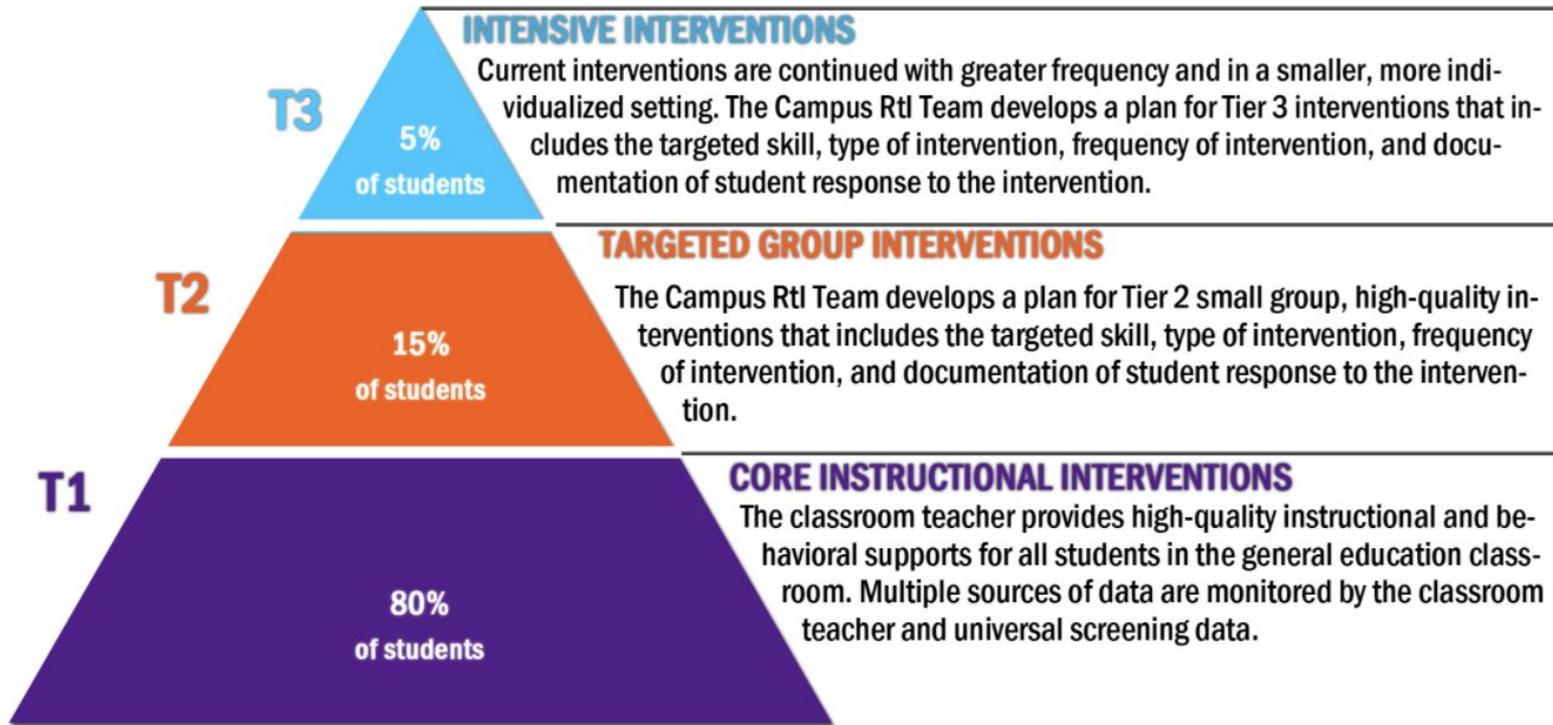
Tier 2

Tier 2 is preventive intervention offered to students who fall behind, who demonstrate difficulty based on screening measures, or who make weak progress from regular classroom instruction. Instruction in tier 2 must be targeted to the underlying difficulty(s) impacting the students' [progress in literacy](#). Students in tier 2 receive supplemental ("in addition to") small group instruction. Importantly, this instruction should be systematic, explicit, and highly interactive. Progress-monitoring data should be used to group students periodically. Students who demonstrate improvement and exit from tier 2 support should be carefully monitored to ensure that general classroom instruction is adequate. In many studies, effective tier 2 intervention has been shown to reduce or eliminate reading difficulties in the early elementary grades ([Gersten et al, 2017](#)).

Tier 3

Tier 3 is more intensive intervention offered to students for whom support in tiers 1 and 2 was insufficient. Instruction in tier 3 must be targeted to the underlying difficulty(s) impacting the students' [progress in literacy](#). Ongoing tracking of student performance is critical in tier 3. If students still experience difficulty after receiving high-quality core instruction and targeted tier 2 support, they may be evaluated for possible special education services, but tier 3 is not synonymous with special education.

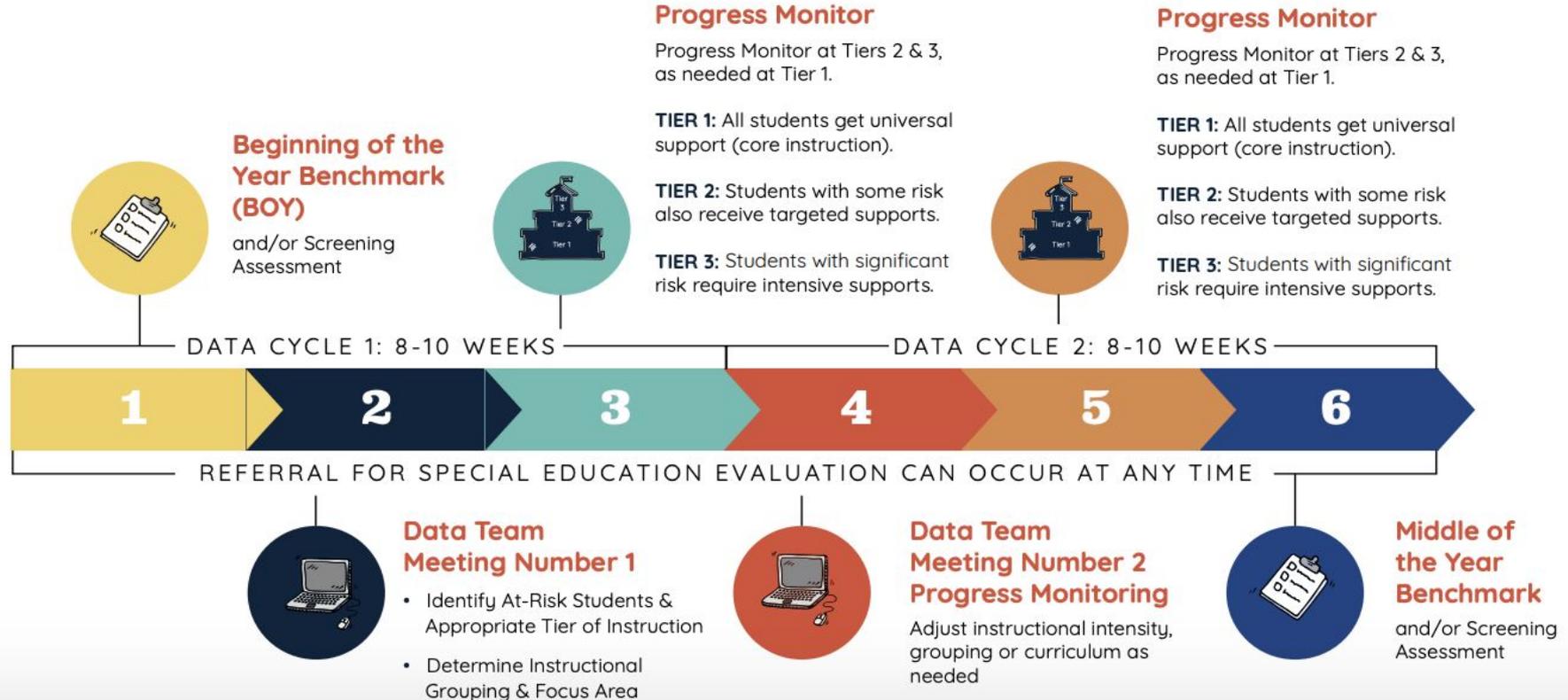
Framework - 3 Levels of Intensity



Framework: 3 levels of intensity

Figure 1: How to Integrate Screening, Intervention and Progress Monitoring within a Multi-Tiered System of Support (MTSS) Framework: Supporting Students At-Risk for Dyslexia

By organizing data into cycles, teams create formal timeframes by which to monitor student



Needs Assessment

In Place

All schools have a process in place for screening students;

All schools had the practice, resources, staffing, and time to provide extra support to students below benchmark

Improvements

Need to make these processes: aligned to Dyslexia Guidelines, updated with best practices, consistent from school to school;

Need to make these processes: aligned to Dyslexia Guidelines, updated with best practices and resources, consistent from school to school

September

**Beginning of
the year
benchmark
(BOY)**

**Data
Team
Meeting
Number 1**

**Targeted
Intervention
&
Progress
Monitor**

**Data Team
Meeting
Number 2
Progress
Monitoring**

**Targeted
Intervention
&
Progress
Monitor**

January

**Middle of
the Year
Benchmark**

**Data
Team
Meeting
Number 3**

**Targeted
Intervention
&
Progress
Monitor**

**Data Team
Meeting
Number 4
Progress
Monitoring**

**Targeted
Intervention
&
Progress
Monitor**

June

**End of the
Year
Benchmark**

**Beginning
of the year
benchmark
(BOY)**

What it is...

Screening for risk of dyslexia

1. Risk factors for dyslexia can be detected prior to formal reading instruction.
2. Screening for risk is critical for efficient intervention
3. Screening is not an eligibility determination.
4. Accurate and fluent word reading
5. Vocabulary knowledge
6. Listening comprehension

Screening Time Frame (K-2)

BOY, MOY, EOY

Reading

- 1)The appropriate tier(s) of instruction
- 2)The instructional focus area; reading, accuracy, automaticity/fluency and language comprehension
- 3) Student grouping

What CPS and CCHS Does...

All students in grades K- 9th

Take STAR Screener Assessment in the Fall.

Additional assessments are reviewed for all students, including:

- STAR Assessment from previous years
- MCAS scores (students in grades 3 - 10)
- Common assessments given across the grade level:

Kindergarten

Marie Clay letter/sound survey

Phonemic Awareness Profile, Ran/Raz, Possibly Early Bird (piloting now),

Grades K - 2

Foundations post-unit assessments

Grades 1 - 5

BAS /TC/STAR CBMs, 3 Writing Prompts (narrative, opinion/persuasive, informational)

Grades 6 - 8

Midterms & Finals

Grades 9 - 12

Midterms & Finals

**Data
Team
Meeting
Number
1**

What it is...

Data Team Members

- 1) General Educators, targeted instruction and educational supports
- 2) An administrator or district leader responsible for understanding and allocating
- 3) Instructional experts in evidence-based reading instruction. Reading specialists and special educators.
- 4) Other specialists, English language development (ELD) and second language (ESL) teachers

(continued)

**What CPS and CCHS
Does...**

Elementary Schools - each grade level team of teachers meets with the principal, assistant principal, math specialist, ELA specialist, reading specialist, guidance counselor, ELL teacher, special educator; METCO (Alcott only);

Concord Middle School & Concord Carlisle High School - Assistant Principal, Special Education Administrator, Reading Specialist; EL Teacher; METCO

**Data
Team
Meeting
Number
1**

What it is...

Data-Based Decision Making

- Teams of educators use formative and summative evaluation procedures to make decisions about student intervention/instruction using
- scientifically-validated assessments for screening, diagnostic, and progress monitoring purposes.
- Teachers and teacher teams use student data to adapt and improve instructional strategies
- Using data to identify student-specific academic, social emotional, and behavioral needs.
- Meet at least 5 times per year

(continued)

**What CPS and CCHS
Does...**

Each data team reviews students' scores on STAR assessments. Students who fall into yellow, blue, and especially red are given further assessments.

Data teams meet every six weeks.

Data teams at CMS and CCHS give students' scores to the teams of teachers working with them.

Students who fall below benchmark

are further assessed to get specific strength and areas for improvement.

Tools include:

STAR CBM's

QRI

DIBBELS

STAR CBM (curriculum based measures)

BAS/TC

Fountas & Pinnell additional assessments

**Data
Team
Meeting
Number
1**

What it is...

Focus Area 1 Academic Support
-Reading, Writing, and/or Math

Focus Area 2 Behavioral Support
-Classroom Management
-Positive Behavior Support

Focus Area 3 Social Emotional
Development
-Self-awareness
-Self-management
-Responsible decision making
-Relationship skills
-Social awareness

**Three Outcomes of Data
Meetings**

- Assigned to the appropriate tier(s) of instruction
- Instructional focus area for students who demonstrated some risk
- Arrangement of student groups for tiers 2 and 3 intervention

**What CPS and CCHS
Does...**

Elementary Schools - Students are placed in intervention blocks of 30 minutes in duration 3 - 5 times a week for 6 weeks.

Concord Middle School - Students are placed in enrichment or intervention blocks. Students on IEPs may receive reading supports (Lit Strat, Reading Workshop)

Concord Carlisle High School - Students who fall in red immediately get RtI reading groups. Students are grouped by areas of focus. Students who fall in blue and yellow are also worked into RtI schedule.

Targeted Intervention & Progress Monitor

What it is...

1) **Monitoring progress** to evaluate the effectiveness of an intervention - The school engages in ongoing monitoring of the impact of tiered interventions and adjusts school's structures and resources (e.g. time, staff, schedules) to provide interventions to students throughout the year.

2) **Students are regularly progress monitored** at their estimated instructional reading level (i.e. weekly, or bimonthly) and periodically progress monitored at their grade level (i.e. monthly)

3) **Progress monitoring meetings are held approximately every 8-10 weeks** and involve analysis and interpretations of students growth rates.

4) **Serves as a formal opportunity** to make changes to the nature and/or intensity of the instruction.

Progress monitoring: Early literacy is intended to assess component skills using valid and reliable tools. Administered to all students receiving tiered supports, including those who qualify for special education.

Curriculum-Based Measures (CBM): Assessments are administered at frequent intervals to capture the rate of progress towards specific reading targets. CBM designed to monitor areas of weakness, which may include phonemic awareness, decoding, word recognition, passage reading fluency and reading comprehension.

Progress Monitoring data is evaluated against an aimline, which is the distance between a student's BOY benchmark or screening score and their EOY goal. As progress monitoring data are collected, the scores are graphed onto the aimline to determine whether growth is occurring at a sufficient rate to meet the EOY goal.

Guidelines for Measuring Progress: 30-minute interventions / three times per week.

Data Team Meeting Number 2 Progress Monitoring

What it is...

Making Data-Driven Decisions At Tier 2 And Tier 3

Tiers 2 and 3 are designed to supplement the core curriculum so that students who perform in the at risk range on a screener receive a “double dose” of reading instruction, participating in both classroom teaching (Tier 1) and intervention supports (Tier 2 or Tier 3).

Identifying Students’ Instructional Focus Areas

Phonemic Awareness: To be a fluent reader, a student needs to achieve proficiency in the manipulation and substitution of individual sounds (phonemes) in three-letter (e.g., sip) and four-letter (e.g., slip) words.

Phonics: The connection between letters and sounds in a systematic manner. Sound-symbol correspondence, basic rules of phonics and “marking up”

Fluency: Recognize words automatically

Sight Word Recognition:

Orthographic mapping occurs when students “map” frequently occurring letters and letter patterns onto their related sounds, an integration of several key oral and written language skills, which include advanced phonemic awareness, letter-sound knowledge, and phonics skills

Passage Reading Fluency:

Achieve fluency, phonology, orthography, syntax, semantics and morphology.

Structured literacy: the sounds in words, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure

Reading Comprehension: integration of reading fluency skills and listening comprehension

Targeted Intervention & Progress Monitor

What it is...

Similar to screening tools, effective progress monitoring measures are criterion- or norm-based and quantify skill development in a valid and reliable manner.²⁸ Monitoring data offers the greatest value when multiple data points have been collected during each assessment cycle. Tiers 2 and 3 represent increasingly intensified levels of instruction.

Yet essential instructional content and practices that are effective at addressing difficulties related to word reading remain the same across all levels of instruction. The primary distinction between Tiers 2 and 3 is the intensity of service delivery and nature of curricular individualization

Tier 2 Small group instruction, review, preview and practice concepts.

Tier 3 Individually or in very small groups.

Co-teaching describes a collaborative relationship between a general and special education teacher

Actual co-teaching practices can follow many different models, which range from turn-taking to center-based instruction to dividing the class

**Middle of the
Year
Benchmark**

What it is...

Timeline - January
Use same tools as the BOY

Supplemental Assessment: Data-based decision-making is a process that employs several different sources of information to inform instructional planning.

Using Progress Monitoring for Instructional Decision-Making: Is the current intervention meeting the student's targeted needs to reduce skills discrepancies and facilitate grade-level achievement?

- Confirm that the intervention is appropriate
- Adjust the intensity of the intervention.
- Adjust the instruction group
- Does the student show patterns that are consistent with a suspected specific learning disability, including dyslexia?

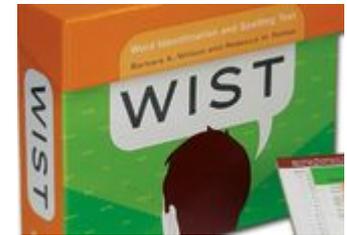
Special Education: for students who may need special education services to make effective progress in the general education program, timely and appropriate special education evaluation and eligibility determination is key

IEP Goals Informed by the Essential Components of Reading Instruction 1. Phonemic Awareness 2. Phonics 3. Fluency 4. Vocabulary 5. Comprehension

Special Education

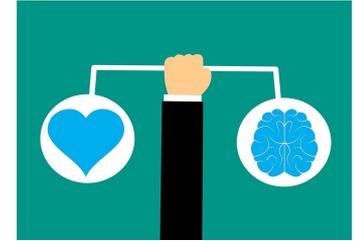
Diagnostic Assessment

- Comprehensive, Individualized & Multi-disciplinary
- Domains evaluated include
 - Cognition - working memory, verbal reasoning, processing speed
 - Language - phonological processing, rapid naming, vocabulary, language comprehension
 - Reading - word recognition/decoding, fluency, comprehension
 - Writing - spelling, written expression
 - Math - computation, reasoning



Special Education

- Evidence-based/research-based methodology
- Multisensory, systematic and sequential
- Direct and explicit teaching of targeted skills
- Implemented with fidelity
- 1:1 or small group instruction
- Mastery teaching
- Coordinated across settings
- Sufficient practice



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**End of the
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