

## Troubleshooting Guide for MTSS Decisions Building Level

Focus	Difficulty	Possible solutions
<b>Screening</b>	<p><b>Inaccurate or Lack of Confidence in Screening Data</b>            Data is inconsistent or missing            Data is not “matching up” with other assessments and/or teacher validation            Data is not identifying students with the most need</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and distribute a written checklist for screening procedures and ensure that it is followed (include training, fidelity checks on administration and scoring, random checks of student screening protocols for accuracy, and checks on data entry) <b>Resource:</b>  <a href="http://miblsi.cenmi.org/LinkClick.aspx?fileticket=f-sgzQnrYxQ%3d&amp;tabid=1719">http://miblsi.cenmi.org/LinkClick.aspx?fileticket=f-sgzQnrYxQ%3d&amp;tabid=1719</a></li> <li><input type="checkbox"/> Are there multiple people entering data? If so, run multiple random checks on accuracy of data entry. Provide checklist w/screen shots.</li> <li><input type="checkbox"/> Consider “shadow” scoring (e.g. two adults score one student each with their own protocol to see if they are within two correct words per minute or four on the retell) or practice with video clips. <b>Resource:</b>  <a href="http://dibels.org/scoring_practice.html">http://dibels.org/scoring_practice.html</a></li> </ul>
<b>Screening</b>	<p><b>Identifying too many students</b>            Screening identifies over 50% of the school</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is it a distributed problem (e.g. school wide) or are there spikes by certain classrooms? (If you have classroom spikes, first verify accurate administration/scoring <i>and</i> data entry, then examine classroom instruction)</li> <li><input type="checkbox"/> If school or grade wide, primary focus is on Tier 1 instruction</li> <li><input type="checkbox"/> If it is one particular grade, check Tier 1 instruction as well as grades before (was there a rapid increase in expectations that were not addressed in earlier grades?)</li> <li><input type="checkbox"/> Check criteria for decision rule on screening (e.g. benchmark, norm-referenced, or combination). Is it too low? (<i>Caution: Cannot go lower than research criteria developed for the screening measure</i>) Does number of students <b>not at risk</b> roughly match up with proficient performance on high stakes assessments?</li> </ul>
<b>Screening</b>	<p><b>Interpretation and use of screening data</b>            Data is not shared with instructional staff            Data is not accessible to teachers            Data is ignored or not used</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assign one person the time and task of coordinating and following up with screening</li> <li><input type="checkbox"/> Develop and distribute a written timeline for all screening windows during the school year</li> <li><input type="checkbox"/> Does teaching staff obtain screening results within two days or less?</li> <li><input type="checkbox"/> Does Building and District leadership obtain screening data within one week to analyze trends, curriculum and professional development decisions? If not, what support do they need?</li> </ul>

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<b>Screening</b>	<p><b>Our leadership team self-assessment data is not matching up with our student outcomes or staff assessment data</b> For behavior, Self-Assessment Survey (SAS) filled out by staff is much lower than the Benchmark of Quality (BoQ) filled out by leadership team. For reading, our systems checklist score is significantly higher than our screening student outcome data</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increase the amount and quality (e.g. use data) of communication from the leadership team to staff.</li> <li><input type="checkbox"/> Celebrate small increments of growth (e.g. we taught school wide expectations!) and show the benefits of the work (our Office Discipline referrals are down from this time last year).</li> <li><input type="checkbox"/> Re-examine select items on the reading systems checklist with a larger “focus” group to look for gaps in understanding</li> <li><input type="checkbox"/> Take select sections on the reading systems checklist and administer with different grade level teams. <b>Resource:</b> <a href="http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures.aspx">http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures.aspx</a></li> </ul>
<b>Instruction</b>	<p><b>Core instruction is not effective</b> System is overwhelmed by students identified as “at-risk”(e.g. more than 20%). Number of students at-risk has stayed the same over time.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check the accuracy of screening data</li> <li><input type="checkbox"/> Examine adequacy of core instructional materials using a skills trace <b>Resource:</b> Core material scope and sequence; Common Core Standards, Curriculum Maps. <a href="http://miblsi.cenmi.org/miblsimodel/implementation">http://miblsi.cenmi.org/miblsimodel/implementation</a></li> <li><input type="checkbox"/> Conduct a “time” assessment (allocated versus actual)</li> <li><input type="checkbox"/> Check for active student participation and engagement (on-task and responding for 70% or more of observation) <b>Resource:</b> <i>Explicit instruction: Effective and efficient teaching, Chap6</i> <a href="http://www.explicitinstruction.org">www.explicitinstruction.org</a></li> <li><input type="checkbox"/> Assess teacher-student feedback ratios. Did 100% of incorrect student responses receive accurate and timely corrective feedback?</li> <li><input type="checkbox"/> Are all students given multiple and frequent opportunities to respond? Check for response cards or slates, pair-shares, choral responses, oral responses, written response, and action responses.</li> <li><input type="checkbox"/> Check pacing</li> <li><input type="checkbox"/> Analyze instructional routines. Are they concise? Efficient? <b>Resource:</b> <i>Using Instructional Routines, a Guide for Teachers</i> <a href="http://www.centeroninstruction.org">www.centeroninstruction.org</a></li> <li><input type="checkbox"/> Conduct a materials check (are core materials being used?)</li> <li><input type="checkbox"/> Do you need to increase instructional time for the core area?</li> <li><input type="checkbox"/> Check classroom conditions <b>Resource:</b> <i>Explicit instruction: Effective and efficient teaching, Chap5</i> <a href="http://www.explicitinstruction.org">www.explicitinstruction.org</a></li> <li><input type="checkbox"/> Spot check transition times, are within-class transitions two minutes or less?</li> <li><input type="checkbox"/> Check fidelity of supplemental interventions</li> <li><input type="checkbox"/> Examine classroom management. <b>Resource:</b> <a href="http://miblsi.cenmi.org">http://miblsi.cenmi.org</a></li> </ul>

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<b>Supplemental Intervention</b>	<p><b>Many students are not successful in supplemental intervention</b>            70-90% of students are not making progress            Majority, if not all, students receiving supplemental intervention remain there all year</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a checklist to examine the integrity of the intervention (was it delivered as designed?) <b>Resource:</b> Heartland AEA 11 intervention integrity lists</li> <li><input type="checkbox"/> Examine the intensity of the intervention. <b>Resource:</b> Alterable variables chart</li> <li><input type="checkbox"/> Recheck the research base supporting the intervention and what it is designed to do. <b>Resource:</b> USDE Evaluation Guide</li> <li><input type="checkbox"/> Use sorting tools to ensure correct match. <b>Resource:</b> Huron ISD, MiBLSi website, DIBELS Grouping Sheets</li> <li><input type="checkbox"/> Use diagnostic assessments and intervention placement/pretests to ensure correct match</li> <li><input type="checkbox"/> Check pacing</li> <li><input type="checkbox"/> Check goal setting (e.g. Read Naturally). Are student goals ambitious?</li> <li><input type="checkbox"/> Increase opportunities for student response and feedback. <b>Resource:</b> <i>Explicit instruction: Effective and efficient teaching, Chap6</i>  <a href="http://www.explicitinstruction.org">www.explicitinstruction.org</a></li> <li><input type="checkbox"/> Examine allocated versus actual time. Is the intervention being run five days a week? Is it being run at a minimum of 30 minutes (excluding Kindergarten)</li> <li><input type="checkbox"/> Retrain interventionists</li> <li><input type="checkbox"/> Video tape interventionists to assist in coaching and problem solving</li> <li><input type="checkbox"/> Provide time for peer coaching of intervention delivery</li> <li><input type="checkbox"/> Is group size between 5 and 8 students?</li> <li><input type="checkbox"/> Add or adjust student reinforcers or rewards</li> <li><input type="checkbox"/> Examine intervention space, is it conducive to learning?</li> </ul>
<b>Supplemental Intervention</b>	<p><b>Intervention management</b>            Groups are unorganized            Materials are lacking            Training was insufficient</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dedicate an intervention coordinator or manager</li> <li><input type="checkbox"/> Scale back on the number of interventions (e.g. do you have too many to manage?)</li> <li><input type="checkbox"/> Communicate and distribute an intervention schedule</li> <li><input type="checkbox"/> Post a building wide schedule</li> <li><input type="checkbox"/> Retrain interventionists</li> <li><input type="checkbox"/> Video tape interventionists to assist in coaching and problem solving</li> <li><input type="checkbox"/> Provide time for peer coaching of intervention delivery</li> <li><input type="checkbox"/> Retrain students and staff on transition routines</li> <li><input type="checkbox"/> Conduct a materials inventory and needs assessment</li> </ul>

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<b>Supplemental Intervention</b>	<b>Progress monitoring is not systematic</b> Progress monitoring data is not collected systematically or consistently Progress monitoring data is not shared with teachers	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agree on a building or district wide progress monitoring schedule</li> <li><input type="checkbox"/> Dedicate a progress monitoring coordinator (or add to intervention coordinator)</li> <li><input type="checkbox"/> Communicate and document who will progress monitor which students, with what and how often</li> <li><input type="checkbox"/> Post clear expectations on who will receive progress monitoring data, <i>always</i> include classroom teacher and interventionists</li> <li><input type="checkbox"/> Examine data for groups of students and by intervention (e.g. Read Naturally), not just individual student progress <b>Resource:</b> Tier 2/3 Tracking Form, <a href="http://miblsi.cenmi.org">http://miblsi.cenmi.org</a></li> <li><input type="checkbox"/> Conduct fidelity checks with staff administering progress monitoring</li> <li><input type="checkbox"/> Include students in graphing progress monitoring data</li> </ul>
<b>Supplemental Intervention</b>	<b>Exit criteria is not based on data or doesn't exist</b> Decision rules are not in place to exit students from interventions Students remain in interventions too long	<ul style="list-style-type: none"> <li><input type="checkbox"/> Choose a decision rule (e.g. benchmark, slope or rate of growth, three data points above the aimline)</li> <li><input type="checkbox"/> Conduct a mini-training on the decision rule with a rationale, example and non-example</li> <li><input type="checkbox"/> Develop and communicate a template for recording decisions <b>Resource:</b> Tier 2/3 Tracking Form, <a href="http://miblsi.cenmi.org">http://miblsi.cenmi.org</a></li> <li><input type="checkbox"/> Spot check progress monitoring decisions to look for use of the decision rule</li> </ul>
<b>Evaluation</b>	<b>We are not sure if MTSS is working in our building</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use "Boardwalk" example as a template to pull all the MTSS pieces into a snapshot form</li> <li><input type="checkbox"/> Pull data into multiple years (e.g. cross year box plots; Excel graphs)</li> <li><input type="checkbox"/> Collect data around the system as well as student outcomes (e.g. how many times did the MTSS Leadership team meet? What was your average intervention integrity score? What was the average length of intervention time? What percent of students received intervention? What was their progress?)</li> </ul>
<b>Implementation</b>	<b>We have lost our focus</b> Team meetings are not attended Loss of momentum Communication is random Leadership changes or competing initiatives	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revisit checklists and practice profiles on leading MTSS (e.g. Braiding Initiatives Worksheet, Tiered Practices Audit, Leadership Team Practice Profile) <b>Resource:</b> Coaches' Toolbox on Leadership, <a href="http://miblsi.cenmi.org">http://miblsi.cenmi.org</a></li> <li><input type="checkbox"/> <b>Resource:</b> Heartland AEA 11 Instructional Decision Making Troubleshooting Guide <a href="http://www.aea11.k12.ia.us/educators/idm/guide.html">http://www.aea11.k12.ia.us/educators/idm/guide.html</a></li> <li><input type="checkbox"/> Create and communicate a long range plan for MTSS (staff, parents, board)</li> </ul>