



Grade-Level Continuous Improvement: Tier 1 Problem-Solving

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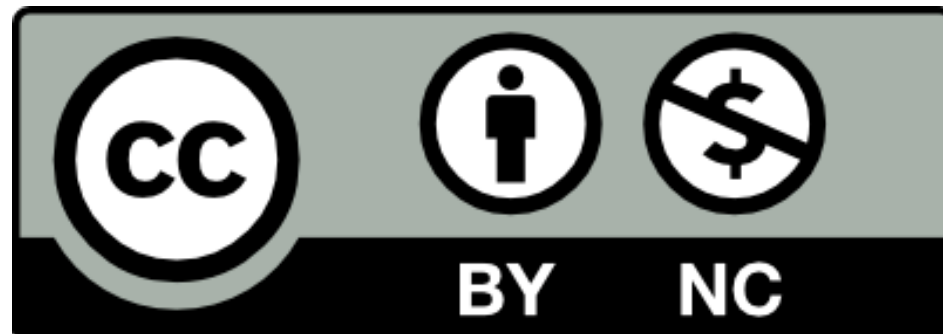


Acknowledgments

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- The IRIS Center Peabody College Vanderbilt University
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- National Center for Systemic Improvement (NCSI)
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To view a list of approved literacy curricula and intervention programs by the Section 35m Committee for Literacy Achievement, please visit the following page:

[The Committee for Literacy Achievement/HQ Literacy Materials Grant](https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/literacy-grants/section-35m>)

Purpose

Our purpose is to **strengthen our approach** to supporting **all students** by implementing a **systematic protocol for analyzing student data**. Through these efforts, we will **develop a clear, actionable** plan focused on **setting data-driven goals**, outlining strategic steps, and making **targeted instructional adjustments** to enhance student learning outcomes.

Intended Outcomes

1. Deepen understanding of the MTSS framework
2. Participate in a problem-solving process to analyze student data
3. Gain proficiency in using universal screening data to evaluate the effectiveness of current Tier 1 instruction
4. Begin creating an implementation plan detailing data-informed goals, action steps, and instructional adjustments

Agenda

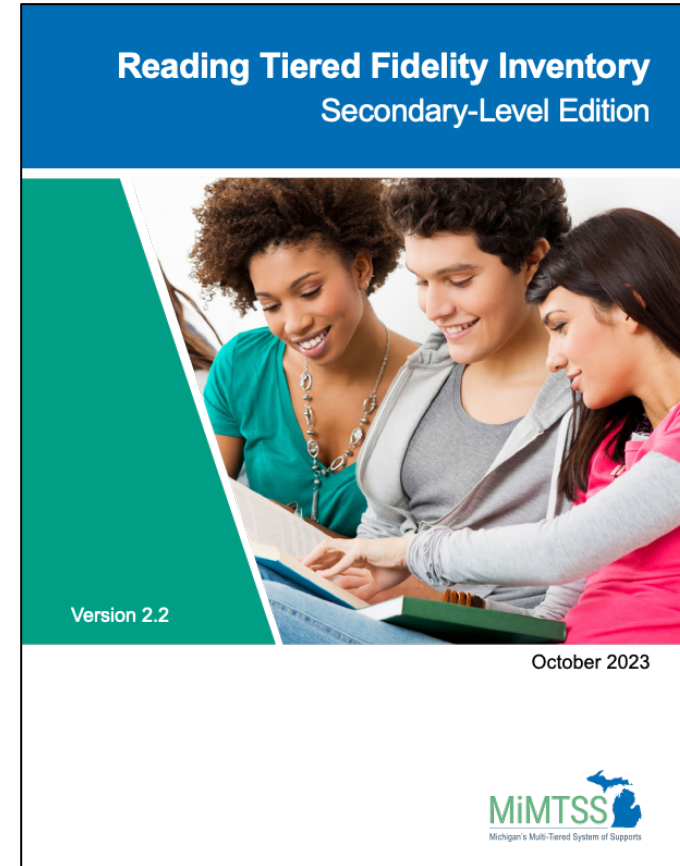
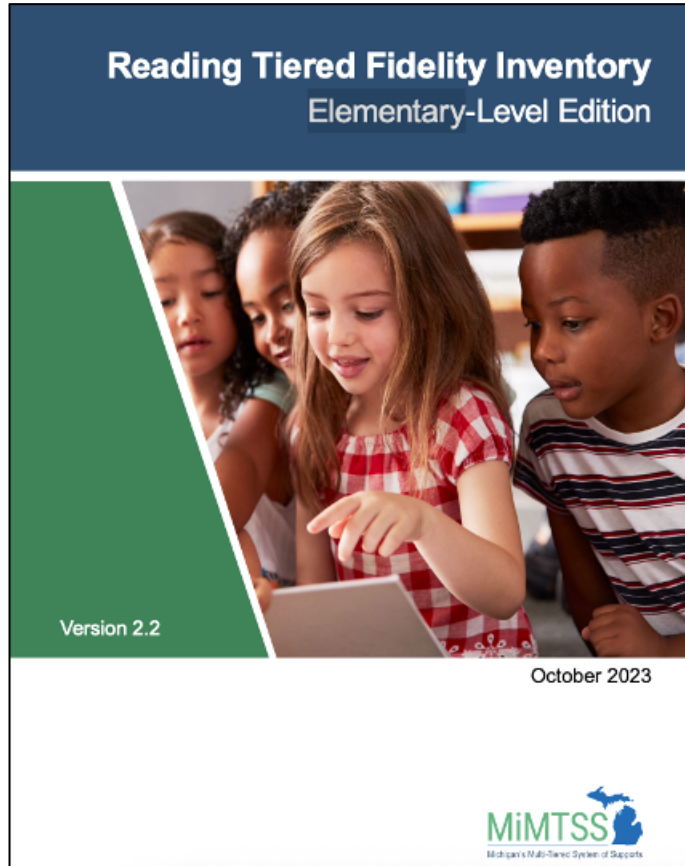
1.0 MTSS Essential Components

2.0 Continuous Improvement: Focus on Impact and Implementation

3.0 Data-Based Decision Making (DBDM) at Tier 1

4.0 Action Planning and Next Steps

MTSS Implementation Tools

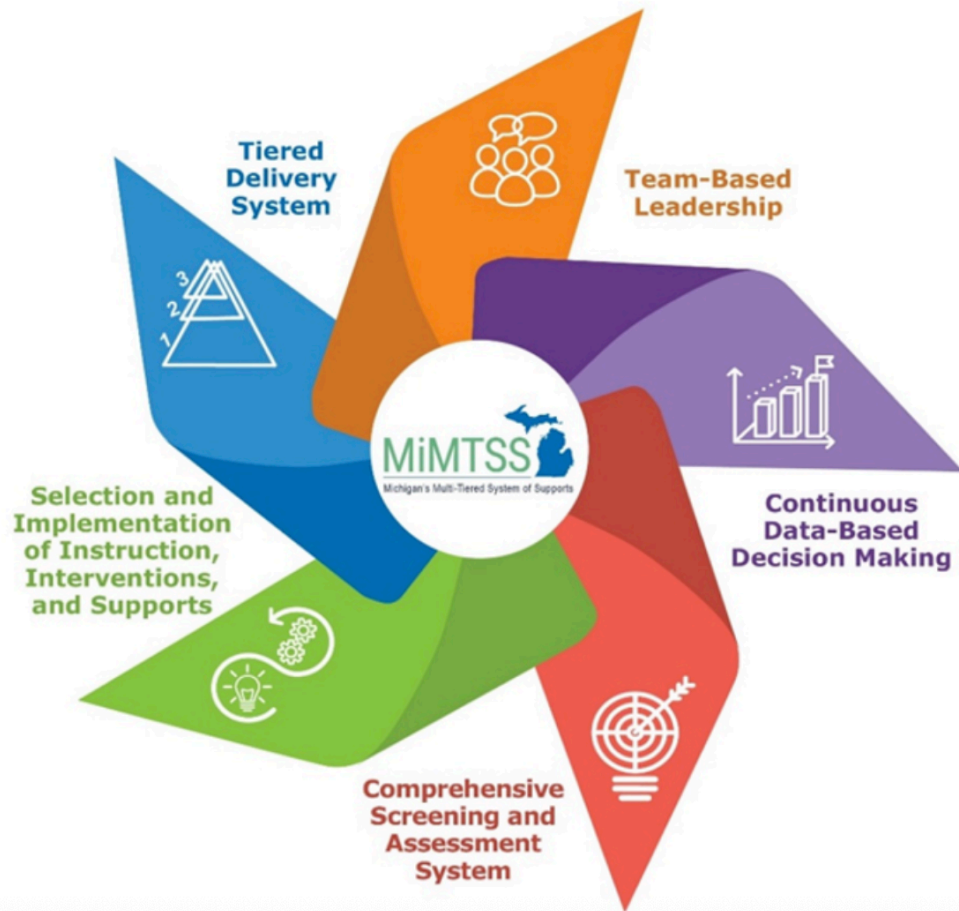


Reading Tiered Fidelity Inventory (R-TFI), 2023

1.0 MTSS Essential Components

MTSS Overview

“MTSS means a comprehensive framework that includes 3 distinct tiers of instructional support and is composed of a collection of evidence-based strategies designed to meet the individual needs and assets of a whole pupil at all achievement levels.”
(Public Act 146)



MDE MTSS Practice Profile (2020)

Legislature MTSS Connections

- The law outlines critical features of an MTSS framework, including data-based decision making
- Requires a list of valid and reliable screening & progress monitoring assessments for selection/use by schools
- Language that outlines requirements of providing an MTSS framework to students showing characteristics of dyslexia
- Tier 2 & 3 outline methods to intensify literacy intervention instruction and students in K-3 who need intervention support require IRIP documentation

(Public Act 146)

MTSS Essential Components 1 & 2

Team-Based Leadership

- District or System Teams
- Building or School Teams
- Grade-Level Teams
- Multidisciplinary Teams

Tiered Delivery System

- Tier 1 = Universal (all)
- Tier 2 = Targeted (some)
- Tier 3 = Intensive & Individualized (few)

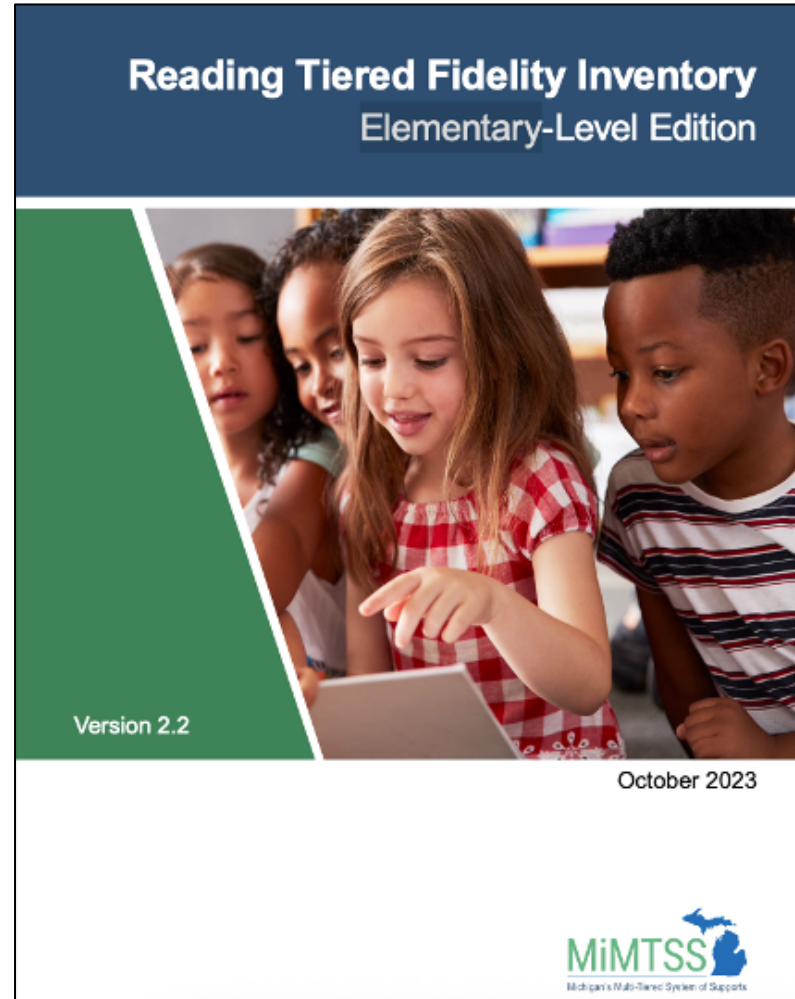
MTSS Essential Component 3

Selection and Implementation of Instruction, Interventions, and Supports

- Curriculum & assessments
- Instructional practices & strategies
- Professional learning & supports
- Mandates
- Resource commitments

MDE MTSS Practice Profile (2020)

Activity 1.1 Grade-Level Teams



Locate the R-TFI that best represents you:

- Review items 1.18
- Self-assess and reflect on your current levels of implementation

Essential Components 4 and 5

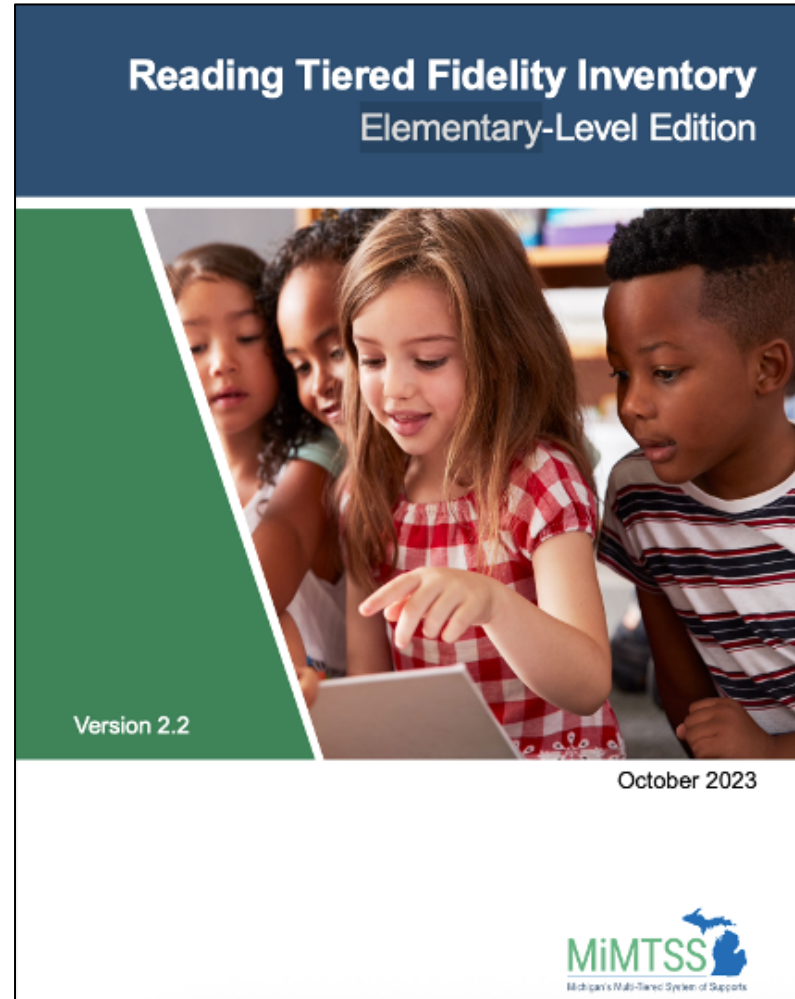
Screening & Assessment

- Universal screeners
- Progress monitoring
- Formative assessments
- Diagnostic assessments
- Benchmark/interim
- Summative

Continuous DBDM

- Engine of MTSS
- Guides decision-making
- Used to monitor effectiveness
- Utilized by all teams within the educational system
- Preferably 3 times/year

Activity 1.3 DBDM



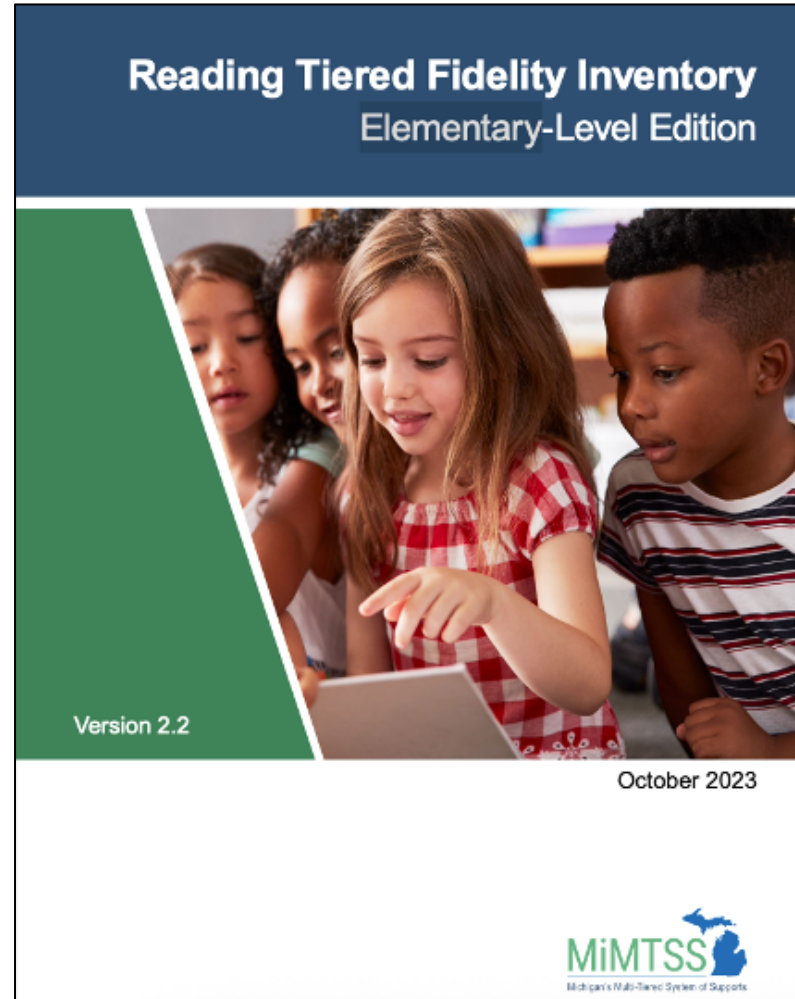
Locate the R-TFI that best represents you:

- Review items 1.20 & 1.21
- Self-assess and reflect on your current levels of implementation

MTSS With a Tier 1 Focus

- Tier 1 serves **all students**
- Tier 1 instruction is the primary prevention of reading failure
 - A strong core = fewer Tier 2/3 needs
- Systematic data reviews helps align instruction, curriculum, and professional learning
- Ensures equity and fidelity across buildings and classrooms

Activity 1.4 Tier 1 Instruction



Locate the R-TFI that best represents you:

- Review items:
- 1.9 through 1.14
- Self-assess and reflect on your current levels of implementation

Legislature Tier 1 Connections

- The law outlines the features of Tier 1, class-wide reading instruction
- Requires a published list of evidence-based Tier 1, class-wide elementary reading curricula/materials that are aligned with science of reading methods that research has shown to improve literacy outcomes
- Language that outlines instructional methods to teach decoding and word recognition using a “code-emphasis instructional approach”

(Public Act 146)

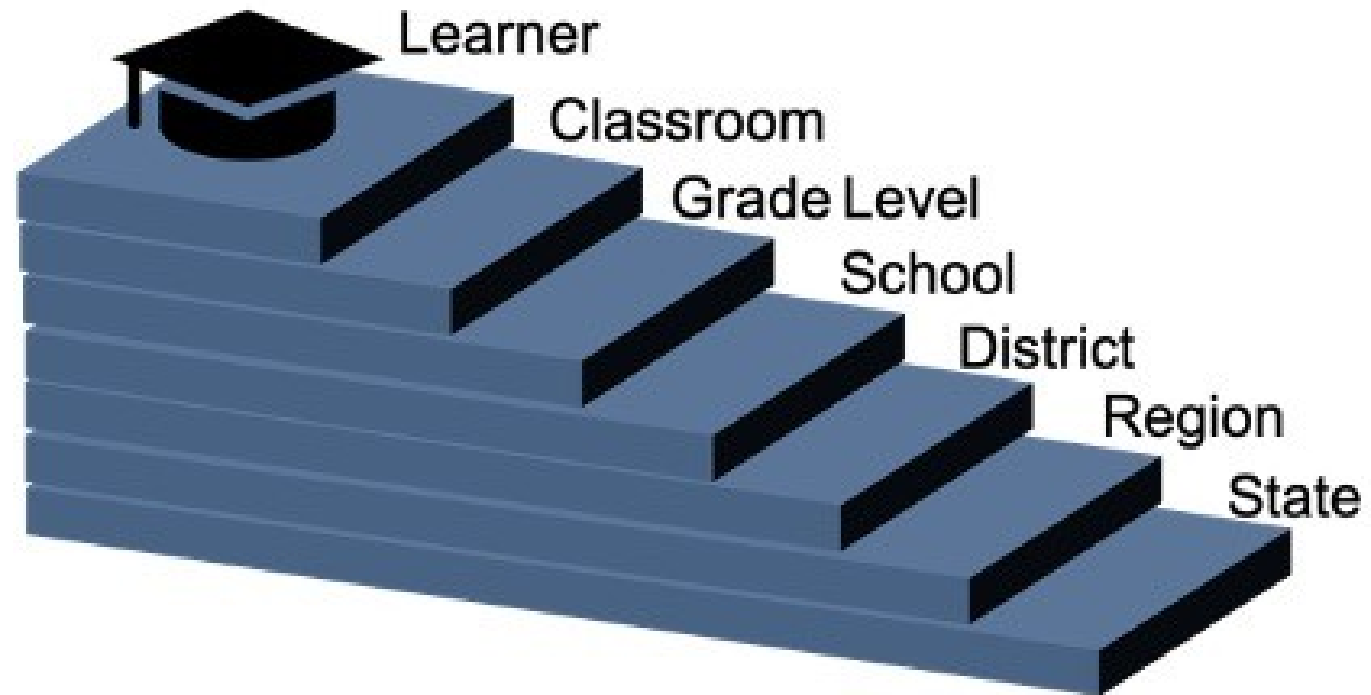
2.0 Continuous Improvement

Focus on Impact and Implementation

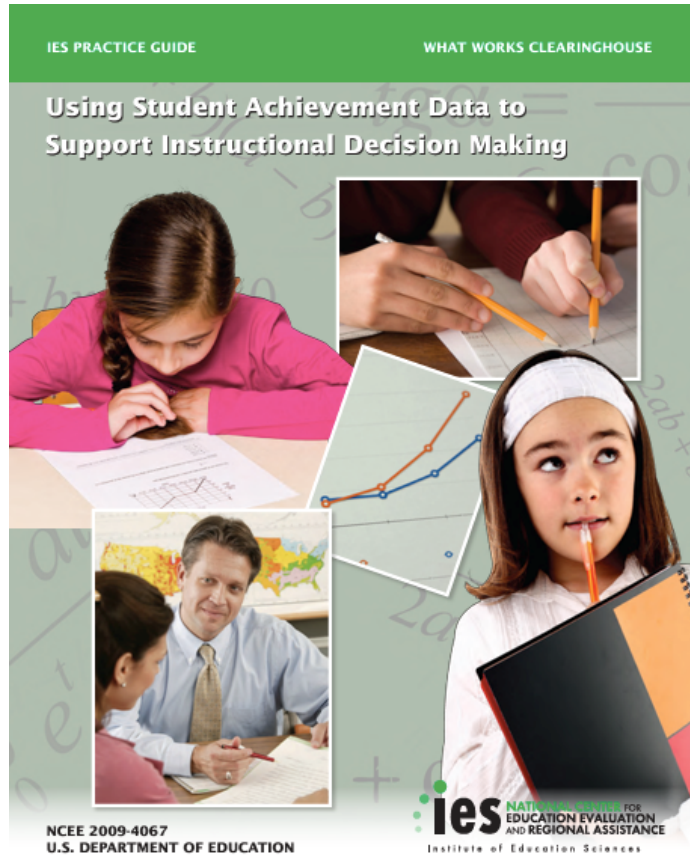
Why Engage in Continuous Improvement?

- A cornerstone of implementing a multi-tiered system of supports (MTSS) framework
- Aligns with the MTSS essential component of Continuous DBDM from the MDE MTSS Practice Profile
- Identifies possible risk, monitors progress, and measures the effectiveness of instruction
- Increases the effective use of evidence-based practices
- Maximizes learning outcome for ALL students

The Educational Cascade



What Does the Research Say?



1. Make data part of an ongoing cycle of instructional improvement.
2. Teach students to examine their own data and set learning goals.
3. Establish a clear vision for school-wide data use.
4. Provide supports that foster a data-driven culture within the school.
5. Develop and maintain a districtwide data system.

IES Practice Guide: Using Student Achievement Data to Support Instructional Decision Making, 2009

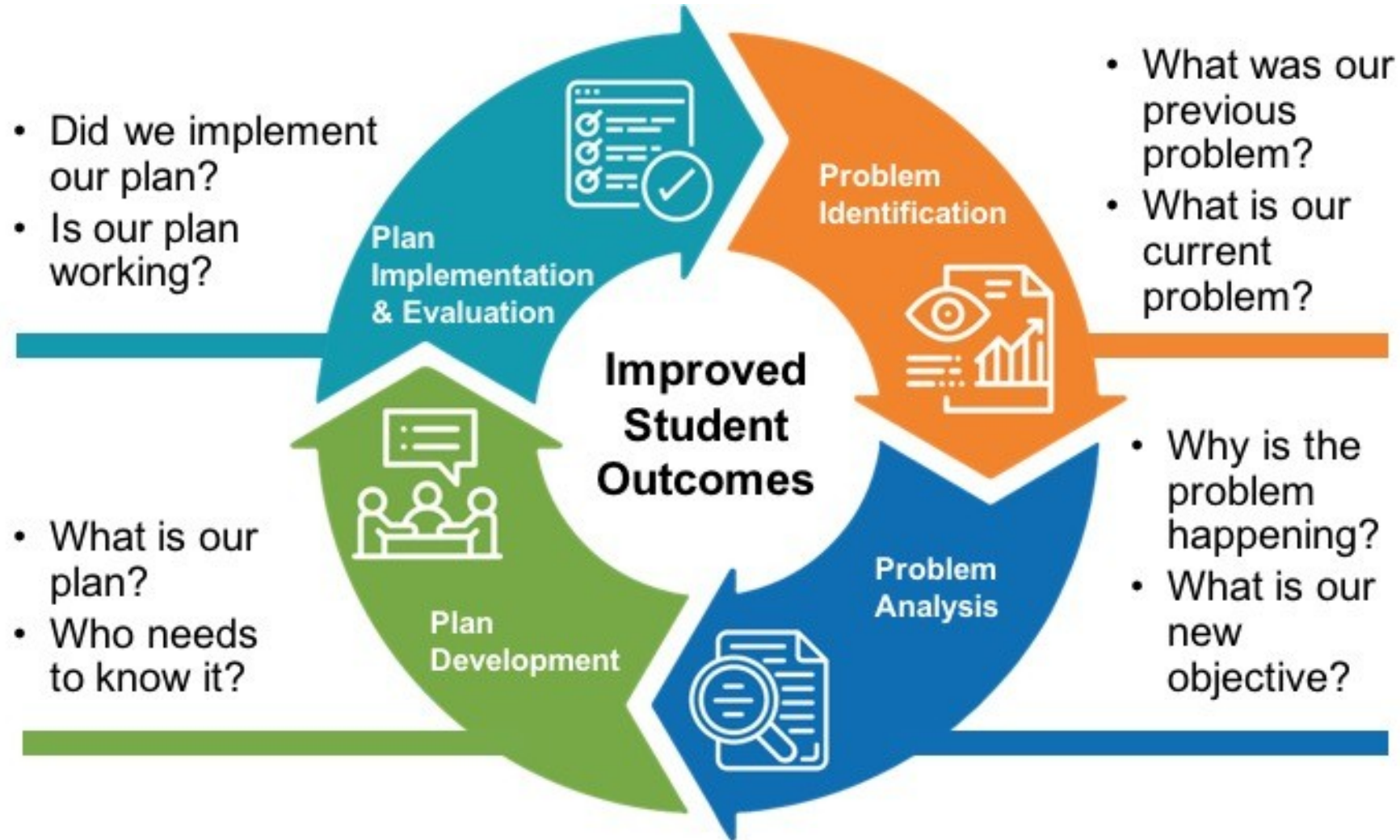
What is the Result of Data Review?

A **team**

- Uses **data** to develop or refine its **plan**
- Develops a **summary** of the plan to **communicate** to stakeholders
- Ensures the district/school **follows through** on the plan

In order to **improve outcomes** for students

Problem Solving Process



Focus on Impact and Implementation

Impact Data

Is Tier 1 instruction resulting in a positive impact on learner outcomes?

- Are at least 80% of students successful with core supports?

Implementation Data

Is instruction being delivered:

- As designed
- With consistency
- Using appropriate materials
- With instructional integrity

Keep in Mind

- Fidelity of implementation happens **before** improved student outcomes
- Implementation data helps to explain the impact data
- This process will support connecting the data to provide an understanding of the needs and the context
- General guidelines for problem-solving:
 - Fidelity above 80% = evaluate impact
 - Fidelity below 80% = develop a plan to improve fidelity

Big Ideas

- Review data at least three times a year
- Analyze multiple data sources
- Use a problem-solving protocol
- Create a plan that outlines priorities for improvement
- Determine next steps for communication



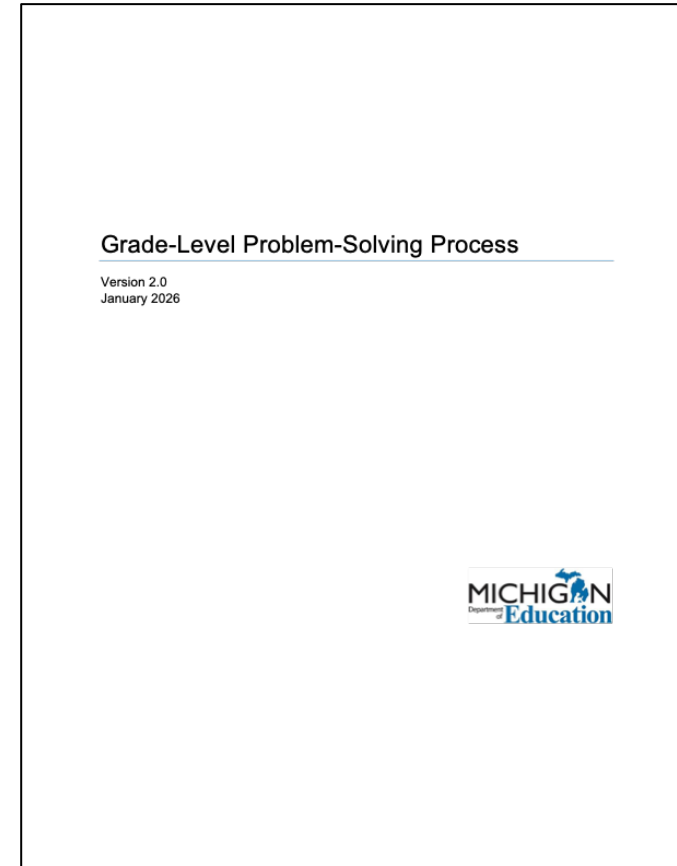
3.0 DBDM in Tier 1

Data Analysis Depends On...

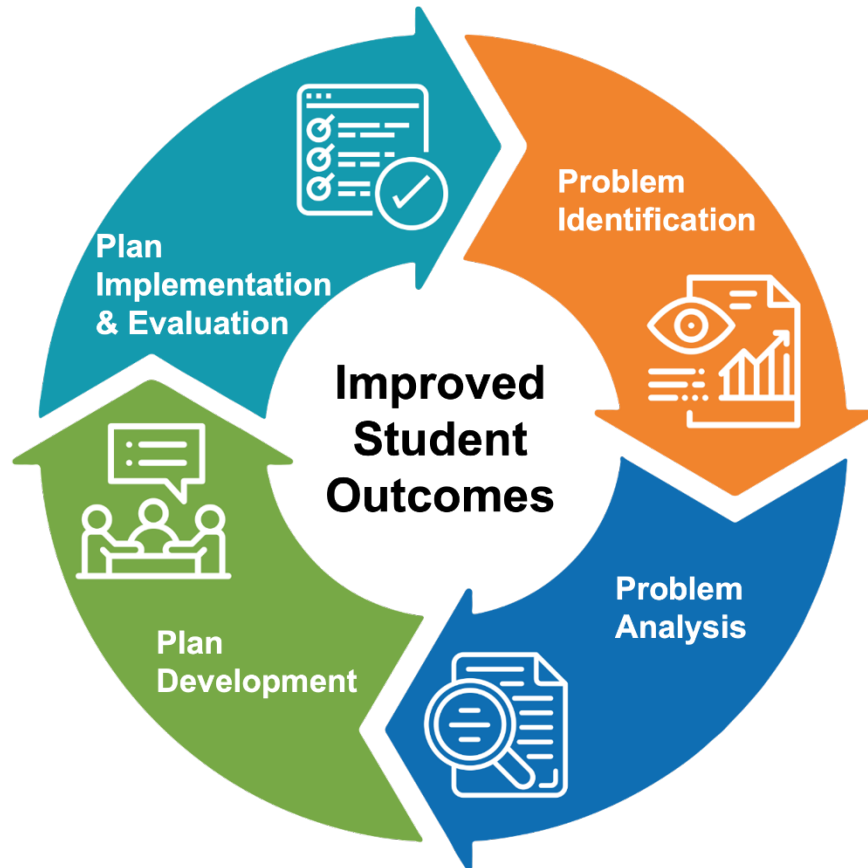
- Knowing the core components of your universal screener
- Understanding risk levels and benchmark goals
- Administering and scoring the measures accurately
- Knowing reading science and the “path” to reading proficiency
- Understanding the effectiveness of the instructional context
- Being willing to change instruction

Purpose of the Problem-Solving Process Resource

- Provides structure and guides teams through the four-step process as they study their data
- Designed for teams to customize to fit the needs of the context of their district/building
- Narrows the focus for grade-level teams



Step 1: Problem Identification



Action Steps:

1. Review and analyze overall risk
2. Review and analyze overall risk indicator comparison data (winter and spring only)
3. Determine the effectiveness of Tier 1 supports

Table 2: Overall Risk Indicators

- **Report type:** Classroom level
- **Data to record:**
Overall/composite scores
(current and previous)

Step 1. Data-Analysis and Problem Identification

Action Steps:

1. Review and analyze current status for classroom-level or grade-level data
 - a. Overall risk indicators
 - b. Overall risk indicator comparison (completed in winter or spring)
2. Determine the effectiveness of Tier 1 supports

Current Status:

Overall Risk Indicators:

Table 2. Record overall risk indicator outcomes for all applicable screening periods.

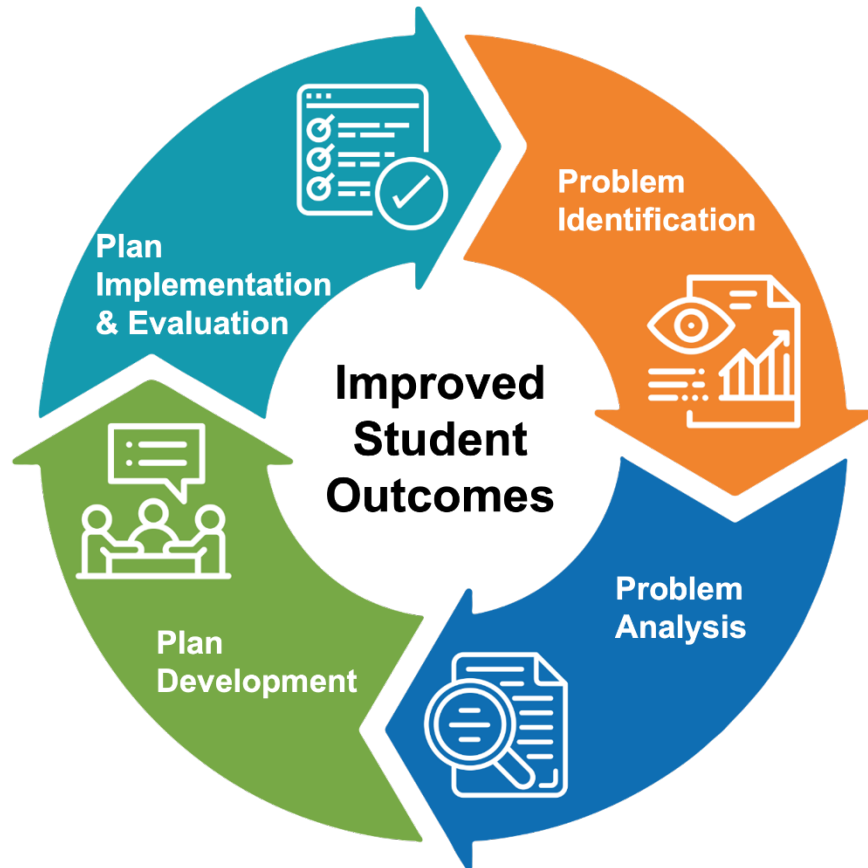
| Overall Risk Indicators | Low Risk | | Some Risk | | High Risk | |
|-------------------------|----------|---------|-----------|---------|-----------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| FALL | | | | | | |
| WINTER | | | | | | |
| SPRING | | | | | | |

Table 3: Overall Risk Indicator Comparison

| Risk Category | Previous Status: Number and Percent of Students | Current Status: Number and Percent of Students | |
|---------------|--|--|---------------------------------------|
| Low Risk | | Of those students who were previously low risk , how many are now... | Low risk: Some risk: High risk: |
| Some Risk | | Of those students who were previously some risk , how many are now... | Low risk: Some risk: High risk: |
| High Risk | | Of those students who were previously high risk , how many are now... | Low risk: Some risk: High risk: |

- **Report type:** Progress over time
- **Data to record:** Overall/composite scores (current and previous)

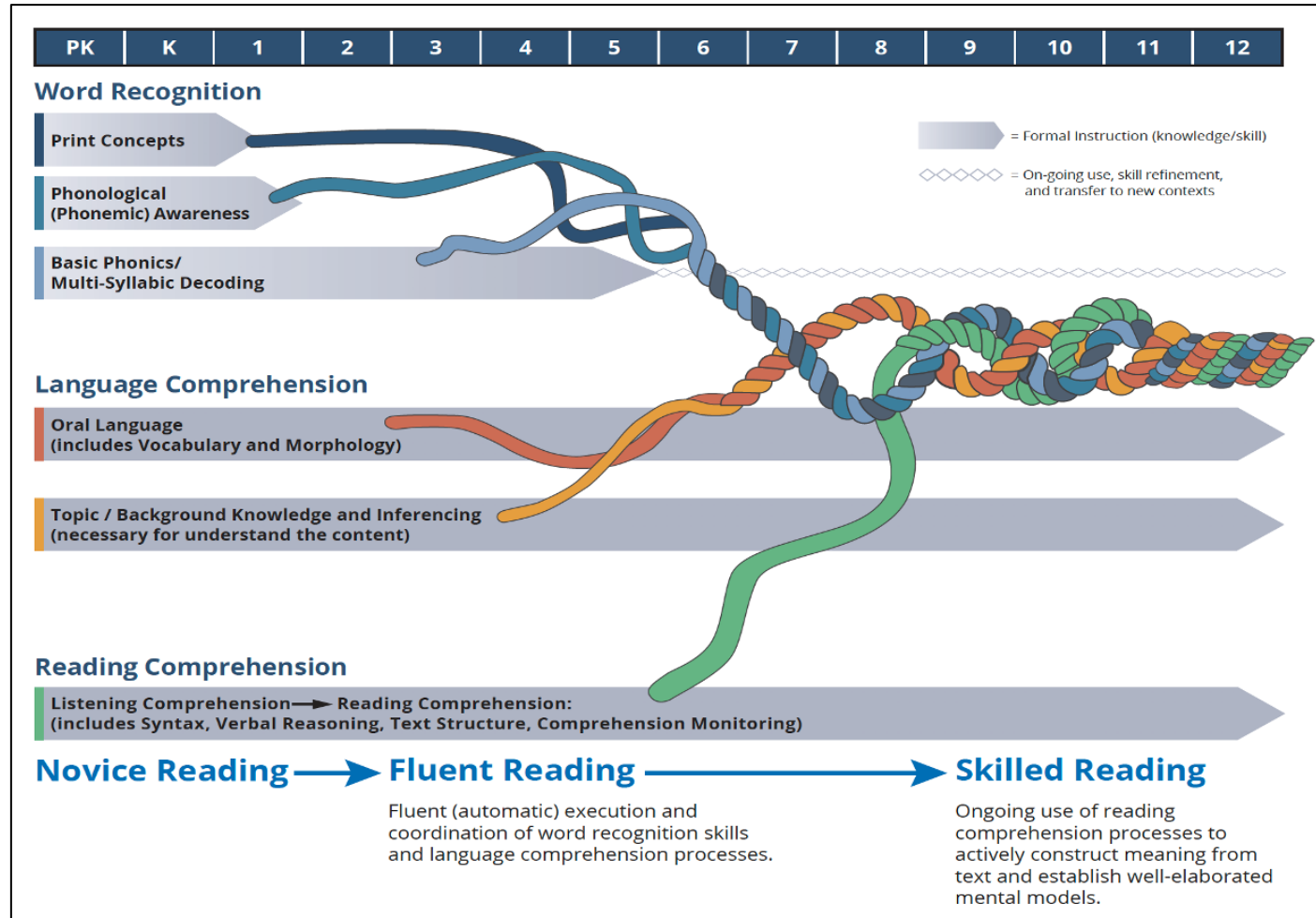
Step 2: Problem Analysis



Action Steps:

1. Review/analyze subtest data
2. Complete subskill analysis and data interpretation
3. Determine the most important common instructional need

Reading Learning Progression



St. Martin et al. (2022)

Subskill Analysis & Interpretation

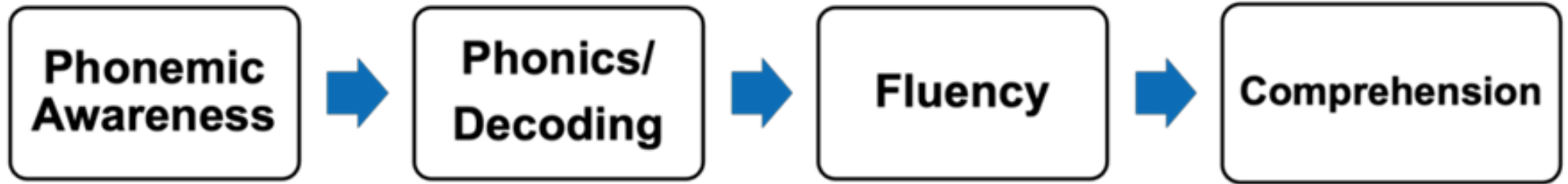


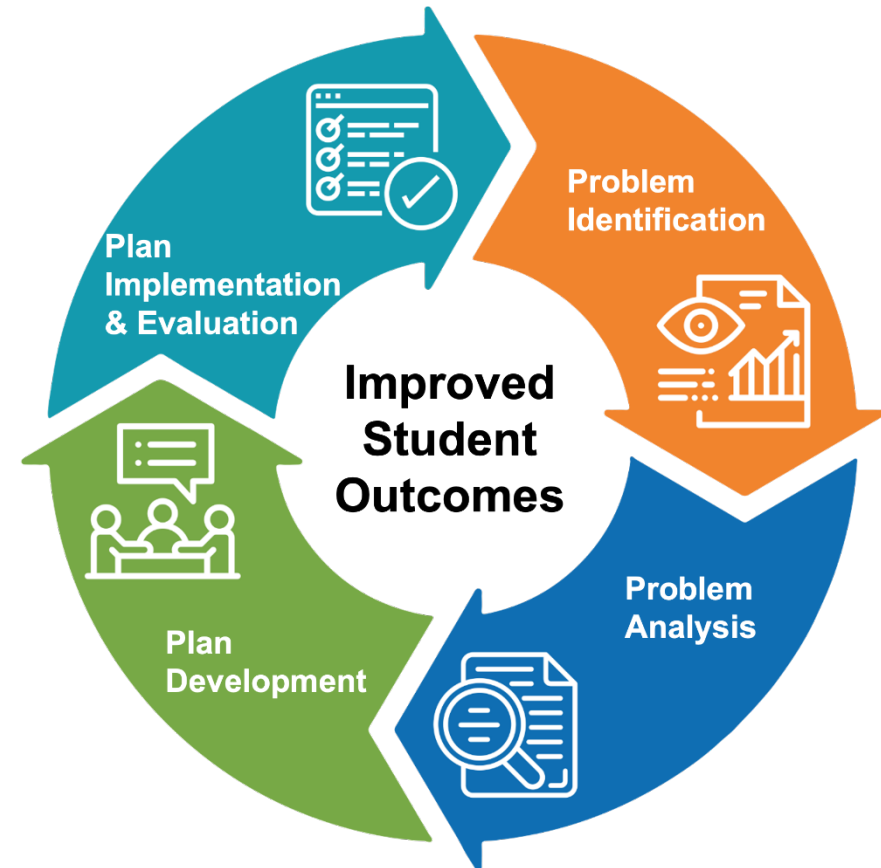
Figure 1. Hierarchy of reading skills.

1. What is the most common instructional need?
2. When should students typically master this skill?
3. Identify the critical components required for proficiency.

Step 3: Instructional Plan Development

Action Steps:

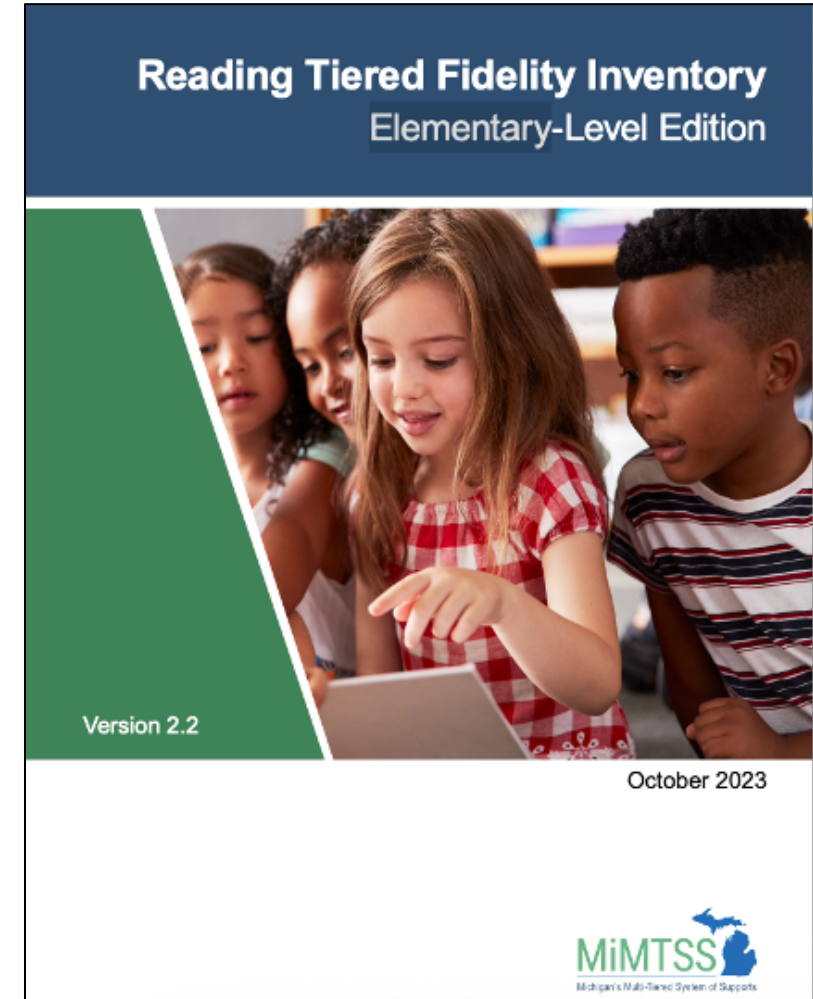
1. Create a goal statement
2. Develop an instructional plan
 - a) Don't teach the measure, teach the skill
3. Determine a monitoring plan



Activity 3.4 Plan Breakdown

Implementation Plans

1. Locate the R-TFI
2. Review item 1.19
3. What needs to be included in the implementation plan?



Critical Components for Plan Development

Defining Features

- Outlines clear, measurable goals
- Specific action steps are listed to produce intended outcomes
- Includes fidelity of implementation measures

Guiding Questions

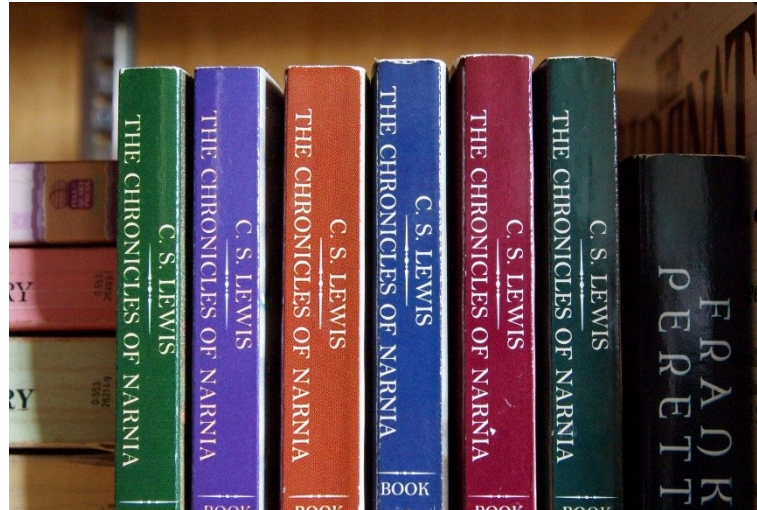
- What is the the plan intending to accomplish?
- What are its intended results?
- What needs to be done to achieve these results?
- How will implementation be measured?

Variables to Consider

Instruction



Curriculum



Environment



Use the Evidence

Evidence-Based

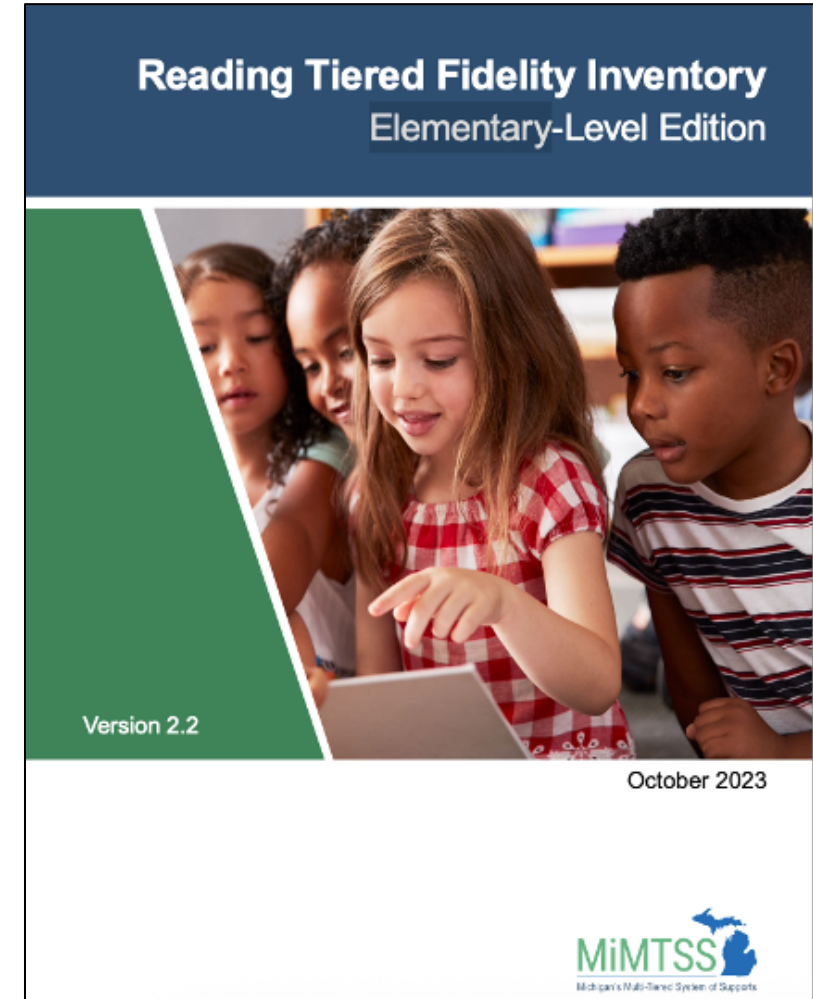
- Demonstrates effectiveness through rigorous studies (often quantitative)
- It is defined in PA 146/147 and consistent with federal guidance

Research-Based/Informed

- Grounded in existing theories, guided by the best available evidence, but may not have undergone rigorous testing to demonstrate effectiveness
- Not in PA146/147

Activity 3.5 Reading Instructional Practices

1. Locate the R-TFI
2. Review items 1.9 through 1.11
3. Pay special attention to each item's Data Sources and Scoring Criteria columns



Crafting a Goal Statement

- Achievable, but requires some effort
- No hard rules on the amount of progress you can expect
- A general guideline:
 - to increase the number of students meeting the benchmark by 5-30 percent from one screening period to the next
- _____ of _____ will do _____ by _____ as measured by _____.

(Burns et al., 2005; Greenwood et al., 2008; Jimerson et al., 2007)

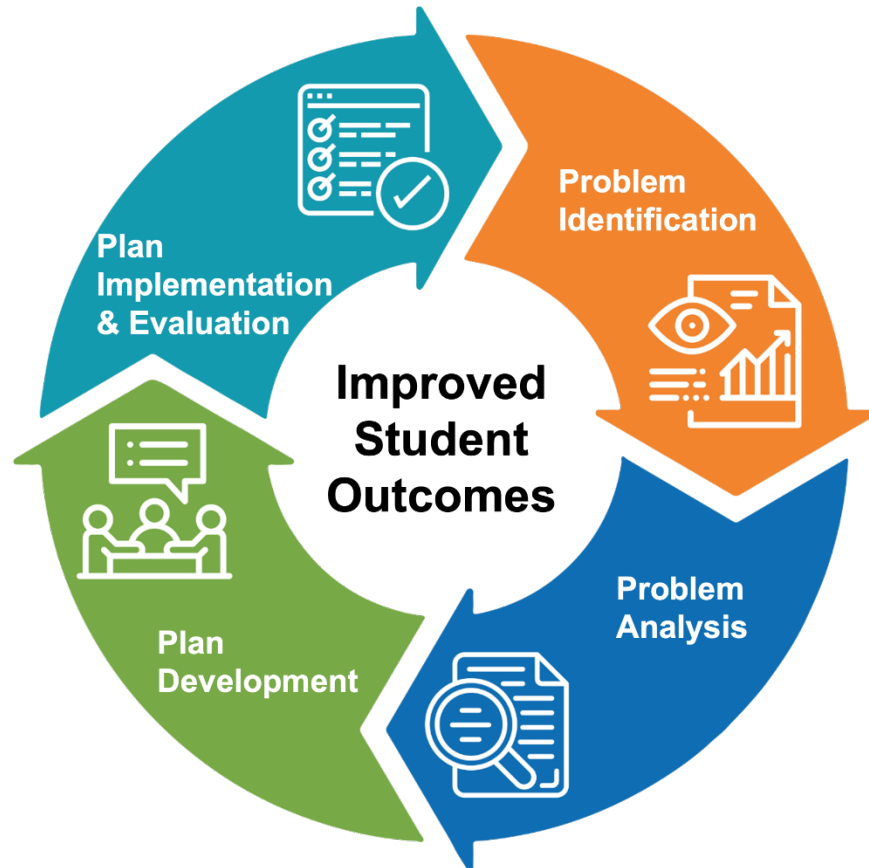
Why Monitor Implementation?

- Promotes fidelity
- Supports continuous improvement
- Reduces cognitive load
- Provides clear, step-by-step guidance on how to implement a routine or practice

Communicating with Stakeholders

- What key information needs to be communicated?
- To whom?
- Who will be responsible for the communication?
- When? How often?
- What is the level of urgency?
 - Nice to know
 - Need to know
 - Need to act

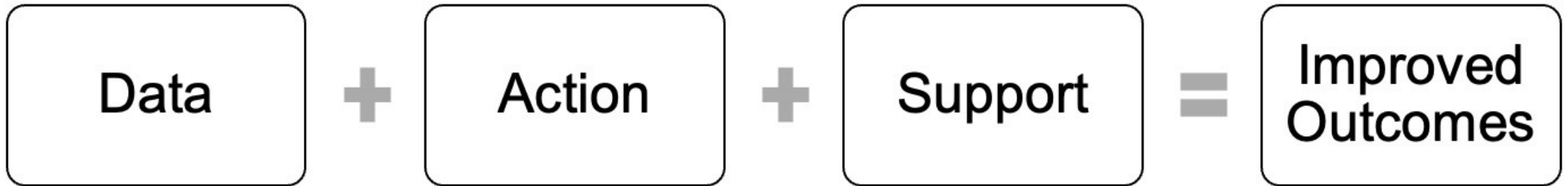
Step 4: Plan Implementation & Evaluation



- **What:** Put the plan into action and monitor its progress
- **Why:** To determine whether the plan is effectively addressing the problem and achieving the intended outcomes
- **How:** Implement the action items, collect relevant data, and evaluate results to decide whether to continue, adjust, or revise the plan

4.0 Action Planning and Next Steps

A Recipe for Success



- Data defines *where* Tier 1 needs strengthening
- Implementation plans define *what* needs to happen (action)
- High-quality instruction defines *how* we support students to be successful

Revisiting Our Intended Outcomes

1. Deepen understanding of the MTSS framework
2. Participate in a problem-solving process to analyze student data
3. Gain proficiency in using universal screening data to evaluate the effectiveness of current Tier 1 instruction
4. Begin creating an implementation plan detailing data-informed goals, action steps, and instructional adjustments



Activity 4.1 Reflect Back

1. Take 2 minutes to reflect and review your Learning Map
2. Make a commitment to your next step(s) (here are some ideas):
 - 1 minute action plan
 - One next step
 - One thing you can share with a colleague/influencer
 - One affirmation that you are on the right track and the next step

Bringing it All Together

- Strong Tier 1 is critical
- We can't improve what we don't measure
- Data drives decisions
- Analyze with intention, act with impact
- A strong MTSS is critical to improvement



Looking Forward

- **What:** Session 2
- **When:** March 24, 2026, from 3:30-5:30
- **The Plan:**
 - Review and analyze mid-year screening data to monitor the impact of Tier 1 supports

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