

# Debunking the Triangle:

How the 80-15-5 Model Holds us Back  
from Supporting our Students

October 19, 2022 @ 1pm EST

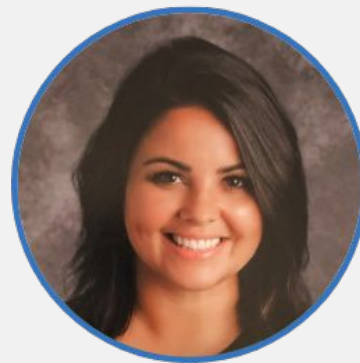




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Manager



# Agenda



**Historic representation of MTSS  
& common misconceptions**



**Unpacking screener data**



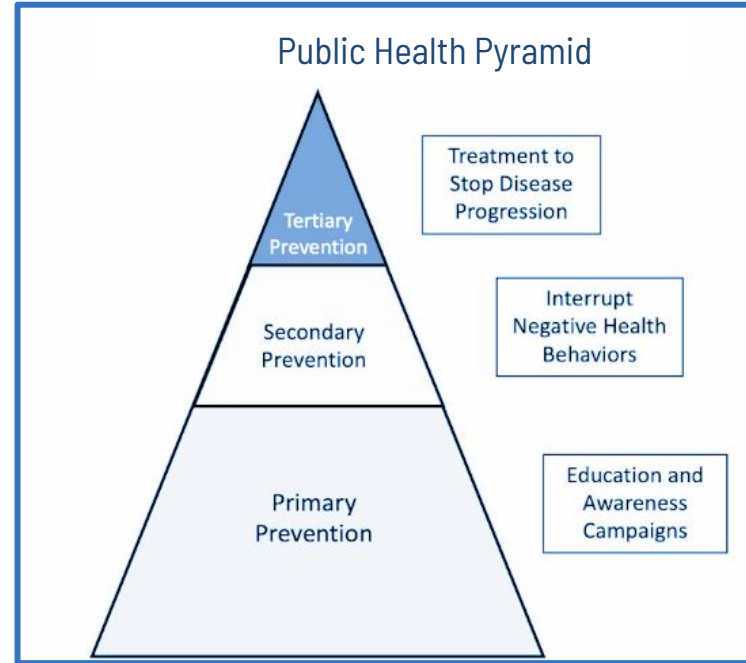
**Redirecting resources &  
targeting instruction  
equitably across all Tiers**



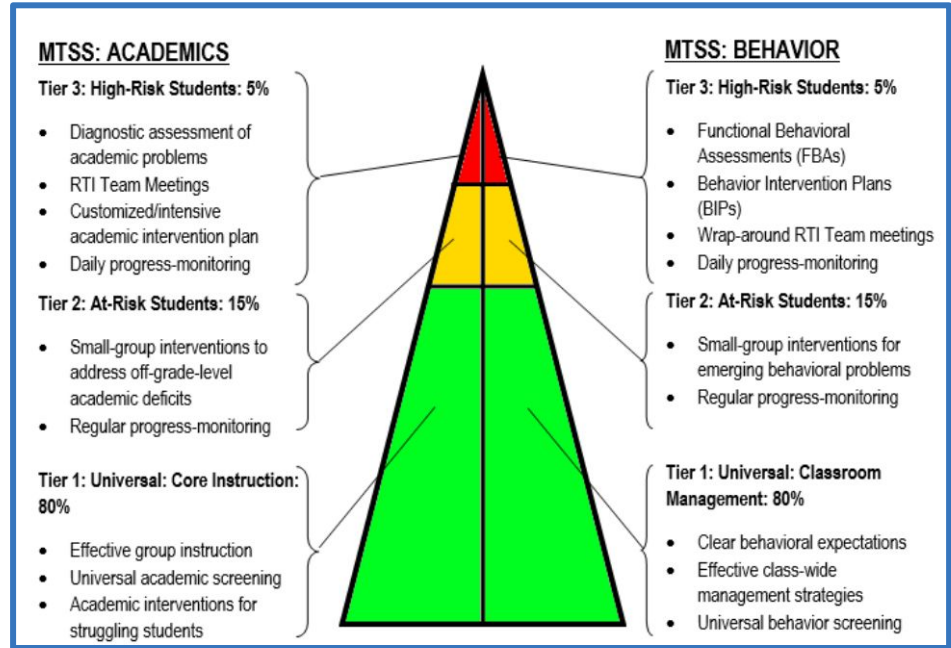
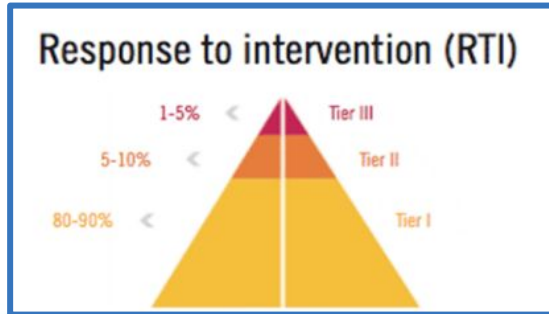
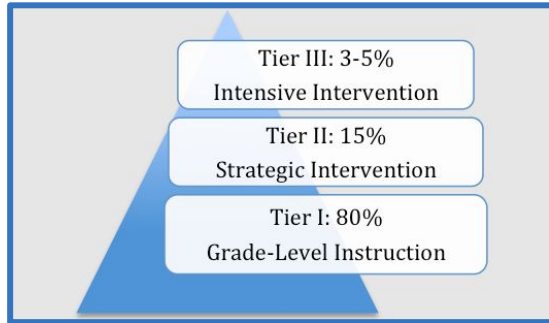
**You ask, we'll answer (or try!)**

# Historic Context of MTSS & the Public Health Model

- 2003/2004 University of Texas Center for Reading and Language Arts
- 2004 IDEA Amendments



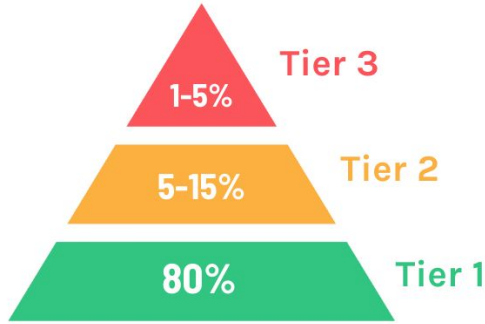
# Debunking Images of the Triangle



# Debunking the Triangle

We provide Tier 1 Instruction to **100%** of our students.

If our universal instruction is sufficient, roughly **20%** of our population may need additional supports.

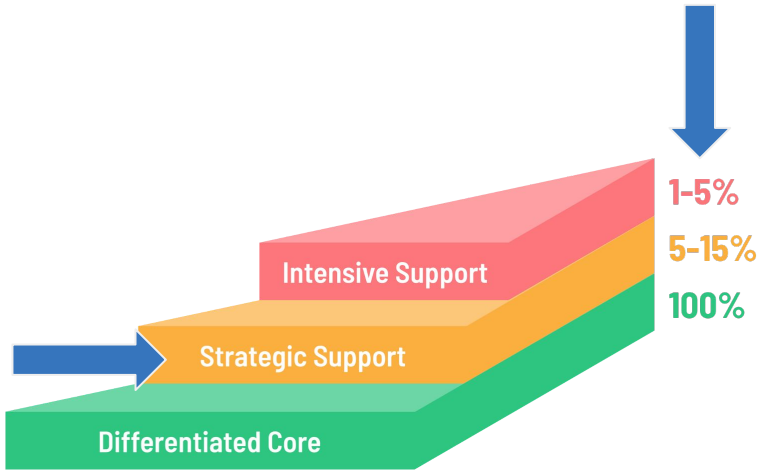


**80% = a response percentage**

Within any given tier, we expect that the differentiated instruction we provide supports 80% of the students to not need additional intervention.

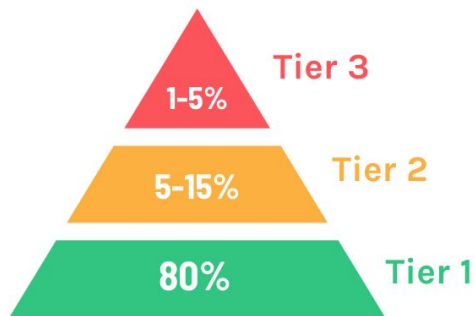
*Common myth: Only 20% of our students can receive additional supports*

# BRM Addresses the Triangle Myth



- Draws attention to the type of support required instead of Tier levels 1, 2, and 3
- Represents traditional model for allocation of resources to serve students
- Triangle flipped on its side represents instruction is provided in layers and students are served first and always in universal, Tier 1 instruction

# Debunking the Triangle

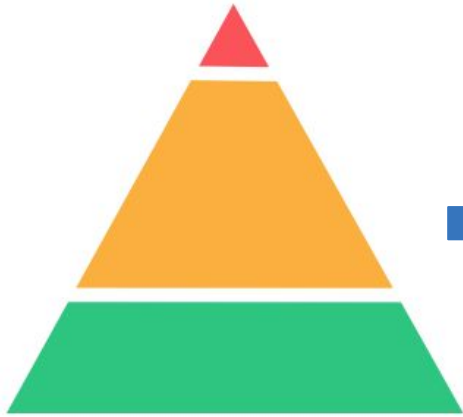


Any student identified by a **valid, normed screener assessment** that falls **below proficiency** must receive additional supports and intervention.

*Common Myth: Teachers must support the lowest quintile or bottom 20% of their class with interventions.*



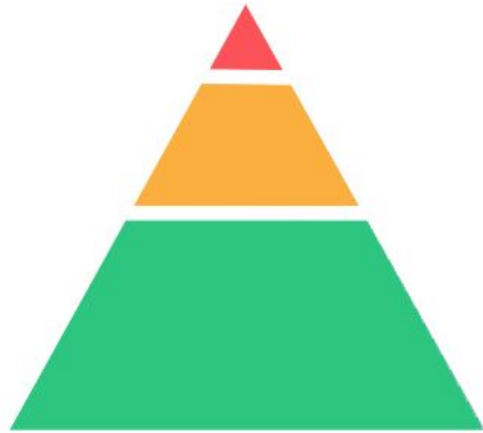
# Universal Screeners - A Valid Normed Assessment



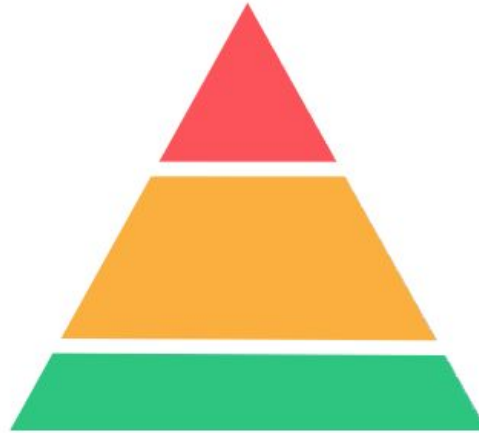
- A way to identify individuals at risk for a negative outcome
- Administered 3x/year (noninvasive)
- Cut points are predetermined to measure/predict success on end of year grade-level standards
  - ◆ Cut points help educators determine the level of intensity needed to move the student toward grade-level standards

So how do we support our students when more than half of our population is demonstrating targeted and/or intensive needs?

# Why do the triangles look different?



School A



School B

What's another statement regarding this data that represents your understanding of cut points and tier levels?

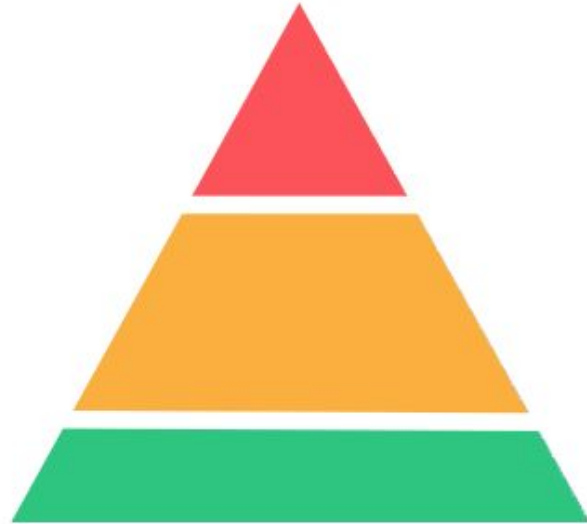
## Assessment Predetermined Cut Points

Tier 3 = 1 - 20th %tile  
Tier 2 = 21 - 40th %tile  
Tier 1 = 41st and above

*In other words...in School A, 35% of the total population is demonstrating risk for meeting grade level standards.  
In School B, 85% of the total population is demonstrating risk for meeting grade level standards.*

# Leverage Your Screener Data

- Target instructional improvements across all tiers
  - ◆ Strategically intensify Tier 1 supports
- Update Resource Allocation
- Remove blame & Lean into Problem-Solving



# Understand Needs & Instructional Levels

## Tier 1: Universal

- Instructional strategies for ALL students based on varying readiness levels, interests, strengths, and learning preferences
- Linked to grade-level standards

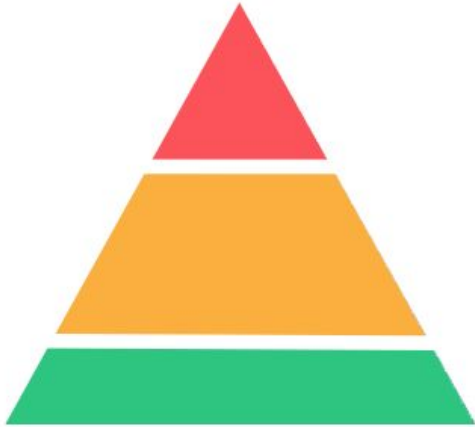
## Tier 2: Targeted

- Research-based intervention
- Explicit instruction in specific skill areas for a group of students to access grade level standards
- Set duration, dosage, and application of the intervention

## Tier 3: Intensive

- Research-based curriculum
- Individualized to students' specific skill needs (multiple areas of need at any given time)
- Intensive cadence and duration of instruction
- Explicit

# Why NOT use a model that works?



- More than 20% of their students needing targeted or intensive interventions.
- Utilize data & power standards to create large group/whole group **TARGETED instruction and support during Tier 1**
  - Improve students' access to grade-level standards
  - Strengthen universal instruction while streamlining the number of students requiring support outside of core instruction.

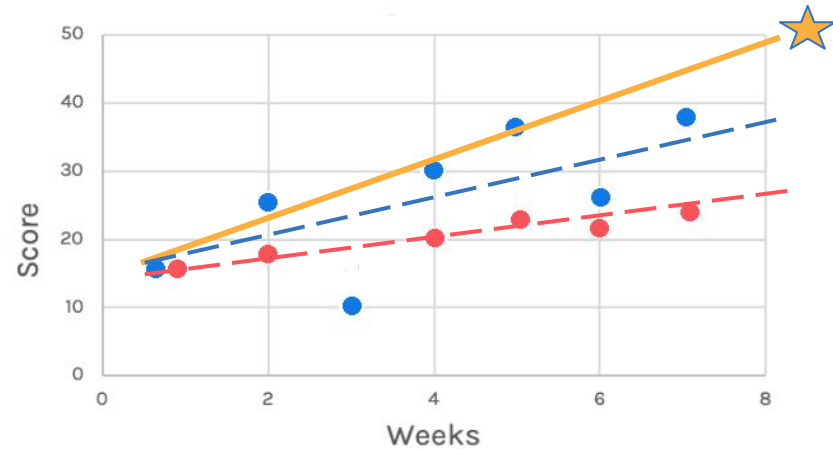
# A Model that Works for Students and Staff

<ul style="list-style-type: none"><li>● <b>Percent of students across the grade-level demonstrating a need</b></li><li>● <b>Percent of students within each classroom</b></li></ul>		
<b>~0-25%</b>	<b>~25-50%</b>	<b>~51-100%</b>
<b>Typical MTSS Protocol</b>	<b>Flexible Protocol</b>	<b>Critical Mass or Whole Class Protocol</b>
Quality Tier 1 instruction + supplemental intervention outside of Tier 1 instructional time.	Flexible scheduling, rotating student/classes + supplemental intervention	Simultaneous Tier 1 & Tier 2 during universal instruction + flexible scheduling/rotating + supplemental (Layering of support begins during universal instruction)

[Click to Unveil Critical Mass Protocol](#)

# Reflection and Next Steps

- ❖ Identify Skills linked to Power Standards
- ❖ Develop Large Group Plans
- ❖ Adjust and inform Tier 1 + Targeted Intervention According to Group Plan
- ❖ Flexibly support students in addition to universal instruction in a small group setting (on a reduced cadence)
- ❖ Reassess instruction incrementally; monitor ROI. Return to regular deliver of universal instruction and supplemental intervention as soon as data indicates all students can be effectively served with fidelity.



	Goal Performance
	Student 1
	Student 2

Q&A







# BRANCHING MINDS

## Hi! We are Branching Minds

Branching Minds is an MTSS/RTI system-level education platform that brings together learning science + technology + team collaboration to help drive student and school success

**1,500,000** +

Supported  
Students

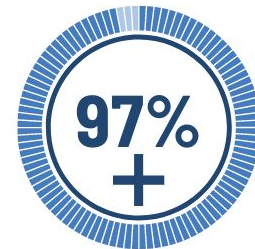


**32** States



**91%**

Of our business  
comes from  
repeat clients



Of school and  
district admins  
believe that BRM  
improved their  
ability to support  
students



# BRANCHING MINDS

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Privacy Rating by  
Common Sense:  
Pass



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Certification by IMS  
Global



Interoperability  
Rating by Project  
Unicorn: Tier 4



# Before you go...



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## WEBINAR

Oct. 26, 2022 | 1 PM ET / 12 PM CT / 10 AM PT

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The Branching Minds MTSS Summit  
December 6-7, 2022

# Setting Intentions for the New Year: MTSS 2023

[www.BranchingMinds.com/MTSS-Summit-2022](http://www.BranchingMinds.com/MTSS-Summit-2022)

A graphic of a red and white megaphone pointing towards the right, with a red line extending from its handle across the top right of the image.

**Register for  
this virtual  
event!**

Thank you!