



## MULTI-TIERED SYSTEM OF SUPPORT

NC Department of Public Instruction

### Key Questions to Begin Core Problem Solving

Within a well-functioning MTSS, data-based problem solving is crucial to ensure effective instruction across districts, schools, grade levels, content areas, student groups and layers of instruction. Data-based problem solving allows teams to systematically examine large group (district-wide, school-wide and/or grade level), small group (intervention groups and student subgroups) and individual student data in order to improve outcomes. As teams begin to analyze the effectiveness of Core (Tier One), the following questions may be a good place to start at the school and/or district level:

1. Are students provided with well-delivered, scientific, evidence-based core instruction?
  - a. How do we know?
2. What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
3. Is the core instruction/support effective?
4. What percentage of all students are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more) with core instruction alone?
5. What percentage of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80 percent or more) with core instruction alone?
6. If core instruction is not effective,
  - a) Is the curriculum appropriately matched to the needs of the students?
  - b) Is support provided for implementation fidelity?
7. To what extent is the school-based leadership team engaged in Core (Tier One) problem solving in order to increase the effectiveness of core instruction for academics and behavior/social-emotional functioning?
8. How are parents and students involved or engaged in supporting effective core instruction?
9. What are the decision rules to determine if student(s) will require supplemental and more intensive, individualized intervention/support?

*Problem solving involves a **team-approach** within an MTSS. The importance of appropriate membership cannot be overstated. The teaming structures explained in the readiness section of this document can serve as a template upon which to judge school and district teams. However, the most important piece within problem solving is that teams are focused on the business of responsiveness. That can be proposed with this question: "Are students responding to what we provide as a school or district or grade level and if not, what will we do about it to promote positive outcomes?"*