Making What Matters Happen: Leading with MTSS

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- Maintain a strong sense of leadership
- Reflect, celebrate, wonder, and breathe
- Look at some big ideas around MTSS
- Have courageous conversations
- Establish a common language, common understanding for the work of school improvement
- Ideate!
Nebraska Key Initiatives and Efforts

2017-2026 STRATEGIC VISION AND DIRECTION

Nebraska State Board of Education and Nebraska Department of Education

**Essential Element:** Shared Leadership - Leadership and a culture of collaboration are essential to the success of an MTSS Framework. This is not a process led by special education, nor is it led by general education; rather, it is a joint effort of problem solving on behalf of districts, schools, classrooms, and individual students. To have a strong MTSS Framework, districts must have an effective leadership team, as well as school level support teams.

**AQuESTT Tenet:** Educator Effectiveness - Educator effectiveness ensures that students are surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success by focusing on the Nebraska Teacher and Principal Performance Framework, professional development, building leadership supports and effective local policy makers and superintendents.
Two basic questions…

Are you happy with your data?

Is every classroom one you would put your own flesh and blood?

Judy Elliott, 2013
Definition of MTSS in ESSA

"a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making"

• (Title IX, Sec. 8002(33)
MTSS and Nebraska ESSA Plan

...Multi-Tiered Systems of Support (MTSS) emphasizes the use of evidenced-based strategies or interventions plus high levels of fidelity of the chosen intervention system...

... MTSS best practices include having a team-based approach for implementation...
Lake Wobegon
(...all the women are strong, all the men are good looking and all the children are above average...)
Who is this Student?

Actual Course of Learning of Student

Who is this Student?
Who is this Student?

Effect of Decision Making on Educational Progress

Years of Time in School vs. Years of Curriculum

Decision Making
4 Yr Grad Rate (2015)

- All Students
- Female
- Male
- Native American
- Asian
- Black
- Hispanic/Latino
- Two or More Races
- White
- LEP
- SWD
- ED
Big Idea #1

Using data to inform continuous improvement is critical to knowing if what you are doing is working!
Let’s Calibrate: 
The Vision

• All students at or above proficiency

• Students have the social and emotional behaviors that support engaged learning

• An integrated system of educational services for ‘Every Ed’

• Support services are embraced as a necessary component for successful schooling
Let’s Calibrate: The Outcomes

• Good first teaching for all students!

• Targeted instruction and interventions for learners, both at-risk and highly able

• Significant improvements in pro-social behaviors

• Reduction in over-representation of diverse student groups in low academic performance, special education, suspension/expulsion and alternative education

• Growth & overall improvement in achievement rates

• Maximize & realign resources for a maximum return on investment
Every system is perfectly aligned for the results it gets.

Judy Elliott, 2013
Kelisha
5th Grade

Randy
9th Grade

José
7th Grade
Kelisha

Current Grade Placement = 5th
Current Reading Level = 2nd
José

Current Gr. Placement = 7th
Current Rdg Level = 4th

Randy

Current Gr. Placement = 9th
Current Rdg Level = 5th
Current System

Kelisha, José & Randy are referred to SST (AKA Grade Level Data Teams/Problem Solving Teams) and then assessment for Special Education eligibility.

All are tested using a battery of standardized assessments.

Next...

Severe Discrepancy Placement in Special Education
The Current Assumption Is...

A discrepancy exists, thus there must be something wrong with Kelisha, José & Randy.
The Question is…

How do we know what caused the discrepancy if we never looked at anything but the student?

• Could there be problems that exist with core and/or supplemental curriculum?

• Did Kelisha receive high quality instruction starting in Kindergarten? How about in early Elementary School? What about José and Randy?

• Was instruction effectively intensified & implemented with consistency and fidelity?

• Was instruction monitored?
“This is not just about closing the achievement gap. It is about ending the predictability.”

Evelyn Belton-Kocher, August 2012
Former Dir. Research & Evaluation, SPPS
The Cycle of Circular Thinking...

Purple haired kids can’t learn

Why aren’t they learning?

Because they aren’t learning

How do you know they can’t learn?
Think about it...

When a flower doesn’t bloom you fix the environment in which it grows, not the flower.
Big Idea #2

It all starts with strong core instruction in a healthy instructional environment.
Do We Have A Common Language Common Understanding of MTSS?
Multi-Tiered System of Supports

• Evidenced-based model of schooling
  • Uses a data-based continuous improvement process
  • Integrates academic, behavior/social emotional/mental health instruction and intervention

• Integrated instruction and intervention
  • Delivered to students in varying intensities (multiple tiers) based on student need

• Decision-making is “need-driven”
  • Seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency
NeMTSS Definition

MTSS is a framework that promotes an integrated system connecting general education and special education, along with all components of teaching and learning, into a high quality, standards-based instruction and intervention system that is matched to a student’s academic, social-emotional and behavior needs.

https://www.education.ne.gov/nemtss/
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
THE ESSENTIAL ELEMENTS OF NeMTSS and ALIGNMENT TO AQuESTT TENETS

Shared Leadership

Communication, Collaboration, and Partnerships

Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment

Building Capacity/Infrastructure for Implementation

Layered Continuum of Supports

Data-Based Problem Solving and Decision Making
Levels of Instruction

The levels are differentiated by the intensity of the Instruction & who gets the instruction.

Intensity:

- Time
- Focus
- Type
RESPONSE TO INTERVENTION
DODGELAND DIAMOND

TIER 1
Universal/Core
25th to 75th %ile
- Core instruction/general curriculum
  - Universal Screenings (MAP, F&P, PALS)
  - Differentiated Instruction
  - Homework Help/PALS
  - Mentors/Mentoring
  - New student buddy
  - Grade Level Mtgs
  - PBIS
  - WIN “What I Need”
  - Intervention block
  - Academic Intervention Mtgs
  - Formative assessments
  - Teacher data

TIER 2
Targeted Intervention
11th to 24th %ile
- Intervention in addition to core curriculum
  - Strategic monitoring of progress
  - SIT mtgs
  - Intervention block/WIN
  - Big Buddy
  - Teacher Referral
  - FBA

TIER 3
Targeted Intervention
76th to 89th %ile
- Differentiation of core curriculum
- Strategic monitoring of progress
- Gifted programming
- Honors classes
- Plus classes
- Small groups

Intensive Intervention
>90th to 99th %ile
- Continue progress monitoring
- Individualized differentiation
- Staff or Parent request for G/T
Referral if at 97%ile or higher

Intensive Intervention
<1 to 10th %ile
- Frequent Progress monitoring
- Individual Intervention
MULTITIERED-SYSTEMS-OF-SUPPORTS FOUNDATION
SUPPORT FOR STUDENTS THROUGH ONGOING COLLABORATION

- Classroom management
- Evidence-based instructional strategies
- Curriculum design
- Data-driven decisionmaking
- Problem-solving teams
- Professional development
<table>
<thead>
<tr>
<th>Variables Related to Explicit Instruction</th>
<th>$d$</th>
<th>Variables Related to Explicit Instruction</th>
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<tbody>
<tr>
<td>Explicit Teaching Procedures</td>
<td>.57</td>
<td>Scaffolding</td>
<td>.82</td>
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<tr>
<td>Direct Instruction</td>
<td>.60</td>
<td>Response to Intervention</td>
<td>1.29</td>
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<td>Mastery Learning</td>
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<td>Collective Teacher Efficacy</td>
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<td>Goals</td>
<td>.68</td>
<td>Teacher-Student Relationships</td>
<td>.52</td>
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<tr>
<td>Clarity</td>
<td>.75</td>
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<td>Questioning</td>
<td>.48</td>
<td><strong>Comparisons</strong></td>
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<td>Classroom Discussions</td>
<td>.82</td>
<td>Whole Language</td>
<td>.06</td>
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<td>Feedback</td>
<td>.70</td>
<td>Discovery-Based Teaching</td>
<td>.21</td>
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<td>Deliberate Practice</td>
<td>.79</td>
<td>Problem-based Learning</td>
<td>.26</td>
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<td>Rehearsal and Memorization</td>
<td>.73</td>
<td>Student Control over Learning</td>
<td>.02</td>
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<td>Spaced Practice</td>
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<tr>
<td>Retrieval Practice</td>
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Big Idea #3

Infrastructure development is a critical first step in getting the foundation ready for MTSS implementation.
What happens when MTSS is done well...
12 Years Ago… Florida…

- Made a commitment to implementing MTSS statewide

- Made a commitment to inclusion—inclusive instruction—to ensure all students had equitable access to content to attain grade level standards

- Made a commitment to the principles of UDL to drive the lesson planning process

- Made a commitment to standards-based instruction for all students

- Promoted the use of integrated lesson planning

- Promoted the concept of “universal instruction”
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
### Graduation Data 2008-2018

<table>
<thead>
<tr>
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<th>2008</th>
<th>2018</th>
<th>Change</th>
<th>Rate/Year</th>
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</thead>
<tbody>
<tr>
<td>SWD % Graduated</td>
<td>35.6%</td>
<td>77.0%</td>
<td>+ 41.4%</td>
<td>+4.14%</td>
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<tr>
<td>GAP from All Students</td>
<td>18.0</td>
<td>9.0</td>
<td>-9.0</td>
<td>-5.00%</td>
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</table>
Florida Students Lead the Nation in Reading and Math on NAEP

- Florida – Only State to Improve Significantly in Grade 4 Math, and Grade 8 Reading and Math

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2017</th>
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<tr>
<td>Grade 4 Reading</td>
<td>227</td>
<td>228</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>243</td>
<td>246</td>
</tr>
<tr>
<td>Grade 8 Reading</td>
<td>263</td>
<td>267</td>
</tr>
<tr>
<td>Grade 8 Math</td>
<td>275</td>
<td>279</td>
</tr>
</tbody>
</table>
Florida Subgroup Performance Leads the 50 States

- Florida Ranks #1 in Grade 4 Math Performance for
  - Black students,
  - Hispanic students,
  - Students eligible for free/reduced lunch, and
  - Students with disabilities

- Florida Ranks #1 in Grade 4 Reading Performance for
  - Hispanic students
As a District...
Los Angeles Unified School District
K-12 Enrollment approx. 664,000
Total including Adult Education 1,067,898

- 10% Black, not Hispanic
- 73.8% Hispanic
- 9.0% White, not Hispanic
- 3.9% Asian

Approx. 53 languages
- 194,357 (29%) EL Students
- 94% of EL Hispanic
- 63,833 (10%) FEP
- 258,190 (39%) EL and FEP
Los Angeles Unified School District

- 61% FRPL
- 79% Poverty

Special Education 82,280 – 12%

- 50% SLD
- 15% Speech
- 13% Autism
- 9% OHI
- 50% SPELL
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
Big Picture Results

...showed growth in every single grade level...

...every content area...
2010-11/12 Annual Growth (API)
Urban School Districts in California

LAUSD, Santa Ana, San Bernardino, San Diego, STATE, Oakland, Long Beach, Fresno, Sacramento, San Jose, San Francisco, Pomona, Pasadena.
RtI² Cohort 1 Schools Proficient and Advanced

![Bar chart showing data for RtI² Cohort 1 Schools Proficient and Advanced over the years 2008 to 2011. The chart indicates a linear trend for both Proficient and Advanced categories.]
RtI 2 Cohort 2 Schools Proficient and Advanced

Proficient and Advanced
FBB and BB
Linear (Proficient and Advanced)
Percent of Students Moving to Proficient/Advanced
From 2% in 08/09 to 6.9% in 10/11

Series1
African American Students
21 point increase in 2010
15 point increase 2011
17 points in 2012
3 year gain = 53 point growth

Students with Disabilities
20 point increase in 2010
28 point increase
26 points in 2012
3 year gain = 74 points

English Language Learners
11 point increase in 2010
20 point increase in 2011
13 point increase in 2012
3 year gain = 44 points
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
As a School...
Cohort Data Slide: Class of 2018 ELA

Students Included: Students who took all tests

MCAS Achievement Level
- Advanced
- Proficient
- Needs Improvement
-Warning/Failing

% Students by Achievement Level

2009 Grade 3
2010 Grade 4
2011 Grade 5
2012 Grade 6
2013 Grade 7
2014 Grade 8
2016 Grade 10
Cohort Data Slide:  
Class of 2018  
Math

Students Included: Students who took all tests at the district

MCAS Achievement Level
- Advanced
- Proficient
- Needs Improvement
- Warning/Failing

% Students by Achievement Level

- 2009 Grade 3
- 2010 Grade 4
- 2011 Grade 5
- 2012 Grade 6
- 2013 Grade 7
- 2014 Grade 8
- 2016 Grade 10
<table>
<thead>
<tr>
<th>Student Group</th>
<th>2015 Before MTSS</th>
<th>2016 MTSS Year 1</th>
<th>2017 MTSS Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities % Proficient/Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>81%</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>Math</td>
<td>29%</td>
<td>46%</td>
<td>64%</td>
</tr>
<tr>
<td>Economically Disadvantaged Students % Proficient/Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>87%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>Math</td>
<td>67%</td>
<td>67%</td>
<td>82%</td>
</tr>
</tbody>
</table>
# Mashpee Middle-Mashpee Middle-High School Graduation Rates (4-Year Cohort)

<table>
<thead>
<tr>
<th>Category</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>88.3%</td>
<td>90.2%</td>
<td>95%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>64.7%</td>
<td>76.9%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Economically Disadvantaged Students</td>
<td>78.3%</td>
<td>87.8%</td>
<td>91%</td>
</tr>
</tbody>
</table>
Big Idea #5

Continuous improvement is… well… Continuous.
Never forget the importance of trust, relationships & listening for the sake of making progress.
Big Idea #6

MTSS is not another thing…

It is THE thing!
Where to from here?

It’s a Marathon Not a Sprint…

But...we are running a fast Marathon!
If you want to change and improve the climate and outcomes of schooling – both for students and teachers, there are features of the school culture that have be to changed, and if they are not changed, your well intentioned efforts will be defeated.

Seymore Sarason
1996
Piecemealness

“It is not the pace of change that is the culprit, it is the piecemealness and fragmentation what wears us down.”

Fullan, 2003
MTSS Implementation

- Organized by a Plan
- Driven by Professional Development
- Supported by Coaching and Technical Assistance
- Informed by Data