



NeMTSS Newsletter

February, 2019

Multi-tiered System of Support to prepare all Nebraskans for
Learning, Earning, and Living

IN THIS ISSUE: NEMTSS
WINTER, 2019 UPDATE

The purpose of this NeMTSS Newsletter is to keep all Nebraska Educators and Stakeholders informed of the work and progress of identified development teams and alignment efforts related to Multi-tiered Systems of Support in Nebraska.

Why NeMTSS?

Research:

Researcher **John Hattie** organized 252 educational influences in different meta-analyses according to their effect size. In his work, he ranked influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the influences he studied was 0.40. Therefore; he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the question "What works best in education?"

Through this synthesis, a deeply implemented RtI/MTSS was found to have an effect size of 1.29, which is significant in indicating that a **Multi-tiered System of Support for ALL learners** improves outcomes for student populations. Also notable was **Teacher Efficacy**, ranked number one with an

effect size of 1.57...**TEACHERS MATTER!**

Legislation:

Two laws were recently passed in Nebraska placing emphasis on improved reading outcomes for students. **LB 1081**, also known as the Nebraska Reading Improvement Act, and **LB 1052** mandating improved efforts to identify and treat students with Dyslexia, both emphasize the importance of a solid core reading program, screeners to identify those who are at risk, and individual problem solving through evidence-based practices. Such legislation and improvement efforts are naturally supported through NeMTSS.

2018-19 NeMTSS Goals:

The following priorities were determined by the NeMTSS Builders' Team made up of stakeholders from across Nebraska.

Awareness – Disseminate NeMTSS Framework Document across the state; Plan NeMTSS Summit for 2019

Partnerships– NDE, District, and ESU collaboration around NeMTSS

Implementation Supports – Tiered Training, Coaching Model, and Academic/Behavior Models

Quality and Quantity of NeMTSS Resources – Instructional videos of NeMTSS Summit Break-out sessions, Exemplar District Examples, Co-developed Training Modules

NeMTSS Support Documents and Guidance – Guidance for Non-Public Schools, Fiscal and Funding Recommendations

Review of 2018-19 Progress: Awareness

To date, 175 districts have participated in some level of training through the Nebraska Department of Education NeMTSS implementation support structure. While learning about resources, schools unpack the **NeMTSS Framework Document** found on the home page of the NeMTSS website located at www.NeMTSS.UNL.edu.

Additionally, the 2019 NeMTSS Summit has been scheduled for September 4, 5, and 6 at the Younes Conference Center in Kearney, Nebraska. **SAVE THE DATE!**

Partnerships

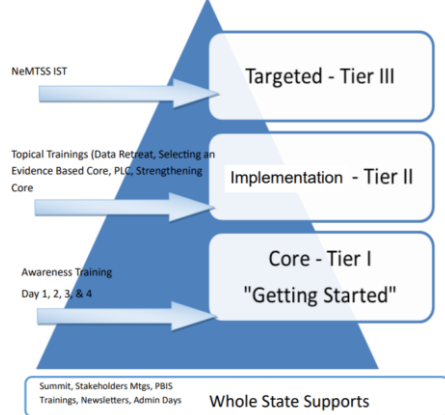
Since 2004, the **University of Nebraska, Lincoln** has been an invaluable partner. Supported by an NDE

grant, UNL has, and continues to provide best practice research, initially around RTI and continued through the progression of MTSS. Under the direction of Dr. Amanda Witte, graduate research assistants are investigating evidence-based instruction and interventions across academic content, as well as social emotional learning and behavior. This research will help schools to identify practices most likely to improve the achievement of all students in Nebraska schools.

Partnership with the **University of Nebraska-Omaha** through the work of Dr. Brian McKeivitt has also contributed to the forward progression of NeMTSS. While involved with crafting the technical guidance around using an MTSS model for learning disability identification, Dr. McKeivitt continues to train school psychologists in a problem-solving model so that their expertise may be best utilized by the schools they serve.

Nebraska's **Educational Service Units** remain essential partners as they further develop professional learning around all tiers of the instructional continuum. From ESU/PDO work groups to content module development to hands-on support for schools, our ESUs are the conduit for improved teaching and learning in Nebraska

Implementation Supports



In a tiered fashion, the NeMTSS Implementation Team develops and provides a series of statewide professional learning sessions for schools building multi-tiered models of prevention and intervention. This includes basic systems awareness facilitation and regular on-site technical assistance to schools in need of more guidance. Training may occur alongside Service Unit opportunities, or directly

with school districts. Implementation team members also develop and disseminate guidance documents and tools for schools to use for high quality implementation.

Current members of the NeMTSS Implementation Team include Lynette Block, Andrea Boden, Jane Byers, Anna Eckhoff, Mary Jo McElhose, Anne Oeth, Kayla Parr, and Loretta Tabor.

NDE is excited to announce that three **Regional Coordinators and two Implementation Specialists** will be added to the NeMTSS team to support the increasing number of schools adopting an MTSS Framework for improvement. **Watch for job postings soon.**

NeMTSS Resources

As many are aware, the NeMTSS website was launched in September of 2018, and is improved regularly. Resources have been added and a word-search feature has improved usability. Feedback is always welcome, and evidence-based resources are added weekly. If you have something to add or feedback to offer, please contact us through the website.

A new calendar feature was also added and includes all NeMTSS happenings past, present and future.



Visit the NeMTSS site at www.NeMTSS.UNL.edu

Support Documents:

In support of Non-Public Schools, a team including nonpublic representation has begun to address NeMTSS best practices applicable to students enrolled in private schools or those that are homeschooled. It is anticipated that a related guidance document will be ready for distribution and training by April of 2019.

A Q and A document is also being developed by school psychologists and focuses on issues around the use of the NeMTSS process for the identification of Specific Learning Disabilities.

Work will begin soon on a clarification document focused on NeMTSS and funding sources. It is anticipated that this work will be completed by summer, 2019.

Helpful Links to Consider and Explore:

- Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention: <http://www.ci3t.org/>
- All Things PLC: www.allthingsplc.info/
- Multi-Tiered System of Support for Behavior/Social Emotional Development <http://www.pent.ca.gov/mt/mts/sbehdevt.pdf>

UPCOMING EVENTS:

Save the Date for 2019 NeMTSS Summit scheduled for **September 4, 5, and 6** at the Younes Conference Center in Kearney. The conference will be divided into strands appropriate for schools just starting out to those who have a more deeply implemented MTSS process.

Checkout the NeMTSS Website Calendar for the latest updates, activities and Professional Learning opportunities.

NeMTSS
Newsletter,
Issue #5

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