

RTI

educators

progress

reduce

monitoring

systematically

interventions

instruction

holds

viewing

reading

general

minority

researchers

data-based

tiered

teachers

intervention

effective

Early

services

method

associated

math

increasingly

policymakers

achieve

effectively

education

prevalence

secondary

disabilities

progressing

may

essential

academic

utilizing

considerably

curriculum

Additionally

assessment

student

monitor

make

elements

administrators

EIS

models

proven

intervening

screening

increases

system

universal

model

addressed

potential

behavioral

components

disproportionality

teach

disproportionality

enhance

prevention

tertiary

associated

services

method

Early

effective

intervention

teachers

tiered

data-based

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prevalence

secondary

disabilities

progressing

may

essential

academic

utilizing

considerably

curriculum

Additionally

assessment

student

monitor



*better  
together*

[jelliott@4edulead.com](mailto:jelliott@4edulead.com)



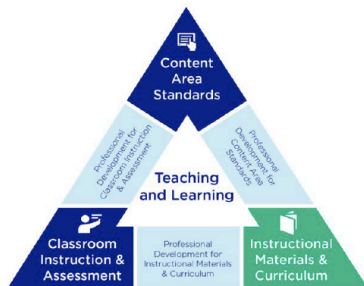
- Maintain a strong sense of leadership
- Reflect, celebrate, wonder, and breathe
- Look at some big ideas around MTSS
- Have courageous conversations
- Establish a common language, common understanding for the work of school improvement
- Ideate!

# 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...

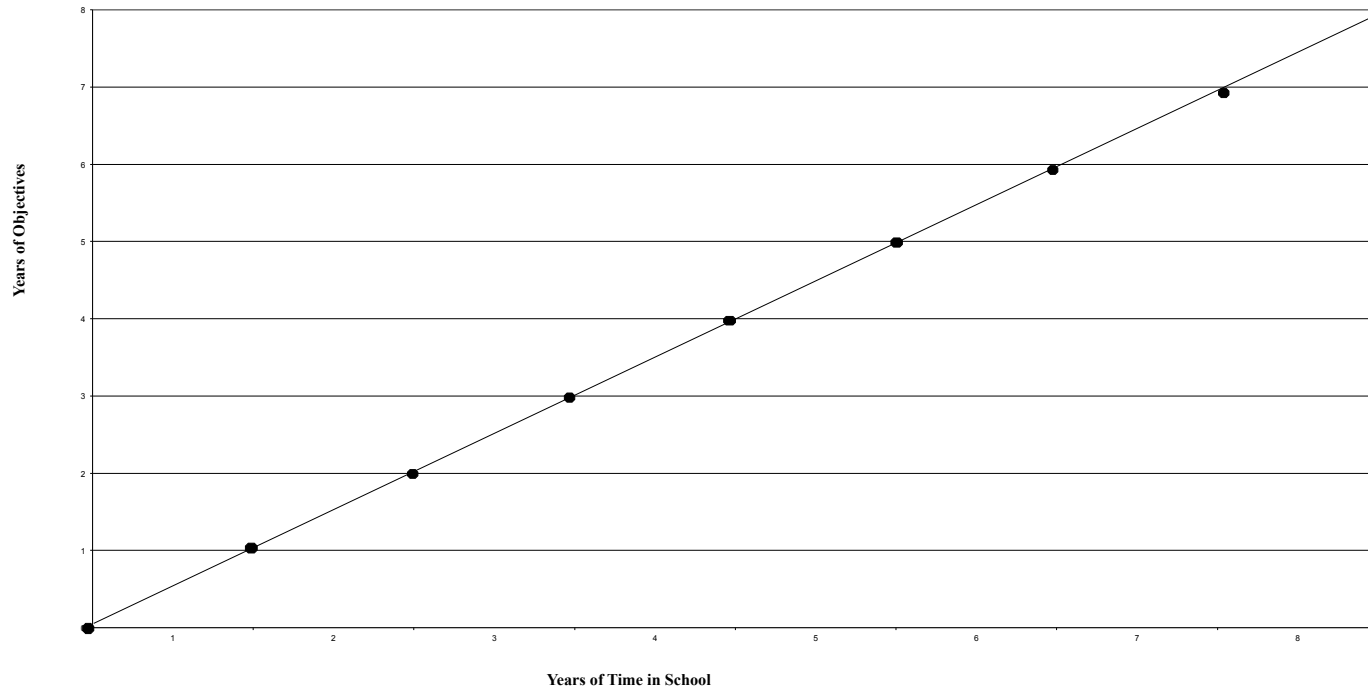
... MTSS best practices include having a team-based approach for implementation...



# Lake Wobegon

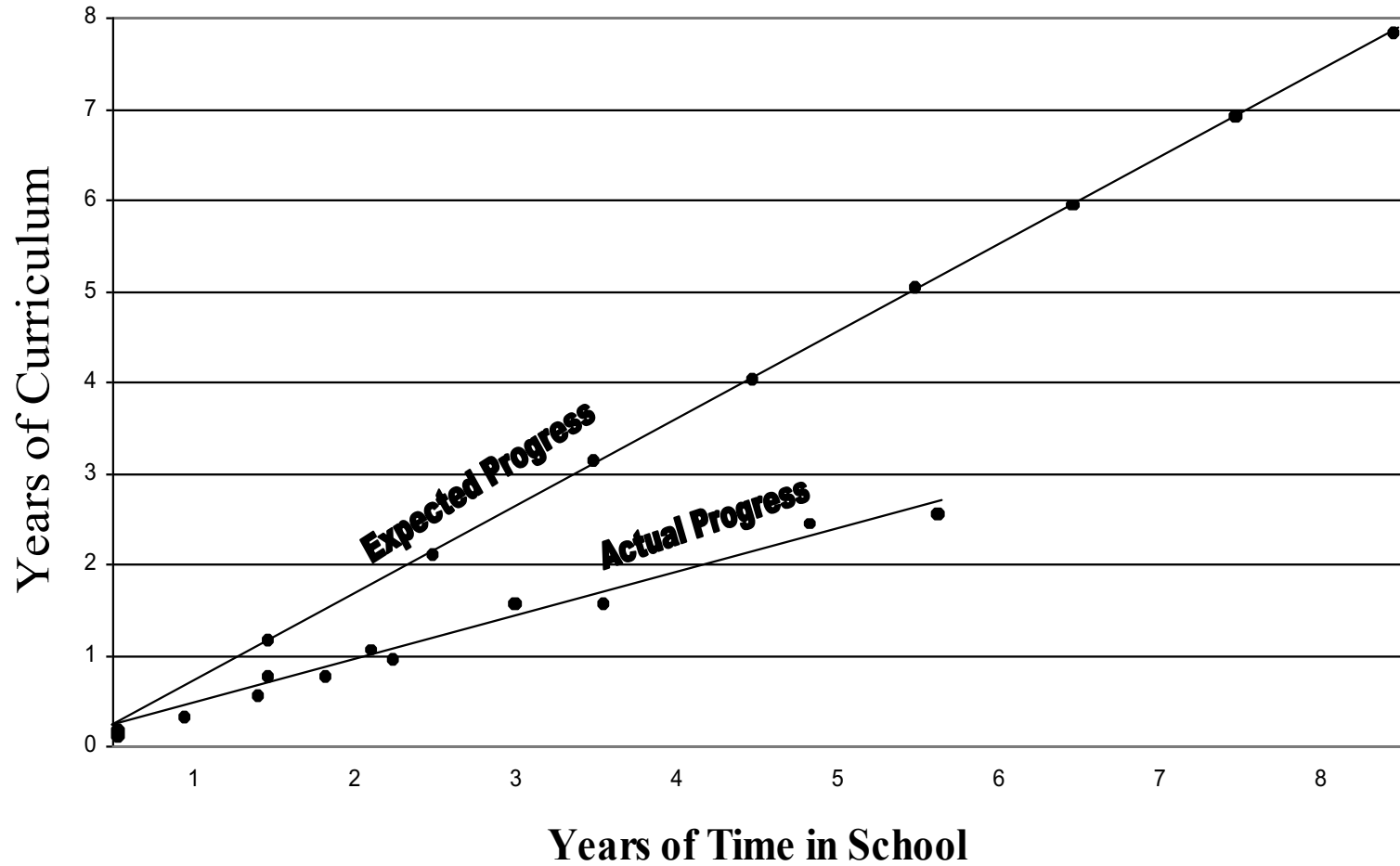
(...all the women are strong, all the men are good looking and  
all the children are above average...)

Expected Course of Student Learning



# Who is this Student?

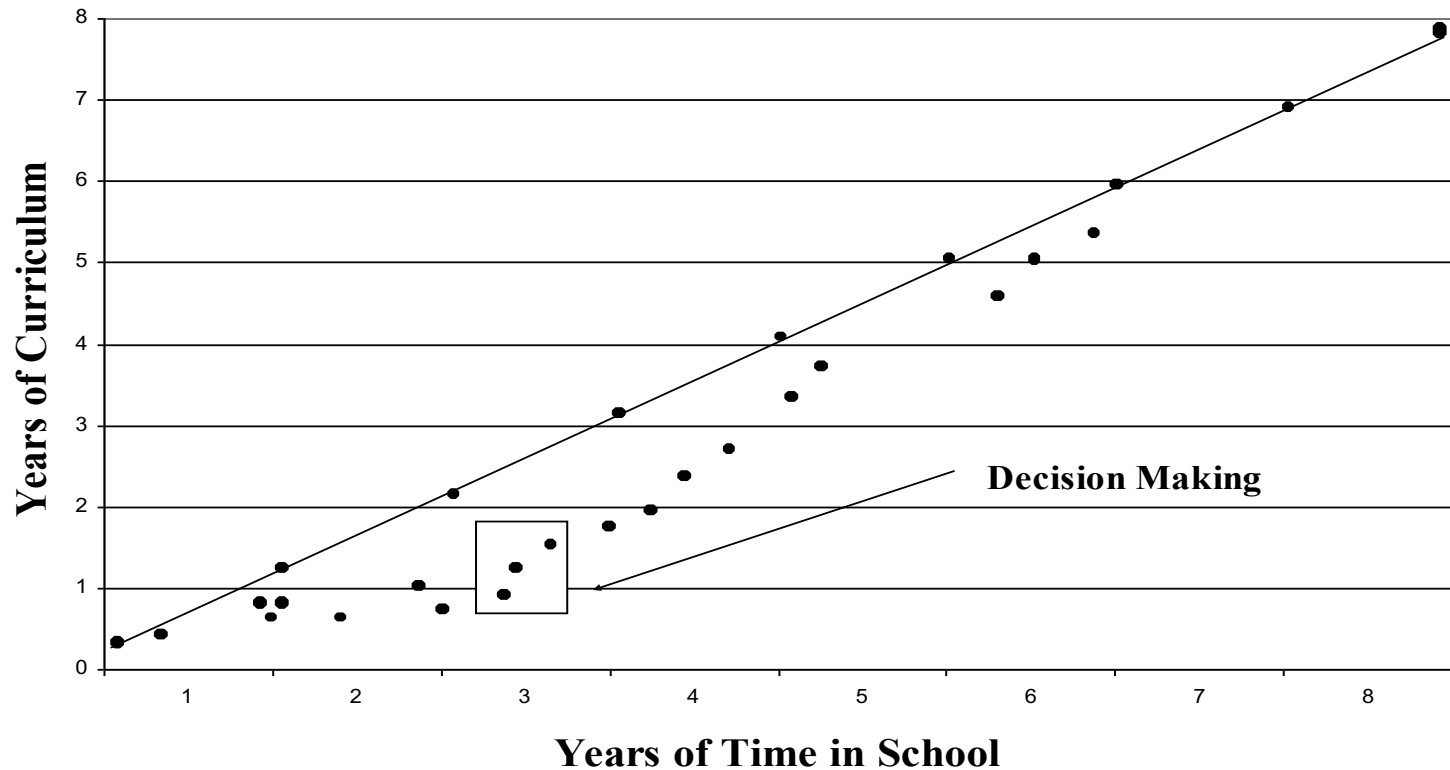
## Actual Course of Learning of Student



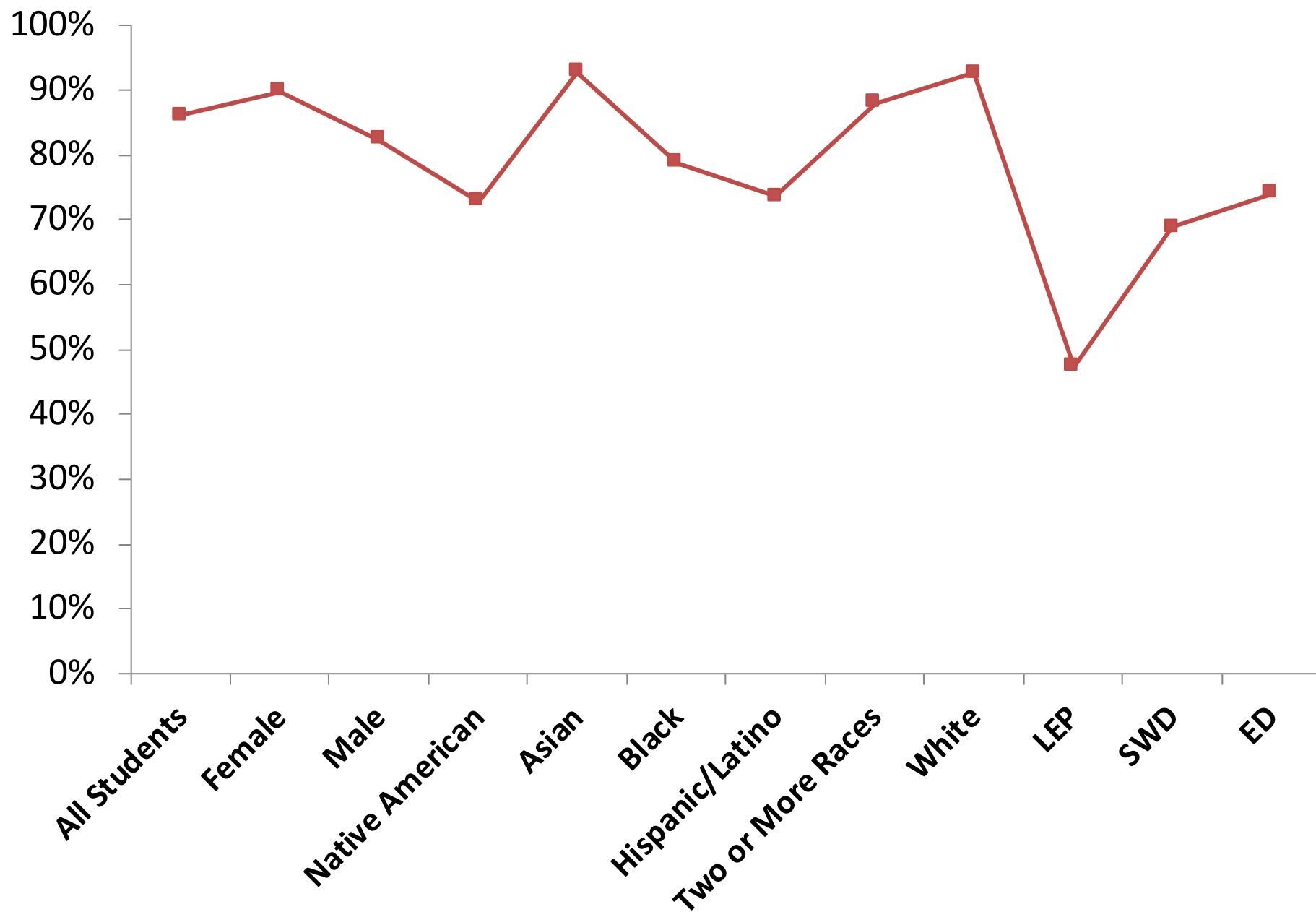


# Who is this Student?

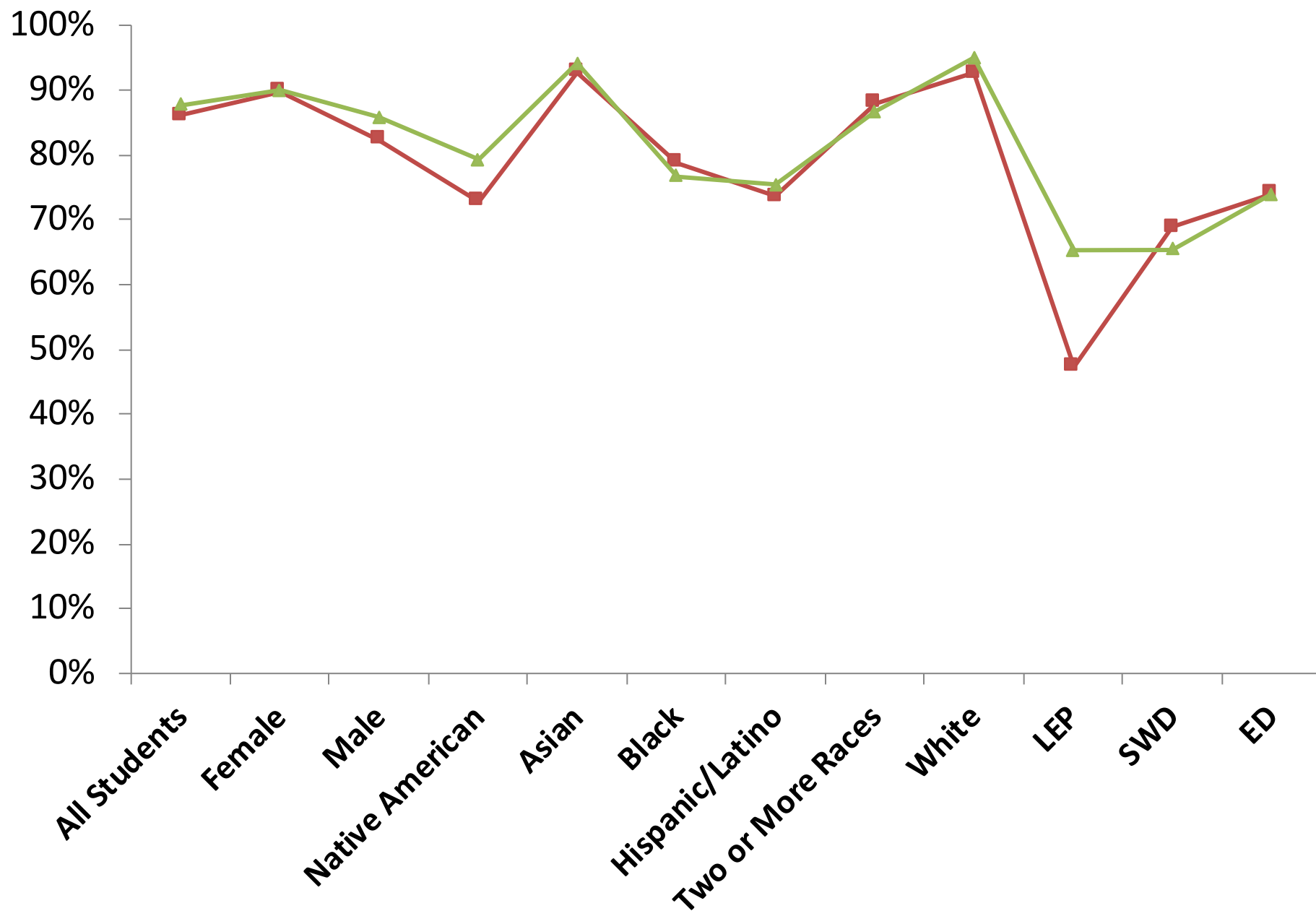
## Effect of Decision Making on Educational Progress

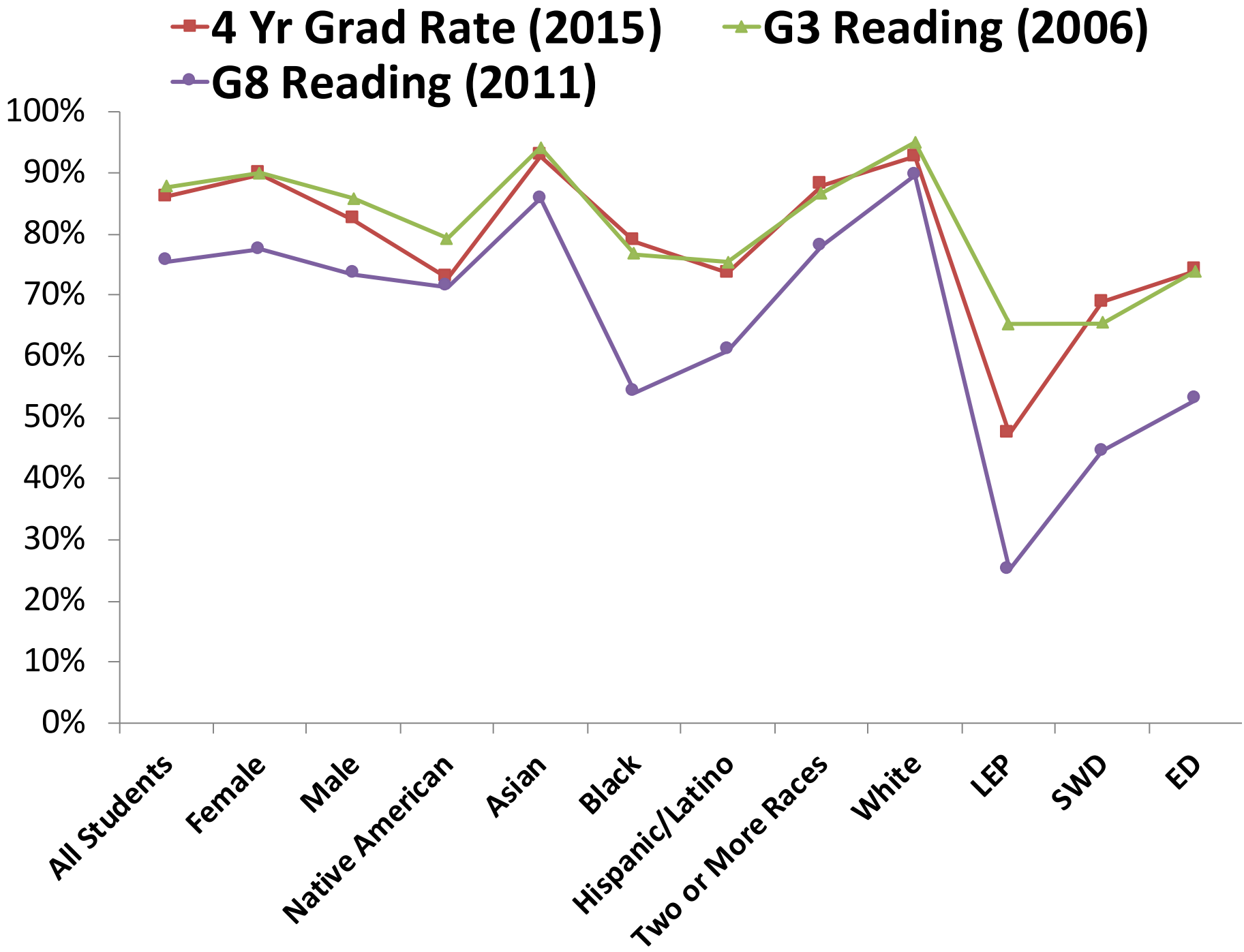


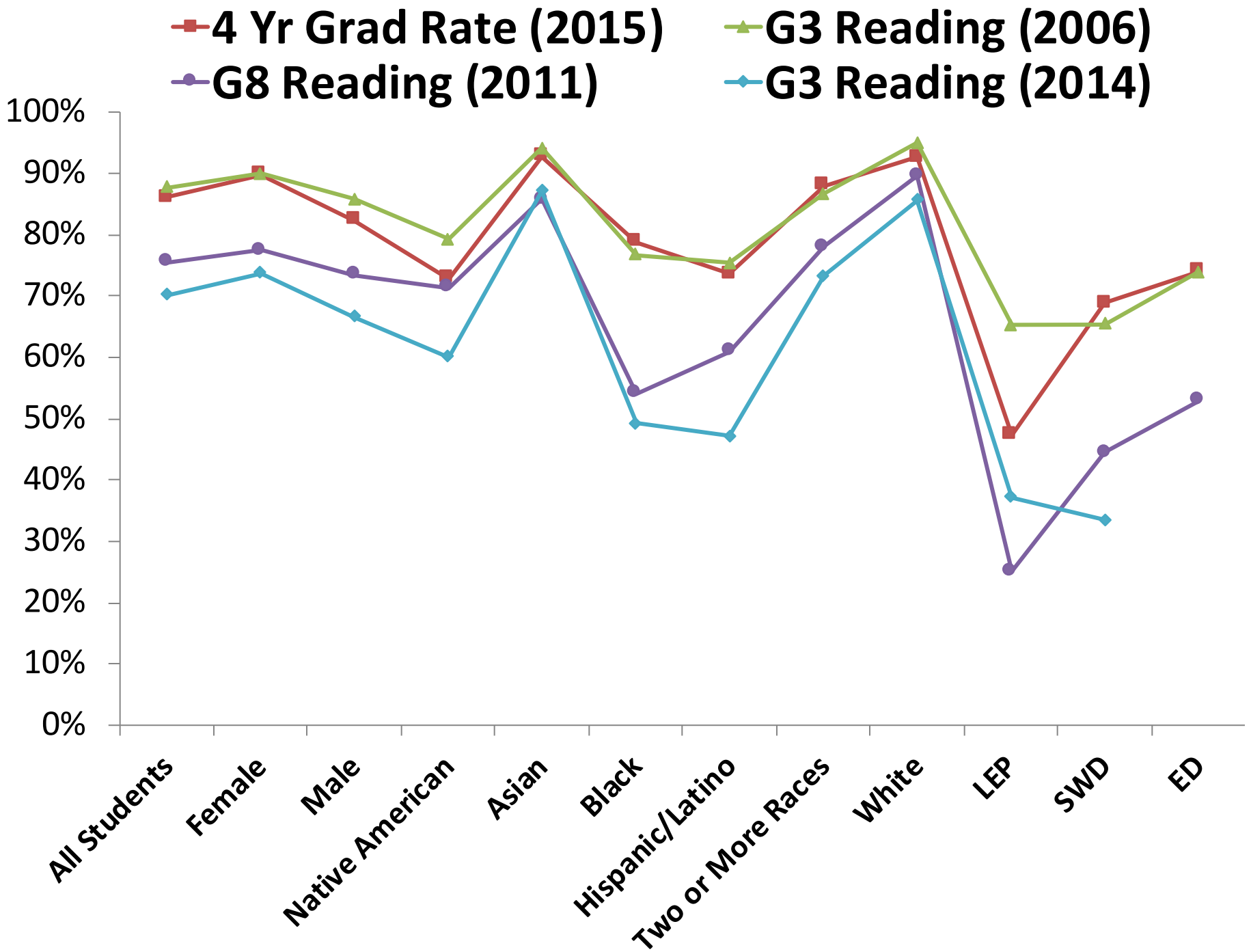
## 4 Yr Grad Rate (2015)



**4 Yr Grad Rate (2015)**      **G3 Reading (2006)**







# 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.**





Kelisha  
5<sup>th</sup> Grade



Randy  
9<sup>th</sup> Grade



José  
7<sup>th</sup> Grade

# Kelisha



Your  
Student's  
Name

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...*

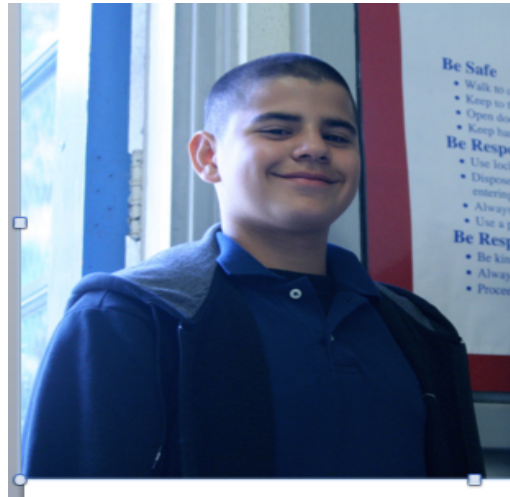
Severe Discrepancy

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



How do you know they can't learn?



Why aren't they learning?



Because they aren't learning



# 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?**





**MTSS**

**Academics**

**Behavior/SEL/  
Mental Health**

**Universal Design  
for Learning**

# 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

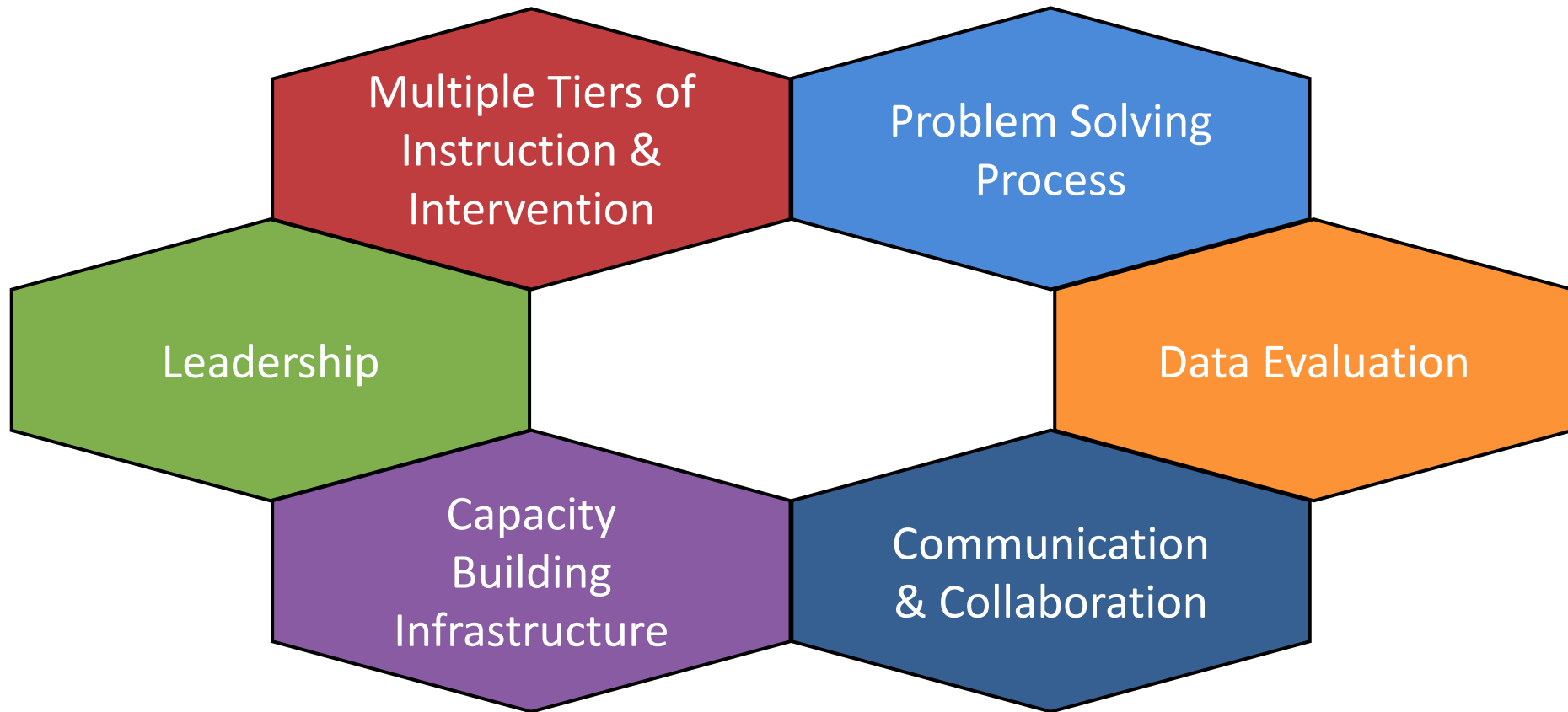
MTSS is a framework that promotes an integrated system

**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.

# Critical Components of MTSS



*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.*





**NeMTSS**  
FRAMEWORK

## **THE ESSENTIAL ELEMENTS OF NeMTSS and ALIGNMENT TO AQuESTT TENETS**

**Shared Leadership**

**Communication, Collaboration, and Partnerships**

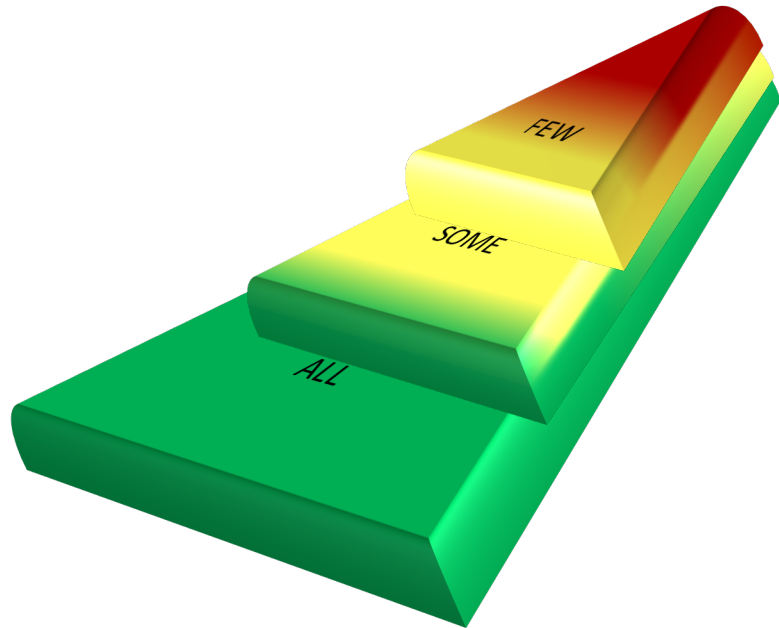
**Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment**

**Building Capacity/Infrastructure for Implementation**

**Layered Continuum of Supports**

**Data-Based Problem Solving and Decision Making**

# Levels of Instruction

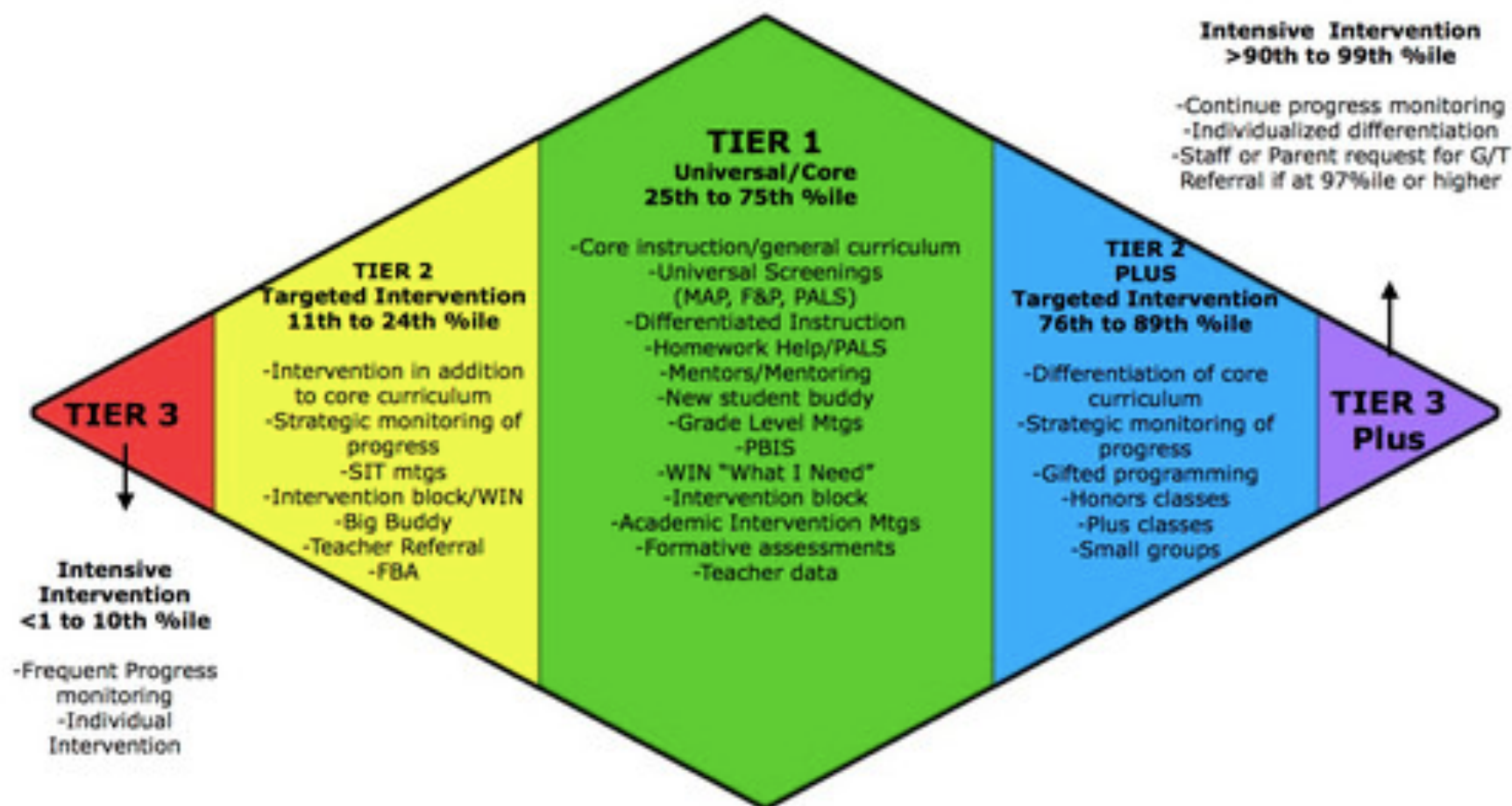


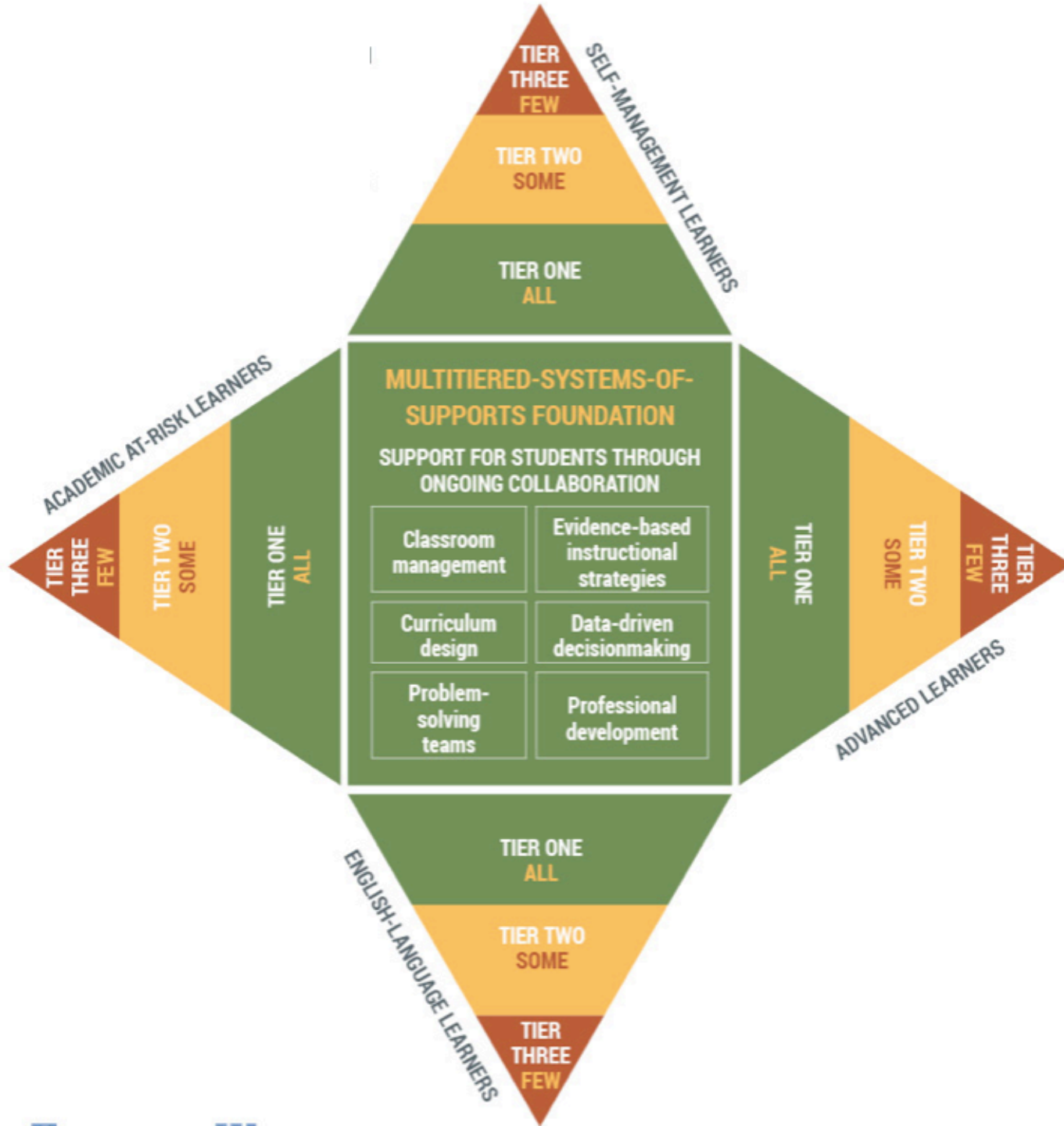
The levels are  
differentiated by  
the intensity of the  
Instruction  
&  
who gets the  
instruction.

**Intensity:**

- Time
- Focus
- Type

# RESPONSE TO INTERVENTION DODGELAND DIAMOND

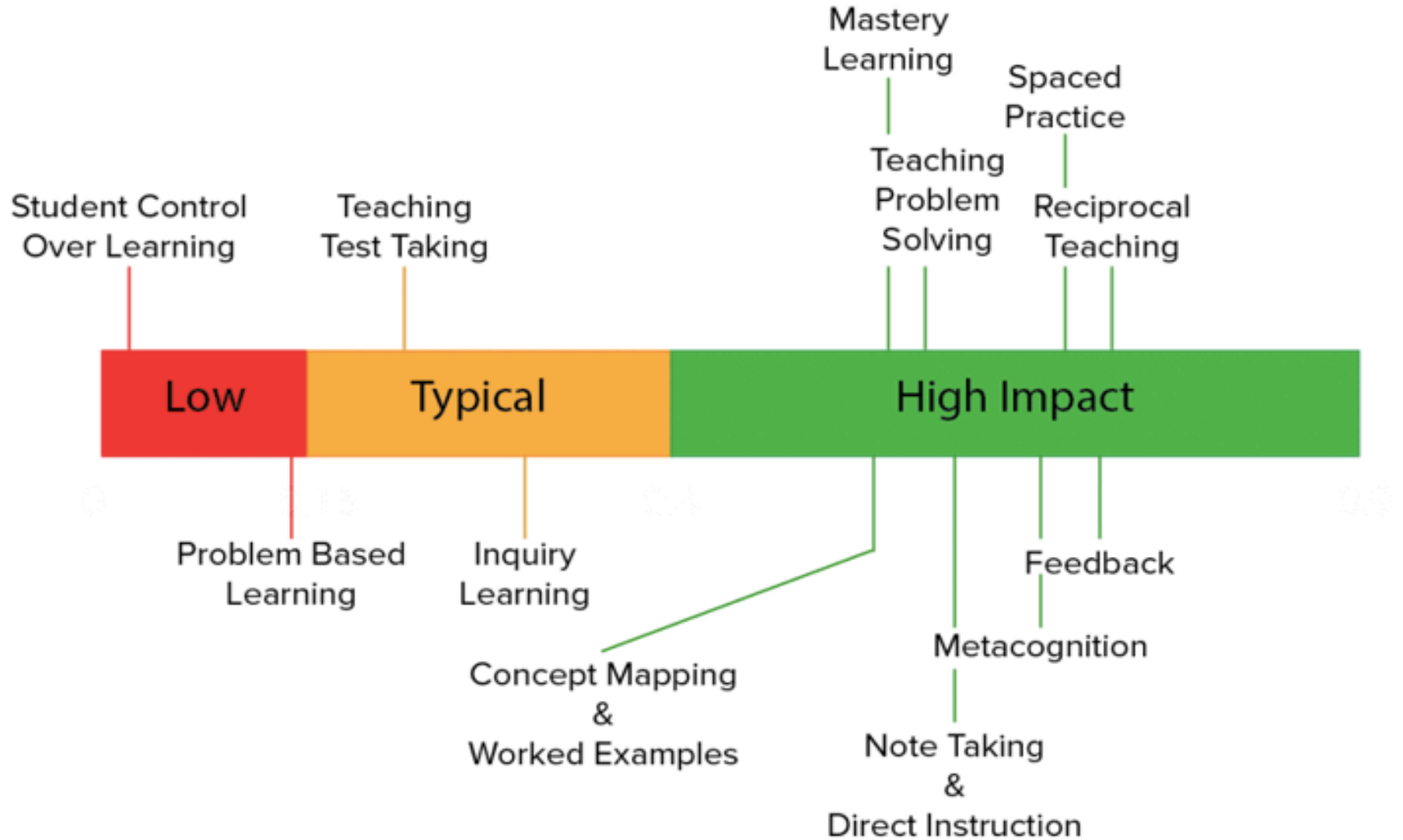


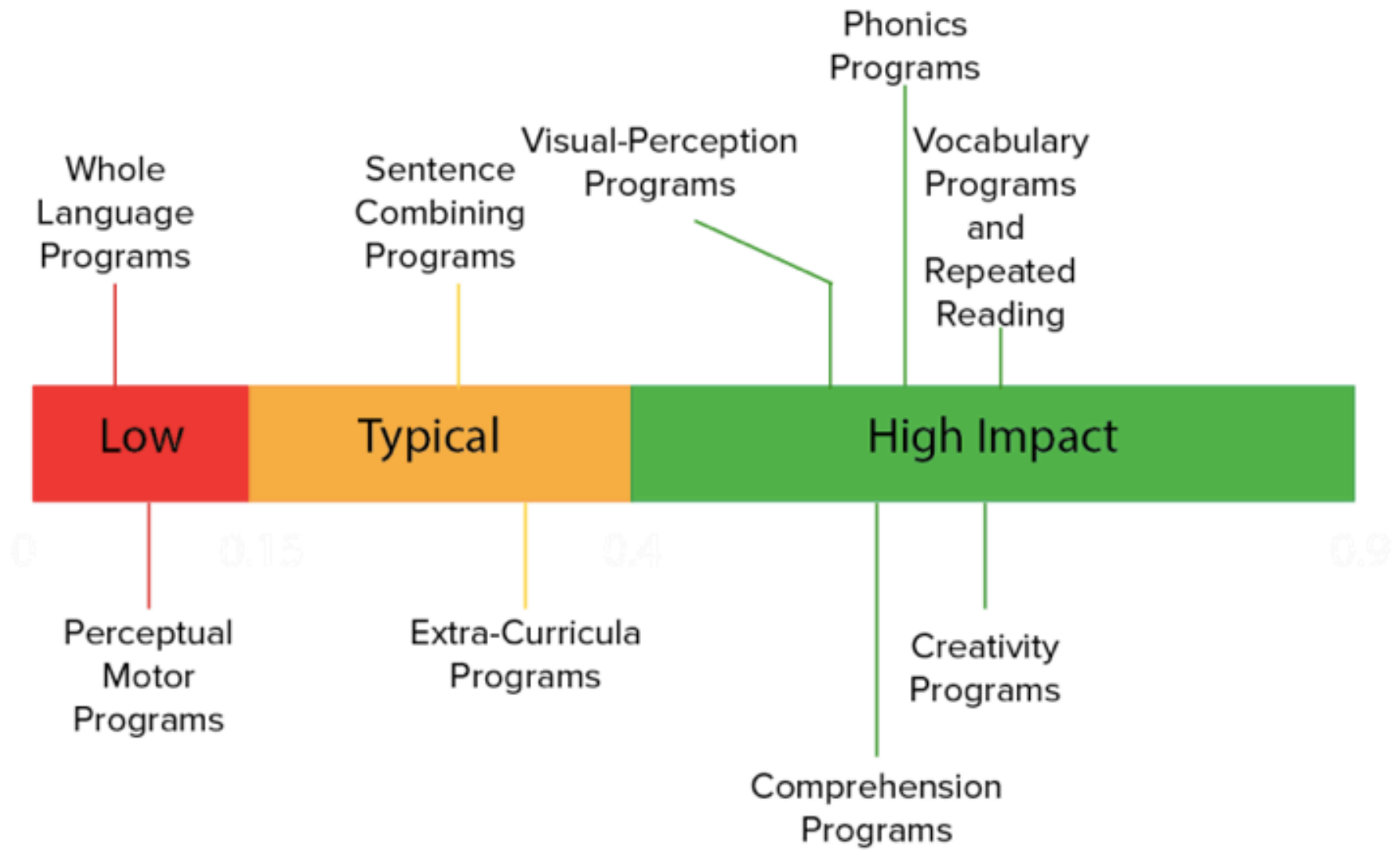


# Hattie, 2017

Variables Related to Explicit Instruction	<i>d</i>	Variables Related to Explicit Instruction	<i>d</i>
Explicit Teaching Procedures	.57	Scaffolding	.82
Direct Instruction	.60	Response to Intervention	1.29
Mastery Learning	.57	Collective Teacher Efficacy	1.57
Goals	.68	Teacher-Student Relationships	.52
Clarity	.75		
Questioning	.48	<b>Comparisons</b>	
Classroom Discussions	.82	Whole Language	.06
Feedback	.70	Discovery-Based Teaching	.21
Deliberate Practice	.79	Problem-based Learning	.26
Rehearsal and Memorization	.73	Student Control over Learning	.02
Spaced Practice	.60		
Retrieval Practice	.54		37

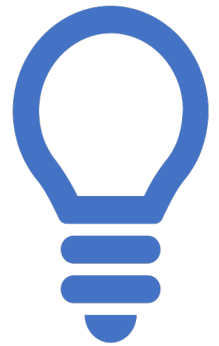
# High Impact Instruction





# Big Idea #3

Infrastructure development is a critical first step in getting the foundation ready for MTSS implementation.



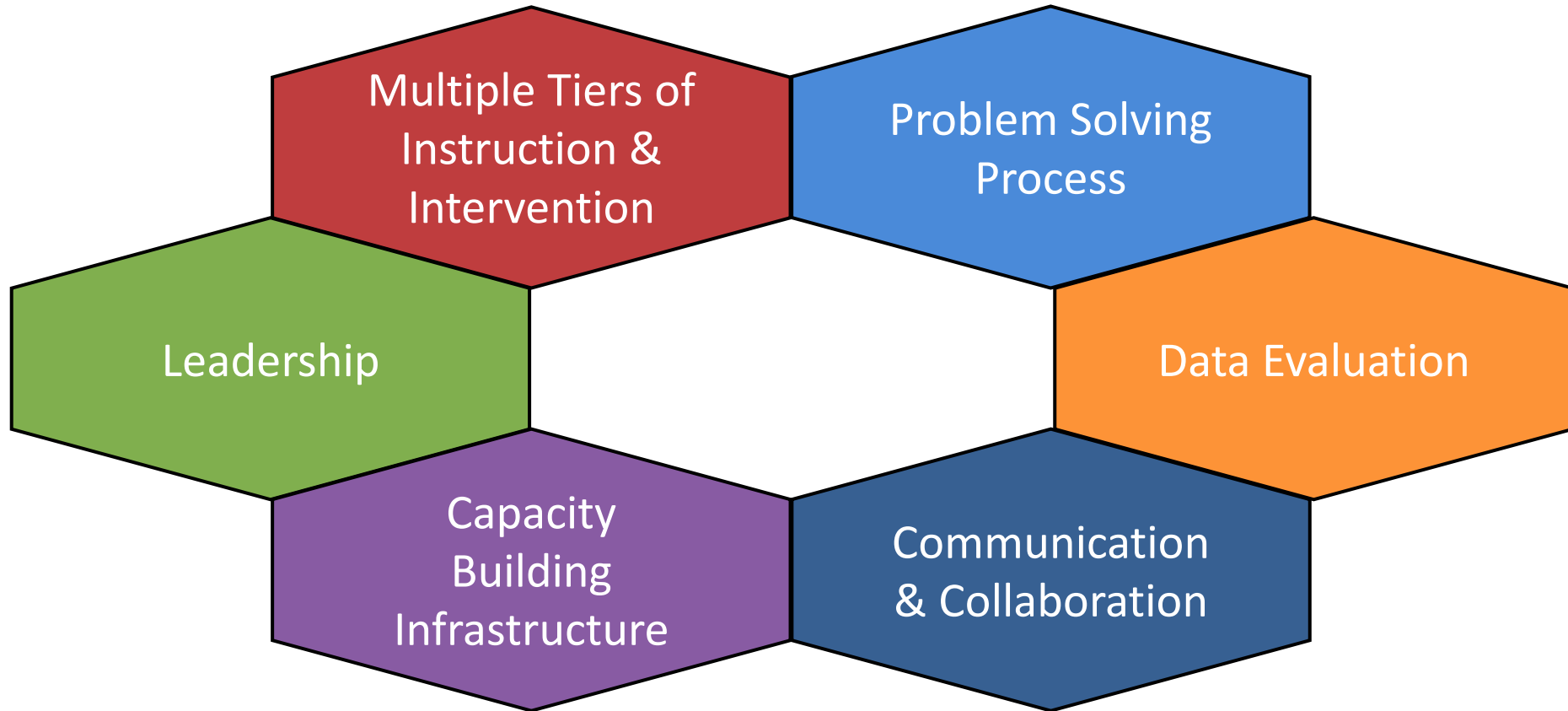


**What happens when  
MTSS is done well...**

# 12 Years Ago... Florida...

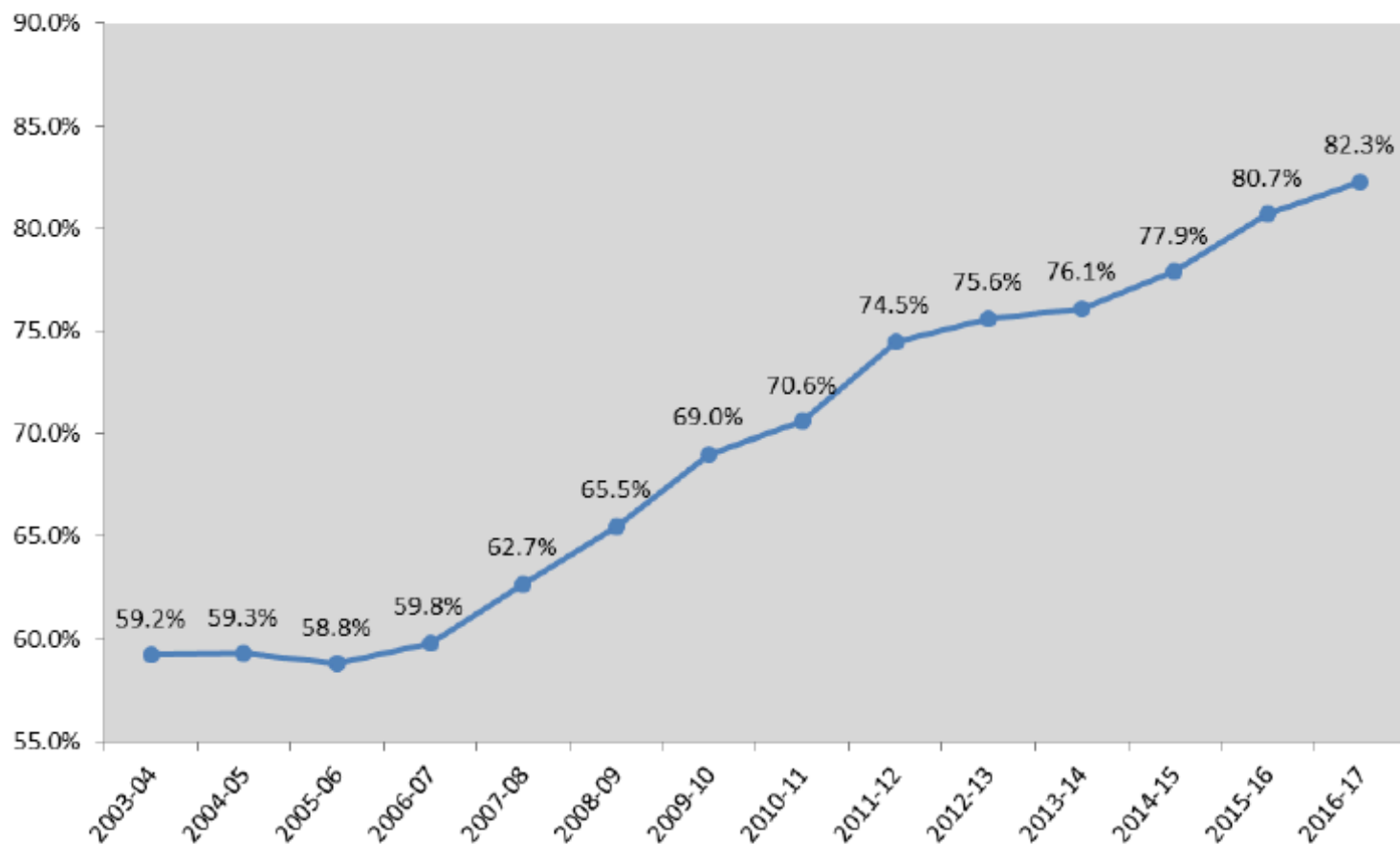
- Made a commitment to implementing MTSS statewide
- Made a commitment to inclusion—inclusive instruction—to ensure all students had equitable access to content to attain grade level standards
- Made a commitment to the principles of UDL to drive the lesson planning process
- Made a commitment to standards-based instruction for all students
- Promoted the use of integrated lesson planning
- Promoted the concept of “universal instruction”

# Critical Components of MTSS



*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.*

## Florida's Graduation Rate 2003-04 to 2016-17






# Graduation Data 2008-2018

	2008	2018	Change	Rate/Year
SWD % Graduated	35.6%	77.0%	+ 41.4%	+4.14%
GAP from All Students	18.0	9.0	-9.0	-5.00%

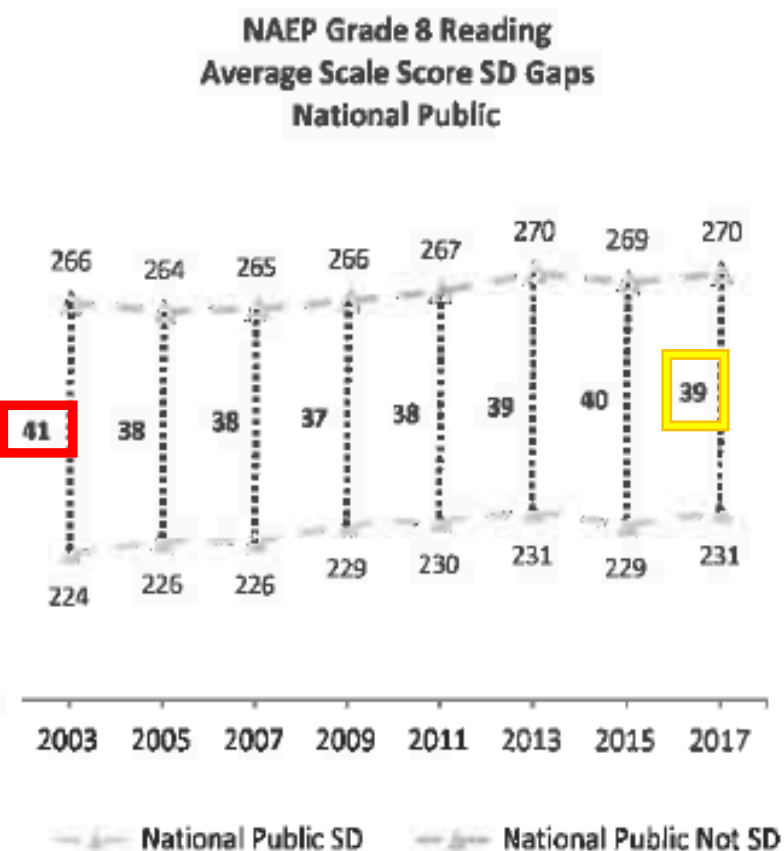
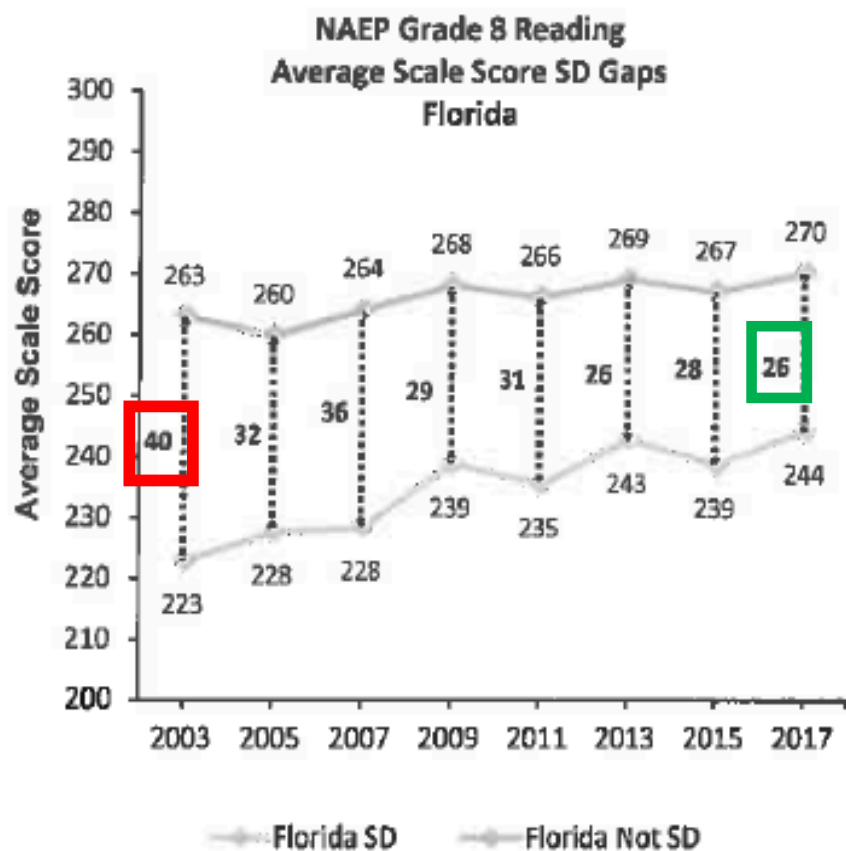
## Florida Students Lead the Nation in Reading and Math on NAEP

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

	2015	2017
Grade 4 Reading	227	228
Grade 4 Math	243	246 
Grade 8 Reading	263	267 
Grade 8 Math	275	279 

## **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**

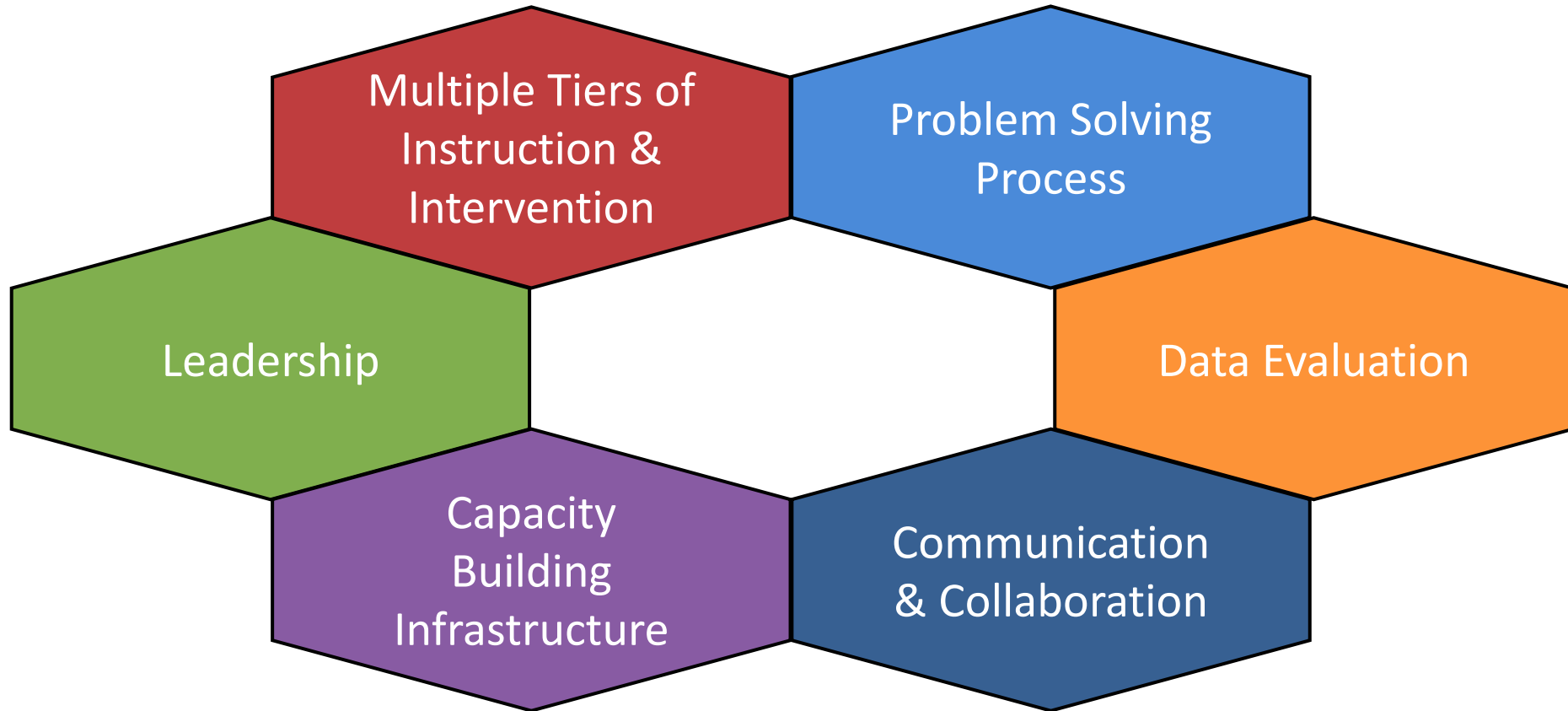
# **Los Angeles Unified School District**

- 61% FRPL**
- 79% Poverty**

**Special Education 82,280 – 12%**

- 50% SLD**
- 15% Speech**
- 13% Autism**
- 9% OHI**
- 50% SPELL**

# Critical Components of MTSS



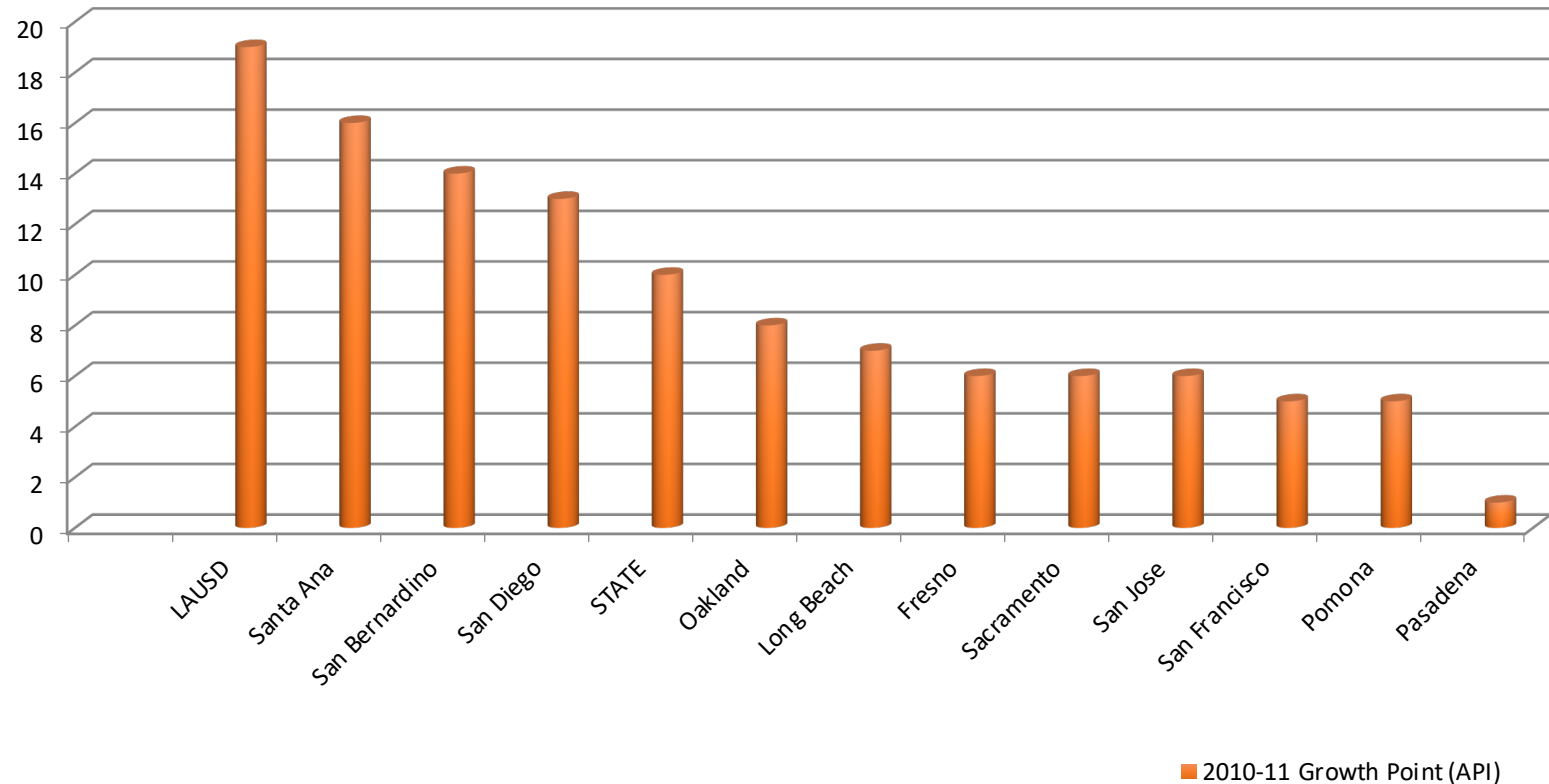
*MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in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

# Big Picture Results...

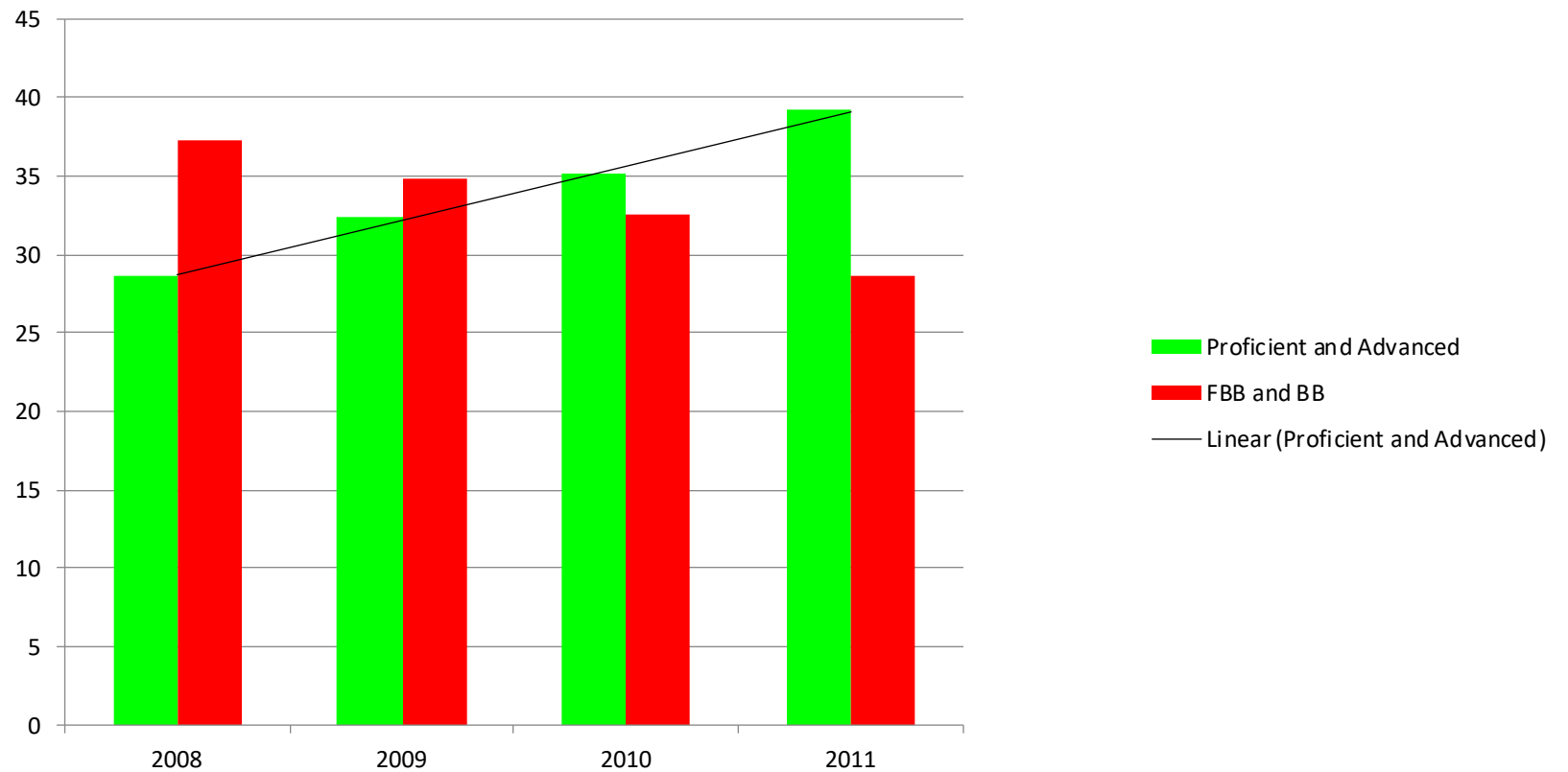
...showed growth in every single grade level...

...every content area...

# 2010-11/12 Annual Growth (API) Urban School Districts in California



## RtI<sup>2</sup> Cohort 1 Schools Proficient and Advanced

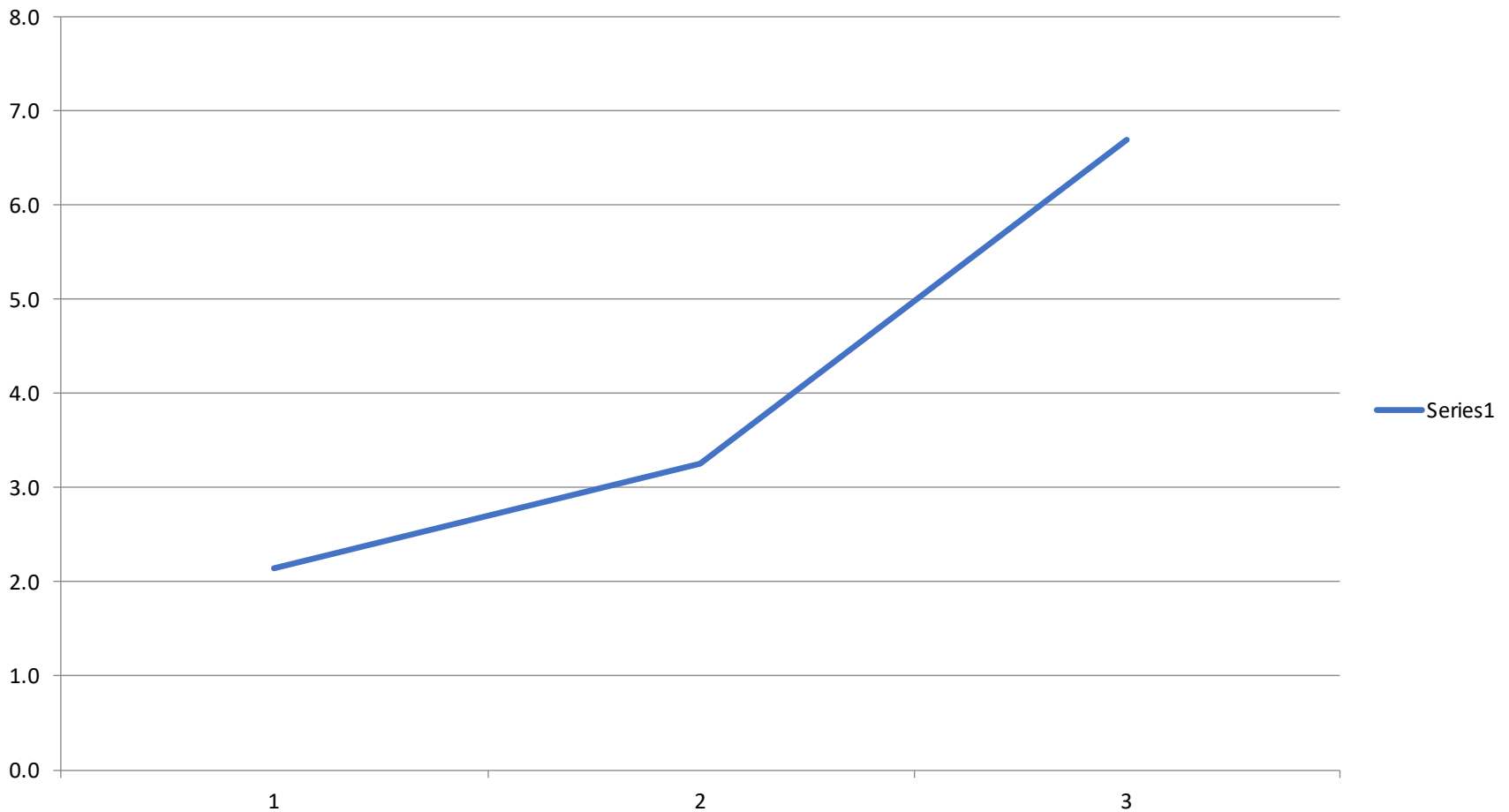


**RtI 2 Cohort 2 Schools Proficient and Advanced**





# Percent of Students Moving to Proficient/Advanced From 2% in 08/09 to 6.9% in 10/11



## **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**

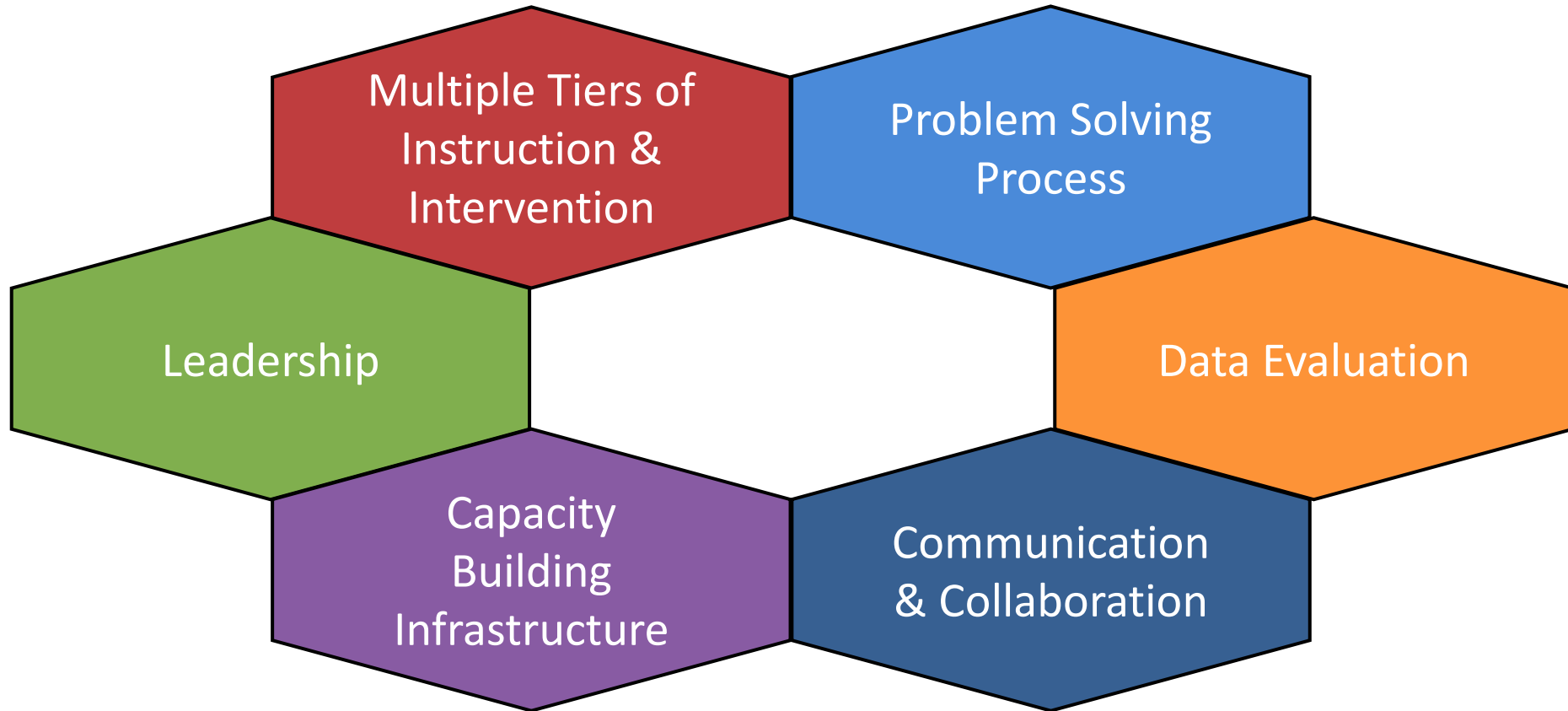
11 point increase in 2010

20 point increase in 2011

13 point increase in 2012

**3 year gain = 44 points**

# Critical Components of MTSS



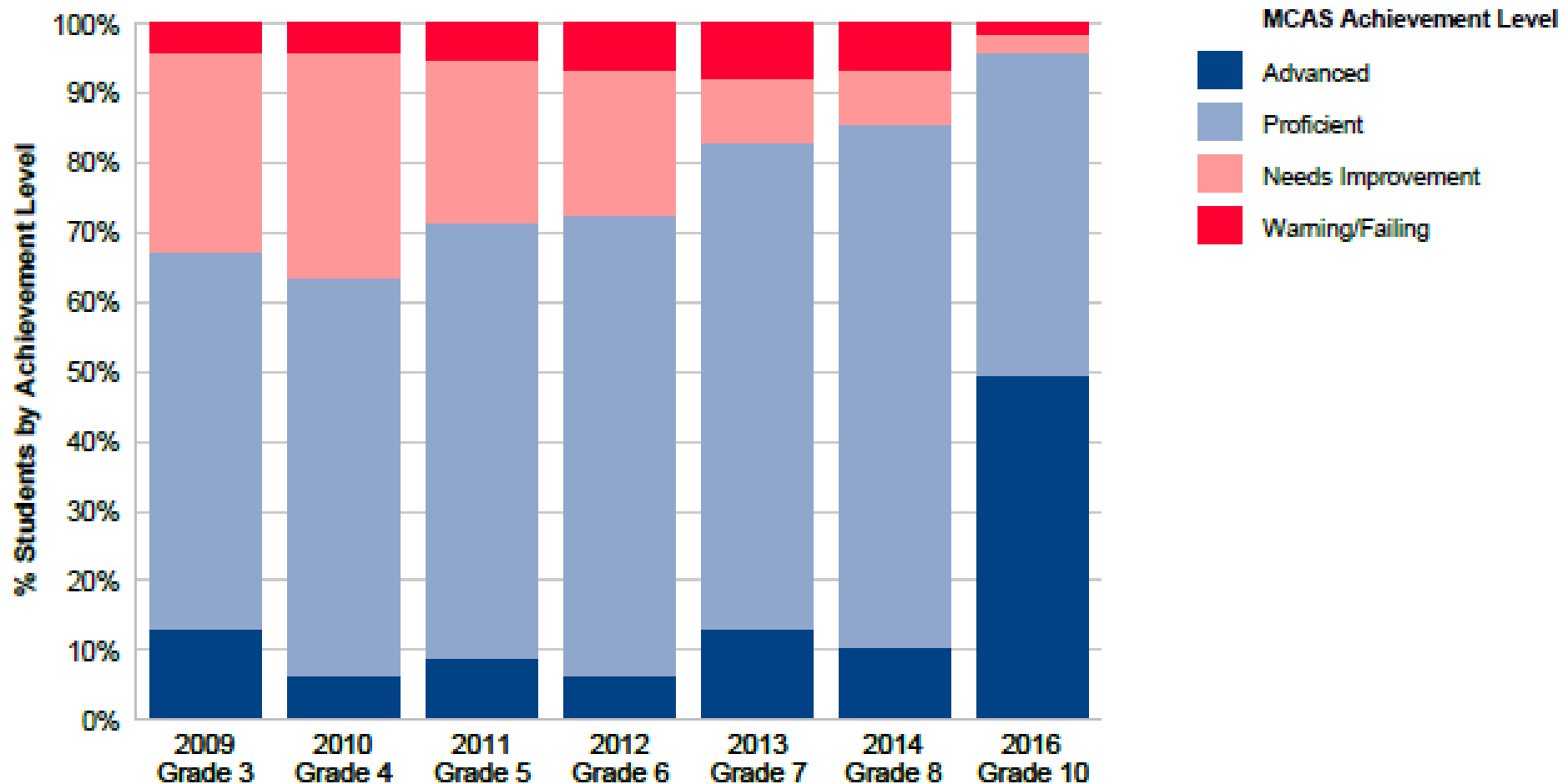
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**As a School...**

# Cohort Data Slide: Class of 2018 ELA



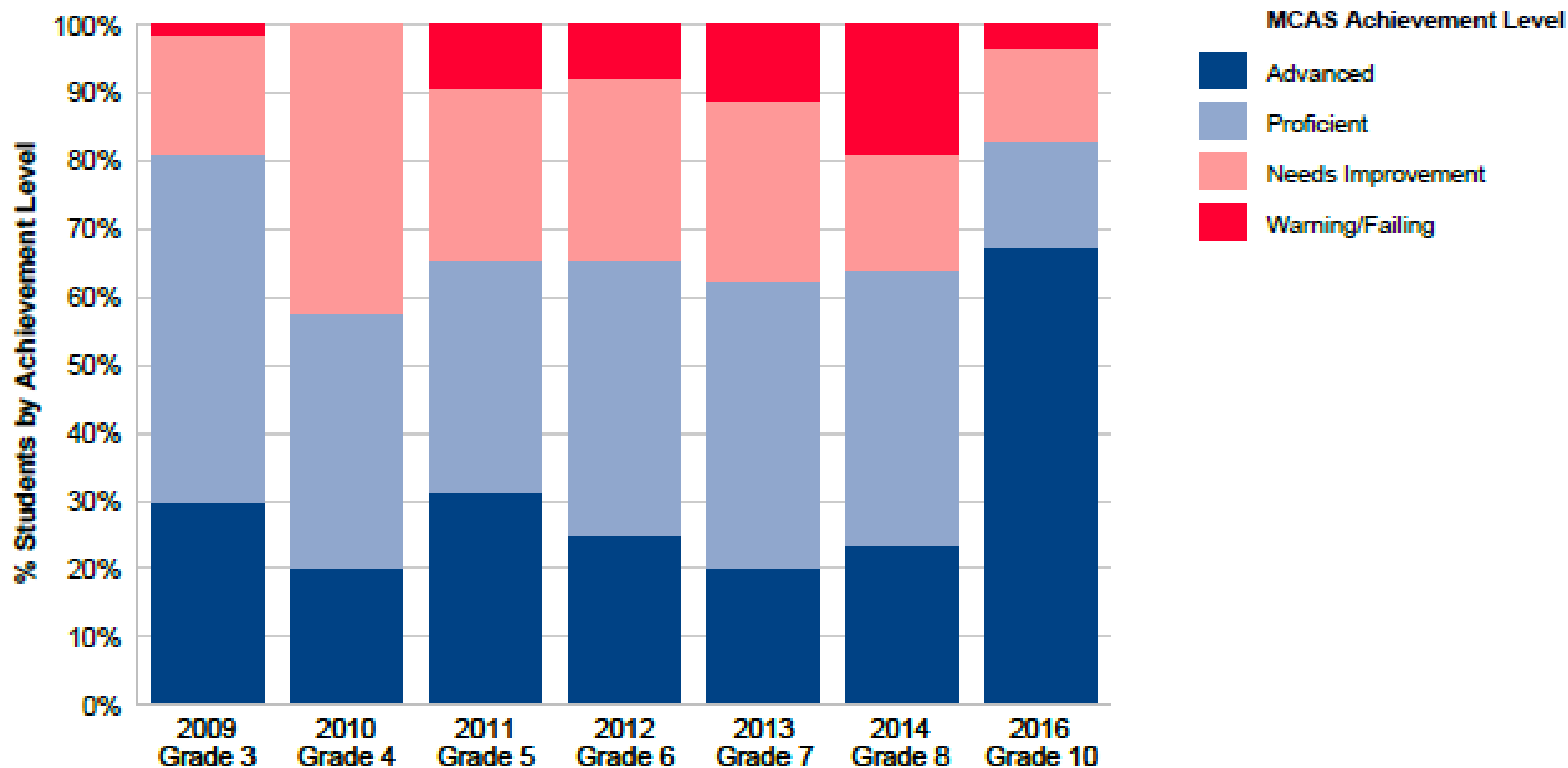
Students Included: Students who took all tests



# Cohort Data Slide: Class of 2018 Math



Students Included: Students who took all tests at the district



# Mashpee Middle/High School 3-Year Data Comparison Subgroups (Grade 10)



Student Group	2015 Before MTSS	2016 MTSS Year 1	2017 MTSS Year 2
Students with Disabilities % Proficient/Advanced	English 81%	English 85%	English 91%
	Math 29%	Math 46%	Math 64%
Economically Disadvantaged Students % Proficient/Advanced	English 87%	English 92%	English 96%
	Math 67%	Math 67%	Math 82%

# **Mashpee Middle-Mashpee Middle-High School Graduation Rates (4-Year Cohort)**

	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>All Students</b>	<b>88.3%</b>	<b>90.2%</b>	<b>95%</b>
<b>Students with Disabilities</b>	<b>64.7%</b>	<b>76.9%</b>	<b>85.5%</b>
<b>Economically Disadvantaged Students</b>	<b>78.3%</b>	<b>87.8%</b>	<b>91%</b>



# 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 to be 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