Supporting ALL Learners Through a Multi-Tiered System of Support CA MTSS
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Just Like Me

• I am a baseball fan!
• I am a parent.
• I am an Education Specialist.
• I am currently a classroom teacher or support staff.
• I am a site administrator, counselor, psychologist, social worker, etc.
• I work at a District, County Office, or State Agency.
• I am a community liaison, parent liaison, or community partner.
What is CA MTSS?

California’s Multi-Tiered System of Support (MTSS) is an integrated, comprehensive framework that aligns academic, behavioral, and social emotional learning in a fully integrated system of support for the benefit of ALL students.

MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of ALL students.
ISABS Grant Recipient Responsibilities

- Integrate academic, behavioral and social-emotional instruction and supports
- Develop inclusive policies and practices
- Promote family, community, and stakeholder engagement
- Support sustainability by developing a community of practice
California SUMS Initiative

MTSS

Academic
Whole Child
Social-Emotional

All Means All

Family & Community Engagement
Administrative Leadership
Integrated Education Framework
Inclusive Policy & Practice

MULTI-TIERED SYSTEM OF SUPPORT
Collaborative Partners

California SUMS Initiative

[Logos of various educational organizations]
Expected Outcomes

- Increase and improve services for ALL students with an emphasis on student groups under LCFF
- Support student success in the least restrictive environment and foster greater inclusion
- Leverage and coordinate multiple school and community resources
- Implement a multi-tiered, evidence-based, data-driven districtwide and school wide system of academic, behavior, and social emotional support
- Embed MTSS into the LCAP
Systems Transformation

Theory of Change reflects 4 basic principles:

1. Whole System Engagement
2. Achievement for ALL Students
3. Implementation of CA MTSS Framework
4. Use of strength-based approach
Achievement for ALL Students
MTSS Continuum of Support

Universal Support
Evidence-based priorities and practices that support the academic, behavioral and social-emotional success of all students in the most inclusive and equitable learning environment.

Supplemental Support
Additional services provided for some students who require more academic, behavioral and social-emotional support.

Intensified Support
Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs.

Universal Design for Learning (UDL), differentiated instruction, integrated education implemented at all levels of support.
Multi-Tiered System of Support (MTSS) is a framework designed to address academic, behavioral, and social-emotional learning in a fully integrated system of support. Teams use data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need. Student supports are universally designed, differentiated, and integrated. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

In California MTSS, counties, regions and state educational agencies are the source of technical support, local educational agencies are the place of intervention and schools are the place of transformation. MTSS is a framework that supports equity-based inclusion within a multi-tiered framework.

What is Universal Design for Learning (UDL)?
UDL is a research-based framework for guiding educational practice based on the premise that one-size-fits-all curricula create unintentional barriers to learning for many students, including the mythical average student. UDL focuses on planning instruction in such a way to meet the varied needs of students. Not a special education initiative, UDL acknowledges the needs of all learners at the point of first teaching, thereby reducing the amount of follow-up and alternative instruction necessary. UDL recognizes student variability and designs environments and lessons to remove barriers for all students. The UDL framework outlines how to provide multiple means of engagement, representation, and action and expression.
Integrated Educational Framework

Fully Integrated Organizational Structure
- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture
- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Multi-Tiered System of Support

Inclusive Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Behavior Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Policy Structure & Practice

Strong LEA / School Relationship
- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

All Means All

Adapted with permission from: SWIFT Education Center. (2016). MTSS Placemat. Lawrence, KS. swiftschools.org
Strengths-based Approach

Strengths are:

“the wisdom, knowledge, successful strategies, positive attitudes and affect, best practices, skills, resources and capabilities of the organization.”

Multi-Tiered System of Support

Inclusive Academic Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Develop guidelines to implement curriculum with Universal Design for Learning (UDL)

Inclusive Behavior Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership
- Strong & Engaged Site Leadership
  - Lead development of a vision
  - Attend instructional meetings
  - Create a leadership team
  - Create opportunities to contribute
  - Use data to guide decisions

Strong Educator Support System
- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework
- Fully Integrated Organizational Structure
  - Identify who has access
  - Use non-categorical language and practices
  - Use collaborative instruction among peers
  - Use paraeducators to support inclusive education

Strong & Positive School Culture
- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement
- Trusting Family Partnerships
  - Engage with students and families
  - Obtain input and feedback
  - Provide engagement opportunities
  - Facilitate home-school communication
  - Provide information

Strong LEA / School Relationship
- Leverage partnerships
  - Engage with the community
  - Identify mutual interests and goals
  - Ensure reciprocity
  - Maintain an open door policy
  - Invite community members to serve

LEA Policy Framework
- Link multiple initiatives
- Review data
- Link data to policy
- Select research-based practices
- Expand practices into other schools and districts

Adapted with permission from: SWIFT Education Center. (2016). MTSS Placemat. Lawrence, KS. swiftschools.org
Multi-Tiered System of Support
An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. -CDE, 2017

CCSESA
California County Superintendents Educational Services Association

Implementation Science
The study of factors that influence the full and effective use of innovations in practice. The factors are identified or developed and demonstrated in practice, to “influence the full and effective use of innovations.” Each factor and the factors in combination are subject to continued study along a continuum of improvement. -NIRN, 2015

Improvement Science
Explicitly designed to accelerate learning-by-doing. As the improvement process advances, previously invisible problems often emerge and improvement activities may need to tack in new directions. The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively. It is an iterative process often extending over considerable periods of time. -Carnegie Foundation, 2017

Continuous Improvement
Plan Do Study Act Cycle

1. **Plan**--Plan the test or observation, including a plan for collecting data
2. **Do**--Try it out
3. **Study**--Set aside time to analyze the data and study the results
4. **Act**--Refine the change, based on what was learned
Why MTSS Statewide?

- One coherent system of support

- Consistent language and practices:
  - Implementation Science
  - Improvement Science
  - Universal Design for Learning (UDL)
  - Whole Child Approach
# Statewide System of Support

## Supports within the Three Levels of Support

<table>
<thead>
<tr>
<th>Level</th>
<th>Support(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All</strong></td>
<td>CAASPP, including summative assessments (aggregate and individual student reports), and formative assessment tools and interim assessments</td>
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<td></td>
<td>Curriculum frameworks and instructional materials</td>
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<td></td>
<td>LCAP template &amp; LCAP addendum</td>
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<td>California School Dashboard/LCFF evaluation rubrics</td>
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<td></td>
<td>Resources, guidance, professional learning, coaching and grants provided by CDE under state and federal programs (Title I, Title II, Title III, Expanded learning, Early Education, Title IV, education opportunities)</td>
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<td></td>
<td>Standards Implementation Steering Committees and associated trainings</td>
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<td>California Subject Matter Projects professional development and instructional supports</td>
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<td>COE and charter authorizer LCAP review and proactive assistance</td>
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<tr>
<td></td>
<td>LCAP addendum review and proactive assistance</td>
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<tr>
<td></td>
<td>CCEE professional development plan and pilots</td>
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<td></td>
<td>CCEE voluntary advice and assistance</td>
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<td></td>
<td>Special Education Tier 1 resources (State Systemic Improvement Plan)</td>
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<td>Commission on Teacher Credentialing credential development</td>
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<td></td>
<td>Fiscal Crisis Management and Assistance Team program audits and related services</td>
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<td></td>
<td>Grant programs to build capacity (state or federal one-time funds), including:</td>
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<tr>
<td></td>
<td>- Multi-Tiered System of Support Grant</td>
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<tr>
<td></td>
<td>- Career Technical Education Incentive Grant</td>
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<td>- Career Pathways Trust</td>
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<td>- College Readiness Block Grant</td>
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<td>Proposition 47 grants</td>
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<td>Federal Program Monitoring</td>
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<td>AB 1200 fiscal oversight</td>
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<td></td>
<td>Commission on Teacher Credentialing credential monitoring</td>
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<tr>
<td><strong>Differentiated</strong></td>
<td>LCFF assistance (technical assistance by COEs, CDE, and charter authors and referral for advice and assistance by CCEE)</td>
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<tr>
<td><strong>(Level 2)</strong></td>
<td>Title I school assistance (comprehensive and targeted support)</td>
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<td></td>
<td>Special Education Tier 2 supports (State Systemic Improvement Plan)</td>
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<td></td>
<td>Title 2 assistance (disproportionate access)</td>
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<td>COE Williams monitoring</td>
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<td>Federal Program Monitoring corrective actions</td>
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<td>AB 1200 COE (stay and rescind, etc.)</td>
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<tr>
<td><strong>Intensive</strong></td>
<td>SPI intervention and charter revocation (LCFF)</td>
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<tr>
<td><strong>(Level 3)</strong></td>
<td>More rigorous state intervention (Title I)</td>
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<tr>
<td></td>
<td>Special Education Tier 3 supports (State Systemic Improvement Plan)</td>
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<td>State receivership (AB 1200)</td>
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## Statewide System of Support

<table>
<thead>
<tr>
<th>Level of Support</th>
<th>Description of Supports Available</th>
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<tbody>
<tr>
<td><strong>Support for All LEAs &amp; Schools</strong></td>
<td>Various state and local agencies provide an array of resources, tools, and voluntary assistance that all LEAs may use to improve student performance at the LEA and school level and narrow disparities among student groups across the LCFF priorities, including recognition for success and the ability to share promising practices.</td>
</tr>
<tr>
<td>(Level 1)</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiated Assistance</strong></td>
<td>County superintendents, the CDE, charter authorizers, and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for LEAs and schools, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups.</td>
</tr>
<tr>
<td>(Level 2)</td>
<td></td>
</tr>
<tr>
<td><strong>Intensive Intervention</strong></td>
<td>The State Superintendent of Public Instruction or, for charter schools, the charter authorizer may require more intensive interventions for LEAs or schools with persistent performance issues over a specified time period.</td>
</tr>
<tr>
<td>(Level 3)</td>
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### LCAP and MTSS Alignment

#### Local Control Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

<table>
<thead>
<tr>
<th>Conditions of Learning</th>
<th>Engagement</th>
<th>Pupil Outcomes</th>
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<tbody>
<tr>
<td>Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be civically engaged and college and career ready.</td>
<td>Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.</td>
<td>Student achievement means improving outcomes for all students to ensure student success.</td>
</tr>
</tbody>
</table>

#### Multi-Tiered System of Support

An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

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<tr>
<td>All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.</td>
<td>Families and community members are partners where they have options for meaningful involvement in students’ education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.</td>
<td>All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.</td>
</tr>
</tbody>
</table>
Current Status of CA MTSS

- 11 Regions
- 58 COEs
- Over 600 LEAs Trained
- 50% of LEAs eligible for DA are participating

tinyurl.com/camttssmap
Save the Date

National MTSS Professional Learning Institute

July 29-31, 2019
Long Beach Convention Center
Contact Us

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ocde.us/mtss

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