Practices and Reflections on Oxford’s MTSS Journey

June 19, 2019
Oxford Community Schools

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Who's in the room?
Where did we start?
2014-2015

- K-2 - MAISA ELA?
- 3-5 - MAISA ELA
- Title I school-wide school= 1.5 Reading specialist and 5 paraprofessionals
- Title I targeted school= 2 paraprofessionals
- K-2 elementary school = 1.5 reading specialist
- K-5 elementary school= 1.0 reading specialist
- 3-5 elementary school= no support
- No formal MTSS processes
Oxford’s Philosophy & Process

MTSS Handbook
Philosophy & Definitions

Oxford Community Schools

MTSS Handbook
2017-2018
Oxford Community Schools’ Process

Oxford Community Schools
Oxford’s Commitment to MTSS

MTSS is guided by the following principles:

• A collective responsibility for ensuring growth and success for all learners assumed by each person within the system (educators, learners, families, and community)

• A proactive approach to ensuring each and every learner experiences a quality education designed to expand learners’ potential

• A commitment to use a systematic problem-solving process to improve outcomes of all students

• Ongoing, effective support for educators and leaders including professional learning, feedback, and coaching

• A commitment to use data as a basis for decision making and analysis of student progress

• Attention to fidelity of implementation, honoring both qualitative and quantitative measures

• An investment in systems to promote sustainability, efficacy, and expansion of MTSS
What: Three Tiers of Support

Universal Supports / TIER 1
(80% of Students)
- Core instruction
- All Students
- Preventive & Proactive

Targeted Supports / TIER 2
(15% of Students)
- Additional Supplemental Instruction
- Some Students
- Increased intensity & Frequency of instruction (small groups, narrower instructional focus)
- High Efficiency, Rapid Response

Intensive Supports / TIER 3
(5% of Students)
- Individualized Instruction
- Individual Students
- Highest intensity & Frequency of Instruction

This model represents Oxford Community Schools’ approach to MTSS.
<table>
<thead>
<tr>
<th>School</th>
<th>Tier 1 Instruction</th>
<th>Interventions Commonly Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td><strong>ELA:</strong> Calkins Units of Study for Reading and Writing; Phonics; Haggerty (DK-1)</td>
<td><strong>ELA:</strong> Leveled Literacy Intervention, Phonics for Reading, Reading Recovery</td>
</tr>
<tr>
<td></td>
<td><strong>Math:</strong> Math Expressions</td>
<td><strong>Math:</strong> Math Recovery,</td>
</tr>
<tr>
<td></td>
<td><strong>Science:</strong> Battle Creek Science Kits-NGSS Aligned</td>
<td><strong>SEL:</strong> In class behavior charts, Check-In Check-Out, Group interventions related to</td>
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<tr>
<td></td>
<td></td>
<td>social skills, anger management, friendship</td>
</tr>
<tr>
<td>Middle School</td>
<td><strong>ELA:</strong> MAISA Units for Reading and Writing</td>
<td><strong>ELA:</strong> Content Reading Class</td>
</tr>
<tr>
<td></td>
<td><strong>Math:</strong> Big Ideas</td>
<td><strong>Math:</strong> Content Math Class</td>
</tr>
<tr>
<td></td>
<td><strong>Science:</strong> IQWST</td>
<td><strong>Behavior:</strong> Academic Advisory, Academic Intervention Class, Check-In Check-Out, Adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor, Increased Parent Contact</td>
</tr>
<tr>
<td>High School</td>
<td><strong>ELA:</strong> Springboard (Collegeboard)</td>
<td>Academic Lab Classes (English, Math, Behavior), Den after school support,</td>
</tr>
<tr>
<td></td>
<td><strong>Math:</strong> Big Ideas</td>
<td>Wednesday Morning Wake-Up</td>
</tr>
<tr>
<td></td>
<td><strong>Science:</strong> TBD</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Tier 1 Instruction</td>
<td>Interventions Commonly Used</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>OVA</td>
<td>100s of course options from a variety of vendors</td>
<td><strong>Content Remediation:</strong> Exact Path, MiExcel, re-teaching and backing up content</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Increasing Contact:</strong> One-on-One appointment with students, regular check-ins with parents, training for parents on how to support online learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student Plans:</strong> Student Success Plan, Pacing Guides</td>
</tr>
</tbody>
</table>
## Assessments

<table>
<thead>
<tr>
<th>Assessments: How do we identify needs?</th>
<th>Screening</th>
<th>Diagnostic</th>
<th>Progress Monitoring</th>
<th>Outcome/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the primary question that's answered by this assessment?</td>
<td>Is this student on track to meet end of the year expectations? Who might be at-risk for not achieving?</td>
<td>What and how do I need to teach tomorrow based on the student's individual strengths and needs? Why is the problem occurring?</td>
<td>Is the intervention effective in getting the student to his/her goal on time?</td>
<td>How does the student compare to curriculum standards? How does our school compare with like schools?</td>
</tr>
<tr>
<td>Why should a school incorporate this assessment in their system?</td>
<td>Effectively identifies students at-risk so that resources can be allocated and priorities examined</td>
<td>Deeply understand what the student knows and needs to know in order to tailor instruction</td>
<td>Measure effectiveness of the instructional plan and make timely adjustments to accelerate progress</td>
<td>Demonstrate effectiveness of overall instructional programming. Accountability and comparison to other districts, state, or national</td>
</tr>
<tr>
<td>Scope</td>
<td>Few, important, predictive constructs</td>
<td>Many constructs and deeper analysis</td>
<td>Few, important, predictive constructs</td>
<td>Many constructs and deeper analysis</td>
</tr>
<tr>
<td>False beliefs about these assessments</td>
<td>If the test does not measure every skill, it's not important</td>
<td>Diagnostic tests have predictive value of benchmarks of performance</td>
<td>Teachers/interventionists can subjectively measure progress</td>
<td>The test represents all of the student's knowledge</td>
</tr>
<tr>
<td>Oxford Assessment</td>
<td>FastBridge (reading and math), NWEA, SAEBERS (SEL)</td>
<td>F/P, MLPP,</td>
<td>FastBridge CBM</td>
<td>Unit assessments, MSTEP, end of the year</td>
</tr>
</tbody>
</table>
Problem Solving Model and Focus on System, Data, and Practices

1. Identify & 2. Clarify the Problem
   (Screening & Diagnostic Assessments)
   Define the Problem in Measurable Terms.

5. Evaluate Student Response
   (Progress Monitoring & Outcome Assessments)
   Monitor & Adjust the Plan.

3. Analyze the Problem
   Identify Variables that Contribute to the Problem.
   Develop a Hypothesis.

4. Plan, Develop & Implement
   Goal Setting & Intervention Planning
   Identify Progress Monitoring Measures & Criteria
   Implement the Intervention with Integrity

Outcome data
(social behavior, academic achievement),
Progress Monitoring, Fidelity

What we do to support adults to implement the practices

What we do to support students

OUTCOMES
SYSTEMS
DATA
PRACTICES
Cascading Systems of Support

District Team → School Teams → Building Staff → Students

Supports → Feedback
District Teams:

- Support MTSS to be efficient and effective
- Sustain MTSS work from year to year and through staff changes
- Ensure there are MTSS teams at all Tiers in each school
- Communicate to school staff/community and district leadership
- Review current strengths and needs at the school level
- Use data for district action planning
Systems

School Leadership Team

- Plan and Coordinate MTSS work
- Assures MTSS teams at all Tiers are functioning well and meeting goals, outcomes, and completing action plans
- Communicates with staff/community
- Reviews current strengths and needs at the classroom, grade, department levels
- Uses data to assess resources for MTSS work across all Tiers

School Leadership Team Supports:

- Tier 1 - Grade Level Problem Solving or PLCs
- Tier 2 - IRIP, IBIP, & quick access to intervention supports
- Tier 3 - Intense Problem Solving
<table>
<thead>
<tr>
<th>System Team</th>
<th>Membership (Bold is facilitator)</th>
<th>Times to Meet per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary District Team</td>
<td><strong>MTSS Coordinator</strong>, Elementary Curriculum Director, 2 principals, 2 teacher consultants, special education teacher, ELL, school psychologist, reading coach, math coach</td>
<td>Depends on agenda/need</td>
</tr>
<tr>
<td>School Leadership Team</td>
<td><strong>Principal</strong>, social worker, school psychologist, general education teacher, reading interventionist, family school liaison</td>
<td>Depends on agenda/need</td>
</tr>
<tr>
<td>Tier 1: Grade Level Meetings</td>
<td><strong>Principal</strong>, all teaching staff</td>
<td>3 (Fall, Winter, Spring)</td>
</tr>
<tr>
<td>Tier 2: IRIP</td>
<td><strong>Reading Specialist</strong>, Grade Level Teachers, Interventionists As Needed: special education staff, ELL</td>
<td>3 (Fall, Winter, Spring)</td>
</tr>
<tr>
<td>Tier 2: IBIP</td>
<td><strong>Family School Liaison</strong>, Social Worker, Grade Level Teachers As Needed: special education staff, ELL</td>
<td>3 (Fall, Winter, Spring)</td>
</tr>
<tr>
<td>Tier 3: Intense Problem Solving</td>
<td>Principal, <strong>teacher consultant</strong>, school psychologist, social worker, family school liaison, general education teacher, As needed: special education staff, ELL</td>
<td>6-8 times a year (about monthly)</td>
</tr>
</tbody>
</table>
Elementary Learning

- IRIP process has been very beneficial and staff have asked for similar meetings in other academic/behavioral areas.

- When a Tier 2 intervention is needed for a significant percentage of the school, this needs to inform Tier 1 instruction.
  - For Example:
    - High amount of IRIPs with Phonics as the Target area
    - Led to decision to implement Phonics Units K-2
    - Pilot of Phonics Units in 2018-2019, full adoption in 2019-2020
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<th>Membership (Bold is facilitator)</th>
<th>Times to Meet per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary District Team</td>
<td><strong>MTSS Coordinator</strong>, Secondary Curriculum Director, 2 principals, assistant principal, 2 teacher consultants, ELL, general education teacher</td>
<td>Depends on agenda/need</td>
</tr>
<tr>
<td>School Leadership Team</td>
<td><strong>Principal</strong>, assistant principal, teacher consultant, ELL, general education teacher</td>
<td>Depends on agenda/need</td>
</tr>
<tr>
<td>Tier 1: Course Level Teams</td>
<td><strong>PLC Leader</strong>, department team</td>
<td>2 times a month (Run on Late Start Days)</td>
</tr>
<tr>
<td>Tier 2: Course Assignment</td>
<td>Administration and counselors working together on sorting students into intervention courses</td>
<td>Multiple meetings at each semester</td>
</tr>
<tr>
<td>Tier 3: Intense Problem Solving</td>
<td>Principal, assistant principal teacher consultant, school psychologist, social worker, counselors</td>
<td>6-8 times a year (about monthly)</td>
</tr>
</tbody>
</table>
Secondary Learning

- Continued focus on Tier 1 curriculum, engagement and student supports in the classroom
- Additional supports to teachers to fully use screening and in-classroom assessments to modify Tier 1 supports
- Include an Early Warning System in data picture of middle and high school
- Would benefit from development of additional Tier 2 interventions and making Tier 2 quick and easy to implement
- Need further evaluation of the effectiveness of current interventions
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<tr>
<td><strong>OVA District Team</strong></td>
<td><strong>MTSS Coordinator</strong>, Principal, Assistant Principal, teacher consultant, school psychologist</td>
<td>Depends on agenda/need</td>
</tr>
<tr>
<td><strong>School Leadership Team</strong></td>
<td><strong>Principal</strong>, assistant principal, teacher consultant, school psychologist, a teacher leader</td>
<td>Depends on agenda/need</td>
</tr>
<tr>
<td><strong>Tier 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2:</strong></td>
<td>Principal, assistant principal, counselors, teacher leaders (MTSS Coordinator as we try out a new process)</td>
<td>New in 2019-2020</td>
</tr>
<tr>
<td><strong>Tier 3: Intense Problem Solving</strong></td>
<td>Principal, assistant principal, counselors, teacher leaders, teacher consultant, school psychologist (MTSS Coordinator as we try out a new process)</td>
<td>6-8 times a year (about monthly)</td>
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Virtual Academy Learning

- Difficulty in evaluating and supporting Tier 1 when there are 100s of courses available for students
- Would benefit from making Tier 2 interventions quick and easy to access
- If more students are quickly sorted into Tier 2 interventions, this will leave time for more targeted Tier 3 intense problem solving
Data: Usage and Importance

- Assessment calendar to promote the use of Illuminate
- Data in the “system” - why it’s important to enter data
- Curriculum and intervention decisions

**Elementary District Assessment Calendar 2018-2019 : Trimester 3**

**Emergent Literacy Assessment - Trimester 3 (MLPP)**

**Physical Science Unit**

<table>
<thead>
<tr>
<th>Assessment Link</th>
<th>Grade</th>
<th>Administration Window</th>
<th>Data Entry</th>
<th>Student Performance Target</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten Link</strong></td>
<td>K</td>
<td>End of Unit</td>
<td>Before June 5</td>
<td>Meets Expectations by question group or standard</td>
<td>Assess directly after teaching the unit. We are only collecting the post assessment data in Illuminate. Always use the materials in Illuminate. For scoring a Multiple choice question, please input only the letter the student selected</td>
</tr>
<tr>
<td><strong>1st Grade Link</strong></td>
<td>1st</td>
<td>End of Unit</td>
<td>Before June 5</td>
<td>Meets Expectations by question group or standard</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Grade Link</strong></td>
<td>2nd</td>
<td>End of Unit</td>
<td>Before June 5</td>
<td>Meets Expectations by question group or standard</td>
<td></td>
</tr>
<tr>
<td><strong>3rd Grade Link</strong></td>
<td>3rd</td>
<td>End of Unit</td>
<td>Before June 5</td>
<td>Meets Expectations by question group or standard</td>
<td></td>
</tr>
<tr>
<td><strong>4th Grade Link</strong></td>
<td>4th</td>
<td>End of Unit</td>
<td>Before June 5</td>
<td>Meets Expectations by question group or standard</td>
<td></td>
</tr>
<tr>
<td><strong>5th Grade Link</strong></td>
<td>5th</td>
<td>End of Unit</td>
<td>Before June 5</td>
<td>Meets Expectations by question group or standard</td>
<td></td>
</tr>
</tbody>
</table>
Data: Usage, Importance, Accessibility and VISUALIZATION
Reflections and Short Term Focus

- Tier 1 instruction
- Grade level data digs and reflections to improve tier 1 (*early release days*)
- Continuous professional learning for all instructional staff
  - August (*follow-up to January*)
  - Understanding the purpose of the Intensive Problem Solving meeting/setting
- Grow EduClimber
  - All IRIPs, IBIPs, IMIPS
- Using Program evaluations to improve interventions
- RBG3 planning? Cut scores and their implications on who receives interventions?
Reflections and Long Term Goals

- Establishing consistent entrance and exit criteria
- Fidelity Checks = Program Evaluation
- Connecting the work with SIP
- 2018-2019 conducted a Program Evaluation of LLI across all elementary schools
- Future = each year select a practice or two within MTSS to conduct a full Program Evaluation with a focus on data-based decision making and continuous improvement