

Mountain View Whisman School District

Agenda Item for Board Meeting of December 7, 2023

Agenda Category: Review and Discussion

Agenda Item Title: Multi Tiered System of Supports (MTSS)

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Background

District data shows student achievement gaps exist, as well as the existence of disproportionality and over identification of Hispanic/Latino students in special education. LCAP survey results confirmed a need for increased student supports in the areas of social/emotional wellbeing and behavior. Additional data and input gathered from stakeholders during the development of Strategic Plan 2027 showed a need for tiered supports.

Inconsistencies existed across the district in monitoring student supports and outcomes. Additionally, the staff identified inconsistent implementation of intervention practices and use of pre-SST (Kid Talks) process across the school district.

A Multi-Tiered Systems of Supports (MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students. Additionally, it focuses on Common Core State Standards, core instruction, differentiated learning, student centered learning, and individualized student needs (CDE MTSS Framework).

An effective MTSS includes:

- A strong core foundation, including screening, universal supports, inclusive instruction, & differentiation
- A continuum of supports & interventions that are clear across tiers
- Processes for monitoring student needs, connecting students to supports, and communication across all levels

MVWSD's MTSS

MTSS implementation at MVWSD will support the whole child, including: academics, social-emotional, and behavior.

The goal of MVWSD's MTSS is to:

- Support the whole child, including academics, social-emotional, and behavior
- Improve core instruction and universal supports for all students (Tier 1)
- Improve learning outcomes, differentiate instruction, and align systems through a tiered approach
- Address and rectify the district's areas of disproportionality

- Achieve Strategic Plan 2027 Goal 1.b - Ensure targeted instructional opportunities that maximize learning for all students

MVWSD's MTSS includes processes for Universal Data Cycles (data review & analysis protocol), Coordination of Services Team (formerly KidTalks), and Student Study Team. The three processes work systematically to support all students' success, through a tiered instructional approach.

- Tier 1 being universal supports provided to all students through core instruction,
- Tier 2 - Targeted supports provided to some students, and
- Tier 3 - Intensive supports provided to fewer students.

All students are supported through Tier 1 practices and approximately 85% of those students will be successful with those supports alone. Approximately 10-15% of students will require Tier 2 supports to be successful, while about 5-10% of students will require Tier 3 supports.

Universal Data Cycles (UDC)

Regular data review and analysis is a critical element of an effective Multi-Tiered System of Supports, and more specifically supporting student learning. Teams regularly gather, review, and analyze student data to make informed decisions about instruction, differentiation, and intervention for all students. Data informed decisions lead to improved student outcomes for the whole child.

Analyzing data and making data informed instructional decisions are at the foundation of what we do to support the whole child.

Universal Data Cycle Protocol - MVWSD teams use the Universal Data Cycle Protocol to make informed instructional decisions by doing the following: 1) Reflection on effectiveness of previous action plan, 2) Selection of relevant data sets, 3) Analysis of data at multiple levels and hypotheses, 4) Action Planning.

This school year, teacher teams will engage in four universal data cycles, each lasting approximately 8-9 weeks long.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources for students. COST members identify and address student needs after Tier 1 supports have not yielded desired outcomes

The purpose of COST is to support students' academic, social-emotional, & behavioral needs when they have not responded to differentiated classroom instruction, reteaching or other interventions through multiple Universal Data Cycles.

COST is a multidisciplinary team of school staff and providers who:

- create a regular forum for reviewing the needs of individual students and schools overall;
- collaborate on linking referred students to resources and interventions; and
- support students' academic success and healthy development.

Typically, COST meetings occur twice per month, lasting approximately 45-55 minutes. Teams spend about 10-15 minutes per student, where they develop instructional targets and identify targeted interventions, as well as set a cycle length for the student. Teams meet for students cyclically and monitor student progress.

Student Study Team (SST)

Student Study Teams are problem solving teams, including parents, utilized to review inadequate academic progress, pervasive behavioral or social-emotional concerns, attendance/truancy and/or parent concerns, in order to recommend intensive support.

Student Study Teams are a collaborative team approach, including staff and parents, to support student needs when typical classroom and Tier 2 targeted supports have not yielded the desired outcomes. The team identifies student strengths and areas of need and develops learning goals, along with the necessary intensive interventions, and determines a cycle length. Teams meet cyclically to monitor student progress.

Work So Far

Timeline: Our work on MVWSD's Multi Tiered System of Support started with development of the current Strategic Plan in 2020-21. In 2021, we established the MTSS Strategies Initiative, outcomes, and actions. In 2021, the District Office MTSS team was established and began MTSS planning. The team conducted a needs analysis adapted from West Ed's CA Multi-tiered System of Supports (MTSS) Needs Assessment and based on the results, district MTSS goals were established. The team continued developing structures and processes based on identified needs and best practices from CDE and other states' MTSS procedures. In the 2022-23 school year, the team started the initial MTSS implementation with the Universal Data Cycle rollout and training for district and site leaders. Site leaders, in turn, trained their teachers at the August Professional Development day. In Spring 2023, COST (Coordination of Services Team) roll-out and training began for site leaders that also included the launch of the MTSS PowerSchool integration - forms, student screens, etc.

After the initial implementation of Universal Data Cycles and COST, feedback was gathered and refinements were made in preparation for the full implementation of UDC, COST, and SST in the 2023-24 school year. In July 2023, site leaders were provided training on the revised UDC protocol and initial Student Study Team roll-out. Site leaders in turn provided training for their staff on COST and SST. Feedback is solicited from site leaders on an ongoing basis to refine the MTSS implementation even further.

Resources: In addition to providing training for site leaders and staff on MTSS processes, resources were also provided to help support the tiered, whole child approach. The District MTSS team developed an MVWSD MTSS Guide - a resource for all staff to support successful MTSS implementation. The initial draft was shared during the 2022-23 school and revisions made in Fall 2023 to include even more resources. In Fall 2023, the District MTS team also developed a Strategies and Interventions Matrix which is a district wide resource including tiered strategies and interventions for supporting the whole child in the areas of Literacy, Math, Behavior, Social-Emotional, and Attendance. Additionally, sites create their Site Resource Map which includes a listing of site based resources for instructional programs and interventions. It

was initially launched in Spring 2023 and then revised at the site level in Fall 2023. The Site Resource Map is a living document revised and maintained at the site level.

Monitoring MTSS: MTSS implementation is monitored both at the site and at the district level. District MTSS team does regular MTSS check-ins and Data Meetings with site principals. The team also reviews the UDC forms for all sites and provides feedback to site leaders. COST and SST referrals and meeting documentation is also reviewed. Additionally, regular site walkthroughs are done with site principals and feedback provided.

At the site level, principals review their site UDC forms and provide feedback to their teacher teams. Site principals also conduct classroom walkthroughs and provide feedback to teachers on instructional practices observed. Principals also oversee and monitor COST and SST referrals and facilitate meetings.

Ongoing feedback is gathered by the District MTSS Team to continue refining and streamline the MTSS implementation as well as provide support for site teams to ensure positive outcomes for students.

Considerations

The whole child approach - academics, social-emotional, behavior, and attendance- is new learning for staff. We know it will take time for staff to learn the new MTSS processes including UDC, COST, and SST, which will in turn take time for staff to see positive student outcomes. Additionally, we also have to keep in perspective that staff are learning new procedures for monitoring Chronic Absenteeism and implementing new Behavior Response Standards which all fall under the MTSS umbrella.

Another consideration is that with our focus on shifting from a balanced to structured literacy approach in reading, PK/TK and K-5 teachers will also be implementing and will be trained on the new English Language Arts curriculum in Fall 2024. School teams continue to refine their practices for successful implementation.

Next Steps

In alignment with Strategic Plan 2027, the District MTSS team will continue to collect data on implementation and revise and refine the tiered practices based on feedback and data collected in the upcoming two years.. In 2026-27, the District MTSS team will conduct an evaluation of MVWSD's MTSS implementation. We will continue ongoing professional development for site leaders, instructional coaches, and staff along with refining Powerschool integration with MTSS reports at both district and site level. We will continue to get feedback and monitor future improvements.