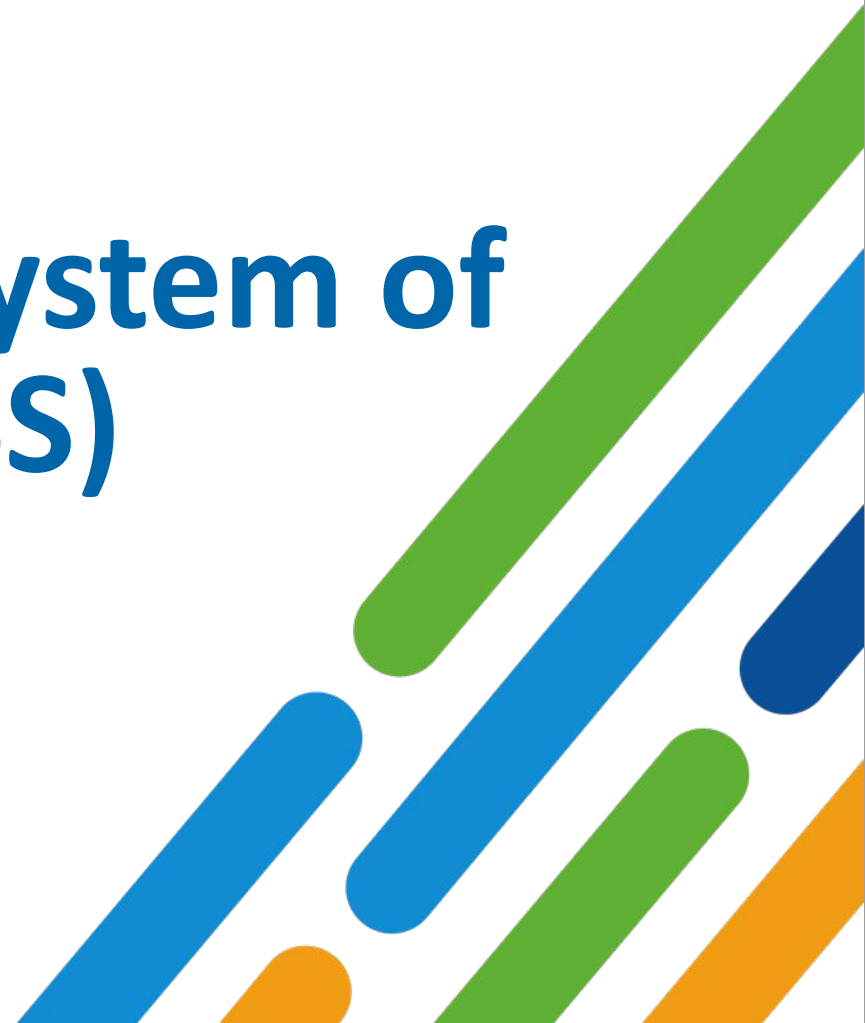




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# Multi-Tiered System of Supports (MTSS)

December 7, 2023



# Alignment to Strategic Plan 2027

**Goal Area #1:** Effective and consistent instructional practices that meet the needs of all students

- **Initiative 1b:** Fully develop MVWSD's Multi-Tiered System of Support to improve instruction, differentiate learning, and align systems



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# Background

# Why MTSS?

- No consistent way to monitor student supports and outcomes districtwide, or from school to school
- Data shows student achievement gaps exist
- District disproportionality and over identification of Hispanic/Latino students in special education
- Inconsistent implementation of intervention practices and use of pre-SST (Kid Talks) process across the school district
- LCAP survey results confirmed a need for increased student supports in the areas of social/emotional wellbeing and behavior
- Data and input gathered from stakeholders during the development of Strategic Plan 2027 showed a need for tiered supports

# MTSS Explained

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 CCSS, core instruction, differentiated learning, student centered learning, and individualized student needs.

California Department of Education's MTSS Framework

# MTSS Explained

An effective MTSS has the following:

- 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

# MVWSDs MTSS Goals

- 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



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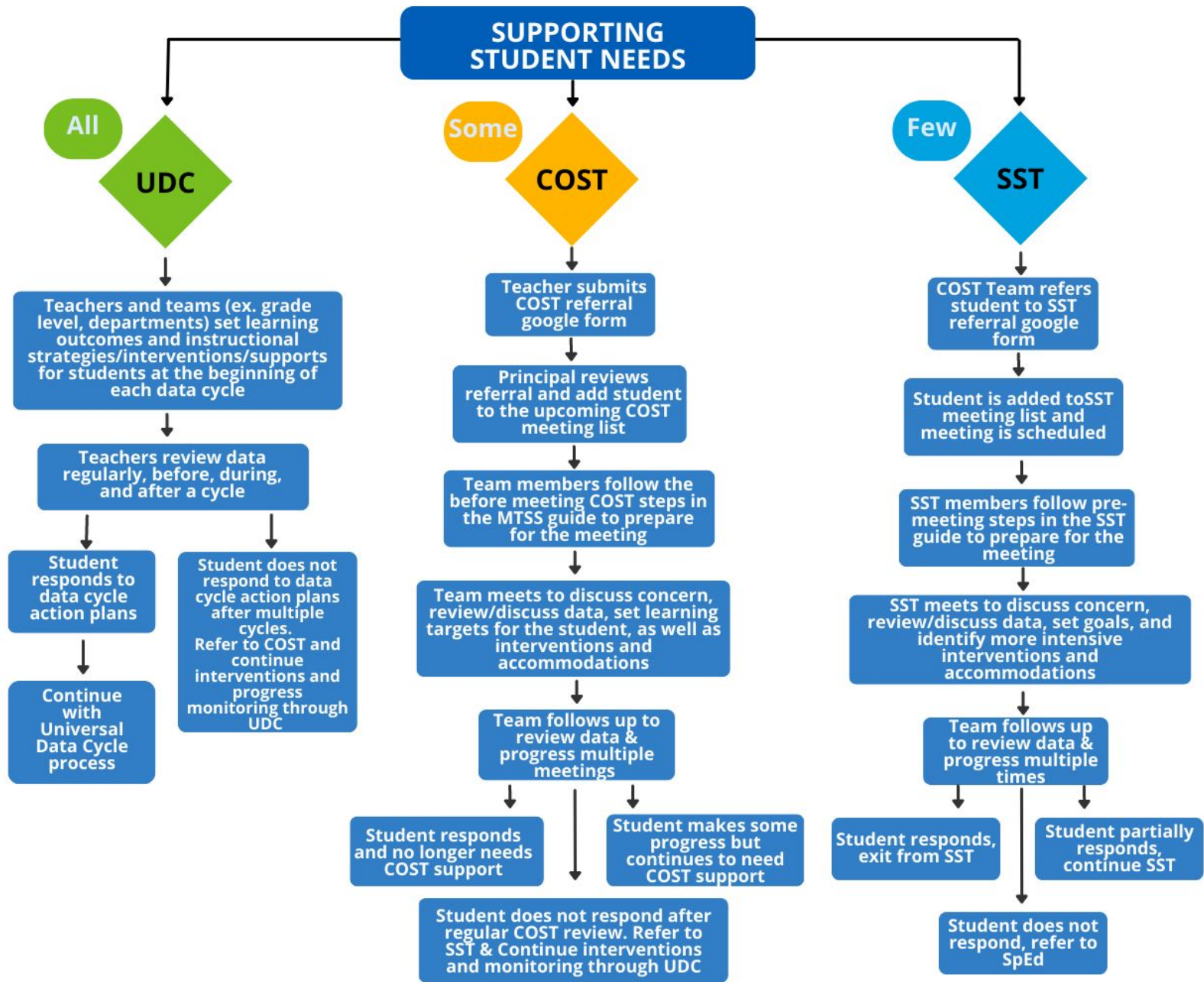
# MVWSD MTSS



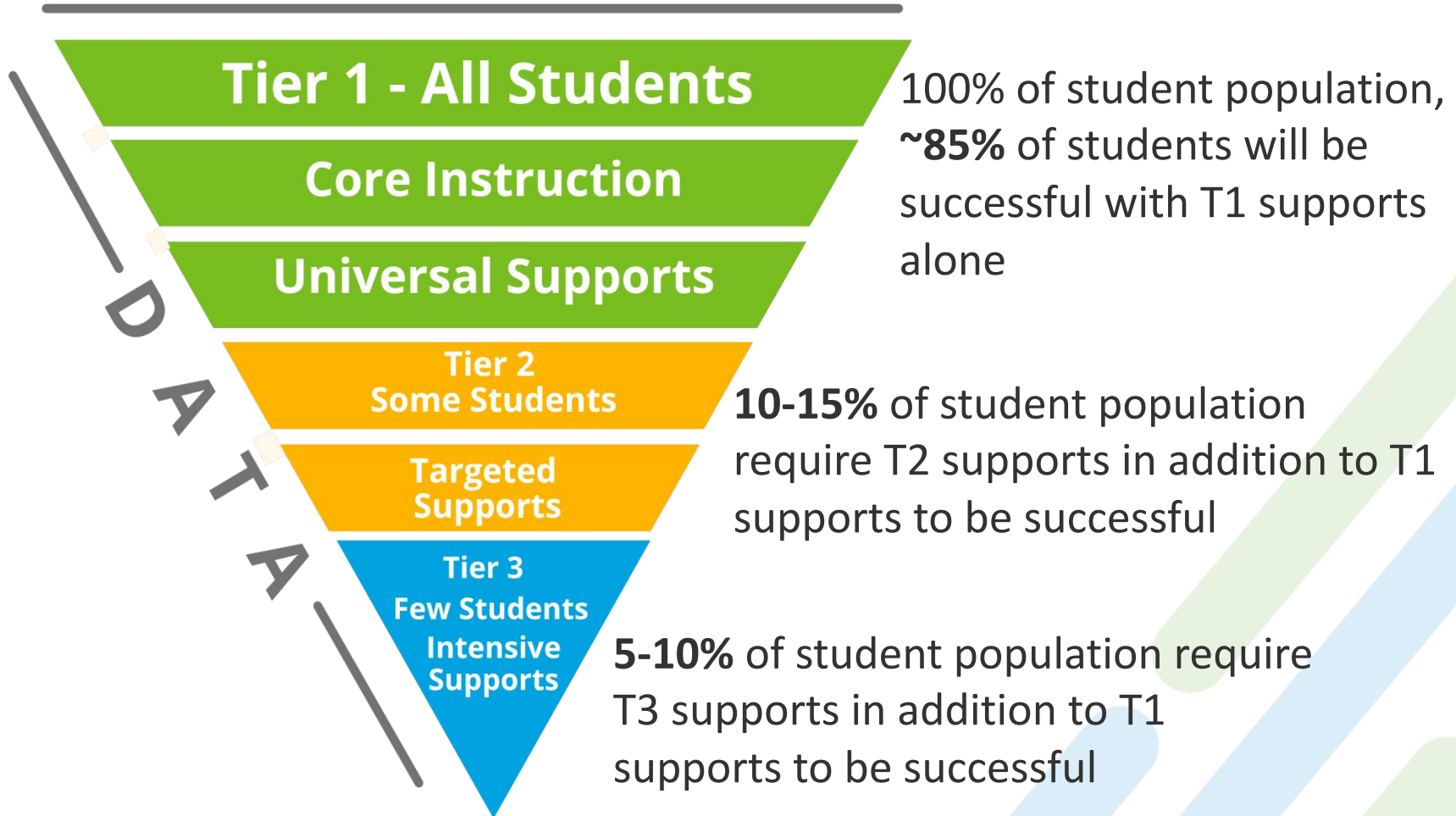
# MTSS Structures & Processes

- Universal Data Cycles (UDC)
  - cyclical system to monitor student data and make data informed action plans
- Coordination of Services Team (COST)
  - a team approach to supporting students and teachers when more targeted supports are needed
- Student Study Team (SST)
  - a team approach to support students when more intensive supports are needed





# Tiered Approach

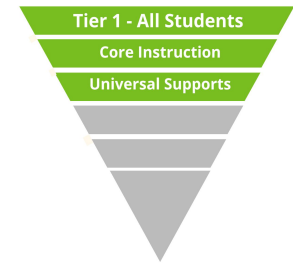




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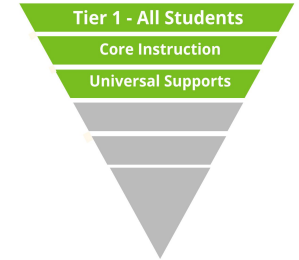
# Universal Data Cycles (UDCs)

# Universal Data Cycles Explained

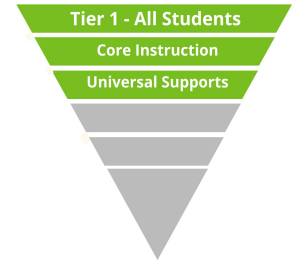


- UDCs support teams to regularly review and analyze student data throughout the school year in order to set incremental goals that lead to positive outcomes.
- This approach encourages collaboration among team members - to collectively plan and support all students.
- Information from UDCs supports the whole child, teams identify strategies and supports that will allow students to meet the targets set for them

# What is our goal?



- To increase positive student outcomes and achievement and ensure students are prepared for their next grade level by the end of the school year - through regular progress monitoring and data informed instructional decision making.

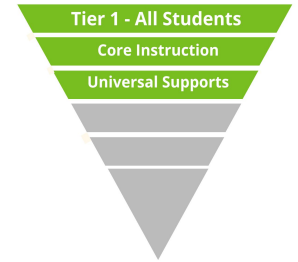


# Universal Data Cycles Purpose

Help teacher teams make **informed decisions about instruction, differentiation, and intervention for all students**.

**A strong data foundation is essential to an effective Multi-Tiered System of Supports (MTSS).**





# Universal Data Cycle Protocol

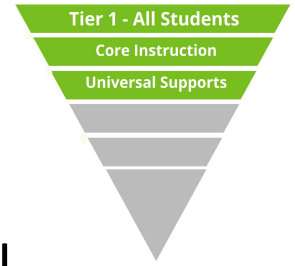
- The Universal Data Cycle Protocol is designed to support teachers and school staff in analyzing data through a collaborative and structured process to best support data-informed action plans and instruction, including:
  - 1) Reflection on effectiveness of previous action plan,
  - 2) Selection of relevant data sets,
  - 3) Analysis of data at multiple levels and hypotheses,
  - 4) Action Planning



# Universal Data Cycles Protocol

- **Phase 1 - Reflect**
  - Designed to help teams reflect on the previous cycle in preparation for the data analysis process
  - Teams reflect on effectiveness of their action plans in the previous cycle
- **Phase 2- Collect**
  - Specific data sets are identified to use for the process that will help them to understand how their students are performing on a given skill or concept
  - Teams consider skills that students need to focus on and then decide on assessments that will be used to measure learning on those skills

# Universal Data Cycles Protocol

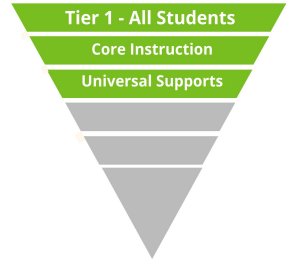


- **Phase 3 - Analyze**

- Teams engage in a 3 part analysis, first from a global perspective, then targeted by students groups, and finally, make meaning of the why.
- Teams develop a hypothesis for the data and engage in an inquiry process about students' missing skills.

- **Phase 4- Act**

- Teams develop action plans tied to their analysis findings
- Rooted in the DuFour PLC questions
  - What will students learn or be able to do
  - How will we know (assessments)
  - What will we do if they don't learn it (intervention)
  - What will we do if they do (extension
  - With the additional question - What's needed for students to learn it (first teaching)



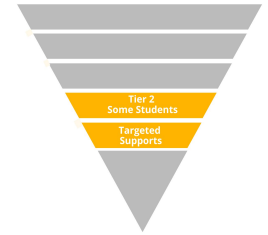
# Universal Data Cycles Overview

- Four cycles during the 2023-24 school year
- Each cycle is approximately 8-9 weeks long
- Teams use the calendared professional development days to analyze student data and plan for the next cycle



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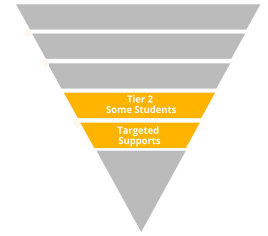
# Coordination of Services Team (COST)



# COST Explained

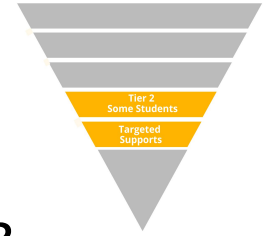
- A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources for students.
- COST members identify and address student needs after Tier 1 supports have not yielded desired outcomes

# What is our goal?



To increase positive student outcomes and achievement by connecting students to **target supports** through an early intervention approach and based on student data.

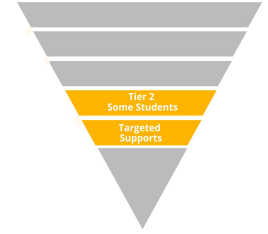
# Purpose and Team Members



- 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.



# COST Overview



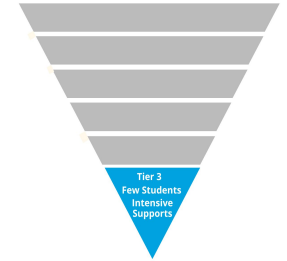
- Frequency of meetings: twice monthly
- Length: approximately 45-55 minutes
- 10-15 minutes per student
- Team develops instructional target and identifies targeted supports for each student referred
- Teams meet for a monthly logistics meeting to prepare for meetings and review site referrals
- Information is stored in PowerSchool



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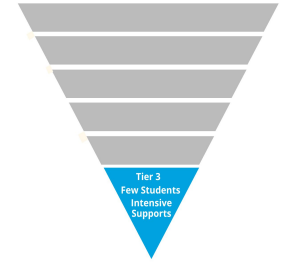
# Student Study Team (SST)

# Student Study Teams Explained



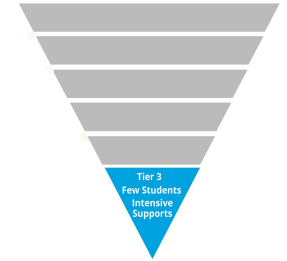
- A collaborative team approach, including staff and parents, to support student needs when typical classroom and Tier 2 targeted supports have not yielded the desired outcomes.
- The team identifies student strengths and areas of need and develops learning goals, along with intensive interventions.
- SSTs involve cyclical review of student progress to ensure student success

# What is our goal?



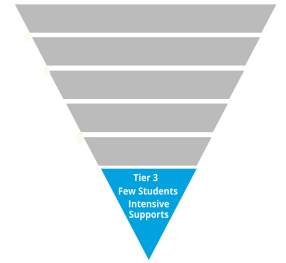
To increase positive student outcomes and achievement by connecting students to **intensive supports** with specialized staff, in collaboration with parents, in order for students to be successful at school.

# Student Study Team Purpose



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

# SST Overview



- Student study teams meet for specific students as they are referred
- Meeting cadence is determined based on the specific needs of the student
- Team members may vary based on student need
- Information is stored in PowerSchool



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# Work so far

# Timeline/Activities

- 2020 - 2021 - Strategic Plan work
  - Jan 2021-May 2021 Established MTSS Strategic Initiative, Outcomes, and Actions
- August 2021 - Established District Office MTSS team
- Fall 2021 - Finalized Strategic Plan MTSS Actions and began MTSS planning
- January 2022 - Conducted districtwide needs analysis adapted from West Ed's CA Multi-tiered System of Supports (MTSS) needs assessment
- February-May 2022 - Established district MTSS goals, developed structures and processes based on needs and best practices from CDE and other states' MTSS procedures



# Timeline/Activities

- 2022-23 - Initial implementation
  - July 2022 - UDC roll-out and training for district and site leaders
  - August 2022 - Initial UDC training for site staff
  - April 2023 - COST training for site leaders including launch of the MTSS PowerSchool integration (forms, student screens, etc)
  - May-June 2023 - Gathered feedback and made refinements
- 2023-24 - Full implementation of UDC, COST, and SST and ongoing trainings
  - July 2023 - Continued UDC training with revised protocol and initial SST training for site leaders
  - Fall 2023 - COST and SST training for site staff, and follow-up MTSS PowerSchool for leaders and staff, gathered feedback on changes from summer

# Resources

- Developed MVWSD MTSS Guide
  - a resource for all staff intended to support successful MTSS implementation
  - initial draft shared during the 2022-23 school year, revised draft in Fall 2023
- Strategies & Interventions Matrix
  - a district wide resource with interventions and strategies for the whole child - Literacy, Math, Behavior, Social-Emotional, and Attendance organized by Tier
  - launched Fall 2023

# Resources continued

- Site Resource Map
  - a site based resource with instructional programs and interventions available at the site level
  - initial launch in Spring 2022-23 school year, revised versions by site in Fall 2023

# Monitoring MTSS

<b>District Level</b>	<b>Site Level</b>
<ul style="list-style-type: none"><li>● MTSS check-ins</li><li>● Data meetings</li><li>● Districtwide UDC form review</li><li>● COST and SST referral and meetings review</li><li>● Site walkthroughs with principals</li></ul>	<ul style="list-style-type: none"><li>● Site UDC form review and feedback</li><li>● Classroom walk throughs</li><li>● Oversee and monitor COST and SST referrals and meetings</li></ul>

# Current Data

Referrals to COST	Students served by COST	Students served by SST
178	93	54

Meetings by 'Next Action'	
Continue in COST	48
Exit COST based on improvements	2
Refer to SST	8
Continue in SST	14
Exit SST based on improvements	3

Because teams are still learning the process, 61 meetings had no identified action



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# Considerations

# Considerations

- 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
- The whole child approach is new learning for the district
- District staff is also learning new procedures for monitoring Chronic Absenteeism as well as implementing new Behavior Response Standards which all fall under the MTSS umbrella

# Considerations

- PK/TK and K-5 teachers will be implementing and will be trained on the new ELA curriculum in Fall 2024
  - Shift from balanced to structured literacy approach to reading
- School teams are refining their practices for successful implementation and the District team is collecting feedback in order to refine and revise MTSS





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# Next Steps

# Next Steps

- In alignment with SP2027:
  - Collect data on implementation and monitor progress
  - 2024-25 Continued implementation and refinement of tiered practices that support the whole child
  - 2025-26 Revise and refine based on implementation data
  - 2026-27 Full implementation and evaluation of MVWSD's MTSS

# Next Steps

- Ongoing PD for site leaders, coaches, and staff
- Continue refining PowerSchool integration with MTSS reports, district and site level
- Continue monitoring and collecting feedback to inform future improvements

# Questions?