Multi-Tiered Systems of Support (MTSS) Update

Language, Literacy & Social Studies | Board Briefing January 10, 2019
## Identified Areas of Improvement

<table>
<thead>
<tr>
<th>Compliance Driven Perception</th>
<th>Confusion regarding pre-referral support programs for all students</th>
<th>Complicated Process and Systems</th>
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<tr>
<td>the “why” behind the importance of all aspects of instruction and intervention was not clearly established (p.9)</td>
<td>Tier I, intervention, Section 504, and special education (p.9, p.38)</td>
<td>the intervention framework, roles and responsibilities of the Student Support Team, and a simplified process for managing the caseload in Schoolnet was not clearly defined (p.38, p.44)</td>
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## Responses and Support

| Professional Development and the **new RLA curriculum** clearly defines the benefits of good first Tier 1 instruction and includes connections to interventions and extensions |
| Districtwide face to face campus professional development as well as one to one campus support is offered to staff/administrators; a **new management system (PowerSchool)** is used by all staff; defined processes and resources have been outlined on the MTSS website (dallasisd.org/mtss) |
| Monthly meetings are held between the **MTSS, Section 504/Dyslexia, and SPED departments** to review data related to the effectiveness and clarity of the referral process |
## At-a-Glance
### (Dallas ISD Implementation)

<table>
<thead>
<tr>
<th>Response to Intervention (RtI)</th>
<th>Multi-Tiered Systems of Support (MTSS)</th>
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<tbody>
<tr>
<td><strong>Interventions</strong></td>
<td><strong>Academics and Behavior</strong></td>
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<td><strong>Collaboration</strong></td>
<td>General educators and special educators work together on Tier II and Tier III support</td>
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<td><strong>Focus</strong></td>
<td>Intervention and remediation</td>
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<td><strong>Intervention Scope</strong></td>
<td>Intervention centered within the school</td>
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<tr>
<td><strong>Documentation</strong></td>
<td>Schoolnet</td>
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MTSS is a comprehensive preventative system that considers the needs of the whole child. The system engages ALL students in 3 tiers of support opportunities from “best first instruction” to intensive intervention in the areas of academics, language and engagement.

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<thead>
<tr>
<th>Struggling Readers and Mathematicians</th>
<th>Students who need support with their home environment</th>
<th>Advanced students who need to reach a higher level of challenge</th>
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</thead>
<tbody>
<tr>
<td>Frustrated students who don’t want to come to school</td>
<td>Struggling learners who need to develop their skills in English to better understand academic content</td>
<td>Students who need support with positive interactions with peers and adults</td>
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Three Year Plan

Year 1

Build Capacity
- Define the MTSS framework
- Strengthen Tier I supports
- Equip teacher teams
- Develop a management system

Year 2

Evaluate Systems
- Implement a more robust universal screener suite
- Determine district-wide intervention impact
- Review instructional and assessment materials

Year 3

Refine Practices
- Expand school - home - community involvement
- Refine intervention menus
- Align professional development to best practices within intervention menu
Multi Tiered Systems of Support Pillars

**Academics**

Through comprehensive curriculum and intentional scaffolds focused on growth, all students will receive support for academic achievement.

- Reading
- Mathematics

- Universal Screening
- Dallas ISD Literacy and Social Studies Framework
- Dallas ISD Mathematics Framework
- Small Group Instruction Framework

**Language**

Carefully planned, culturally relevant instruction provides access to grade level content for all students using language supports to address all forms of communication (verbal, nonverbal, and written) and language domains (listening, speaking, reading, and writing.)

- Language Development to support
- Academic Content Acquisition and Proficiency (Building English skills for English Speakers and/or English Learners as well as Second Language support)

- English Language Proficiency Standards
- Go-To Strategies Booklet
- Proficiency Level Descriptors

**Engagement**

Engagement shapes students’ everyday experiences in school, contributes to learning and performance, and creates a context that forms how students deal with everyday difficulties, challenges, and obstacles.

- Academic Disengagement
- Aggression
- Attendance
- Bullying
- Disruption to the Classroom Environment
- Personally Destructive Behavior

- Avoiding Power Struggles
- Culturally Responsive Teaching
- Positive Classroom Systems
- Positive School-wide Systems
How do we know a student needs support?

- Utilize data to create an alert for the teacher, student and parent
  - Gifted Talented/Advanced Academics - Terra Nova
  - Language Acquisition and Proficiency - TELPAS
  - Academic proficiency in key subject areas such as Reading, Language Arts and Math - Screeners, Assessments and Demonstrations of Content Mastery
  - Behavioral indicators - District Data
  - Attendance - District Data

- Teacher Observation
- Student Request
- Parent Request
What do we do next? (dallasisd.org/MTSS)

MTSS Tier I Core Instruction and Tier II Supplemental Intervention

**Tier I - Core instruction for all students**

1. Does data from universal screening and assessments show the student is meeting course/grade level benchmarks?
   - **YES**: Continue with instruction and differentiation for enrichment.
   - **NO**: Student data is reviewed in PLC. Are there other students with similar struggles? What strategies could be used with this student? Tier II interventions developed and implemented by PLC members.

**Tier II - Supplemental interventions for some identified students**

2. Tier III intervention
   - **YES**: Determine length of intervention and frequency of progress monitoring.
   - **NO**: Is intervention effective? PLC reviews data from strategies to determine if new instructional strategy is effective. If not, does strategy need to be changed or fidelity of intervention reviewed?
      - **YES**: Address fidelity concern, implement new strategy.
      - **NO**: Implement new/modified strategy and monitor student progress. Review data at PLC. Is intervention effective?
          - **YES**: Student able to demonstrate mastery.
          - **NO**: Student continues to struggle. Teacher refers student to SST for possible Tier III interventions.

**Tier III - Intensive interventions for a few students**

MTSS School Support Team (SST) Process

- Significant concern regarding student performance is identified. Concern may be generated by parent/guardian, classroom teacher or school staff.
  - Tier I and Tier II interventions have been tried (with fidelity) without success.
  - SST referral form is completed and submitted to SST chair.
  - SST team meeting: Review data, determine appropriate next steps.
  - If Tier II intervention is appropriate, SST chair makes arrangements with teacher of record for appropriate intervention.
  - Implement intervention plan. Progress monitor student as outlined in the intervention plan.
  - Participate in check-in meeting with SST to evaluate current progress. Make any adjustments needed.
  - Participate in check-in meeting with SST to evaluate current progress.

- Team determines appropriate next steps.

- Parent/Guardian is notified about the referral and upcoming meeting.
- Parent/Guardian is updated regarding student’s progress with intervention.
- Parent/Guardian is updated regarding student’s progress with intervention.
- Parent/Guardian is updated about next steps.


*If the intervention plan and its revisions are not successful in helping the student meet the goal(s), the SST may make a referral to central staff departments for a possible evaluation.
First Semester Monthly Focus

**Sept.**
- MTSS Introduction
  - MTSS Framework
- Tier I Instruction Menu of Supports
- Universal Screening
- Curriculum Support
  - 601 Campus Staff / 172 Schools
  - 122 Diagnosticians

**Oct.**
- **Universal Screening**
  - Problem-Solving / Root Cause Analysis
- **Data-Based Decision Making**
  - Strategies to Support ELs
  - Language Proficiency Level Descriptors
  - Engagement - Classroom Disruption and Bullying Interventions
  - TEA Approved Designated Supports

**Nov.**
- **New Teacher Support**
  - Small Group Instruction
  - Differentiation
  - Engagement - Aggression Interventions
  - MOY Universal Screening

**Dec.**
- Targeted campus support is provided throughout the year as requested by campus administrators

- New Teacher Support
  - Small Group Instruction
  - Differentiation
  - Engagement - Aggression Interventions
  - MOY Universal Screening
Next Steps and Needs

- Develop data management campus analytic reports; Determine the effectiveness of campus MTSS implementation
- Consider a norm-referenced universal screener to identify the academic, language, and engagement needs of all students
- Increase focus on campus routines and practices prescribed by MTSS