A Council of the Great City Schools White Paper

Council of the Great City Schools

Common Core State Standards & Diverse Urban School Students: Using a Multi-tiered System of Support

Judy Elliott & Sue Gamm

- ✓ **Common Core State Standards (CCSS)** provide unique opportunity to integrate strategies for teaching, intervening & supporting all students to ensure they have the literacy, numeracy & behavioral skills necessary to successful in college and careers.

- ✓ **Instituting common standards doesn't mean turning blind eye to diverse needs & backgrounds of students.**

- ✓ There will always be some students who need an **'extra scoop'** of additional instruction/support to be successful.

Purpose of White Paper

✓ **To outline key components** of an integrated, multi-tiered system of support (MTSS) to improve academic achievement & positive behavior as strategy for CCSS effective implementation

✓ **To guide thinking** about how CCSS can be implemented to <u>meet diverse needs of broadest array of urban students</u>.

Audience: school board members, superintendents, chief academic officers, curriculum & instruction administrators, leading education administrators (general, Title I, special education, English-language learners, gifted), researchers, accountability, etc.

We can, whenever we choose, teach all children.

Richard Riley

Former U.S. Secretary of Education

- ✓ **What is MTSS?**
- ✓ **MTSS & CCSS**
- ✓ **Brief Description of MTSS Components**
- ✓ **MTSS & Special Education**
- ✓ **Application of MTSS to CCSS**
- ✓ **Recommendations**

What is a Multi-tiered System of Support?

- ✓ **Evidence-based model** of schooling that uses **data-based problem-solving** to **integrate academic & behavioral instruction/intervention**.

- ✓ **Integrated instruction & intervention** delivered to students **in varying intensities (multiple tiers) based on student need.**

- ✓ **"Need-driven"** decision-making so resources reach appropriate students (schools) at appropriate levels to **accelerate performance of all students** to achieve and/or exceed proficiency.

Problem Solving Process

Define the Problem
Defining Problem/Directly Measuring Behavior

Problem Analysis

- **Validate Problem**
- **Identify Variables that contribute to problem**
- **Develop Plan**

Evaluate

Response to Instruction & Intervention (RtI^2)

Implement Plan

- **Implement As Intended**
- **Progress Monitor**
- **Modify as Necessary**

MTSS & the Problem-Solving Process

## Tier 3: Intensive, Individualized Interventions & Supports

Most intense instruction/intervention based on student need provided in addition to/aligned with Tier 1 & 2 academic/behavior instruction & supports.

Tier 2: Targeted, Supplemental Interventions & Supports

More targeted instruction/intervention & supplemental support in addition to/aligned with core academic/behavior curriculum.

Tier 1: Core, Universal Instruction & Supports

General academic/behavior instruction & support provided to all students in all settings.
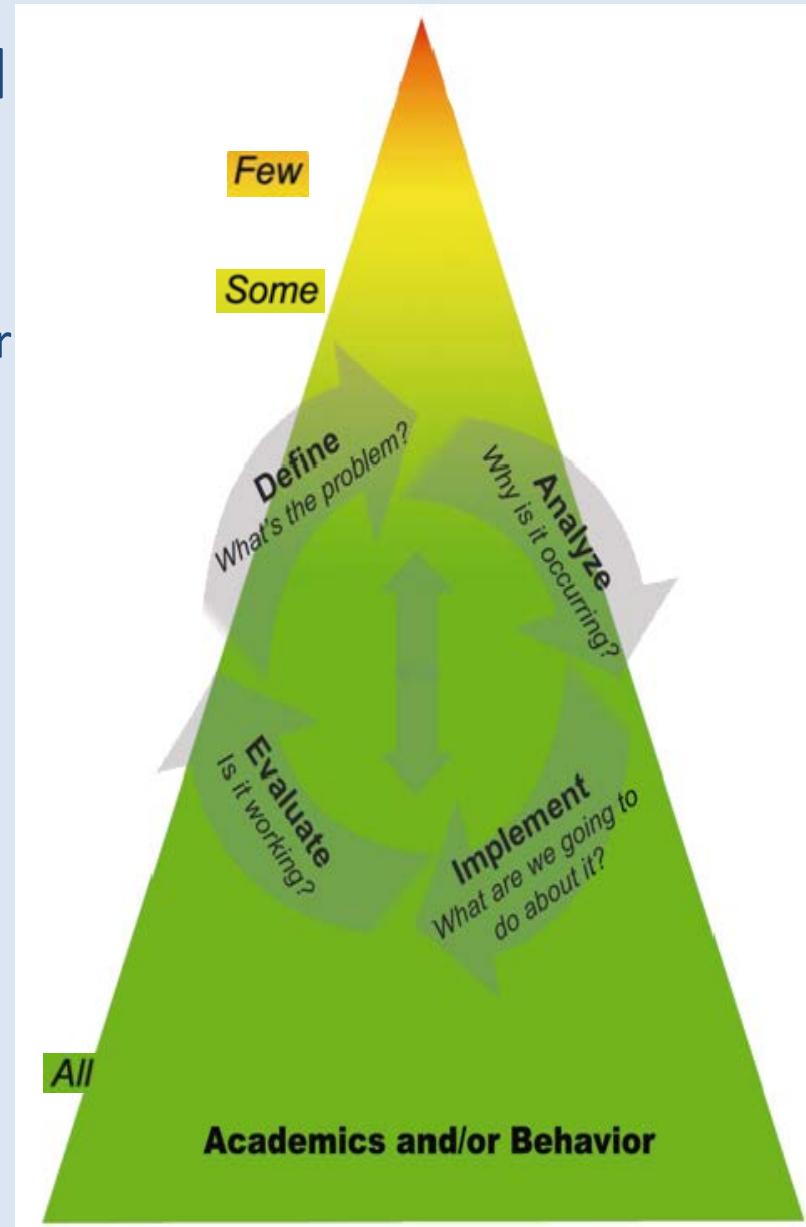
Measures of Intensity

- ✓ **Increased time** (per session & sessions per week)

- ✓ **Targeted & reduced** focus

- ✓ **Reduced** student group size

- ✓ **More frequent** progress monitoring

TIER I: Core, Universal Academic/Behavior for *ALL*

GOAL: 100% of students achieve at high levels

Effective if _at least_ 80% meeting benchmarks with access to core/universal Instruction.

1. What exactly do we expect all students to learn? *Common Core, Shared Expectations for Behavior*

2. How will we know if & when they've learned it? *What data do we have & are skills present to use data?)*

3. How will we respond when some students don't learn? *Are problem solving skills present?*

4. How will we respond when some students have already learned?

Questions 1 & 2 help to ensure guaranteed & viable core curriculum.

Universal Design for Learning

Blueprint for creating instructional goals, methods, materials & assessments that **work for everyone**-- not a single, one-size-fits-all solution but rather **flexible approaches** that can be customized & adjusted for individual needs.

National Center on UDL: www.udlcenter.org/

TIER II: *Supplemental, Targeted (SOME)*

*For about 20% of students* **Core** + **Supplemental** ...to achieve benchmarks
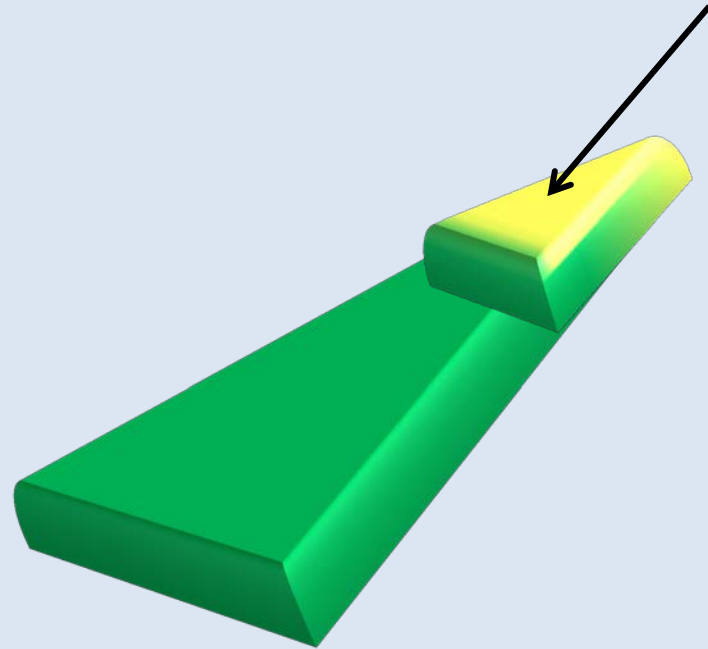
1. Where are students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?

Effective if at least <u>70-80% students </u>improve performance (i.e., gap closing towards benchmark &/or progress monitoring standards).

TIER III: *Intensive, Individualized (FEW)*

For about 5% of Students Core + Supplemental + Intensive Individual Instruction ...to achieve benchmarks
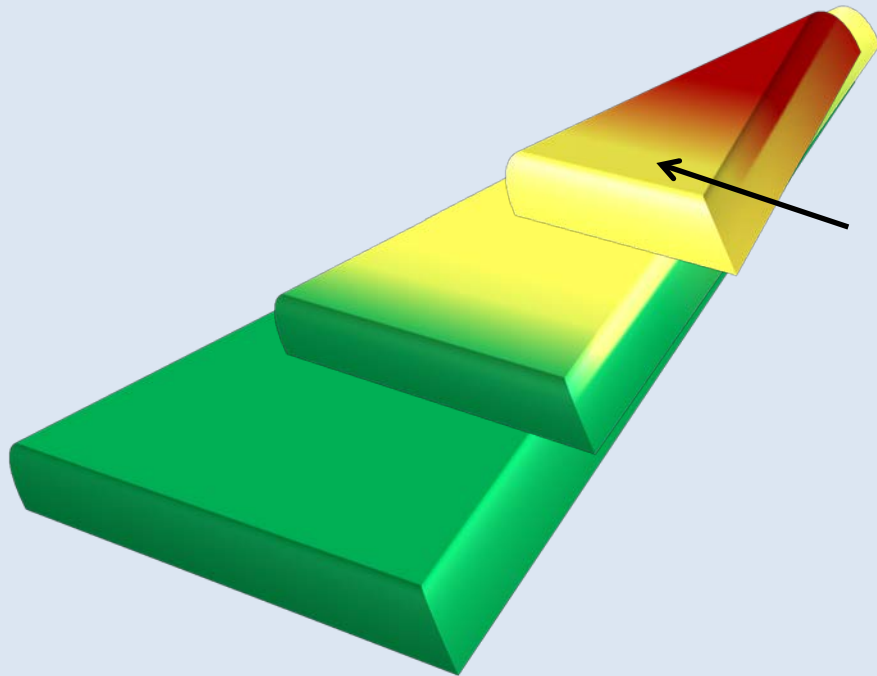
1. Where is student performing now?

2. Where do we want student to be?

3. How long do we have to get student there?

4. What supports have been given?

5. What resources will move student at that rate?

Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.

How Do We "Do" MTSS?

- ✓ Organized by **plan**

- ✓ Driven by **professional development**

- ✓ Supported by **coaching & technical assistance**

- ✓ Informed by **data**

How Pervasive Is MTSS Implementation?

National Perspective: 2011 Adoption Survey

http://www.spectrumk12.com/rti/the_rti_corner/rti_adoption_report

- ✓ 92% districts in **some stage of RtI^2** (44% in 2007) 24% report full implementation

- ✓ 68% districts in full implementation (i.e., district-wide) **implementation**; larger districts more likely in full implementation

- ✓ 90% elementary schools & 67% middle schools implementing RtI^2 for **Reading**

- ✓ 76% districts indicate **significant AYP improvement**

- ✓ 87% districts **reduced referrals** for special education (same as last 2 years)

- ✓ 80% report RtI^2 **fully/partially integrated** into district policy

- ✓ 56% districts report **district implementation plan**

- ✓ **Implementation with integrity** remains an issue: median response for implementation with integrity in 50-74% range

- ✓ Most districts have **school leadership teams**, but not necessarily one to implement RtI^2

- ✓ Only 26% of districts currently **evaluate RtI^2 implementation**; 47% report in process of developing such plan.

Top 3 Obstacles to MTSS Implementation

- ✓ Insufficient **teacher training**

- ✓ Lack of **intervention resources**

- ✓ Lack of data, knowledge, skills for **tracking/charting**

Turn to your neighbor:

How Does CCSS Connect to MTSS?

- ✓ **CCSS** designed to reflect **rigorous college/work expectations**, requiring **deep understanding** of academic content/application of knowledge & skills. Requires **higher quality instruction** than ever before.

- ✓ **MTSS's problem-solving process** helps **match** instructional resources to educational needs; **make instructional adjustments** for continual improvement (performance & rate of progress); & **assess effectiveness** of instruction/interventions provided on student outcomes.

1. **Robust & Valid Core Instruction**

2. **Problem Solving**

3. **Universal Screening**

4. **Increasingly Intensive Instruction & Intervention**

5. **Progress Monitoring**

6. **Professional Development & Evaluation for Fidelity of Implementation**

7. **Accountability**

8. **Parent Involvement**

3. UNIVERSAL SCREENING for all students to ID those not making progress at expected rates.

- ✓ **Brief, efficient & repeatable** testing of age-appropriate academic skills/behaviors.

- ✓ **At least 3 times** during year; across grade levels & core academic subjects.

- ✓ **Data starting point** for PLC, teacher teams etc. to review, plan, & implement core instruction/interventions.

- ✓ **Provides feedback** on overall school, grade, class & content level performance.

- ✓ **Helps schools/administrators understand** number/percentage of students failing to respond to core Tier 1 instruction.

When reading instruction is in language other than English, screen in language of instruction in addition to English.

- ✓ **Screening tools** validated for populations screened.

- ✓ Based on screening, ELLs/standard-English learners not meeting benchmarks may need **additional language screening/assessment** using standardized and/or informal tools.

- ✓ **Language assessments** in both native language & English in 4 domains of language arts: listening, speaking, reading, and writing.

5. PROGRESS MONITOR through on-going assessments of literacy/numeracy skills & behavior.

✓ **Brief & frequent** measurements of academic skills necessary to meet CCSS proficiency.

✓ **Behavior:** Track daily referrals, incidents, suspension, attendance, tardiness, expulsions, etc.

✓ **ELLs/standard English learners**: <u>expected rate of progress considers</u> native/second language proficiency, second-language acquisition & language instruction. **Staff reviewing data** know typical second-language development & students' history of first/second language.

6. Staff have knowledge/skills necessary to implement MTSS with FIDELITY & program evaluation is conducted.

✓ **Initial and ongoing PD** critical to build capacity & sustain staff knowledge/skills to make data-based decisions & deliver effective core instruction

✓ **Student growth** most likely to occur when core instruction/interventions & progress monitoring implemented as intended

7. District has PLAN & SYSTEM OF ACCOUNTABILITY with measurable expectations to implement CCSS within multi-tiered framework.

- ✓ Clear **District plan** to facilitate CCSS implementation within MTSS framework

- ✓ **"Results will set you free…"**

- ✓ Schools have f**lexibility** to account for local school & community culture but must **achieve expectations**.

- ✓ District has **clear lines of accountability** & responsibility **across departments/schools;** incorporate expectations into **personnel evaluations**.

8. PARENTS are valued members of educational process.

- ✓ **Involve parents** & orient them on MTSS framework, including problem-solving process.

- ✓ Provide **parent communications** describing curricula, instructional model & interventions available to students at school, etc.

- ✓ Provide **training(s) and learning opportunities** about how parents can use data & support child at home.

- ✓ **Materials** are: accessible in languages besides English, culturally sensitive & user-friendly.

How is MTSS relevant to determining a student's need for special education services?

To What Extent Are Students in Various Subgroups More Likely than Others to Score Below Proficient on State Tests?

	Af Amer		White		Hispanic		ELL, etc.	
	No	RR	No.	RR	No.	RR	No.	RR
No IEP								

- ✓ **Compute risk ratio,** e.g., ELL students _ times more likely than peers to score below proficient (Compute **only when N ≥ 10)**

- ✓ **May compute by** LEA, grades, grade levels & schools with sufficient "N"

One District's Data

- ✓ **READING.** AAs without IEPs **15** times more likely than white peers to be not proficient

- ✓ **MATH.** AAs without IEPs **20** times more likely than white students to be not proficient

All states either require or must permit use of MTSS for determining existence of a disability, particularly in area of LD

✓ **1st LD criteria**: Did student score below proficient on statewide reading or math assessment?

✓ **2nd criteria.** Is student making adequate progress towards meeting expected standards?

Must ensure underachievement NOT due to lack of appropriate instruction/intervention or LEP

Of all students identified as needing sp. ed. services - estimated 44% LD

- ✓ Often result of **underachievement in reading**.

- ✓ Traditional approaches to reading instruction in early grades don't always take into account variability among children in **preparation for early literacy**.

- ✓ Data suggests many youngsters have difficulty reading *not* because of disability but because **enter school behind** & don't receive <u>classroom instruction</u> &/or <u>home supports</u> necessary to develop **foundational language & early reading skills**.

Early & intensive reading instruction often produce large achievement gains

- ✓ Research suggests MTSS can **reduce reading failure rates** as high as <u>38-40% to 6%</u>.

- ✓ Enables **more intensive sp. ed. resources** to those who <u>don't respond successfully</u>.

- ✓ Allows for **differentiation** between disability & educational opportunity, teaching practices, assessment tools insensitive to cultural or linguistic differences, etc.

Broward County Framework

Let's Talk!

What's going on in your District?

- ✓ Given context of your district's work, what are your **next steps** to connect CCSS to MTSS?

- ✓ Is the process **inclusive of ELLs**?

- ✓ What's **status** of implementation? **Fidelity?**

- ✓ How can the process be **strengthened**?

- ✓ Are all **stakeholders** involved?

- ✓ **If none of the above:** how can process be initiated? Stakeholders?

Recommendations for CCSS Using MTSS & UDL

1. **Establish Districtwide plan for MTSS, including written guidelines/parameters, PD & program evaluation.**

✓ **Led by chief academic officer** (or comparable position), engage staff members from every educational unit (e.g., Title 1, special ed, ELL, gifted, etc.) to develop MTSS plan based on standards.

✓ **Establish tools/guidelines** for universal screening, tiers of increasingly intensive evidenced-based interventions, progress monitoring, use of data for educational decisions & family engagement.

✓ **Establish entrance & exit criteria** for interventions using multiple measures.

2. Develop PD plan (i.e., 3-5 years) for high-quality & ongoing training for principals & staff members.

✓ Reflect priority for *all* students to have good **first teaching in CCSS**.

✓ **Content training:** PD includes information re: language development, English language acquisition, progress monitoring, analysis/use of data for decision-making & implementation of evidenced-based interventions to meet academic & behavioral goals at varying levels of intensity.

✓ **Include cross-functional training of administrators/other school-support groups**

✓ Include current/new staff & **on-going training**.

3. CCSS planning includes universal design for learning principles to providing instruction that accommodates learning differences. Consider--

a. How will **differentiate** literacy, numeracy/writing instruction in core subjects, including social studies, science, music, career, technical ed, etc.

b. How teachers (including Title I, special, bilingual, gifted, librarians, speech/language pathologists, etc.) will **meet jointly** to plan appropriate literacy instruction.

c. How **coordinate/integrate instruction** with other initiatives, e.g., early education, after-school programs,

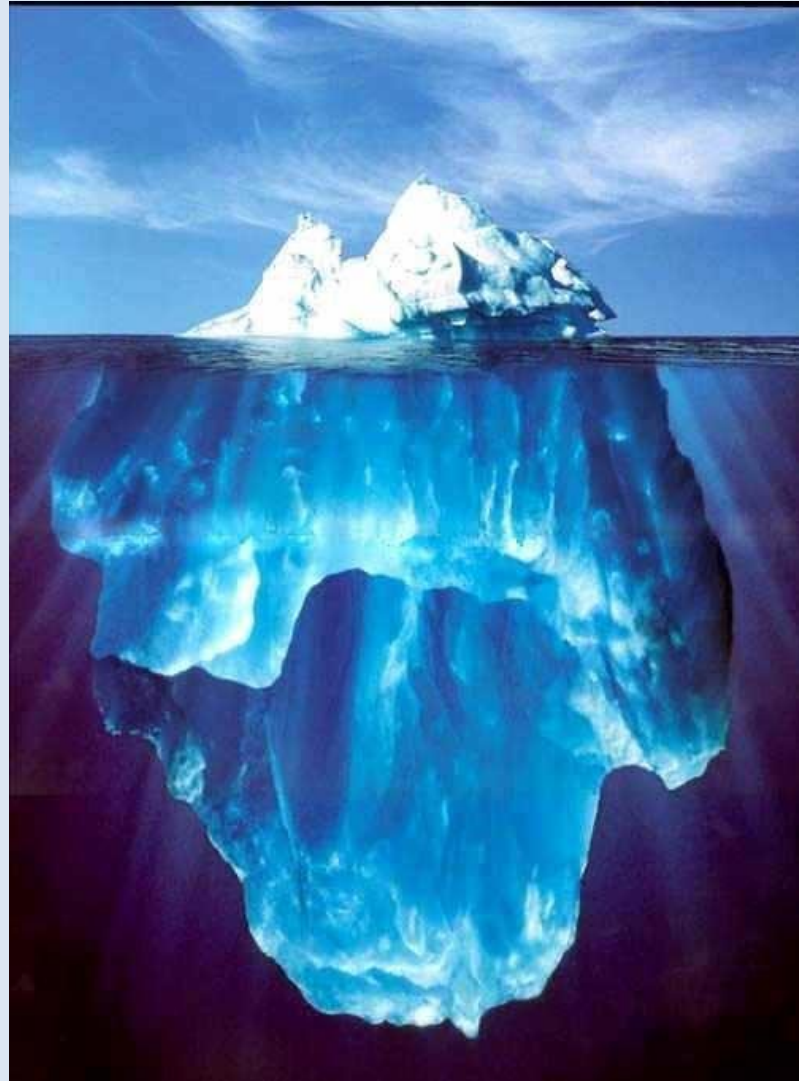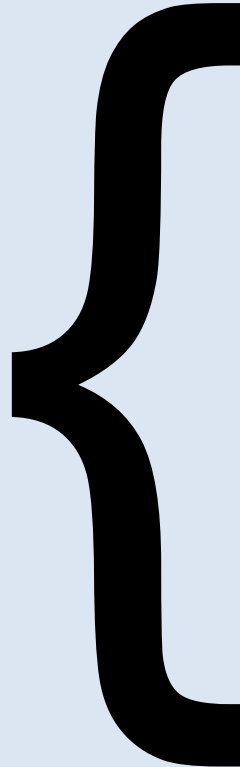d. How evidenced-based instructional materials will integrate/use appropriate **technology**.

4. Training for families/caregivers to reinforce activities at home to support learning.

5. Publicly communicate accountability system & measurable expectations for implementing CCSS within MTSS framework.

a. Establish, communicate, support & monitor **expectations for accountability** across departments/schools.

b. Incorporate expectations into **personnel evaluations** (administrators, principals, teachers, teacher assistants, related-service personnel, etc.)

c. Schools incorporate into **improvement plans** activities that enable them to meet expectations.

There Is A Lot of Work To Be Done…

Work to Date {

Work Remaining {

Just say no….