

Designing a Comprehensive MTSS System with Data



EXIT 45

McDonald
Dr

EXIT  ONLY

RIGHT LANE
EXIT ONLY

CHICAGO 1239 MI.

CANCUN 400 MI.

FORT LAUDERDALE 152 MI.

DRY TORTUGAS 70 MI.

MIAMI 132 MI.

HONOLULU 4788 MI.

HABANA 105 MI.

MASSACHUSETTS 981 MI.

Hello

David Harwell M.Ed.

Director, Academic Planning & Analytics

- Classroom Teacher
- Building Principal
- Central Office Administrator



Houghton Mifflin Harcourt.
The Learning Company

Partner School District

Strengths.....

- 23,000 students
- 74+ Languages Represented
- Strong systems and consistency across schools
- Strong understanding of foundational reading instruction

Challenges....

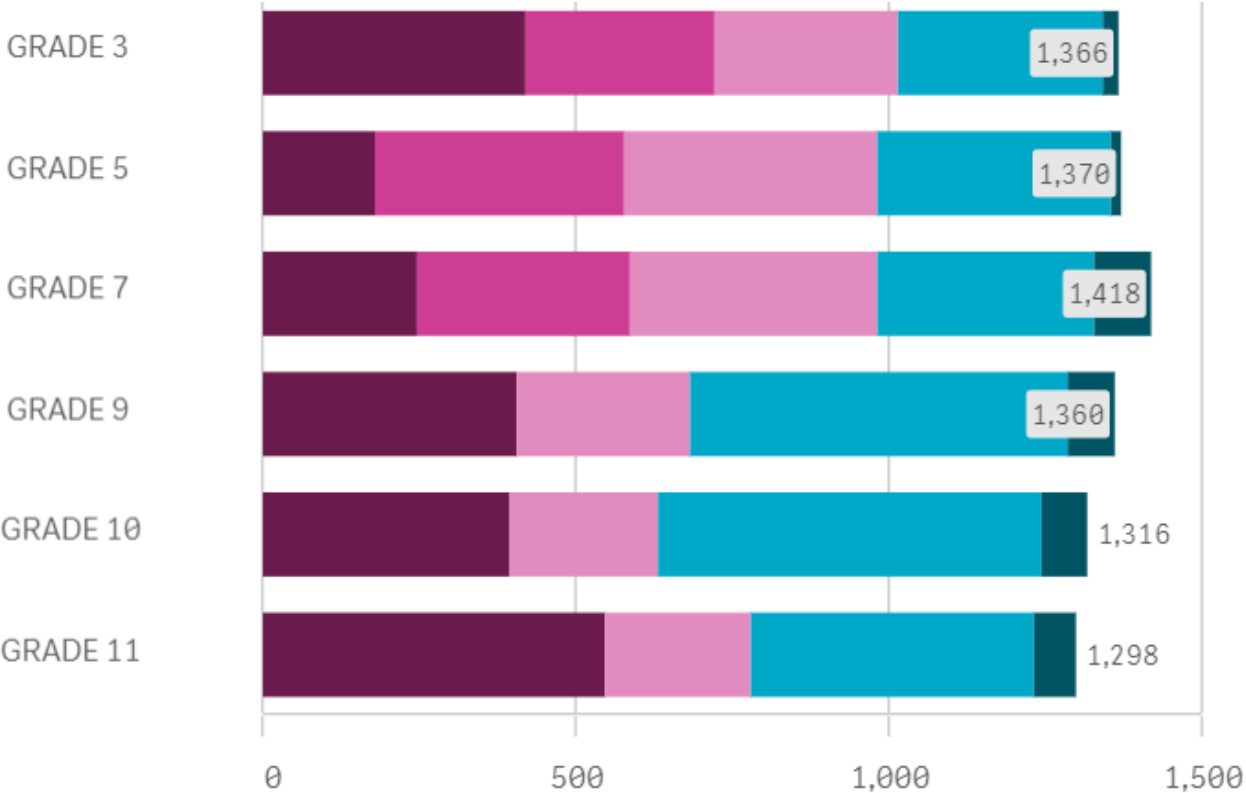
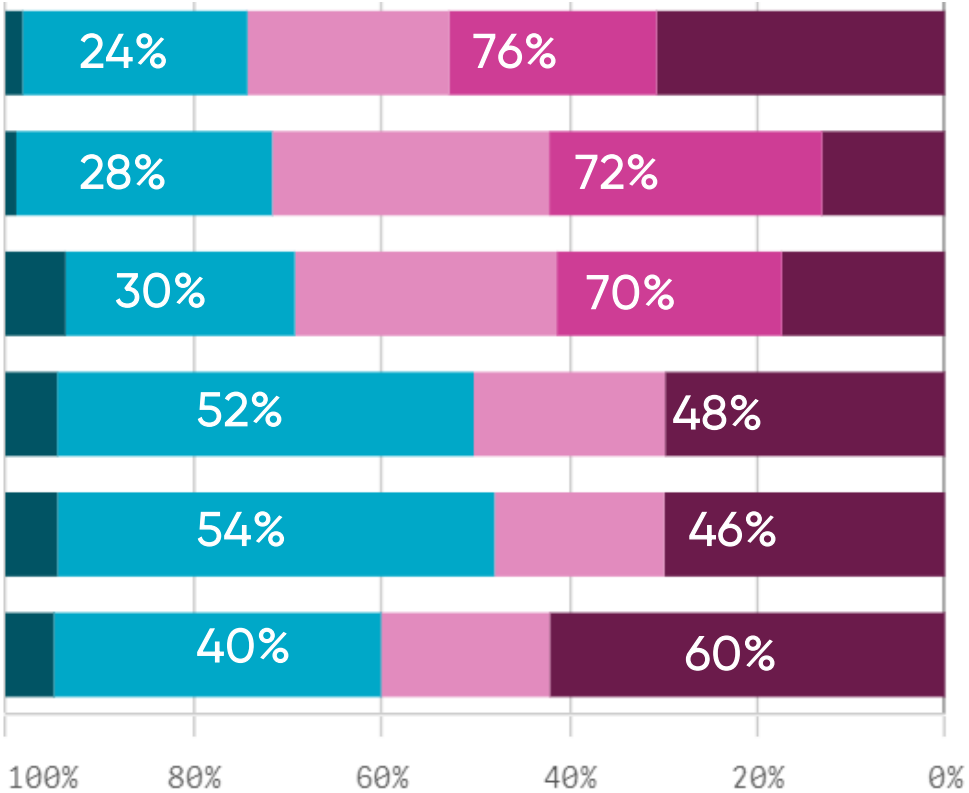
- Making sure our teaching capacity matches the needs of our students
- Too many students are achieving below grade level in math and reading



ELA Challenge by Grade

Percentage of Students at each Achievement Level
ELA

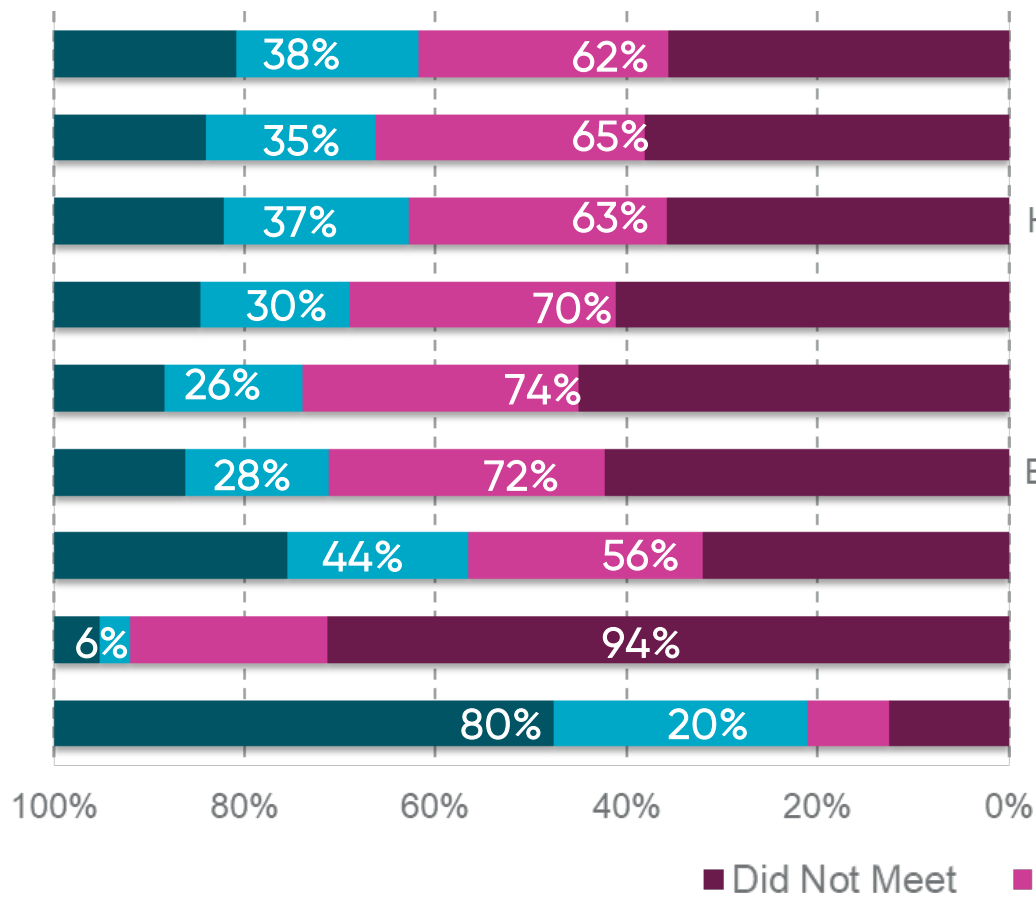
Number of Students at each Achievement Level
ELA



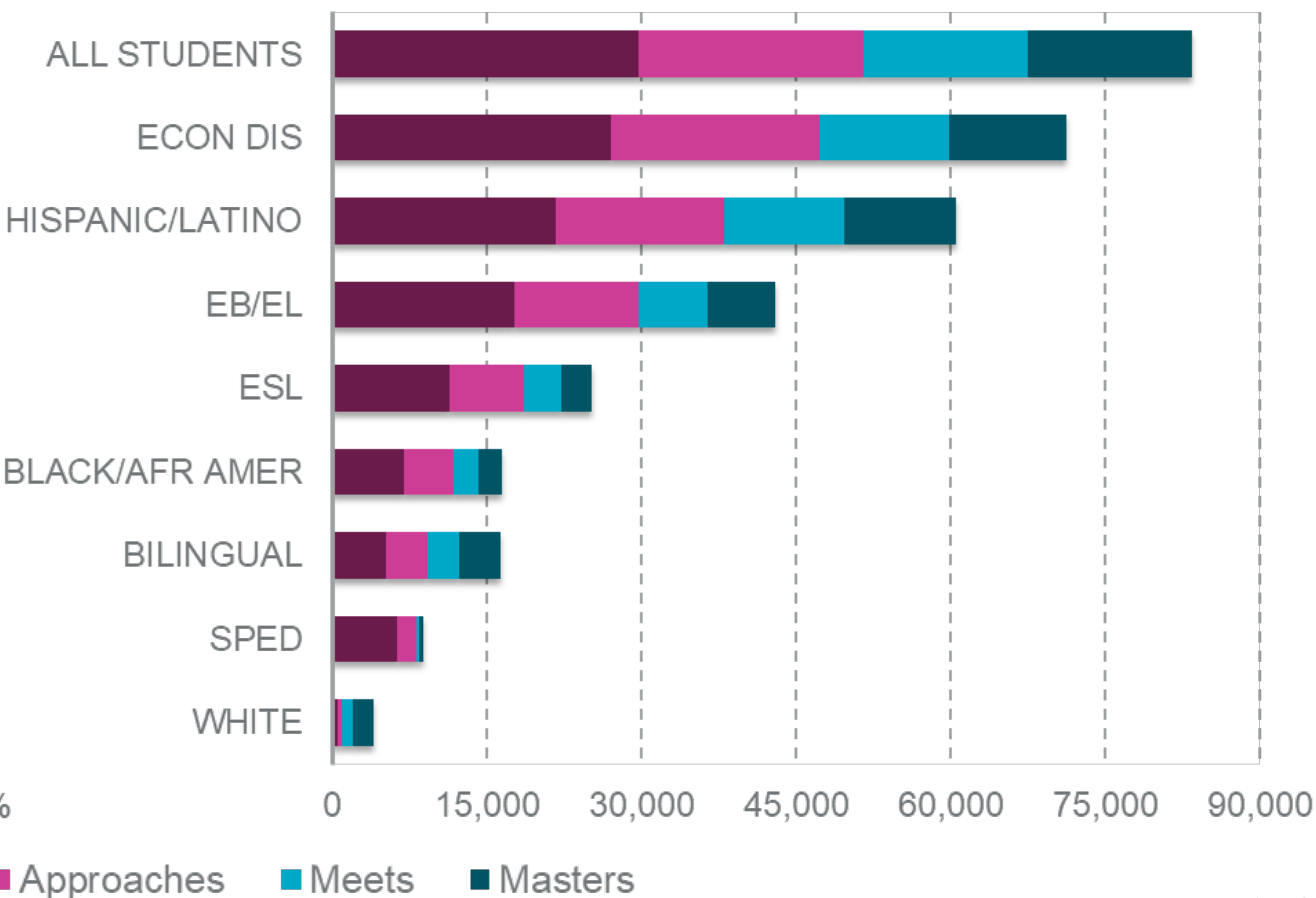
■ Not Yet Met ■ Partially Met ■ Approached ■ Met ■ Exceeded

Reading Challenge by Subgroup

Percentage of Students at each Achievement Level on Reading Assessments in 2022



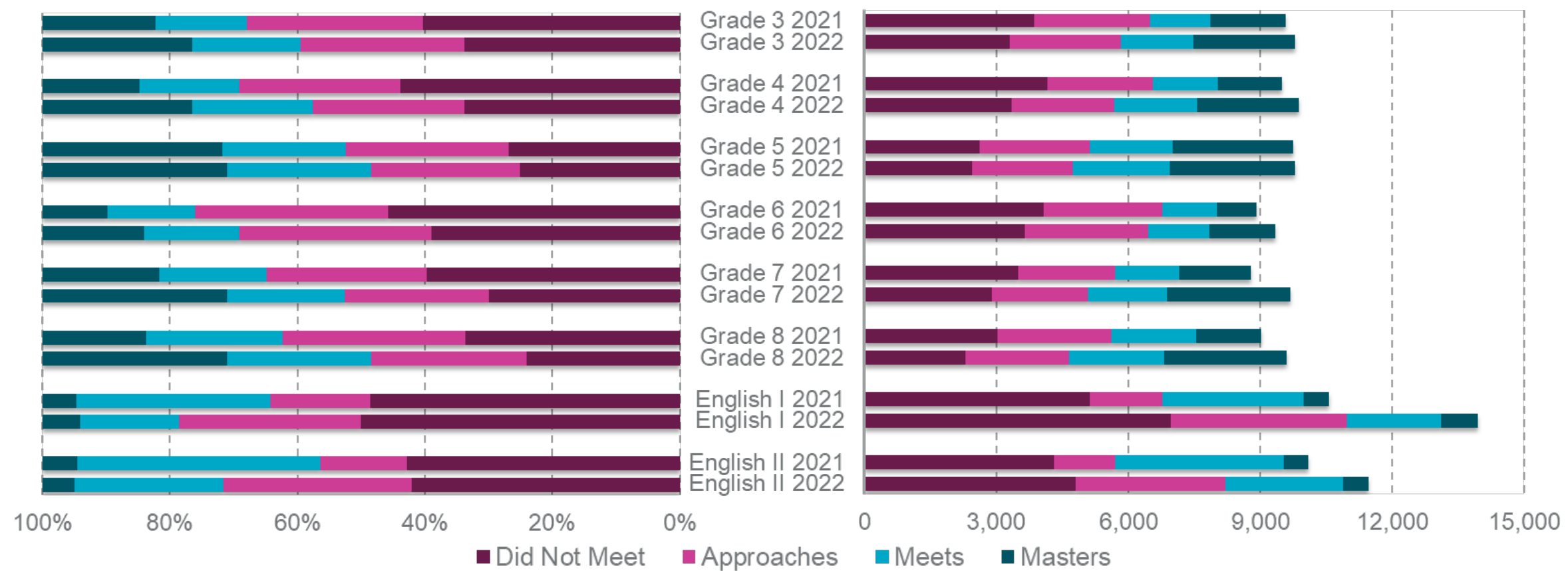
Number of Students at each Achievement Level on Reading Assessments in 2022



Year Over Year Reading Results by Grade

Percentage of Students at each Achievement Level on Reading Assessments in 2021 and 2022

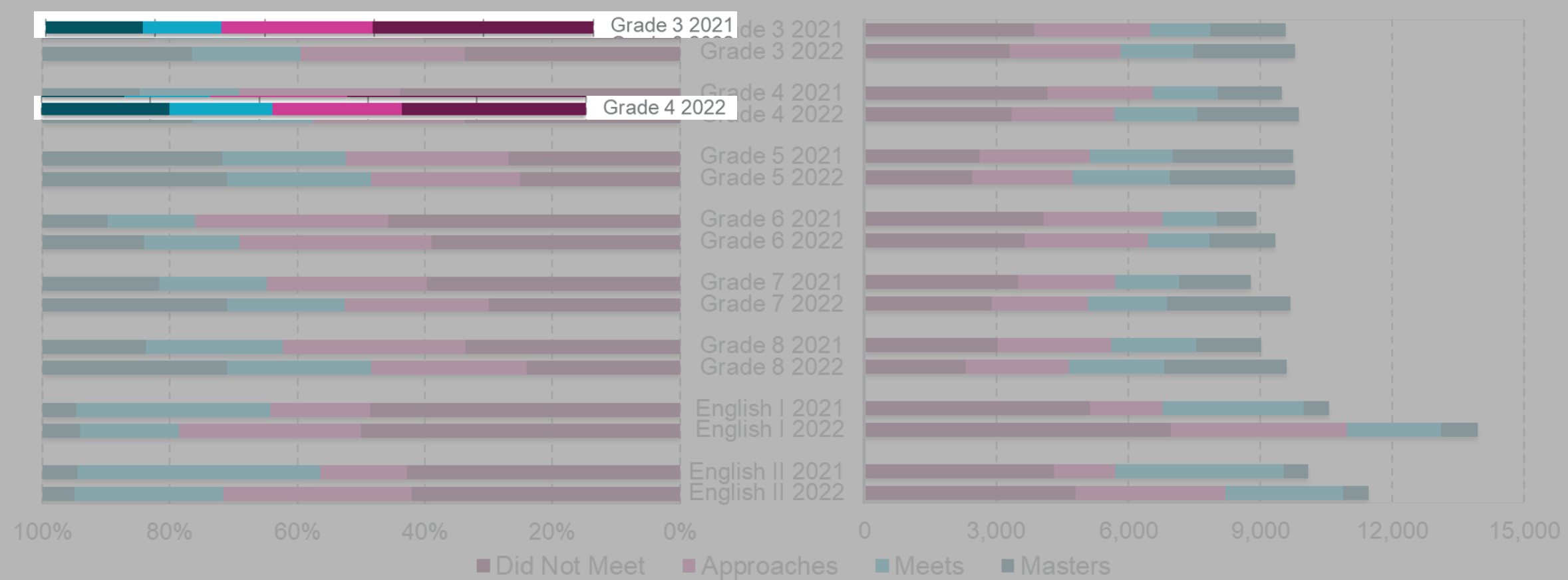
Number of Students at each Achievement Level on Reading Assessments in 2021 and 2022



Year Over Year Reading Results by Grade

Percentage of Students at each Achievement Level on Reading Assessments in 2021 and 2022

Number of Students at each Achievement Level on Reading Assessments in 2021 and 2022



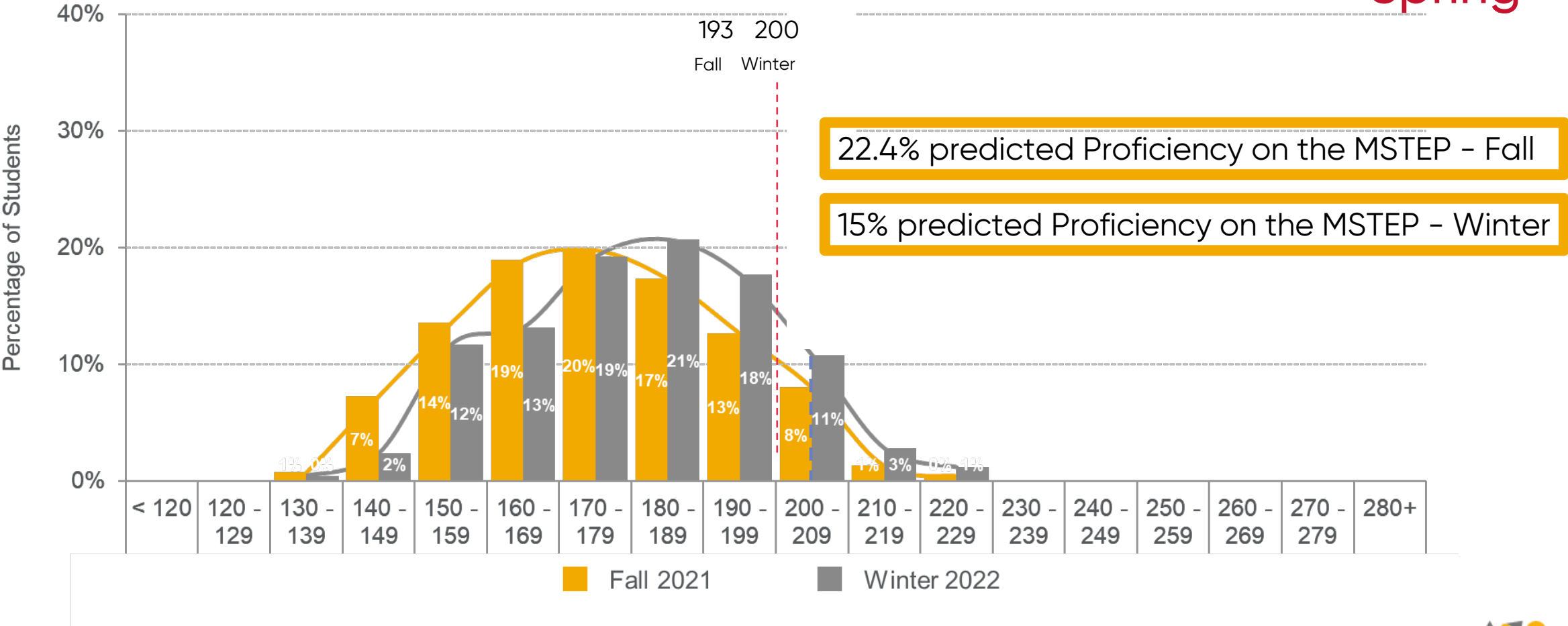
Reading – NWEA MAP

Percentage of Students by RIT Range

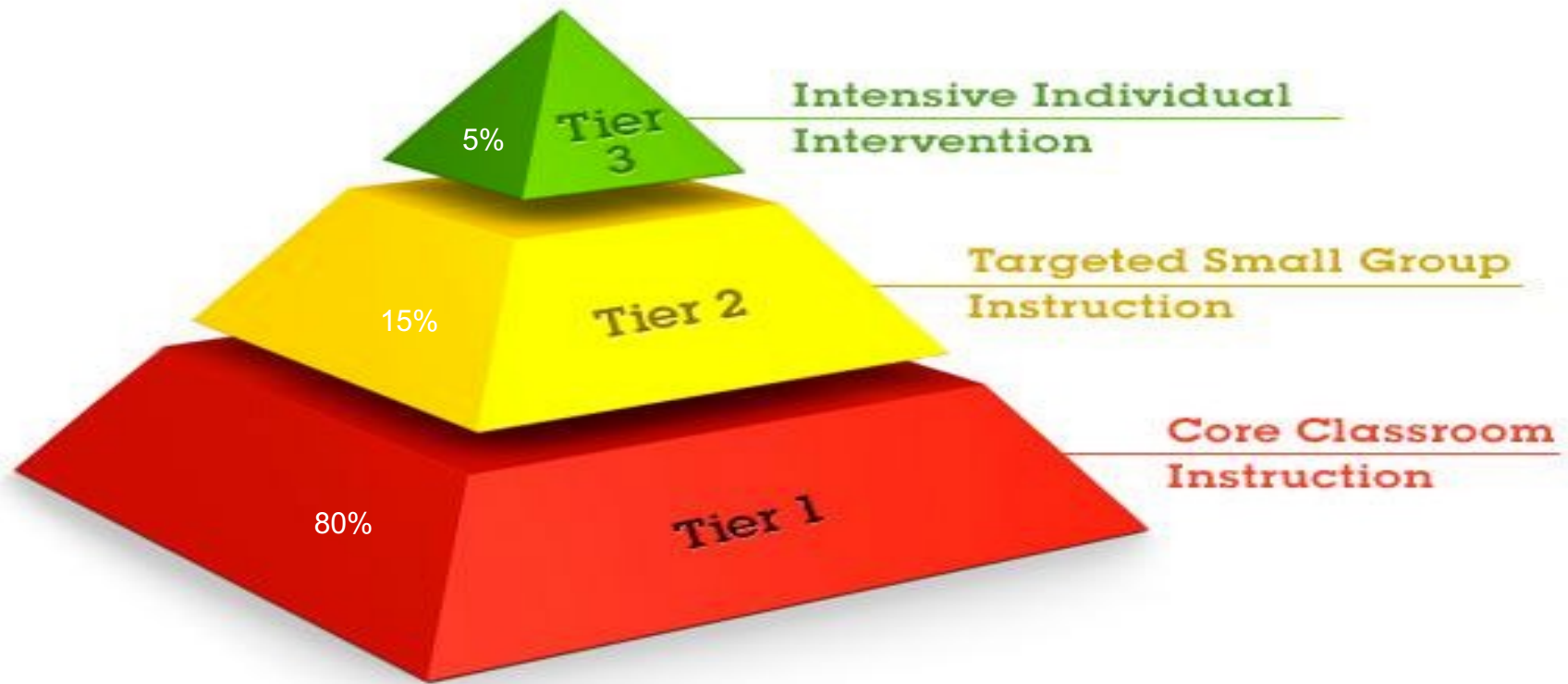


203
Spring

Grade 3 - Fall 2021 to Winter 2022



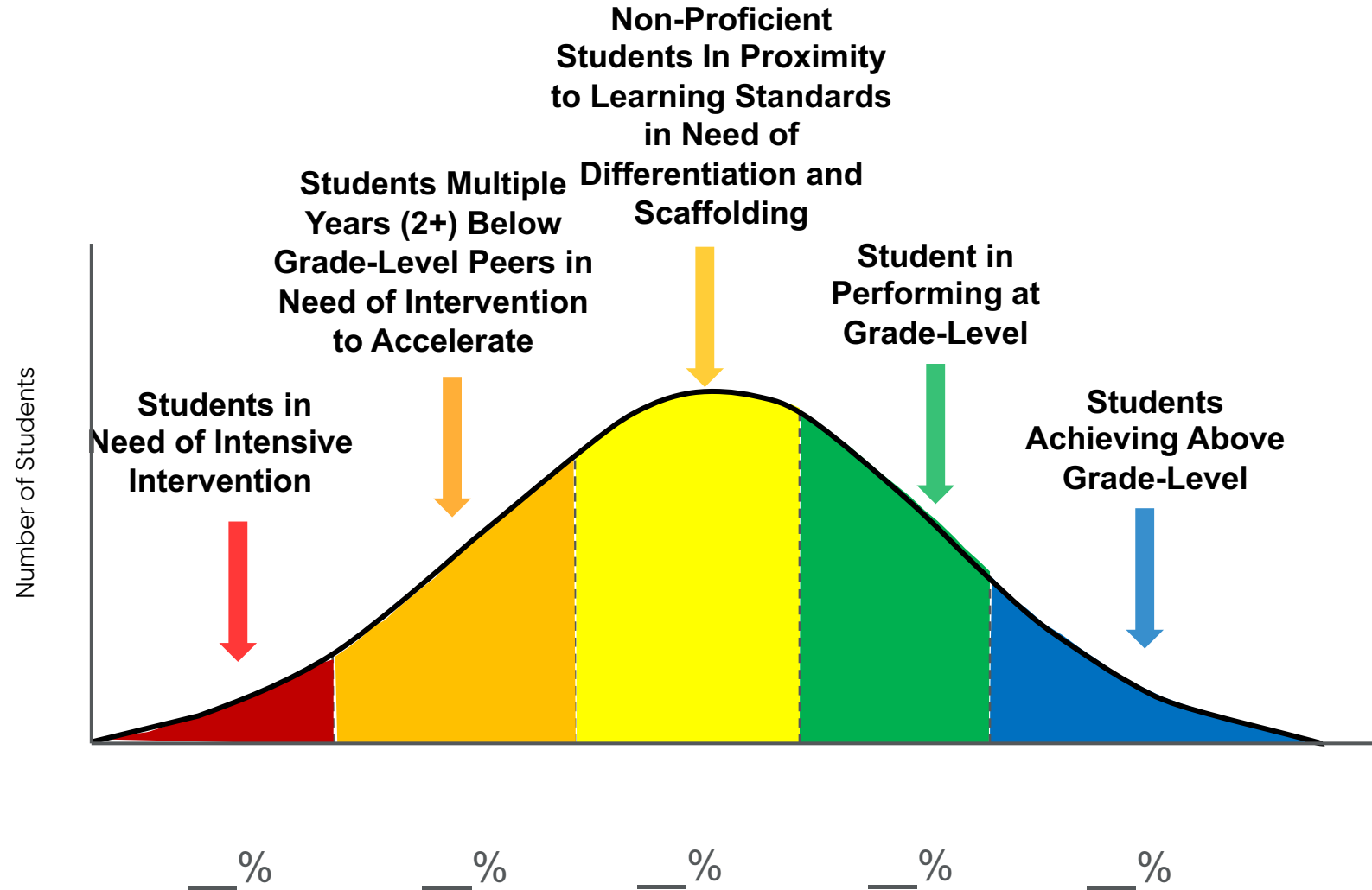
The percentages listed are estimates based where students fall within the RIT Ranges.



3 Tiers of Support

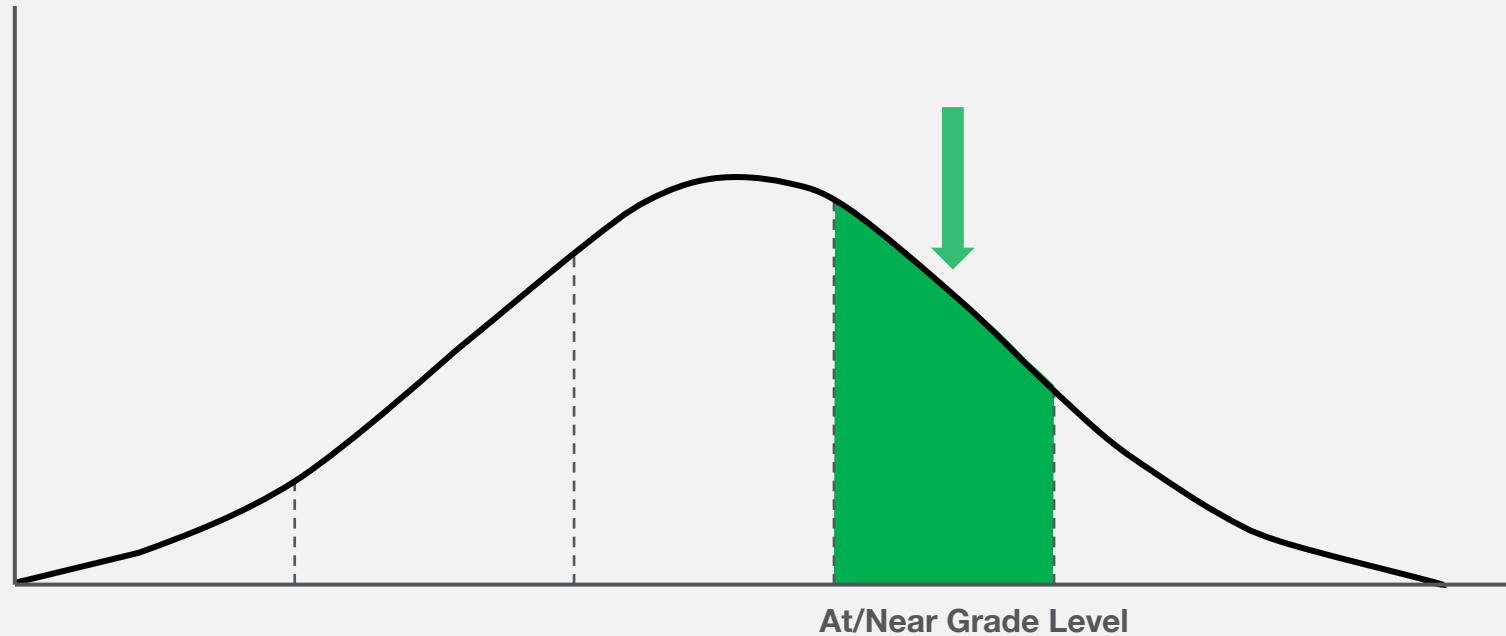


Matching Support to Student Need





Building an Equitable System of Support for All Students

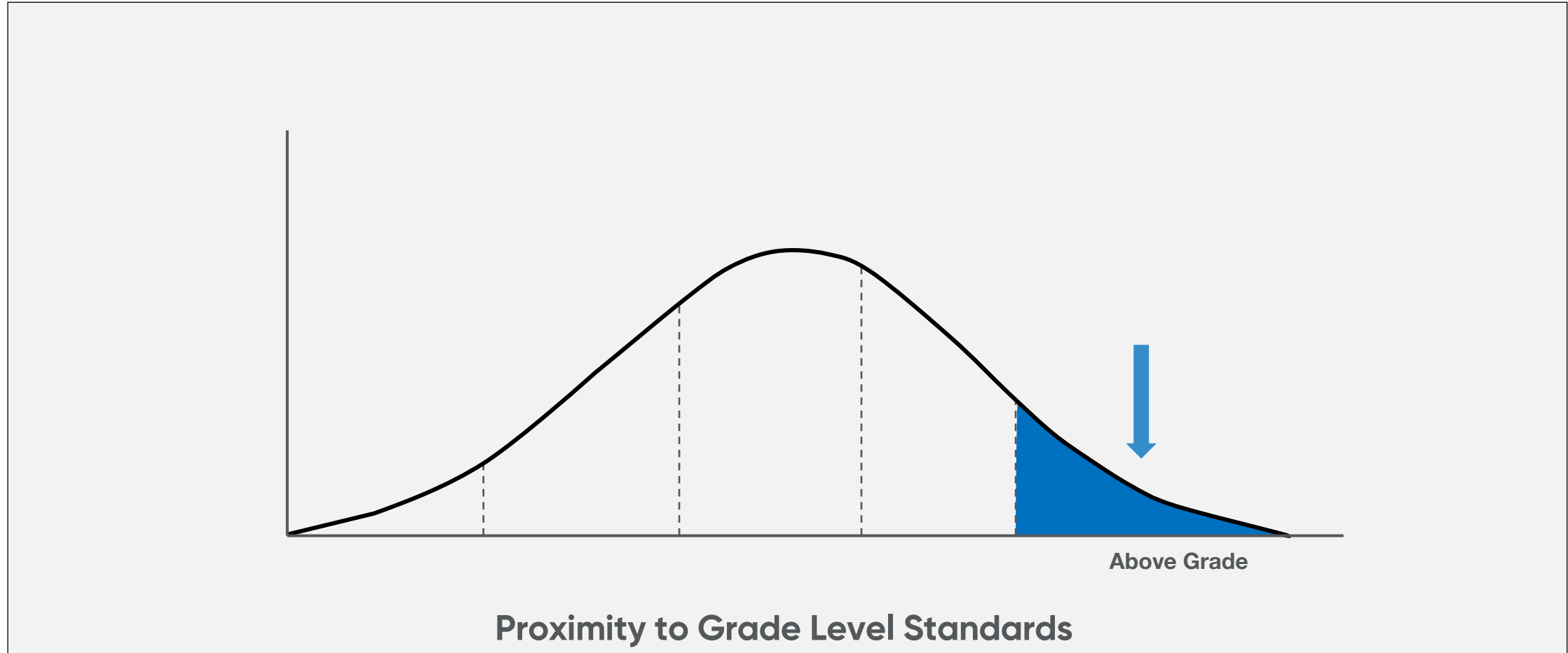


Proximity to Grade Level Standards

Goals:
GL Proficiency
At Least 1 Years' Growth



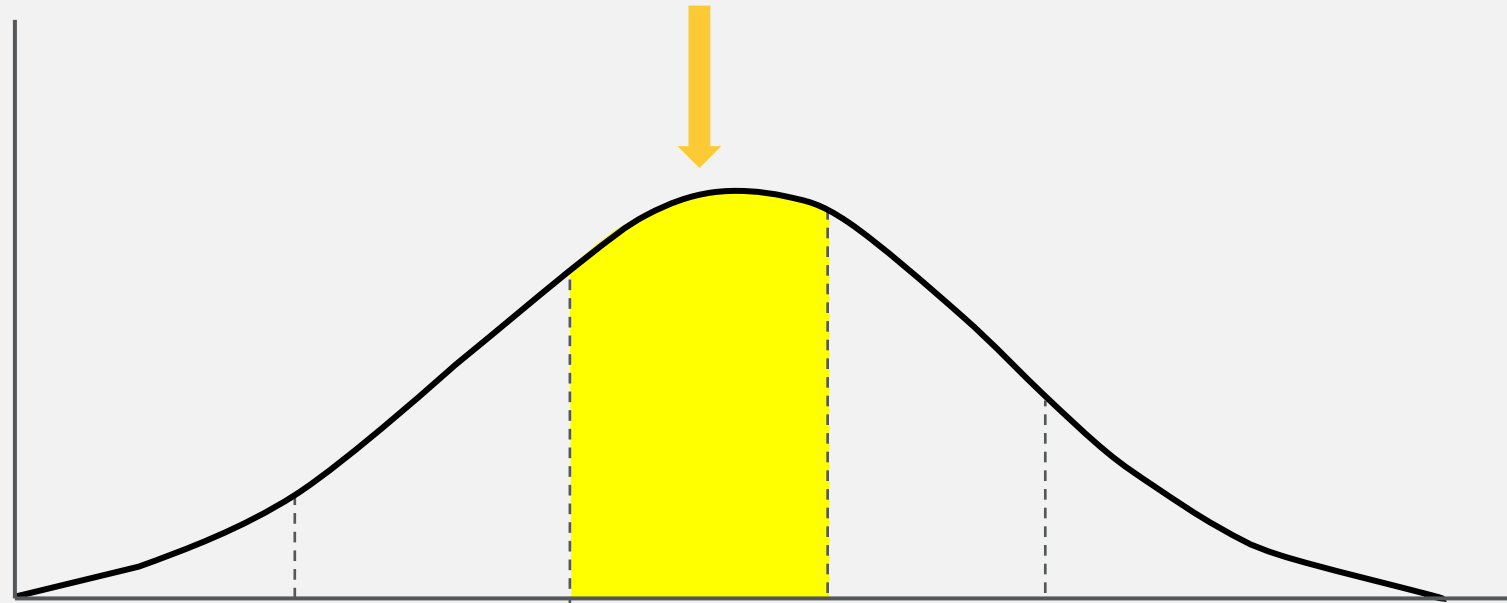
Building an Equitable System of Support for All Students



Goals:
GL Proficiency
Maximum Growth



Building an Equitable System of Support for All Students



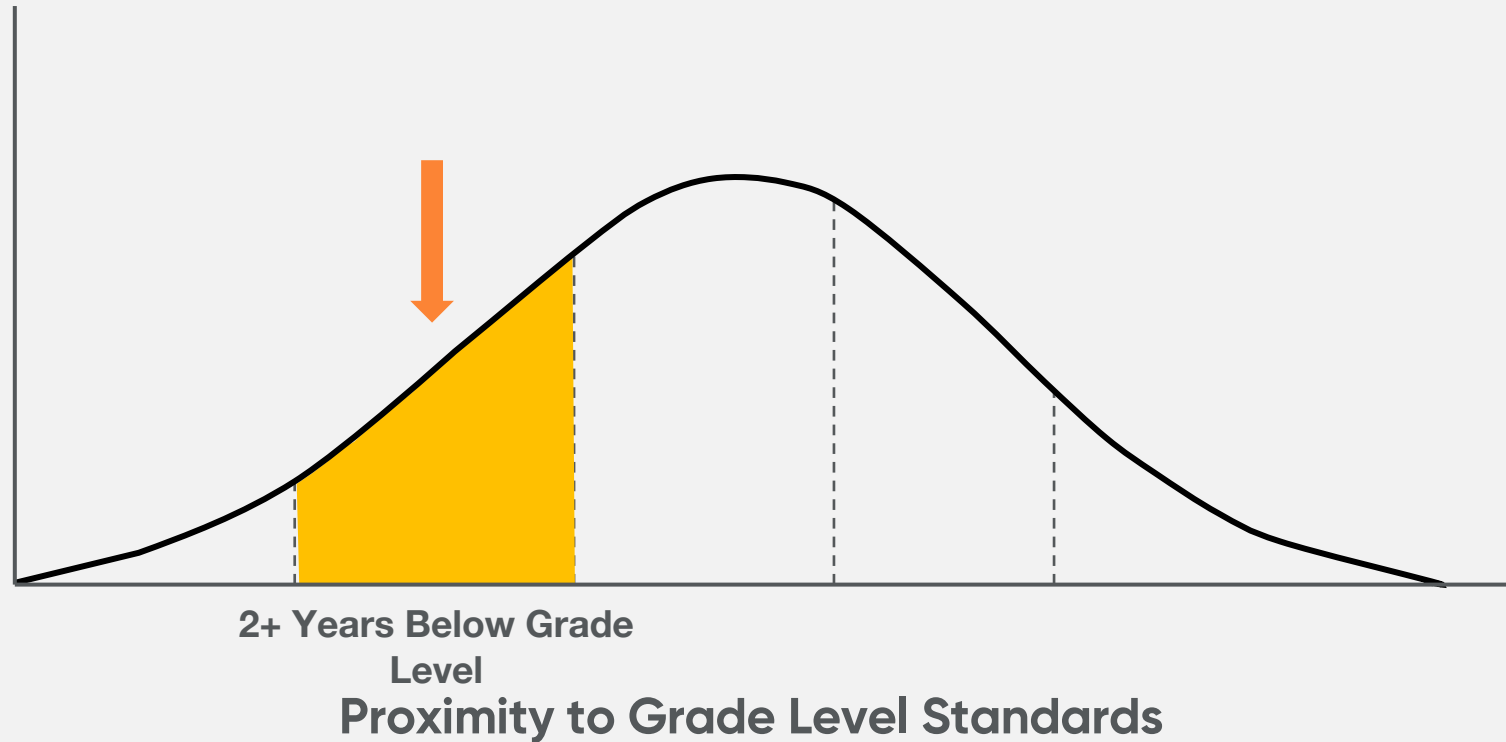
Within 2 Years of Grade Level

Proximity to Grade Level Standards

Goals:
GL Proficiency
Greater Than 1 Years' Growth



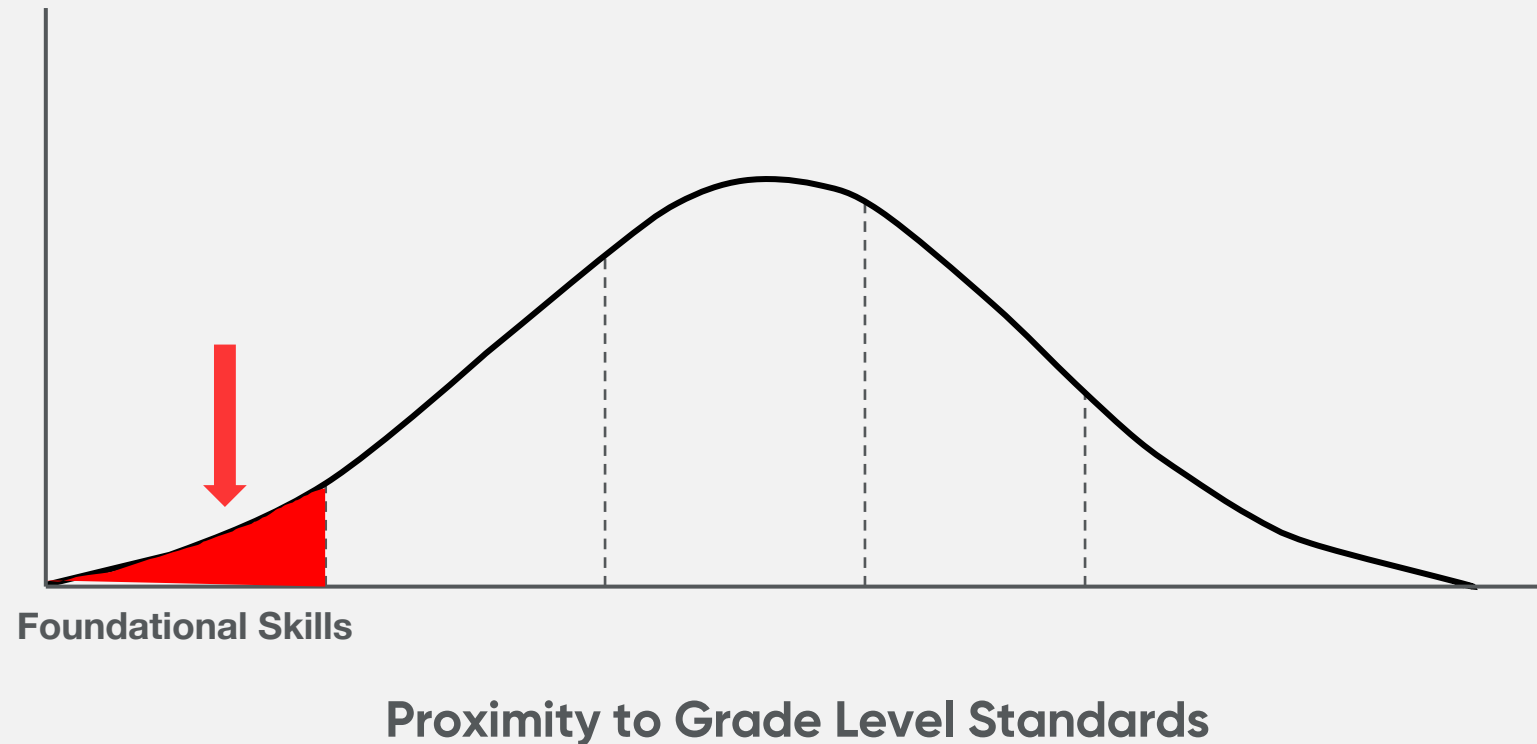
Building an Equitable System of Support for All Students



Goals:
GL Proficiency
Accelerated Multiple Year Growth

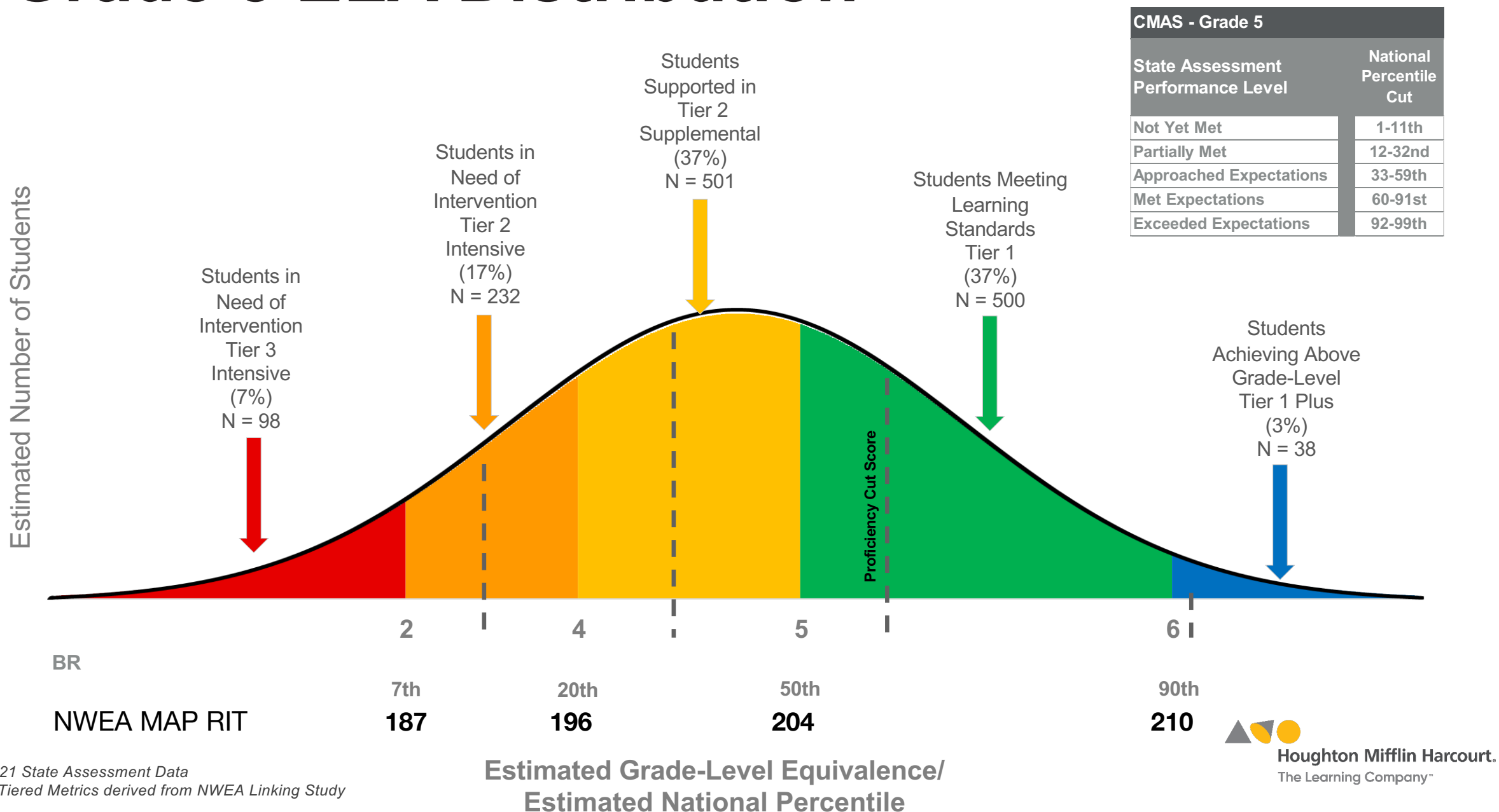


Building an Equitable System of Support for All Students



Goals:
Foundational Skills Development
Accelerated Multiple Year Growth

Grade 5 ELA Distribution



Source: 2021 State Assessment Data
Estimated Tiered Metrics derived from NWEA Linking Study

ELA Estimated Tiers of Support

2021 District Level Data

Grades	# Tested	Est. # BP	Est. # Prof	Est. # Tier 3 Intensive	Est. # Tier 2 Intensive	Est. # Tier 2 Supplemental	Est. # Tier 1	Est. # Tier 1 Plus
GRADE 3	1,366	906	460	230	303	372	416	45
GRADE 5	1,370	832	538	98	232	501	500	38
GRADE 7	1,418	819	599	27	501	291	529	70
GRADE 9	1,360	568	792	45	360	163	734	58
GRADE 10	1,316	533	783	43	350	140	726	56
GRADE 11	1,298	683	615	60	486	137	563	52
TOTAL	8,128	4,341	3,787	504	2,232	1,605	3,468	319

Tier 1 Plus

Tier 1

Tier 2 Supplemental

Tier 2 Intensive

Tier 3 Intensive

= Students ready for above grade-level content

= Learning near or at grade level

= 1-2 years behind grade-level peers

= 2 years behind grade-level peers

= > 2+ years behind grade-level peers



Timeline 3 Year Plan to Address Reading/Math Challenge

Year #1 (2021-22)

- Implement Systemic Intervention Model
- Increase Assessment Literacy with Building Principals
- Match MTSS solutions to Student Needs

Outcome Goals Year #1

Reading: 75% > 1 Year Growth

(with 25% >2 Years growth)

Math: 50% > 100 quantiles of growth

Year #2 (2022-23)

- Implement Systemic Intervention Model with Universal Entrance/Exit Criteria
- Increase Dosage of Intervention to Decrease Time in Intervention
- Monitor Learning Model

Outcome Goals Year #2

Reading: 75% > 1..5 Year Growth

(with 25% >2 Years growth)

Math: 75% > 100 quantiles of growth

Year #3 (2023-24)

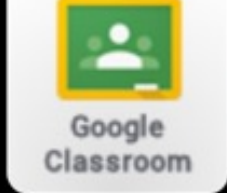
- Reduce Intervention Need by 50%
- Eliminate Need for Foundation Intervention Outside of SPED
- Monitor Learning Model

Outcome Goals Year #3

Reading: 90% > 1..5 Year Growth
(with 25% >2 Years growth)

Math: 90% > 100 quantiles
growth with >90% hitting
NWEA Growth Target





The web

Images

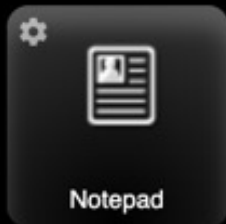
Maps

Tiles

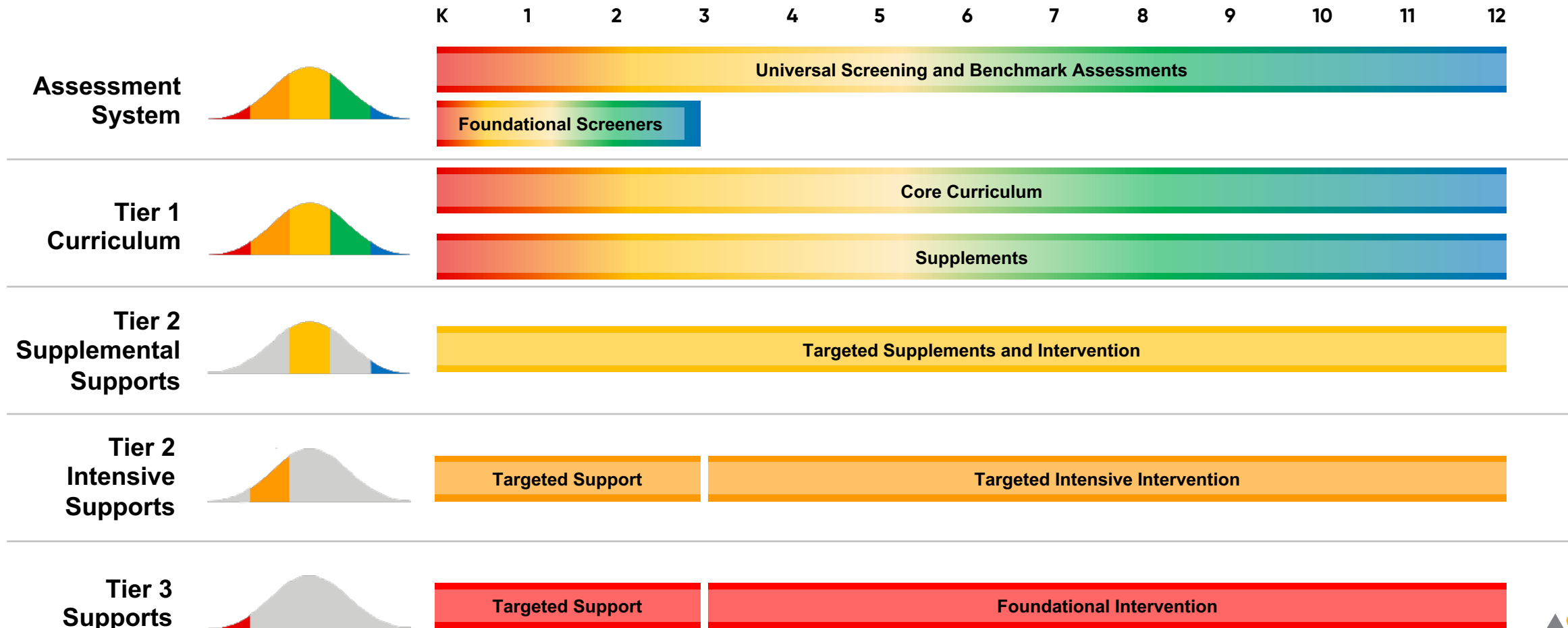
Webmixes

News

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Google



Creating a Coherent Instructional System



Professional Learning To Drive Success

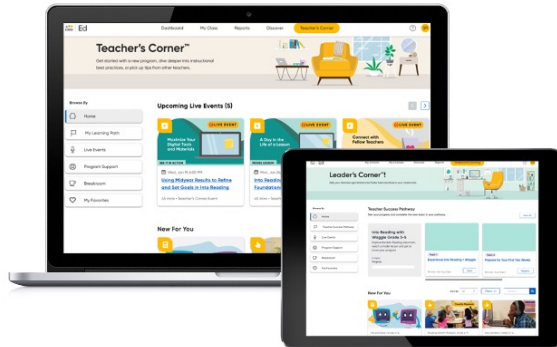
Teacher & Leader
Supports



Personalized Implementation Support

Customizable Professional Learning Courses

Sustainable Instructional Coaching



Live & On-Demand Support for Teachers & Leaders

Personalized Getting Started
and Ongoing Support

Online Teacher, Leader and
Family Resources

HMH Facebook Community



District-Scheduled Customizable Courses

Flexible, modular, live
online professional
learning courses








Sustainable & Proven Instructional Coaching






In-person and online
coaching to help
teachers improve
their practice and
raise student
achievement



Partner Literacy/ELA Continuum of Supports

	K	1	2	3	4	5	6	7	8	9	10
Assessment System 				NWEA							
	Unit Based Common Assessments										
	Classroom Formative Assessments										
	DIBELS					iStation					
Tier 1 Curriculum 	EL Education								EL Education (Summit)		
	Heggerty								StudySync		SpringBoard
	Lexia				Newsela						
Tier 2 Supplemental Supports 	SIPPs										
	Lexia										
					Reading Plus						
				Heggerty							
	Explicit Phonics Lessons				Newsela						
Tier 2 Intensive Supports 						Read180					
Tier 3 Supports 						System44					

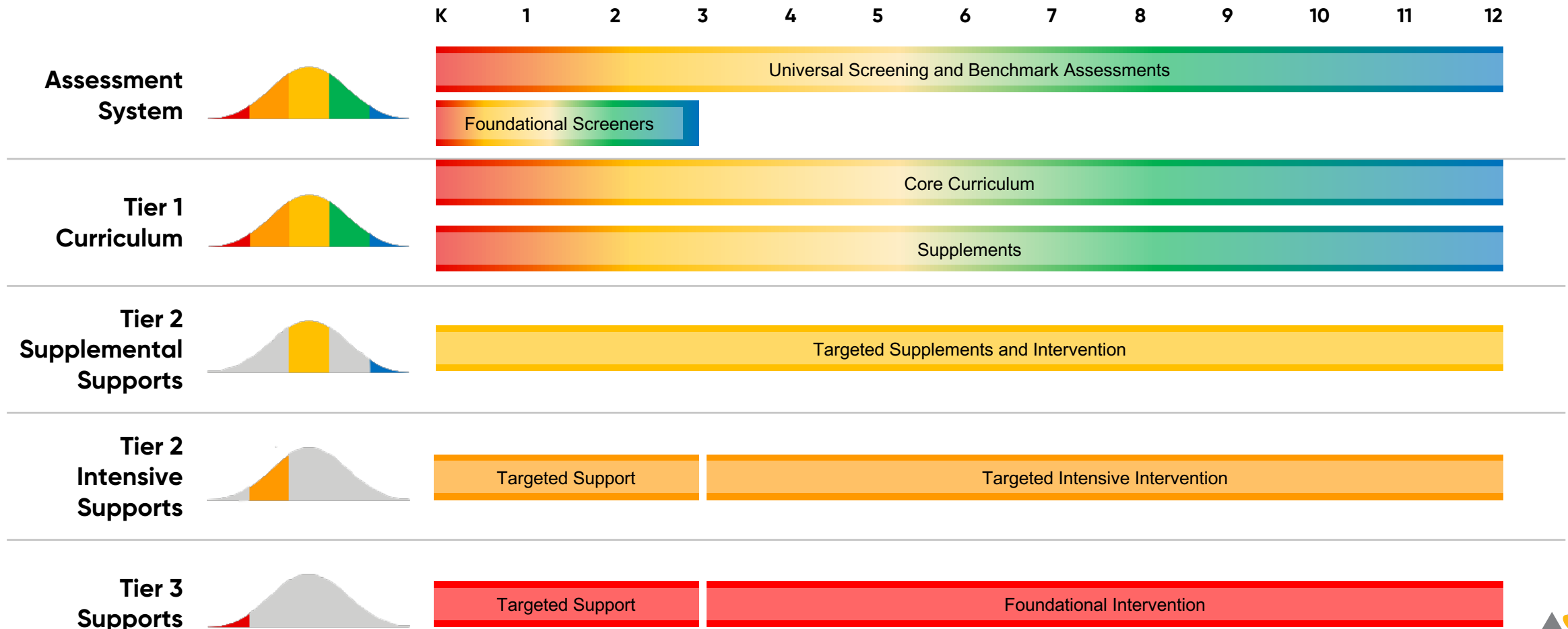
Partner Math Continuum of Supports

	K	1	2	3	4	5	6	7	8	9	10
Assessment System 	DIBELs					NWEA					
	Common Unit Assessments										
	Cooldowns/Exit Tickets										
Tier 1 Curriculum 	Illustrative Math										
										CPM	
Tier 2 Supplemental Supports 	Centers							Review Preview/Practice Problems			
	ST Math							iXL			
Tier 2 Intensive Supports 								MATH 180 Courses I and II			
Tier 3 Supports 											

Coherence Mapping Activity

- 1 Consider Your District's Data Model**
- 2 Draft Instructional Coherence Map**
- 3 Identify Professional Learning Focus Areas**

Creating a Coherent Instructional System



District K-8 ELA System of Instructional Supports







	K	1	2	3	4	5	6	7	8
Assessment System 									
Tier 1 Curriculum 									
Tier 2 Supplemental Supports 									
Tier 2 Intensive Supports 									
Tier 3 Supports 									
Teacher & Leader Supports 									

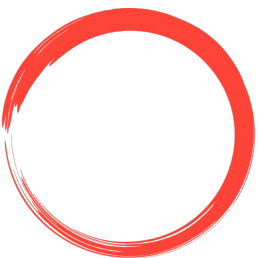
Table Activity



Place a  next to the resources/solutions that align to students' needs.



Place a  next to the resources/solutions that you believe do not align to students' needs.



Circle  the resources/solutions teachers have the most confidence in implementing.

Mapping Questions

- **What assessments are in place in your district's schools?**
- **List the ELA core curriculum used across grade levels**
- **What supplemental programs are used to support student learning in reading and writing?**
- **What programs, strategies and/or models are in place for students needing Tier 2 and Tier 3 intervention supports?**
- **What types of teacher and/or leader professional learning are available to support teaching and learning?**

22-23 K-5 ELA

Assessment

NWEA, CBAs, MLPP, ^{K-2} Progress Monitoring
(BAS??)

Tier 1 Sol-op

Wonders, Professional Learning

Leadership
Teachers

Tier 2-

Lit. footprints? Beable, Compass, Progress
Wonderworks? Adaptive practice, monitoring

Tier 2 Intensive

LLI? - Need - large # of students

Tier 3

NEED

System
H4
Read 180?

Phonics?

6-8 22-23

Assessment

NWEA

Tier 1 - Professional Learning - leadership

6 - flipped model? - Beable

718 - Collections - Need * Instructional coach support

Tier 2 Supplemental

Need - adaptive supplement -
Beable?

Tier 2 Intensive

EL-R180

NEED

GE-R180?

Tier 3

EL-S44

NEED

GE-S44?

Instructional Strategies & Supports for All

Learner Strengths and Needs	Mixed Ability Setting Strategy	Targeted Ability Setting Strategy
+1 Year Above		
On Grade Level		
Near Grade Level (w/in 2 years)		
2+ Years Under Grade Level		
Foundational Learner		

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(with 25% >2 Years growth)

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Year #2 (2022-23)

- Implement Systemic Intervention Model with Universal Entrance/Exit Criteria.
- Increase Dosage of Intervention to Decrease Time in Intervention
- Monitor Learning Model

Outcome Goals Year #2

Reading: 75% > 1.5 Year Growth
(with 25% >2 Years growth)

Math: 75% > 100 quantiles of growth

Year #3 (2023-24)

- Reduce Intervention Need by 50%
- Eliminate Need for Foundation Intervention Outside of SPED
- Monitor Learning Model

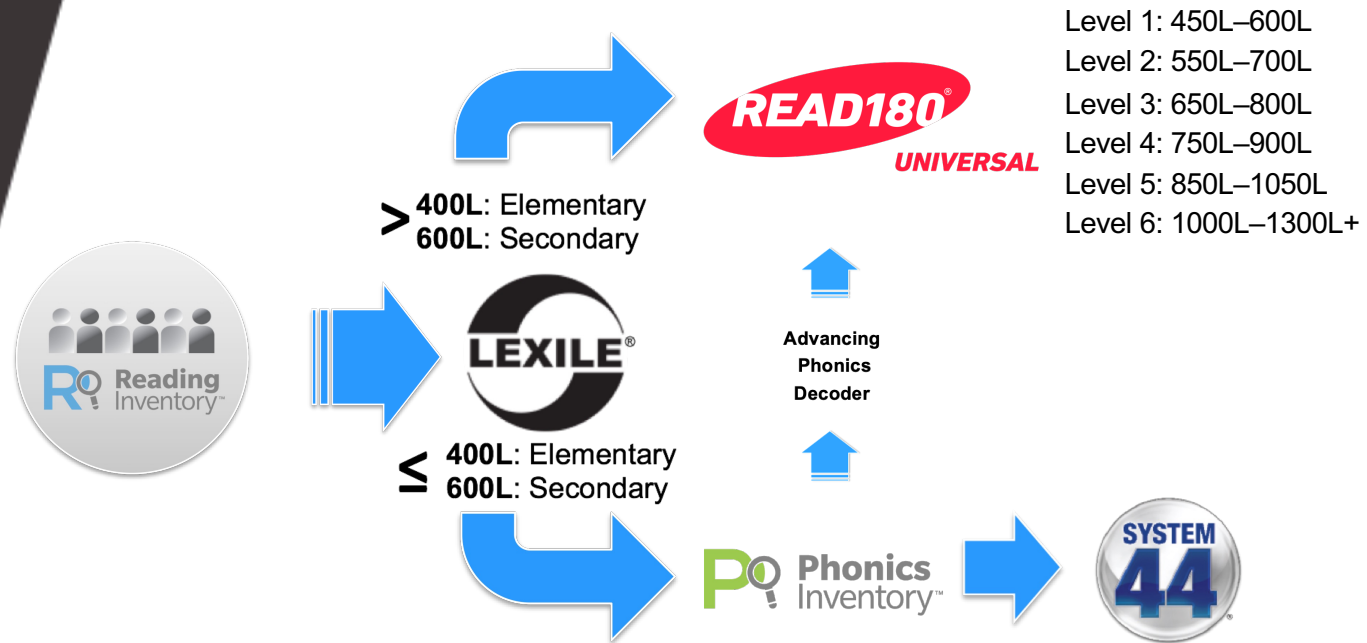
Outcome Goals Year #3

Reading: 90% > 1.5 Year Growth
(with 25% >2 Years growth)

Math: 90% > 100 quantiles
growth with >90% hitting
NWEA Growth Target



Screening & Placement



Entrance/Exit Criteria

Intervention General Eligibility Guidelines

Entrance Criteria

It is recommended that multiple measures are used to determine a student's eligibility for placement in an intervention program.

Consider State Test Results

Consider selecting students in the bottom two performance bands who are reading below proficiency.

Other Student Criteria

Additional indicators that students might benefit from *READ 180*:

- Reading Inventory, Growth Measure, NWEA, Star Reading, FastBridge Assessments, etc.
- Teacher observations and assessments indicate below-level performance.
- Students not engaged in reading and learning.
- Students who are English Language Learners and performing below level.
- Students in special education programs needing reading intervention.

Exit Criteria

Most schools set their own assessment criteria to determine each student's competence to move beyond the *READ 180* classroom (meeting an identified proficiency benchmark or showing sustained performance reading and comprehending grade-level text). Students may also leave the program when leaving the school or when making way for students to enter who demonstrate greater need.

Pacing and Differentiating

READ 180 students have a range of skills and reading levels and make gains at their own developmental rates. Again, it is important to use multiple formal and informal measures to determine when a student should exit the program.

Formal Measures of Assessment

- Lexile scores (within grade)
- State/district standardized tests
- Reading Inventory Norm
- Scores on grade-level A
- *READ 180* Topic Software

Informal Measures of Assessment

- Observations of skill level
- Independent Reading Q
- Number and level of books
- Informal assessments of reading
- Student self-evaluations

Supporting Students Beyond

When students leave *READ 180* performance and progress is no longer below the appropriate level, the program recommends that students remain in the program.



Gains Analysis

Results Based on Program Data

08/01/2021 to 06/10/2022

map
GROWTH

Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NWEA Sample District
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Summary page

Language Arts: Reading

Growth: Reading 2-5 CCSS 2010 V2 / Language 2-12 CCSS 2010

Summary	
Total Number of Students with Valid Growth Scores	11
Mean RIT Score	201.4
Median RIT	201
Standard Deviation	11.2
District Grade-Level Mean RIT	201
Students At or Above District Grade-Level Mean RIT	6
Grade-Level Mean RIT	205.7
Students At or Above Grade-Level Mean RIT	4

Overall Performance	Lo Nile < 21 count %	LoAvg Nile 21-40 count %	Avg Nile 41-60 count %	HiAvg Nile 61-80 count %	Hi Nile > 80 count %	Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
Growth: Reading 2-5 CCSS 2010 V2/Language 2-12 CCSS 2010	2	18%	4	36%	2	18%	1	9%
						198-201-204	201	11.2
Instructional Area RIT Range								
Literature	3	27%	2	18%	3	27%	2	18%
						196-201-206	204	18.1

map
GROWTH

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Detail page

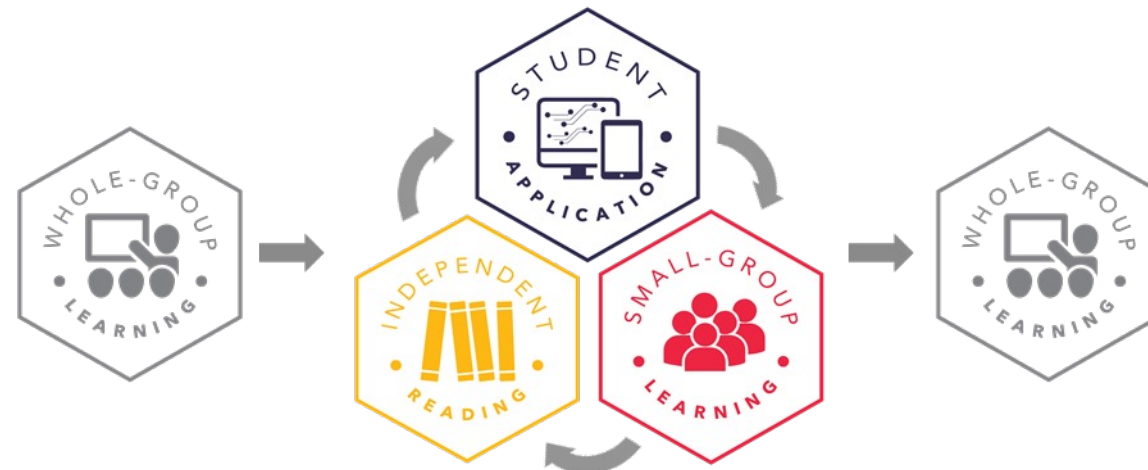
Goal Performance:
A. Literature
B. Informational Text
C. Vocabulary Acquisition and Use

Name (Student ID)	Grade	Test Date	RIT Score (+/- Std Err)	Percentile (+/- Std Err)	Lexile [®] Range	Test Duration	A	B	C
Dugaw, Daytan N. (SW07001428)	5	09/14/15	178-181-184	48-8	158-308	75 m	163-177	175-187	187-197
Devany, Noni I. (F05000030)	5	09/14/15	184-188-192	84-18	288-438	20 m	185-196	185-195	177-189
Scruggs, Ambrose E. (F100000851)	5	09/14/15	194-197-200	22-28-35	452-602	42 m	191-202	191-203	192-204
Shalfoe, Dyanne E. (F10000849)	5	09/14/15	195-198-201	25-31-38	464-614	60 m	201-213	180-201	185-198



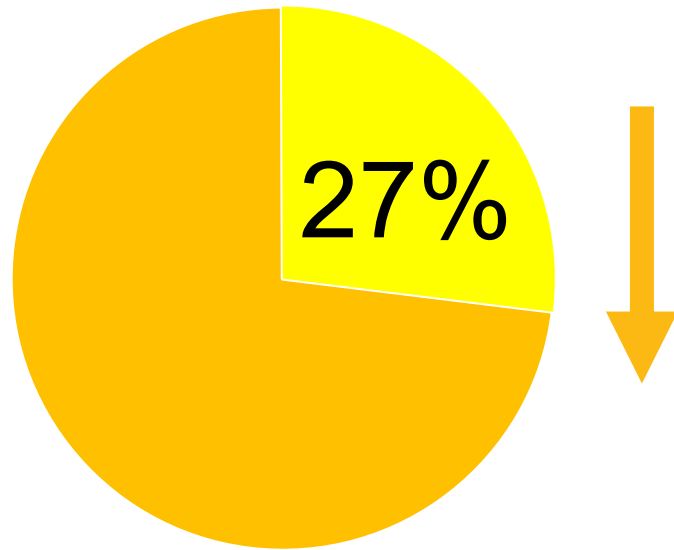
Implementation

Instructional Model	Daily Instruction Time	Whole Group Instruction Time	Station Rotations & Time	Whole Group Wrap Up Time	End of Year Software Sessions Goals	End of Year Segment Goals
Single Period	40-59 Minutes	Day A - 20 Min Day B - None	Day A - 1 Station 15-34 Min Day B - 2 Stations 17-27 Min Each	Day A - 5 Mins Day B - 5 Mins	60+ Sessions	6+ Segments
Extended Single Period	60-79 Minutes	20 Min	3 Rotations 18-24 Min Each	None	80-100 Sessions	8-10 Segments
Double Period	80+ Minutes	15-20 Mins	3 Rotations 20 Min Each	5-10 Mins	100+ Sessions	10+ Segments

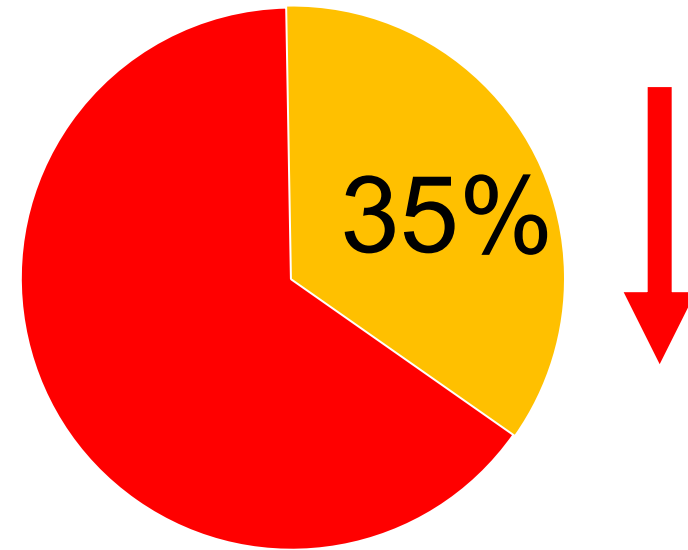


Learning Gains - Moving Students Out of Intensive Supports - ELA

Intensive Tier 2 & Tier 3 Students – Grades 6-8



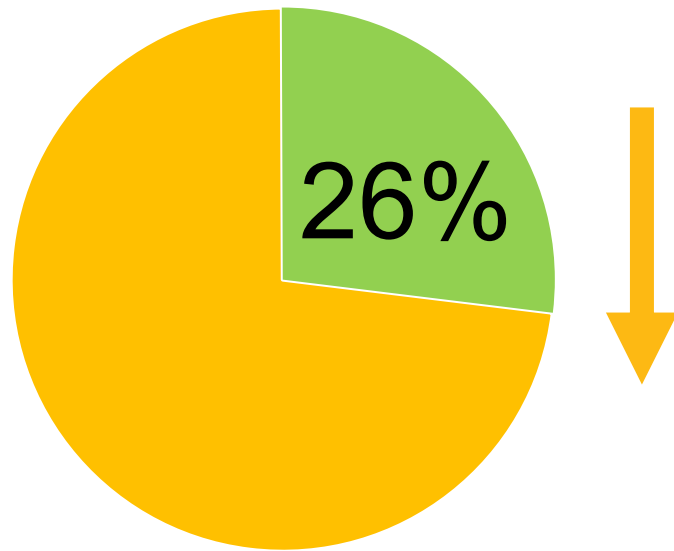
27% Decrease in Students
Requiring Tier 2 Intensive
Comprehension Intervention in
Grades 6-8



35% Decrease in Students
Requiring Foundational
Reading Intervention in
Grades 6-8

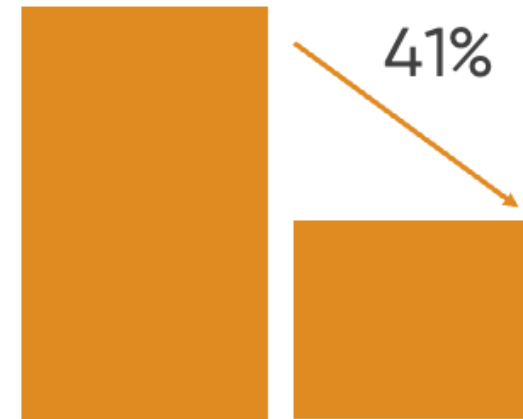
Learning Gains - Moving Students Out of Intensive Supports - Math

Intensive Tier 2 & Tier 3 Students – Grades 6-10



26% Decrease in Students Requiring Intensive Intervention in Mathematics

Decrease in Students 2+ Years Below Grade-Level.



41% Decrease in Students Classified as 2+ Years Below Grade-Level

A thick yellow line starts from the top right, curves downwards and to the left, then turns diagonally down to the right, crossing the main title area.

Key Components for Success

Key Components for Success



A Commitment
A Strong Team
A Plan



Work
Collaboratively
on Setting and
Meeting Goals



Progress
Monitoring
and Building
Capacity

Implementation Success Factors

1

Student Placement

How are we identifying students for Tier II and Tier III Intervention?
What assessments do we have in place to guide the process?

2

Entrance and Exit Criteria

Do we have clear guidelines for placement and exiting intervention?
Do we have a process in place for monitoring student progress once exiting intervention?

3

School Day Structure and Program Utilization

Is there a dedicated time for intervention?
How many sessions per week/month will achieve the greatest results?

4

Results

How are we monitoring and communicating results?

Lessons learned along the way....

1. Use spring data to determine licenses and order from vendors.
 - Teacher can get started right away with systems and routines
 - Students should still take the diagnostic for precise placement
 - Placement is absolutely critical!

2. Principal participation Ensures Success
 - Understand placement criteria to ensure students are in the correct program
 - Monthly principal data meetings with district office and vendor data experts are essential to monitor student growth and fidelity.
 - Publish clear actionable data to empower Principals and teachers.
 - Highlight student movement to all stakeholders with middle of the year data to build momentum and buy-in.

Lessons learned along the way....

3. Create layers of support for the intervention

- Have a dedicated teacher/interventionist if possible.
- Bi-monthly 30-minute check-ins with teachers is critical for problem-solving
- Experienced teachers paid a stipend for helping new teachers
- Classroom coaching sessions from HMH 3x per year

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Name of Exhibit/Conference/Event _____

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