Boosting Success for 21st Century Learners Webinar Series

Creating Effective Multi-Tiered Systems of Support to Meet the Academic, Social-Emotional, & Behavioral Needs of Our Students

This webinar explores effective best practices for state and district-wide systems of support by providing an overview of district/school transformation leadership research, the MTSS-Maryland Framework, and case studies from DC, Cecil, Prince George's, and Worcester County Public Schools.

Disclaimer

The Mid-Atlantic Equity Center is committed to the sharing of information regarding issues of equity in education. The contents of this practitioner brief were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.
Creating Effective Multi-tiered Systems of Support to Meet the Academic, Social-Emotional, & Behavioral Needs of Our Students

Mid-Atlantic Equity Center
Welcome

Nora Morales, Senior Education Equity Advisor for the Mid-Atlantic Equity Center & Vice-President for Mid-Atlantic Equity Consortium, Inc.

Michael Pesare, Digital Learning Coordinator, Center for Schools and Communities
MAEC’s Equity Framework: Data Driven and Outcome Focused

Structural Dimensions of Change

Material Dimensions of Change

Cultural Dimensions of Change

Equitable Systemic Policies, Procedures, & Practices

Positive & Inclusive School Climates

Creating Effective Partnerships to Build Positive Youth Development

Student Access to Rigorous Curriculum

Engaging Families & Communities in Cultural Proficiency & Student Goal Setting

Data Driven and Outcome Focused

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The Mid-Atlantic Equity Center at the Mid-Atlantic Equity Consortium, Inc.

The Center is one of ten equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964. The Center provides technical assistance and training to school districts in the areas of:

• Race
• Gender
• National Origin/English Language Learning
How to Develop An Effective School District Central Office: A Research-based Guide for the Transformational School District Leader

Dr. Adele Fabrikant, Researcher & Executive Director, D.C. Region, Teach for America, former Deputy Chief, Office of Youth Engagement, District of Columbia Public Schools and high school founder and principal
Problem

Fundamental transformation strategy for effective school improvement requires change from within the school district central office.
School District Transformation

Who (Role)

How (Approach)

What (Strategies and Practices)

Transformational School District Leader

Change Leadership

Learning-Oriented Leadership (Opportunities and Challenges)

Reflection

School District Central Office Reform

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“Stories are just data with a soul”

accountability alignment articulation belief building capacity central change collaboration culture data decision-making failure feedback goals hiring kids learning manage mindsets network people performance policy priorities process questions relationships space structure support systems team transparency vision
School District Transformation: Findings

<table>
<thead>
<tr>
<th>Who (Role): School district central office exists primarily to support schools, and to conduct their work accordingly.</th>
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<td>How (Approach): Articulate the need for change and the levers of change.</td>
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Transformational School District Leader

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<td>Reflection (Opportunities and Challenges): Increased opportunities for collaboration. Challenging to lead through transitions and implement.</td>
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Summary of the Guide

- Strategic Planning
  - Context
  - Teaming
  - Scaffolded School Support Design
  - Performance Management
  - Scaffolded School Identification
Guide
Findings: Leadership

Transformational School District Leader

Systems, Structures and Work Practices

Improved School Performance

Manage: Strategies and Practices (What)

Vision: Approach to Design and Align (How)

Context: Systems, Structures and Role (Where)

People Skills, Mindsets, Behaviors (Who)
Closing

What are the skills, mindsets and behaviors of people you know have been transformational school district leaders?

Any questions or feedback?
Scaling Up: Evolving from PBIS to MTSS

Kristina Kyles-Smith, CAGs, Assistant State Superintendent, Division of Student, Family, and School Support, MSDE
PBIS Historically Speaking

- Since 1998, 20,000 schools engaged in U.S.
- 1048 Schools Trained in Maryland
  - 958 Implementing
  - 773 Active

**Trained and Implementing Schools by Cohort**

NOTE: If a school has been retrained only the most recent training year is included above.
Scaling Up PBIS into MTSS-MD

A Collaboration between:
• Division of Student, Family and School Support;
• Division of Special Education and Early Intervention; and
• Division of Early Childhood Development

Positive Behavioral Intervention & Supports

Multi Tiered Systems of Support
Challenge:

We have too many “programs” “initiatives” or “practices” to implement them all with fidelity.

How to align for efficiency and effectiveness
All youth interspersed with all adults. All staff are supporting all youth.

Tier 1

MTSS-B STAFF TO STUDENT RATIO

Tier 2

Groupings of youth that are being supported by 1-2 adults at a time

Tier 3

Individual students that are receiving support from individualized teams of adults

Students

Staff
Meshing Multi-Tiered Frameworks

- Tier I Supports
- Tier II Supports
- Tier III Supports

- Universal Design for Learning
- Response to intervention
- PBIS
- Social Emotional Foundations of Early Learning

- Academic Supports
- Behavioral Support
- Climate & Culture Supports

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MTSS-MARYLAND

- Maryland’s Student Support Decision Making framework that...
  - Coordinates and aligns instructional and behavioral resources
  - To address individual students’ academic/behavioral needs
  - Using evidenced based instructional and interventions that vary in intensity.
WHERE ARE WE AT IN THE TRIANGLE?

Academic Systems

Tier 3/Tertiary Interventions 1-5%
• Individual students
• Assessment-based
• High intensity

Tier 2/Secondary Interventions 5-15%
• Some students (at-risk)
• High efficiency
• Rapid response
• Small group interventions
• Some individualizing

Tier 1/Universal Interventions 80-90%
• All students
• Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions 1-5%
• Individual students
• Assessment-based
• Intense, durable procedures

Tier 2/Secondary Interventions 5-15%
• Some students (at-risk)
• High efficiency
• Rapid response
• Small group interventions
• Some individualizing

Tier 1/Universal Interventions 80-90%
• All settings, all students
• Preventive, proactive
A defining feature of MTSS is our commitment to implementation with fidelity…and measuring fidelity
MTSS MARYLAND: GOALS

- Expand and Enhance the **STATE AND DISTRICT LEVEL INFRASTRUCTURE**.
- Develop an **MTSS FIDELITY, RECOGNITION, & EVALUATION PLAN**.
- Increase **Capacity & Competency** by providing **TRAINING AND SUPPORTS FOR SYSTEMS**.
- Support the installation of **Evidenced-Based Practices**.
From Theory to Practice: Cecil County Public Schools

Sean Cannon, Director of Student Services

Kyle Longeway, Coordinator of Student Services

Joanna Seiberling, Coordinator of Guidance Services
In Cecil County began our discussions around a white board...
Successes

- Streamlined the process to be more proficient
- SST Team meetings more focused and efficient
- Forces schools to look at data rather than generalized assumptions
- Students Services Leadership recognizes gaps and the need for additional supports and intervention
- Forced both schools and system to look at students on an individual basis rather than as a whole group
- Support by the Leadership Team in CCPS (Superintendent down...)

Challenges

- School teams struggle with the time necessary to implement with fidelity
- Realization that Tier I instruction is important and needs to be revisited regularly
- Getting everyone in the system trained and proficient in the process (MTSS) and all supports associated (ie...Behavior Management Plans, Student Success Plan, CICO)
- Ownership of the process at all grade levels
From Theory to Practice:
Prince George’s County Public Schools

Anissa Freeman-Jones, PBIS District Coordinator
Successes

- Resource mapping to identify interventions that exist or that do not exist in the school building.
- Defining what Tier II and Tier III interventions look like.
- Tier II Check-In Check Out training and coaching.
- Identifying external resources and assisting schools building systems to access these resources.
- Using data to identify Tier II and Tier III needs.
Challenges

- Administrative support.
- Lack of resources (time, human, and monetary).
- Lack of cohesive and collaborative support systemically.
- Interruptions to implementations (i.e. staff and/or administrative turnover).
- Tier I not solidly built and/or implemented.
- Staff buy-in.
Lessons Learned

- A 1x team training is not enough.
- This is more of an adult mindset shift.
- Resources have to be available in order for scaling up to take place.
- Follow-up to trainings and coaching need to occur.
From Theory to Practice: Worcester County Public Schools

Lynda Koehler, PBIS District Coach
Behavioral

Tier 1: District Strategic Behavior Team, SWPBIS, Olweus Bullying (school), ODR data, teams weekly

Tier 2: CICO, Peer Mediation, Social Skills groups, Young Mens’ Leadership Academy (mentor), Why Try

Tier 3: FBA/BIP (fidelity checks/ongoing data), social skills training, RENEW, Wraparound services

Successes: 2014-15: 289 (99-00: 876) OSS; District Strategic Team progress TFI tool; BIP data; Tiered ODR documents interventions; FBA/BIP updated/trained

Challenges: Buy in – increased fidelity of implementation; tiered ODR understanding
Social Emotional

Tier 1 SEFEL –PK, K, Head Start; SHES gr 3
   Classroom systems -anger management, team weekly

Tier 2 Guidance, Mentoring, Peer Mediation, Group
   sessions self regulation, CICO, Restorative Practices

Tier 3 FBA /BIP; 1:1 understanding emotions, self
   regulation and social skills to teach

Successes – collaboration with Head Start; teachers
   understanding emotions and social skills to teach;
   YMHFA trained all counselors and over 100 staff;
   Restorative Practices training; SHES pilot

Challenges – Buy in, human resources
Academic

Tier 1: Universal Design; Screen all – iReady data

Tier 2: Academic Support; Intervention periods; Booster periods; Enrichment

Tier 3: Academic Support (during and after school), Credit recovery, Bridge projects, RENEW

Successes: Strategic District Intervention Team
  Graduation rate: 92%  Dropout 1.63%
  Attendance Rate: 95.5% gr. 1-5; 94.90% gr. 6-8; 93% gr. 9-12; 83% college; 5% military; 10.6% job

Challenges: Scheduling, human resources
Participants, please feel free to use the raise your hand feature to ask questions of our presenters or text in a question into the chat box…
Save the Date!

The 2016 Annual Conference
Ensuring that Every Student Succeeds

Welcoming Remarks & Student Panel Facilitator
Dr. Michael J. Martirano, State Superintendent of Schools, West Virginia, State Department of Education & former Superintendent of St. Mary’s County Public Schools

Keynote Presentation
Powerful Teaching, Powerful Schools: Engaging Youth in the Digital Age
Dr. Ernest Morrell, Macy Professor of Education, Director, Institute for Urban and Minority Education (IUME) Teachers College, Columbia University

Afternoon Presentation
School Culture and Climate from the Student Perspective
Student Panel

Continuing Education Units (CEUs) offered to conference participants!

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Contact Information

Adele Fabrikant
E: adele.fabrikant@teachforamerica.org

Kristina Kyles-Smith
E: Kristina.Kyles-Smith@maryland.gov

Nora Morales
E: nora@maec.org

www.maec.org