

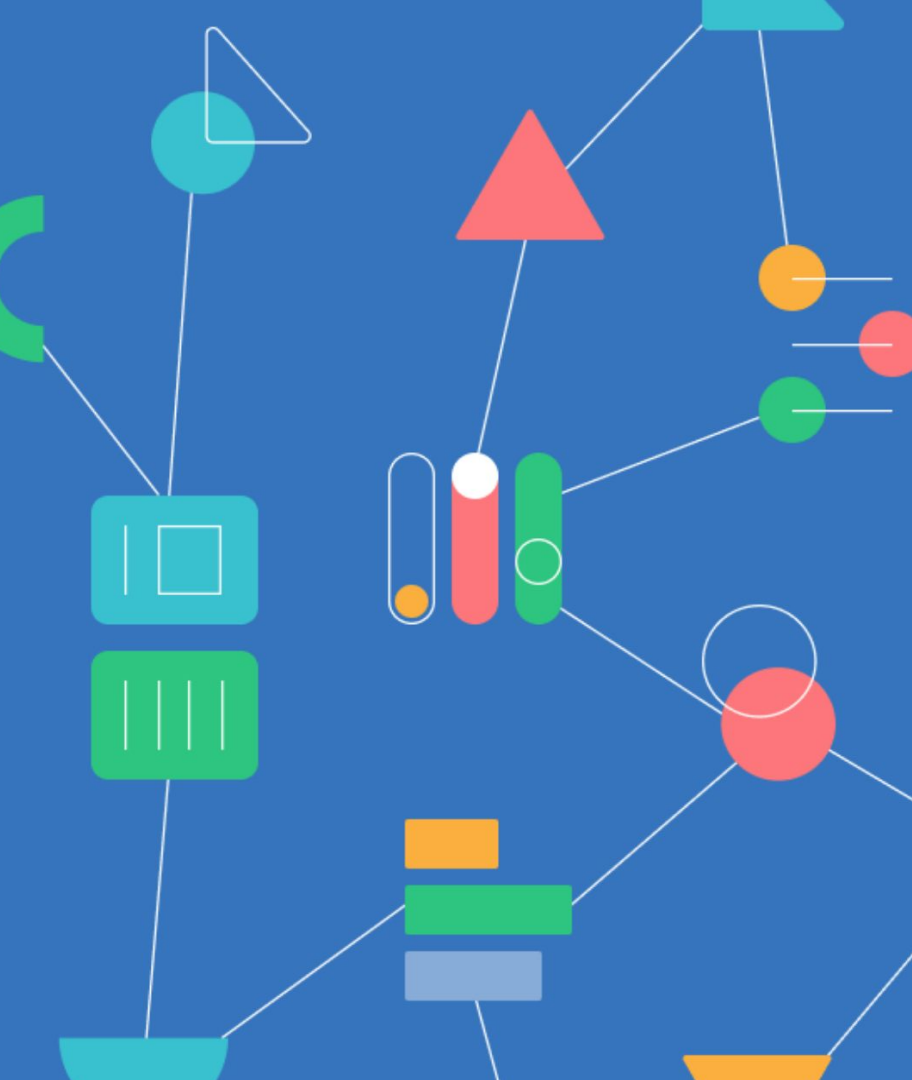
Branching Minds **MTSS** Summit

**Branching Forward: Setting Intentions for
MTSS in the New Year**

TRACK: Data-Driven Decision Making

SESSION TITLE: How to Do MORE, BETTER, with LESS

PRESENTER'S NAME: Donna Cross



How to Do MORE, BETTER, with LESS

A Data-Based Approach to
Systemic Improvement of MTSS



Donna Cross
Director of MTSS and SEL
Evanston/Skokie District 65

District Demographics

Enrollment: 7,500 Students

- 10 Elementary Schools (K-5)
- 3 Middle Schools (6-8)
- 2 Magnet Schools (K-8)
- 2 Special Services Schools (K-12)
- 1 Early Childhood Center (PreK, Headstart)



13%

English Learners



13%

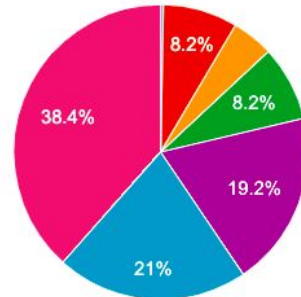
Students with Disabilities



33%

Low Income Students

STUDENT RACIAL/ETHNIC DIVERSITY



- Other - 0.3%
- Two or More Races - 9%
- Asian - 5%
- Multi-Racial - 9%
- Hispanic - 21%
- Black - 23%
- White - 42%

There are large gaps between white children and their black and Hispanic classmates. The gaps are largest in places with large economic disparities.

● White students ● Hispanic ● Black

Evanston CCSD 65, Ill.

GRADES AHEAD

White students	+3.9
Hispanic students	-0.1
Black students	-0.6

3 grades ahead of average

2 grades ahead

1 grade ahead

About average

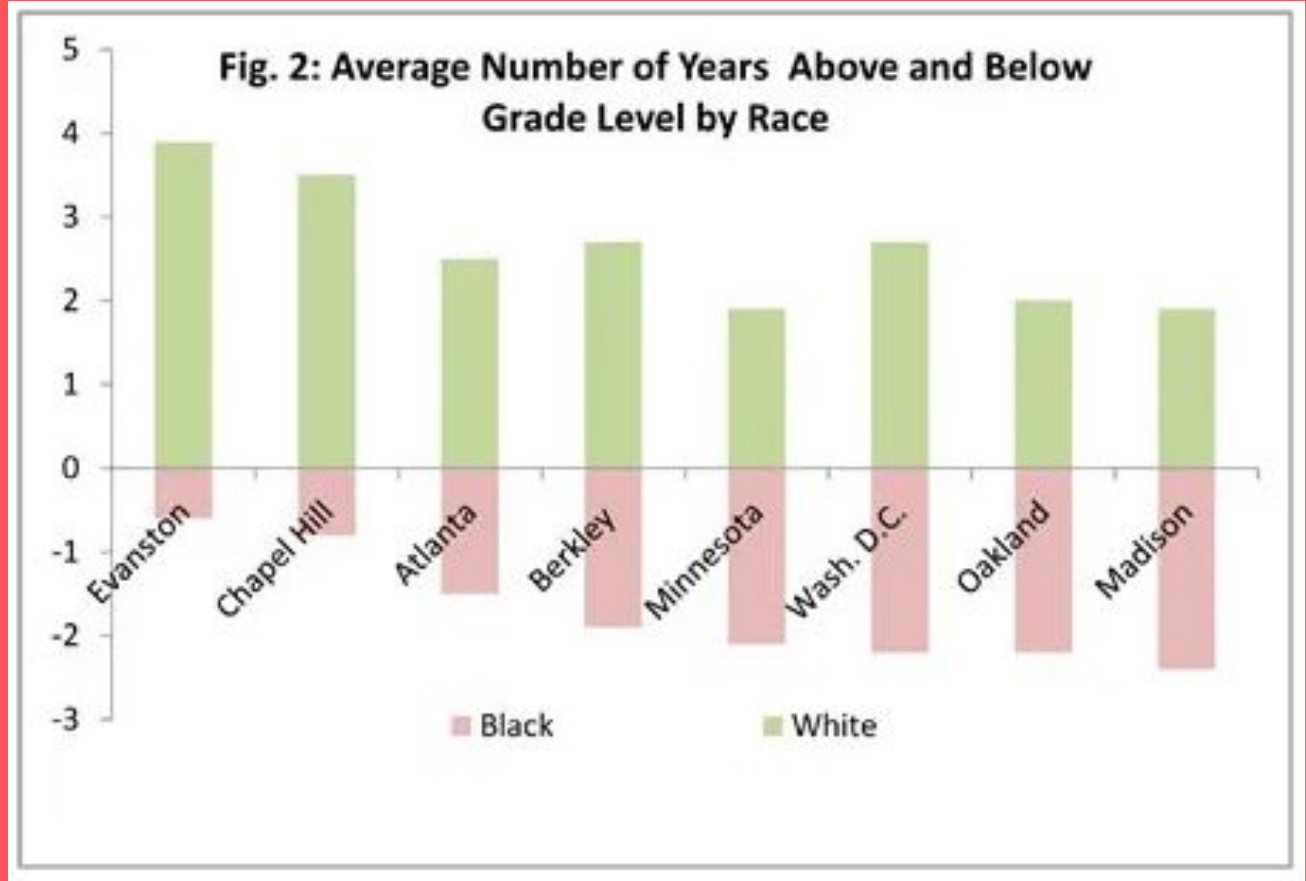
1 grade behind

2 grades behind

3 grades behind

Achievement Gaps Expressed in Years Above/Below Grade Level

	<u>Black</u>	<u>White</u>
Evanston	-0.6	+3.9
Chapel Hill	-0.8	+3.5
Atlanta	-1.5	+2.5
Berkley	-1.9	+2.7
Minnesota	-2.1	+1.9
Wash. D.C.	-2.2	+2.7
Oakland	-2.2	+2.0
Madison	-2.4	+1.9



How can we address
disproportionality of
achievement by race?

Who will be responsible
for this work?



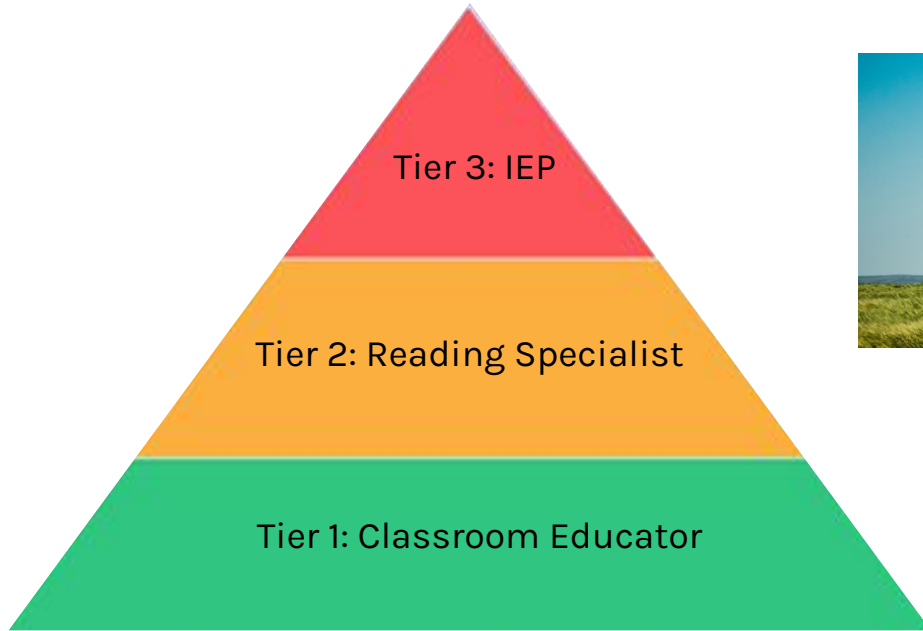
Is there a systematic
way of disaggregating
data and making
data-informed
decisions?

How do we know we are
investing our resources
(time, money, people) in the
right “moves” that are going
to address our gap?

Answer: Multi-Tiered System of Supports

MTSS is Equity with it's Work Boots On

Where We Started





MTSS Tool- Branching Minds

01

Aligned Assessment System

03

04

Professional Learning

02

Process and Protocols



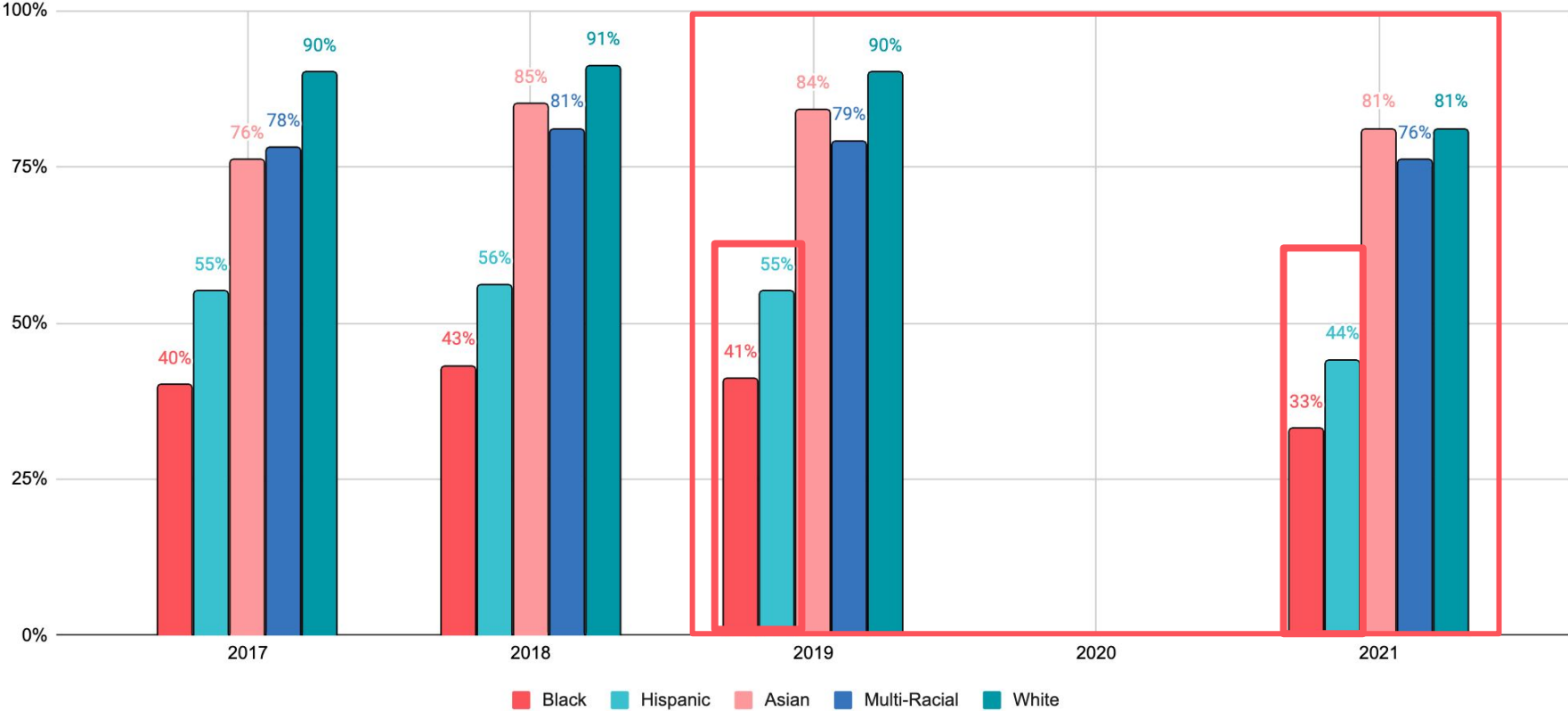
LET'S GO!



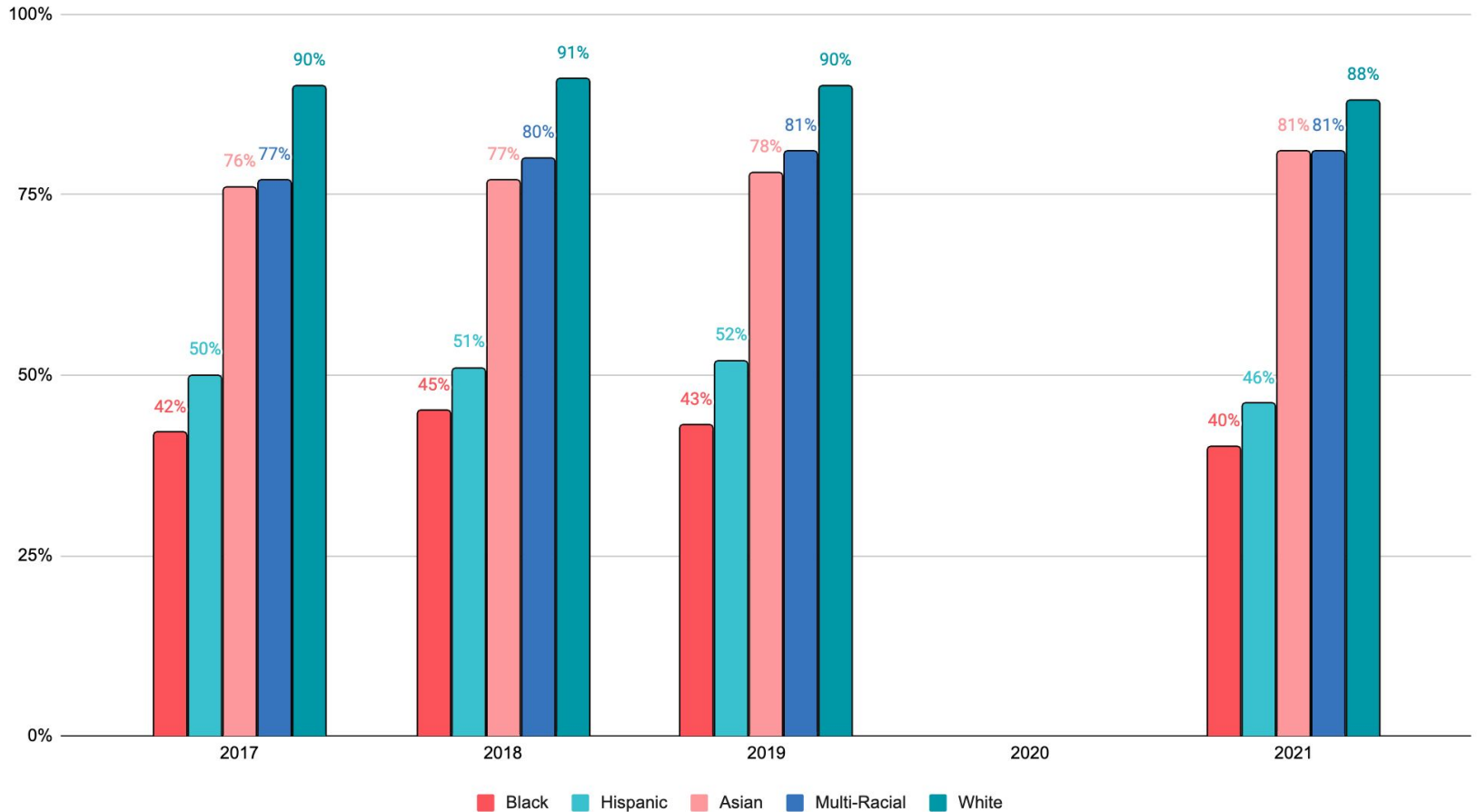
COVID: A Feature not a Bug

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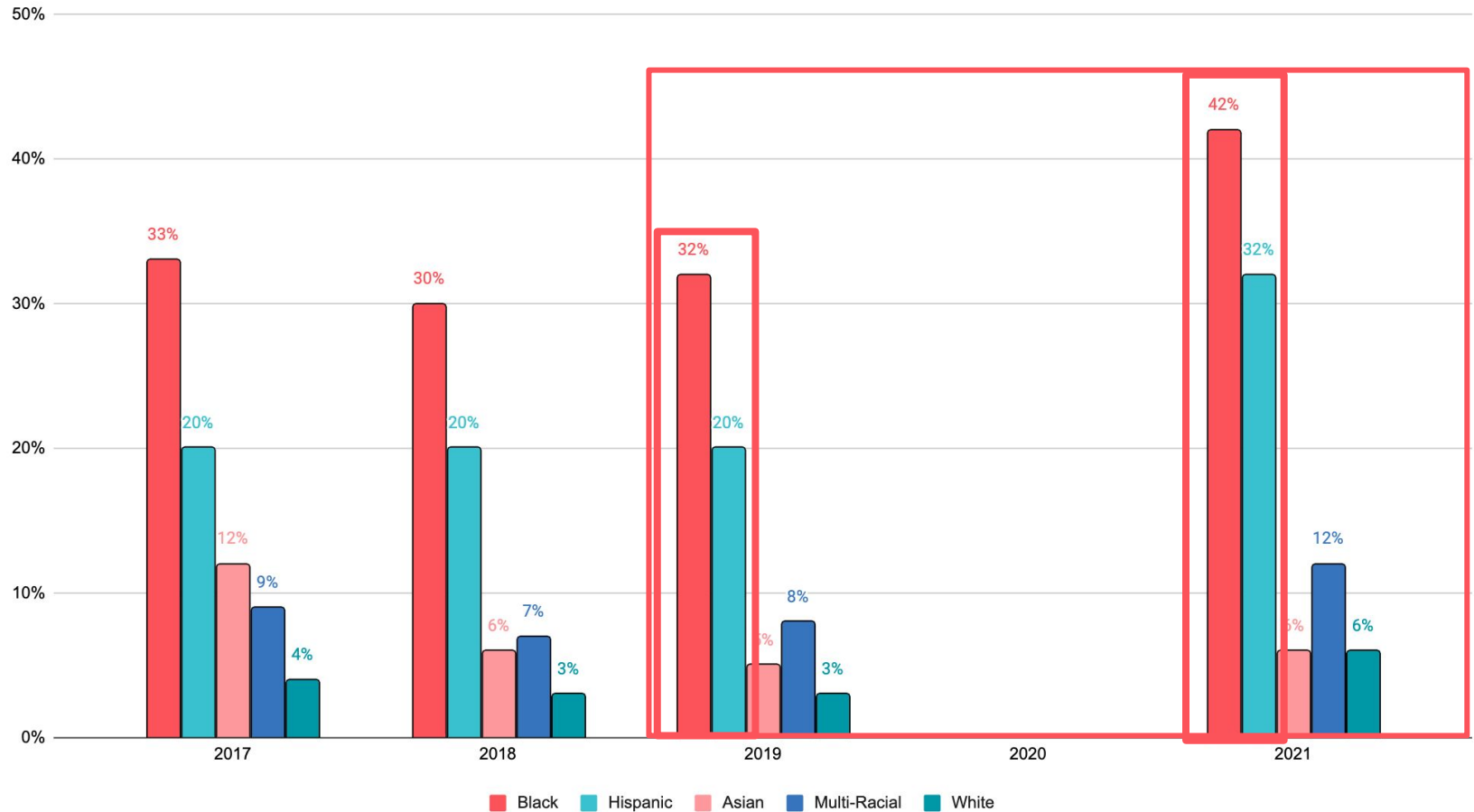
Percent of Students At or Above 50th (Math)



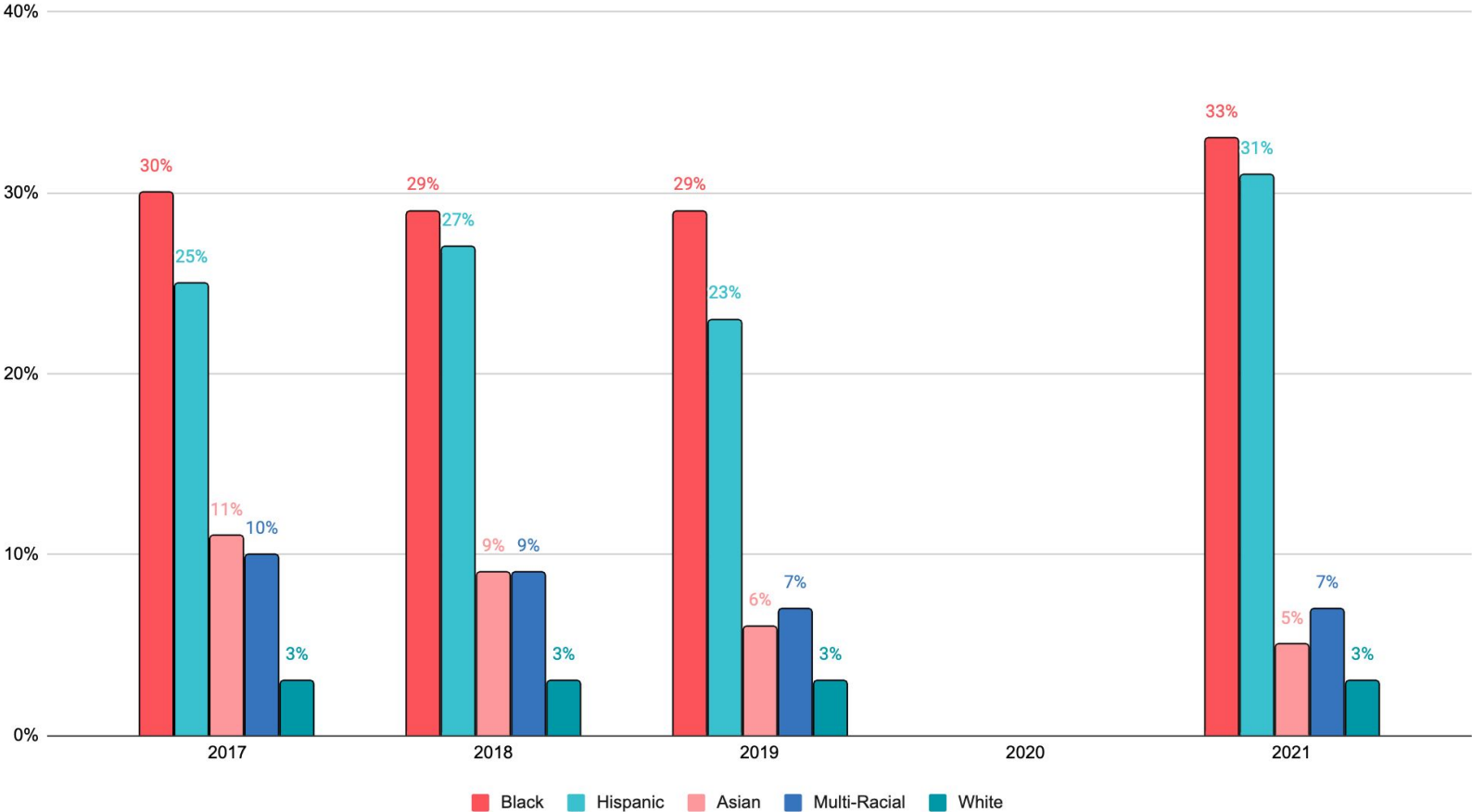
Percent of Students At or Above 50th (Reading)



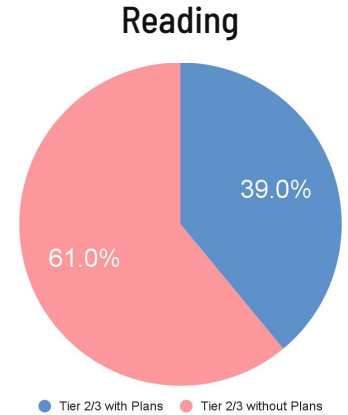
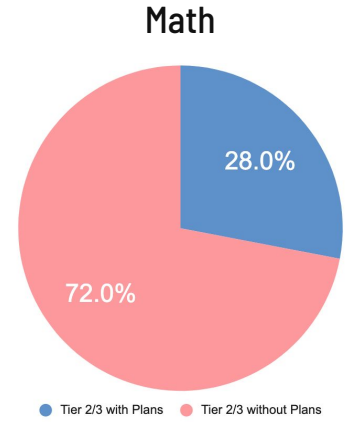
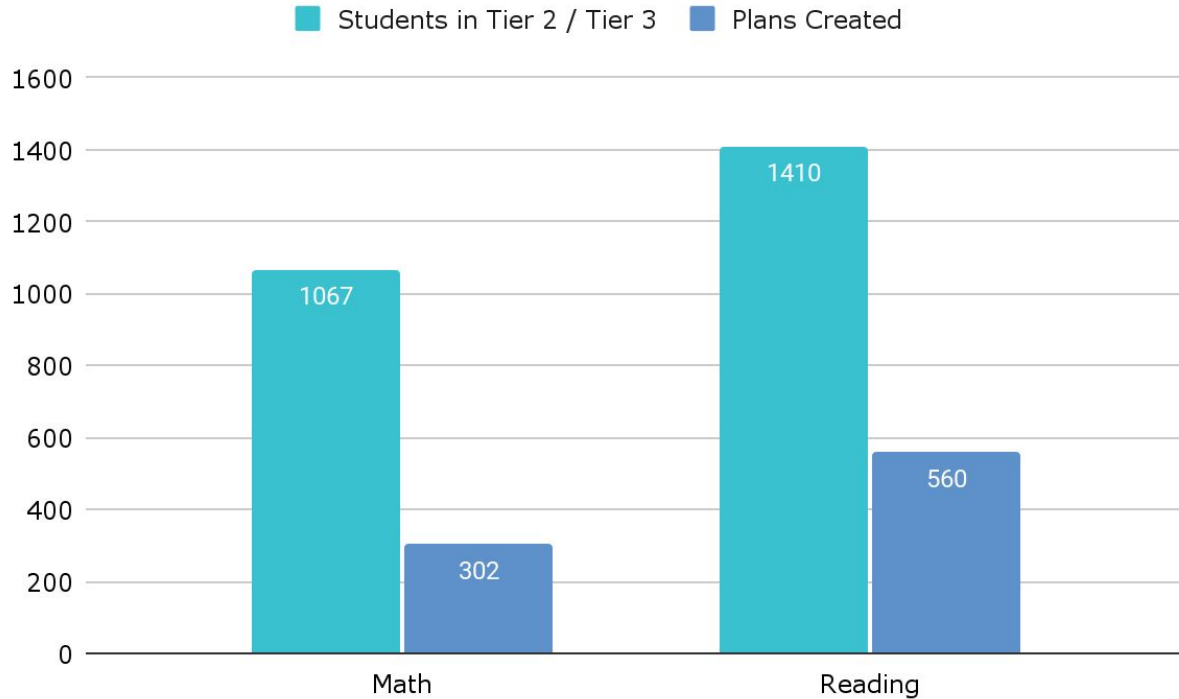
Percent of Students in the Bottom Quartile (Math)



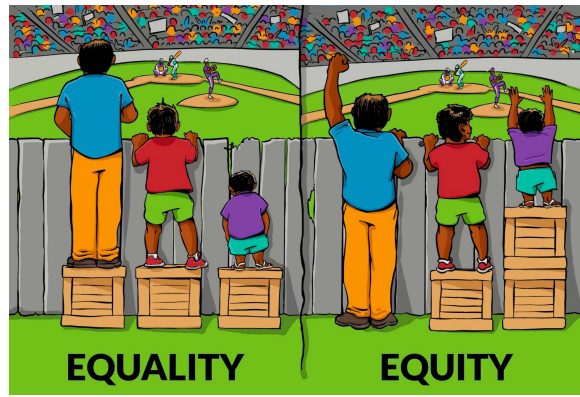
Percent of Students in the Bottom Quartile (Reading)



Students in Tier 2 / Tier 3 with an Active Plan



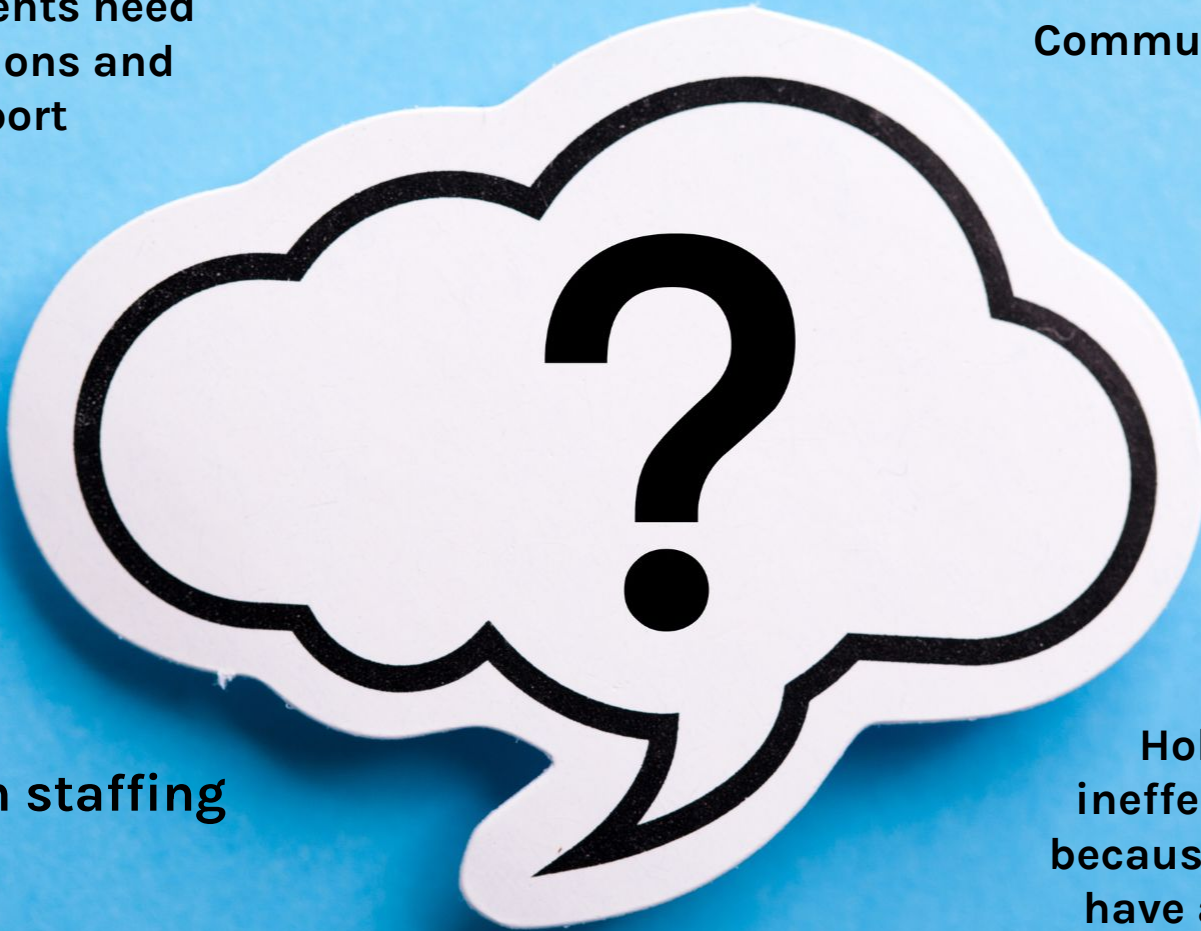
Rationale for Change



- Equal staffing model versus equitable staffing model
- Inconsistent decision-making and student selection criteria
- Multiple years of intervention without showing significant progress
- Lack of intervention in middle schools and special services schools
- Inability to track efficacy of supports provided by outside providers and community partners.
- Decrease in staffing budget
- Need for math intervention

**More students need
interventions and
support**

Community Partners



Decrease in staffing

**Holding on to
ineffective practice
because it's "what we
have always done"**

Problem-Solving Approach for Redesign



Evolution into MTSS Thinking

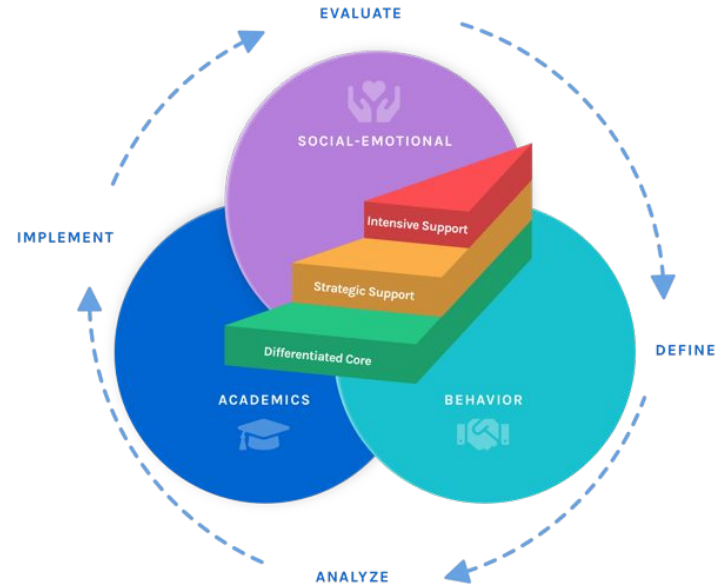
➤ From “process” to “practice”

- ❏ **RTI:** process to determine eligibility for SpEd

Process: a series of actions or steps taken in order to achieve a particular end

- ❏ **MTSS:** systematic practice for providing early and targeted support to struggling students at increasing intensity

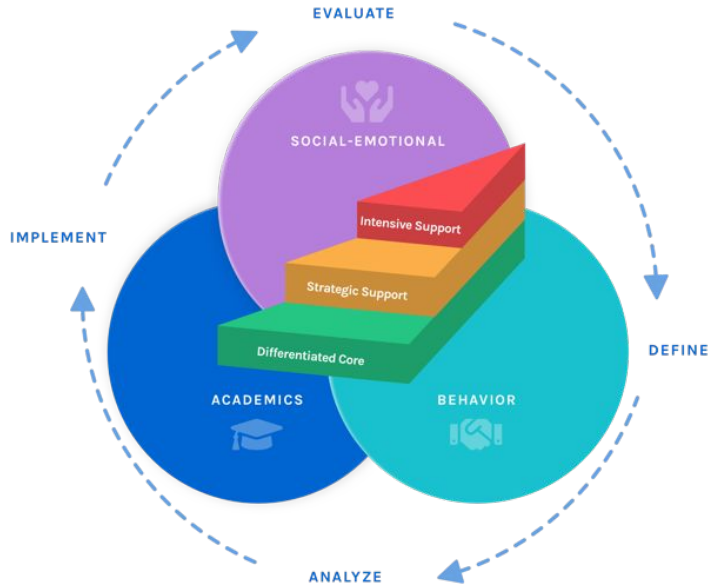
Practice: the customary, habitual, or expected way of doing something



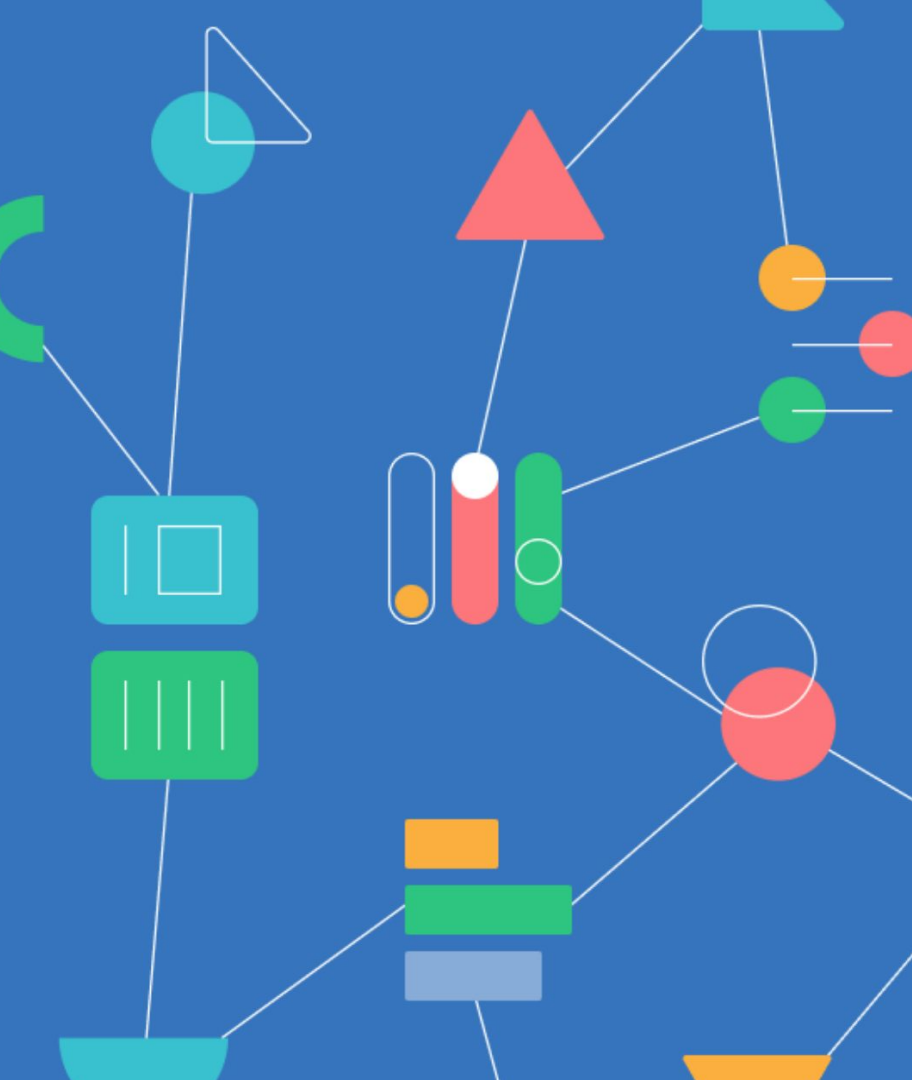


Design Parameters

- Address the needs of students across disciplines and across grades.
- Needs to be embedded in the MTSS processes in a manner that allows for the effectiveness of interventions to be monitored and changed for students as needed and to support the timely movement of students to appropriate tier levels.
- Needs to be able to provide a broader range of supports at a lower cost than the current system.
- Roles and responsibilities may be redesigned to address our emerging needs.
- Rely on a collectivist approach to intervention and support
- Move toward evidence-based intervention program



People are more likely to “buy in” to an organization’s strategy if they participate in defining their role in the strategy.



Compression Planning

- Various Stakeholders
- Collaborative brainstorming
- Focused questions
- Purpose and Non-Purpose
- Explore Ideas and Reveal Consensus
- Create Action and Communication Plans

Multiple groups and sessions

Problem: Inconsistent Implementation Across Schools

Solutions

Assistant Principals are the official “lead” of MTSS at each building.

Monthly professional learning and mentorship provided to Assistant Principals to build and sustain MTSS in their building.

Monthly “To Do” list with proactive communication.

Required MTSS Leadership Meetings 3X a year

Problem: Lack of Time During the Day to Provide Interventions

Solutions

Each school has a daily dedicated W.I.N. (What I Need) time for teachers to provide small group interventions.

Ensures Interventionists can provide intervention by grade-level **without** pulling students from Tier 1 instruction.

Collectivist approach: All hands on deck

Problem: Need Support in Math and in Middle Schools

Solutions

“Reading Specialist” role evolved.

“Interventionist” role developed to support both reading and math in K-8

18 Interventionists allocated to buildings based on need as evident by data

- Number of students in Tier 2/Tier 3
- Number of non-classroom educators

Middle schools received Interventionists

Problem: Small number of Classroom teachers providing interventions

Interventionists build capacity in classroom educators

70% of time providing direct intervention report with students

30% of time consulting with educators, coaching/modeling, facilitating problem-solving meetings

Shared Ownership (EL, SPED Resource, Interventionists, Classroom)

Problem: Efficacy of Partner Support

Solutions

Development of Student Support Coordinator to develop systemized process for recruiting, vetting, training and evaluating outside partners

Development of Academic Skills Center (ASC) is every building, providing high-dosage tutoring during the school day by trained, consistent, tutors

Current Success

18 Interventionists hired and trained

Providing math and reading interventions for over 360 students in elementary and middle schools

Already DOUBLED the number of math plans created in previous years by Interventionists and classroom educators

MTSS Meetings occurring regularly

Launch of progress monitoring assessments

W.I.N. blocks occurring daily at all schools

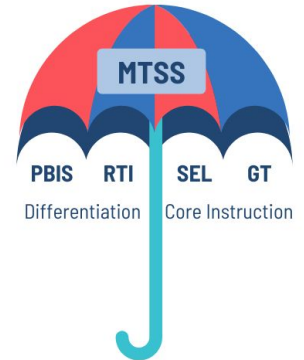
Next Steps

Measuring Impact

- Fidelity of Implementation
- Progress monitoring assessments
- MAP growth and attainment
- Roots Report

Revise our Intervention Matrix to include resources for W.I.N. time.

Continuous Improvement





Lessons Learned

Data based
decision making is
not just applicable
to students

Lessons Learned

- 1) Have the data and research to inform your rationale for change (“Why”)
- 2) Involve those impacted by the change in the development of the plan (“Who”)
- 3) Have clear indicators of success and impact (“What”)
- 4) Clearly articulate the plan with short-term and long term goals (“How & “When”)

Change is Hard.

The background is a solid blue color with a network of thin white lines connecting various geometric shapes. These shapes include circles, triangles, squares, and rectangles in shades of blue, teal, orange, and red. Some shapes are solid, while others are outlines. The overall composition is abstract and modern.

Questions?

Before you go...



Sign up to the resources digest to receive the recordings bit.ly/BRMsignup



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Thank you for your contributions!

The team at Branching Minds has chosen to dedicate our MTSS Summit to **Project Night Night** – a charity that "donates over 30,000 Night Night Packages each year to homeless children 12 and under who need our childhood essentials to have a concrete and predictable source of security and an increased exposure to high-quality literacy materials during their time of upheaval."

Project Night Night



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Helping homeless children have sweeter dreams ...

Project Night Night donates over 30,000

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ges each year to homeless children 12

and under who need our childhood

essentials to have a concrete and

predictable source of security and an

increased exposure to high-quality literacy materials during their time of upheaval.

Each Night Night Package contains a new

security blanket, an age-appropriate

children's book, and a stuffed animal — all

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