Branching Minds MTSS Summit

Branching Forward: Setting Intentions for MTSS in the New Year

TRACK: Achieving Equity
SESSION: MTSS: Ensuring Equity in High School Achievement
PRESENTERS: David Stachowiak and Balssam Malhas

Demographics

Neighborhood High School with 2 Magnet Programs

17% African American

82% LatinX
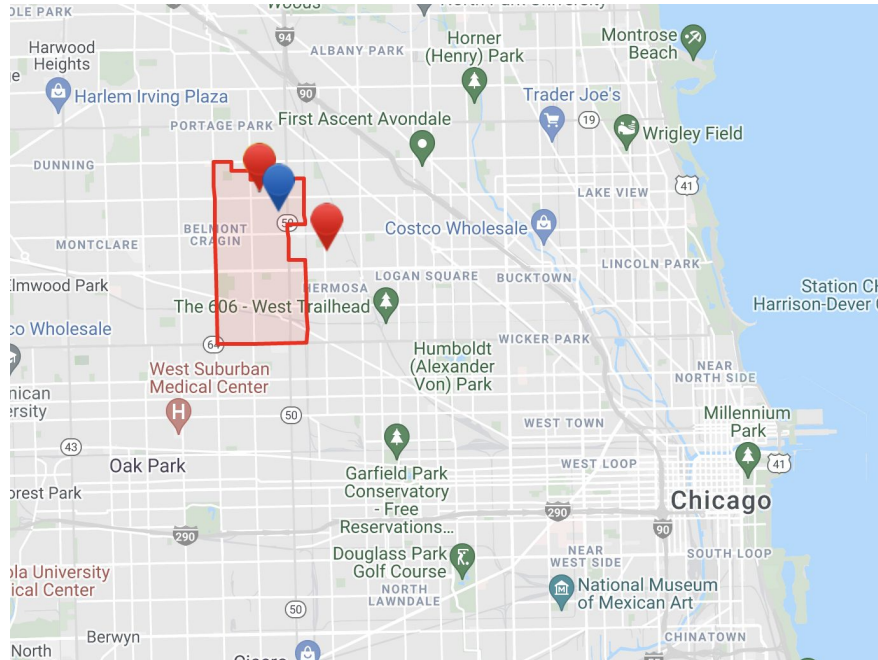
1% Other

34% English Language Learners

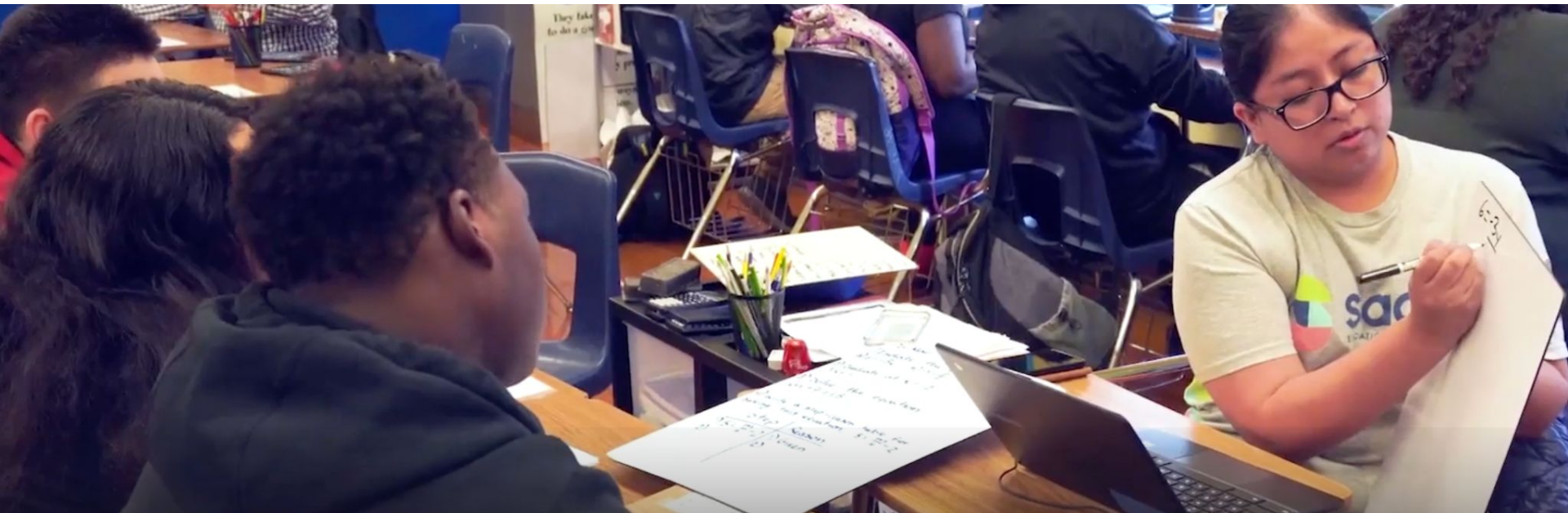25% Diverse Learners

Foreman's Attendance Boundaries

Girls' Volleyball Team 2021

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Boys Basketball Team

Our Journey...

Prior to the 2019-2020

- Compliance based
- Log interventions in Gradebook at the end of the semester with any student with a D or F
- Unknown if teachers enacted interventions
- No progress monitoring of interventions

Appropriate Interventions

The issue with determining interventions

- Targeting interventions = assessment of standards via formative and summative assessments to target deficiencies through Tier 1, 2, or 3 interventions.
- Many teachers did not have curriculum that assessed specific standards.
- This created an issue with targeting interventions.
- Backwards design by Grant Wiggins and Jay McTighe

School Year 2019-2020

*Establishment of MTSS and BHT teams
*Professional Development

Goal

Build functioning teams to be able to best support students' academic, behavioral, and social emotional needs through the creation of systems and accountability measures.

- ILT
- MTSS
- Climate & Culture
- BHT
- Departments

School Year 2019-2020 continued...

- FOT rate ~ 75%
- SOT rate ~ 60%
  - Who was responsible?
- Departments
  - Organization
- How MTSS and BHT operated
  - Teacher intervention system and accountability
  - Form with checkboxes
  - Issues with this system

Intervention and PM Tool

Teacher	1 of 4 ▾	Student Name	Grade	Grade 09/23/21	Interventions this Cycle	Grade 10/21/21	Interventions this Cycle	Grade 11/18/21
		▾	9	50	Frequent check-ins, modified tasks	53	Does not attend class. Submitted attendance concern form.	
		▾	10	62	Frequent check-ins, modified tasks, reteaching in small groups	60	Reward system, frequent check-ins, 1:1 reteaching during classroom	
		▾	10	52	Frequent check-ins, modified tasks, reteaching in small groups	63	Frequent check-ins, modified tasks, reteaching in small groups	
		▾	10	50	Frequent check-ins, modified tasks, reteaching in small groups	51	Does not attend class. Submitted attendance concern form.	
		▾	9	50	Frequent check-ins, modified tasks	78.5	Frequent check-ins, modified tasks	
		▾				65	Frequent check-ins, 1:1 reteaching during classroom	
		▾	12	70.4	Modification of tasks			
		▾	11	67.14	Reteach/practice skills in small groups			
		▾	12	60	Modification of tasks			
		▾	11	50	Highlight essential info, explain grading criteria , Organizational Rools, use of online tools to support	52	Check in with student, modified tasks, online tools	
		▾	9	50	Teach clear behavioral situations; highlight essential info, explain grading criteria, organizational tools	62	Teach clear behavioral situations; highlight essential info, explain grading criteria, organizational tools	
		▾					Teach clear behavioral situations;	

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School Year 2020-2021

Teacher Mindset: Root Cause Analysis

Goal

Deepen understanding and alignment between the concern and planned/implemented interventions for student success

MTSS Team Organization

Weekly meetings (alternating between full team meetings and subcommittees)

Subcommittees progress monitored for a grade-level AND and tasks related to an MTSS-connected focus

Subcommittees

- 9th & 10th grade
- FOT/SOT
- Strengthen connection to Seminar
- IXL

- 11th grade
- Intervention Seekers

- 12th grade
- SEL

*All subcommittees - Progress monitoring students per grade-level

Referral Form w/ Root Cause Analysis

The SY20-21 MTSS team worked to revise our academic referral form to include a root cause analysis. The referral guides a staff member through the root cause analysis to try to determine if there are any other possible factors that play a role in the academic concern.

It also ensures that the MTSS team is equipped with all the necessary information to be able to best determine the route of the referral and match the student with interventions that best address the concern.

Basic Info

What is the primary concern? *

☐ Student has a grade of "D" or lower.

☐ Student continues to struggle with assessments in the subject area.

☐ Student is struggling with executive functioning/organization skills in a way that is preventing them from succeeding in this class.

☐ Student is struggling with one or several academic skills.

☐ Other:

Consider:

- **Attendance**
- **IEP/ELL factor**

Do you think the student's attendance a contributing factor? *

○ Yes

○ No

IEP & ELL CONSIDERATIONS: *If the student has an IEP - Do you think that this concern is related to the student's IEP? *If the student is an English Language Learner - Do you think that the concern is related to their English Language Proficiency? (See CAN-Do Descriptors) *

○ Student does not have an IEP or is not an English Language Learner

○ Yes, the concern is related to the student's IEP or English Language Proficiency

○ No, the concern is not related to the student's IEP or English Language Proficiency

Please describe the concern, any additional information you would like to share about the student, and/or the situation in as much detail as possible. This information will be used for the construction of a support plan and in communication with the counselor, coordinator, and parent. *

Your answer

What was the response from your one-to-one check-in with the student? If the conversation has not yet occurred, please do that and share the result here. *

Your answer

What was the result of the parent conference? If that conversation has not yet occurred, please reach out to them and share the result here. *

Your answer

Academic-Related

Academic-Related Concerns + Interventions

If the concern is academic-related, which of the following seems to be the cause *

- ☐ Student has gaps in prior academic knowledge
- ☐ Student struggles with academic knowledge and skills in the current content area
- ☐ Student struggles with comprehension, processing of directions, etc
- ☐ N/A - The concern seems to behavior-related
- ☐ Other:

Academic and/or functional strengths *

*Academic (i.e. comprehension, processing of directions or operations, reading fluency, writing for content or purpose, recall.) *Functional (i.e. ability to focus, ask for help, attendance, participation, organization, ability to work independently or in a group)

Your answer

Academic and/or functional weaknesses *

*Academic (i.e. comprehension, processing of directions or operations, reading fluency, writing for content or purpose, recall.) *Functional (i.e. ability to focus, ask for help, attendance, participation, organization, ability to work independently or in a group)

Your answer

Academic-Related Concerns + Interventions

If the concern is academic-related, which of the following seems to be the cause *

☐ Student has gaps in prior academic knowledge

☐ Student struggles with academic knowledge and skills in the current content area

☐ Student struggles with comprehension, processing of directions, etc

☐ N/A - The concern seems to behavior-related

☐ Other:

Please list classroom level interventions that you have tried to support the student in regards to the academic concern & state whether they been successful or unsuccessful. For each intervention, how many weeks were they implemented? *

Please only consider duration of interventions in which the student was present

Your answer

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Behavior-Related

Behavior-Related Concerns + Interventions

Does the student exhibit any of the following behavior-related concerns? *

☐ Does the student display any transition issues (transitioning from a new school, to high school, between classes, to the country, etc)

☐ Significant changes in the usual pattern of student mood or behavior

☐ Attention seeking

☐ Escape-related

☐ Sensory motivated

☐ Difficulty with organization (executive functioning skills)

☐ Not sure

☐ N/A - The concern seems to academic-related

☐ Other:

If you feel that counseling/social work/school supports (BAM, WOW, CIS) are needed, have you suggested these services to the family? *

Suggesting services to a family is not mandatory; however, if you believe these supports are needed, the Behavioral Health Team would benefit from this information prior to their contact with the family.

○ Yes - I feel that counseling/social work/school supports (BAM, WOW, CIS) are needed and I have suggested this to the family. *If you have any insight on the family's availability or desire for assistance, please share that in your response to the next question.

○ No - I feel that counseling/social work/school supports (BAM, WOW, CIS) are needed, but I did not suggest this to the family.

○ N/A - I do not feel that counseling/social work/school supports (BAM, WOW, CIS) are needed.

○ Not sure - I do not know if counseling/social work/school supports (BAM, WOW, CIS) are needed.

With your ongoing contact with the student and family, do you have any information on possible home issues that you can share with the team? (Divorce, anxiety, domestic abuse, housing, etc) *

Your answer

Behavior-Related Concerns + Interventions

Does the student exhibit any of the following behavior-related concerns? *

- [ ] Does the student display any transition issues (transitioni... n a new school, to high school, between classes, to the country, etc)
- [ ] Significant changes in the usual pattern of student mood or behavior
- [ ] Attention seeking
- [ ] Escape-related
- [ ] Sensory motivated
- [ ] Difficulty with organization (executive functioning skills)
- [ ] Not sure
- [ ] N/A - The concern seems to
- [ ] Other:

Please list classroom level interventions that you have tried to support the student in regards to the behavior concern & state whether they been successful or unsuccessful. For each intervention, how many weeks were they implemented? *

Please only consider duration of interventions in which the student was present

Your answer

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Seminar

Students must have skills to complete the task, behaviors to organize and implement the task, and SEL skills to engage the task.

Core Values:
- Social Emotional Learning
  - 1 SEL lesson a week
- Counseling Instructional Practices
  - ~3 classroom visits per quarter
- P/SAT Skill learning
  - 1 day of Khan Academy PSAT practice a week
- MTSS Intervention Support
  - 3 Intervention days a week

Seminar Intervention Days

	Intervention Day #1	Intervention Day #2	Intervention Day #3

Week 1	**See asterisk above** *(italic)*
	• Student Reflection & Goal Setting Sheet (Every 3 weeks to coincide with BAG reports) ~ 15-20 min
	• Follow the action plan in their SMART goals
	• Students communicate with teachers
		• Journaling (10 min)
		• Student work time
		  ○ Students review checklist
		    ■ Examples of tasks: send their teacher an email, check aspen, work on a missing assignment, log communication with teachers with outcome, small group tutoring
			• Journaling (10 min)
			• Student work time
			  ○ Students review checklist
			    ■ Examples of tasks: send their teacher an email, check aspen, work on a missing assignment, log communication with teachers with outcome, small group tutoring
			  ○ Prioritize tasks for themselves

Seminar Grade Tracker

Student Name	YTD Attendance	Student Schedule	10/22/21	10/29/21	11/5/21	11/12/21	11/19/21	11/26/21	12/3/
		FCCA Seminar Grade Tracker							
	83.96%		95.0 A	91.67 A	87.05 B	87.05 B	87.05 B	72.23 C	72.23
	83.96%		87.08 B	89.48 B	91.44 A	91.75 A	91.75 A	91.54 A	91.54
	83.96%		100.0 A	93.5 A	96.0 A	96.0 A	96.0 A	96.36 A	96.36
	83.96%		92.65 A	94.54 A	94.54 A	93.0 A	93.0 A	93.4 A	93.05
	83.96%		-	-	-	-	-	-	-
	83.96%		73.33 C	84.5 B	81.83 B	82.88 B	82.88 B	82.74 B	82.74
	83.96%		74.28 C	74.28 C	79.62 C	79.62 C	89.95 A	90.62 A	91.24
	83.96%		-	-	-	-	-	-	-
	52.50%		-	90.0 A	63.33 D	63.33 D	63.33 D	63.33 D	60.0
	52.50%		73.21 C	66.96 D	75.77 C	75.77 C	68.93 D	68.93 D	47.89
	52.50%		-	-	57.15 F	57.15 F	56.23 F	56.23 F	54.23
	52.50%		50.0 F	50.0 F	60.0 D	57.14 F	57.14 F	57.14 F	57.14
	52.50%		-	85.0 B	85.0 B	85.0 B	75.0 C	75.0 C	75.0

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Grading Policy Revision

The goal is to begin with research supported practices to shape an equitable grading, assignment, and assessment policy that supports student achievement in a scaffolded approach meant to prioritize keeping underclassmen on-track to graduation and upperclassmen prepared to transition into college level grading demands.

- Grades should reflect student achievement.
- No zero policy.
- Provide meaningful and timely feedback on student progress.

School Year 2021-2022

Implementation of Grade-Level Teams

Goal

Move towards embedding MTSS into our discourse and discussions of students, not simply a stand alone process

Star 360 Universal Screener

- Implemented BOY screener
- Working on making connections between screener data, P/SAT results, and interventions
- We must recognize the level that our students are entering and then progress monitor

RENAISSANCE
Star 360®

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Purpose of GLT

- GL Teams are focused on student-centered strategies & curriculum designs that increase student engagement, academic achievement and social growth.
- GL Teams provide teachers the opportunity to work with teammates for student-centered, solution-focused discussions to design and implement strategies & supports student achievement.

	Grade-Level Team	**Teacher Partnerships**	**Rotating**
W1	**W1- Grade-level trends** • Analyze trends in the data • Develop common instructional focus in response to student data (tier 1 supports - SEL and Academic)	**W1- Review adult work** Review and discuss adult work (units, assessments, differentiated tasks, etc) - feedback and/or adjustments based on professional learning and tier focus. *Includes learning walks	W1- Student Concern Analysis for 3 students to present at GLT
W2	**W2- 7 Focus students for Tier 1 + Tier 2** • Discuss and identify 7 focus students • Utilize data to develop and implement interventions (Tier 1 and 2 supports - SEL and Academic) • Set specific, measurable goal	**W2- Plan/Add Tier 1 + 2 in units, assignments, assessments, etc** Plan when/how/where to implement discussed interventions in units or assessments for the specific students discussed (tier 1 + 2) - universal instruction and group interventions	W2- Principal-directed: Make and log parent phone calls
W3	**W3- Professional Discourse**	**W3-Review student work** Review and discuss student work	W3- Principal-directed: Log implemented interventions in grade-tracker
W4	**W4- Revisit & Revise interventions** • Considering 2-3 weeks of implemented interventions • Revisit student data • Collectively evaluate the effectiveness of interventions • Revise/intensify supports as needed	**W4- Culturally Responsive Teaching**	W4- Department meeting

Week 1 of the Cycle

- **GLT - Analyze trends in the data**
  - Utilize the Atlas Protocol to discuss grade-level trends
  - Develop common instructional focus in response to student data (tier 1 supports - SEL and Academic)
- **Teacher Partnerships - Review Adult Work**
  - Review and discuss units, assessments, differentiated tasks, etc - feedback and/or adjustments based on professional learning and tier focus
- **Independent - Student Concern Analysis**
  - Refer 3 students to present at the next GLT

Week 2 of the Cycle

- **GLT - 7 Focus Students for Tier 1 & Tier 2**
  - Discuss and identify 7 focus students
  - Utilize data to develop and implement interventions (Tier 1 and 2 supports - SEL and Academic)
  - Set specific, measurable goal
- **Teacher Partnerships - Plan, add, revise discussed tier 1 & 2**
  - Plan when/how/where to implement discussed interventions in units or assessments (tier 1 + 2) - universal instruction and group interventions
- **Independent - Make and log parent phone calls**
  - Minimum 12 phone calls

Week 3 of the Cycle

- **GLT - Professional Discourse**
  - Professional discourse by grade-level
- **Teacher Partnerships - Review Student Work**
  - Review and discuss student work
- **Independent - Log Interventions**
  - Log implemented interventions in grade-tracker

Week 4 of the Cycle

- **GLT - Revisit & Revise Interventions**
  - Considering 2-3 weeks of implemented interventions
  - Revisit student data
  - Collectively evaluate the effectiveness of interventions
  - Revise/intensify supports as needed
- **Teacher Partnerships - Culturally Responsive Teaching**
  - Professional learning and discussion
- **Department Meeting**

MTSS Grade Tracker

Student Name	YTD Attendance	Status	EL/DL	EL Score	Student Schedule	2/12/21	2/19/21	2/26/21	3/5/21	3/12/21	3/19/21	3/26/21	04/09/21	04/16/21	04/23/21	04/30/21	5/7/21
	76.72%	Off-Track	EL			-	100.0 A	100.0 A	65.0 D	65.0 D	65.0 D	65.0 D	65.0 D	71.61 C	71.61 C	71.61 C	71.61 C
	76.72%	Off-Track	EL			-	-	-	-	-	-	-	-	-	-	-	-
	76.72%	Off-Track	EL			-	-	60.0 D	60.0 D	60.0 D	60.0 D	38.57 F	38.57 F	62.73 D	62.73 D	60.37 D	71.18 C
	76.72%	Off-Track	EL			-	-	60.0 D	60.0 D	60.0 D	60.0 D	60.0 D	60.0 D	60.0 D	60.0 D	60.0 D	60.0 D
	76.72%	Off-Track	EL			-	0.0 F	0.0 F	34.46 F	60.0 D	60.0 D	60.0 D	59.24 F	57.24 F	59.51 D	59.51 D	59.51 D
	76.72%	Off-Track	EL			-	-	-	-	-	-	-	-	-	-	59.0 /	59.0 /
	76.72%	Off-Track	EL			-	-	-	60.11 D	60.11 D	60.11 D	60.11 D	60.11 D	59.8 D	59.8 D	59.8 D	59.8 D
	76.72%	Off-Track	EL			-	-	-	-	-	-	-	-	-	-	-	-
	76.72%	Off-Track	EL			80.0 B	74.0 C	69.21 D	63.43 D	62.93 D	62.6 D	62.47 D	63.4 D	78.38 C	78.87 C	79.52 B	80.46 B
	76.72%	Off-Track	EL			-	-	61.27 D	61.27 D	67.62 D	64.57 D	61.57 D	61.57 D	61.57 D	61.57 D
	99.14%	On-Track	EL & DL	1.8		-	88.56 B	88.56 B	88.56 B	89.45 B	89.45 B	89.45 B	89.45 B	87.64 B	87.64 B	87.64 B	87.64 B
	99.14%	On-Track	EL & DL	1.8		-	88.56 B	88.56 B	88.56 B	89.45 B	89.45 B	89.45 B	89.45 B	87.64 B	87.64 B	87.64 B	87.64 B
	99.14%	On-Track	EL & DL	1.8		-	-	-	84.13 B	84.13 B	84.13 B	95.12 A	96.72 A	96.72 A	96.72 A	96.72 A
	99.14%	On-Track	EL & DL	1.8		-	-	-	-	-	-	-	-	-	-	-	-
	99.14%	On-Track	EL & DL	1.8		100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A
	99.14%	On-Track	EL & DL	1.8		-	-	-	-	-	-	-	-	-	-	-	-
	99.14%	On-Track	EL & DL	1.8		100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	88.33 B	88.33 B	88.33 B	88.33 B
	99.14%	On-Track	EL & DL	1.8		100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	88.33 B	88.33 B	88.33 B	88.33 B
	99.14%	On-Track	EL & DL	1.8		100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	100.0 A	88.33 B	88.33 B	88.33 B	88.33 B
	99.14%	On-Track				-	-	100.0 A	93.13 A	93.13 A	93.13 A	93.13 A	93.13 A	91.04 A	91.04 A	91.04 A	91.04 A
	99.14%	On-Track				-	-	-	-	-	-	-	-	-	-	-	-
	99.14%	On-Track				84.0 B	92.0 A	93.21 A	82.78 B	86.25 B	85.29 B	83.5 B	82.66 B	85.06 B	85.93 B	85.88 B	86.27 B
	99.14%	On-Track				-	-	82.5 B	67.33 D	70.63 C	74.83 C	70.75 C	70.75 C	70.25 C	68.67 D	68.38 D	68.38 D
	99.14%	On-Track				-	50.0 F	60.0 D	81.67 B	81.67 B	79.44 C	79.67 B	80.0 B	82.78 B	82.78 B	81.9 B	81.67 B

Monitored by Grade-Level

DATES	W1 - Common Tier 1 Focus	W1 - Link to Minutes	W2 - 7 Focus Students	W2 - GLT point-person for each student	SMART Goal for Each Focus Student	W2 - Link to Minutes	W4 - Has significant progess been made? *(On-Track with goal, Progressing, Did not make progress)* for each focus student	W4 - Effectiveness of intervention?	W4 - Which of the following is the next step for this student? 1. More time with current intervention 2. Different interventions (revised and/or intensified) 3. BHT referral 4. MTSS referral 5. Student has shown progress and no longer requires grade-level progress monitoring	W4 - How will these interventions be implemented (Next steps and names)	W4 - Link to Minutes
Cycle beginning 9/6											
Cycle beginning 10/4											
Cycle beginning 11/1											

GLT's Connection to MTSS

- Utilize student course performance, attendance, and misconduct data to develop and implement interventions (Tier 1 & Tier 2 supports - SEL & Academic)
  - Tier 1 - Universal
  - Tier 2 - Targeted
- Collectively evaluate the effectiveness of interventions

Where we are now

- FOT = 88% *(~13% growth)*
- SOT = 83% *(~23% growth)*
- Successful intervention process in GLTs
- Continuing to connect all of our teams to increase effectiveness and reduce redundancy
- Ongoing reflection to improve processes

Questions?