Branching Minds MTSS Summit

Branching Forward: Setting Intentions for MTSS in the New Year

TRACK: Data-Driven Decision-Making
SESSION: Doubling Down on MTSS
PRESENTER: Trent Benjamin

# DOUBLING DOWN ON MTSS

Branching Minds Summit 2021

Trent Benjamin

- Director of Teaching & Learning at Broken Bow Public Schools in Nebraska
- 24th Year in Education
- Married with Two Children
- Huge Nebraska Cornhusker Fan
- Hobbies Include Golf and Hunting

I have implemented and utilized Branching Minds for 4 years in two different districts in two different districts.
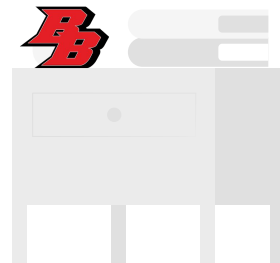
Discussion Topics

01

"The Why"

All Staff understands the why for MTSS and accountability in action proceeding

02

Yearly Growth Goals

Create individual growth goals for all students, teachers, and district

03

Tier II, III, and SPED

20% or Less of All Students Receiving Interventions

04

Interventions

Used correctly, done to appropriate fidelity, and PD

05

Data Analysis

Correct tools and data driving decisions

06

Guidelines

Staying the course with district guidelines

BRANCHING MINDS

BRANCHING MINDS

The Why

Change is hard. Yet inspiring leaders make it happen all the time in education. In short, it's their ability to inspire teams.

Most plans start by defining what you want to do, how you want to do, and why this is important.

Simon Sinek says that most successful leaders reverse that order and starts with the "why." He calls this strategy "The Golden Circle."

Simon says great leaders communicate from the center of this circle and moves out. If you start with the why, you're more likely to have a strategy the truly meets your institutional goals. You're also more likely to inspire your faculty to believe that despite the immensity of the challenge, it's worth it.
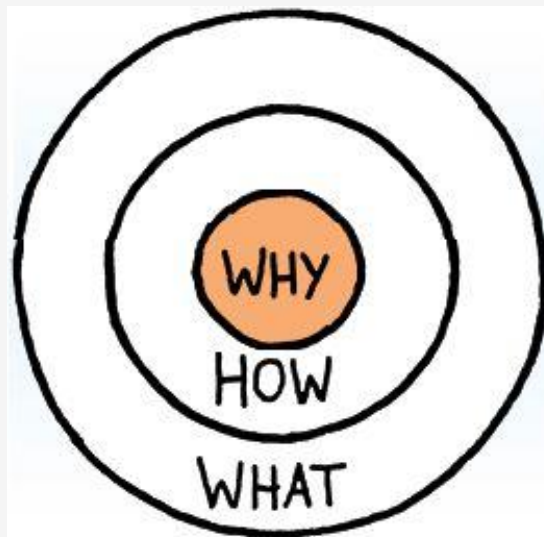
Walk The Talk

Plan and prepare an appropriate implementation plan. Think all situations through prior to implementation.

If you are going to implement, all stakeholders must be willing to get their hands dirty and know MTSS better than those you are leading.

Credibility is the cornerstone of leadership. Without it, your team loses all trust and faith in you.

Work side-by-side with those involved to ensure accountability in action by all stakeholders.

Finishing isn't flashy, but it is an essential leadership skill so few actually do. Do what you say you will do when you say you will do it.
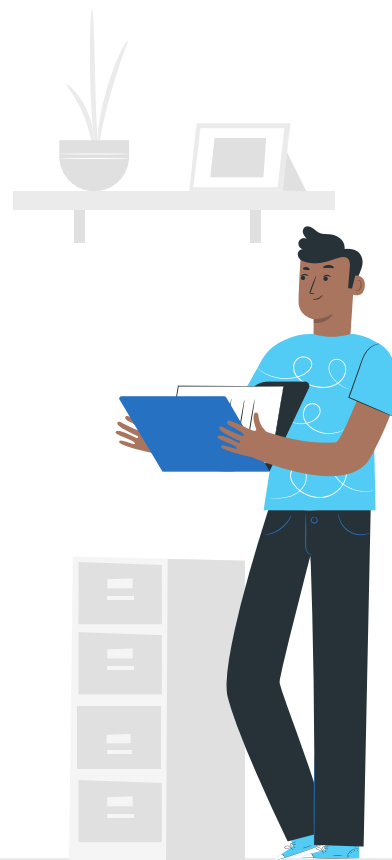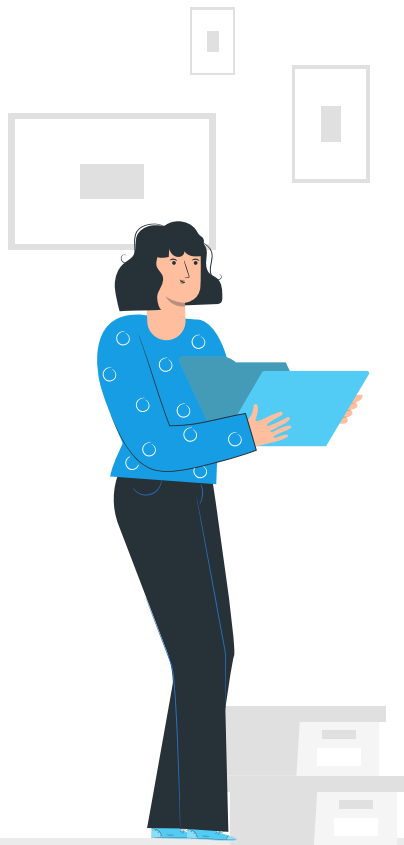
A student growth goal for reading and math are created for all students in grades K-11 in our district. We utilize our universal screener, NWEA MAP Growth, to create these goals. We want to ensure every students gets at least one year's worth of growth each school year. Teacher, student, and caretaker involved/informed in this process.

1. [Kindergarten Growth Goal Sheet](#) *(we only do second semester growth goals for our kindergarten students)*
2. [Grade 1-2 Growth Goal Sheet](#)
3. [Grade 3-11 Growth Goal Sheet](#)

With grades K-11, we create a district goal for each grade level in reading and math to ensure we each grade level has at least one year's worth of growth. This helps guide the teachers with their core instruction and proper MTSS implementation.

1. [Example District Growth Goals](#)

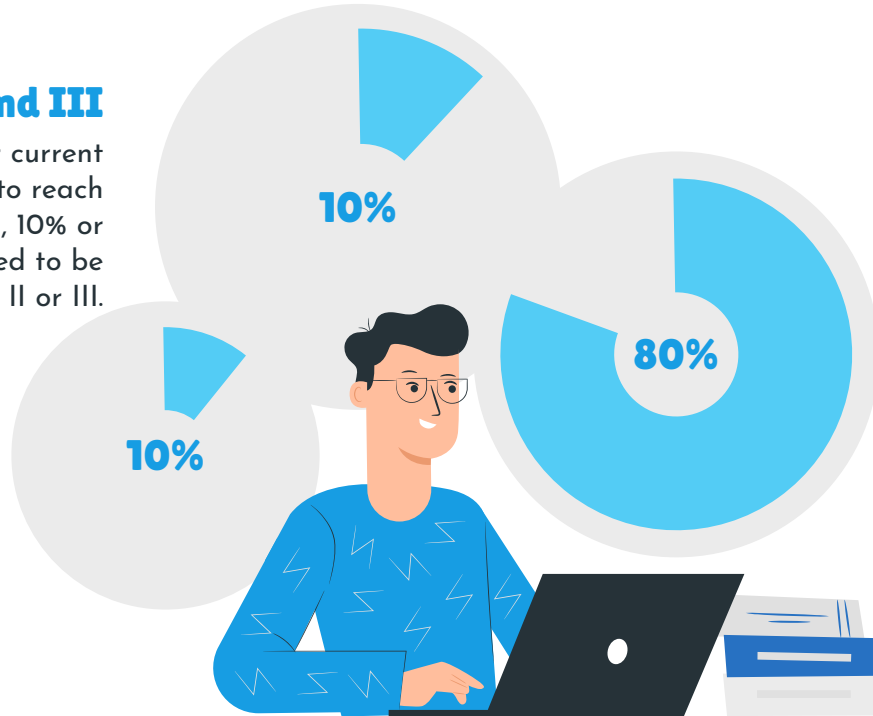# STUDENT, TEACHER, & DISTRICT GROWTH GOALS
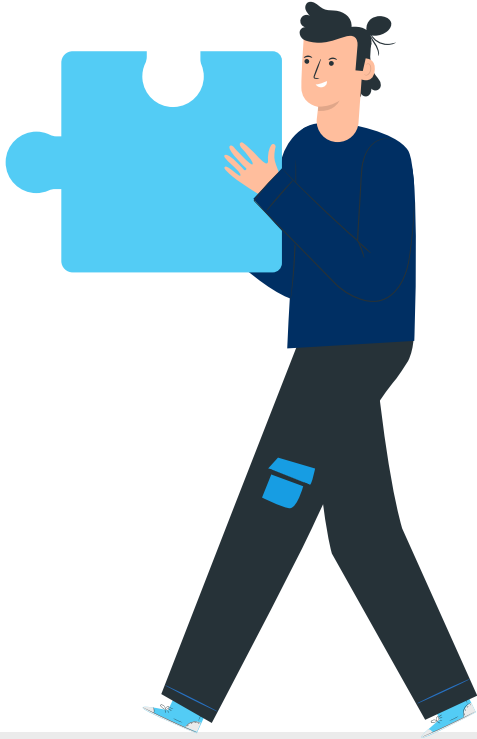
WHEN TIERING WE TRULY MEAN ALL STUDENTS!

Tier II and III

Realistically with our current SPED numbers, for us to reach 80% or more at Tier I, 10% or less of our students need to be at Tier II or III.

10%

SPED

We are working very hard to get our district SPED students under 10% for each reading, math, writing, and behavior.

10%

80%

Tier I

This is one of the most vital numbers we look at for data analysis. Our goal/expectation is 80% or more of all students at Tier I.
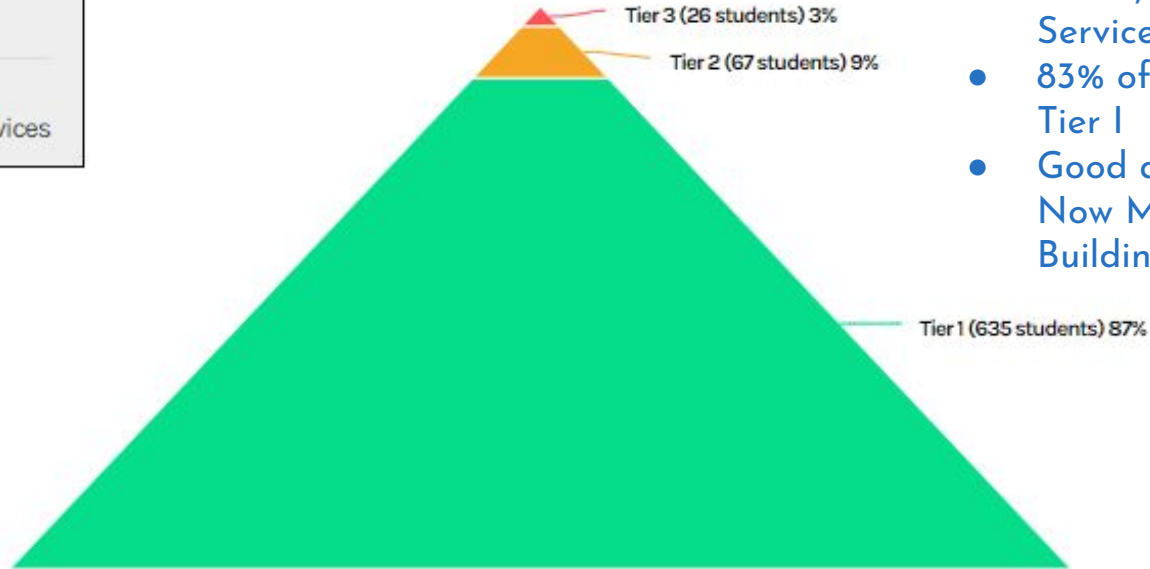
Tier Level Data Analysis

769 Students Total

Included in chart
Tier 1-3: 728 students

Not included in chart
Services: 41 students with services

Tier 3 (26 students) 3%

Tier 2 (67 students) 9%

Tier 1 (635 students) 87%

- 134 Total Students Out of 769 Currently Receiving Tier II, III, or SPED Services.
- 83% of K-11 Students at Tier I
- Good at District View But Now Must Look at Building/Grade Level

Fall 2021 District Tier Results – Reading

Fall 2021 Middle School Tier Results – Reading

182 Students Total

Included in chart
Tier 1-3: 167 students

Not included in chart
Services: 15 students with services

Tier 3 (9 students) 5%
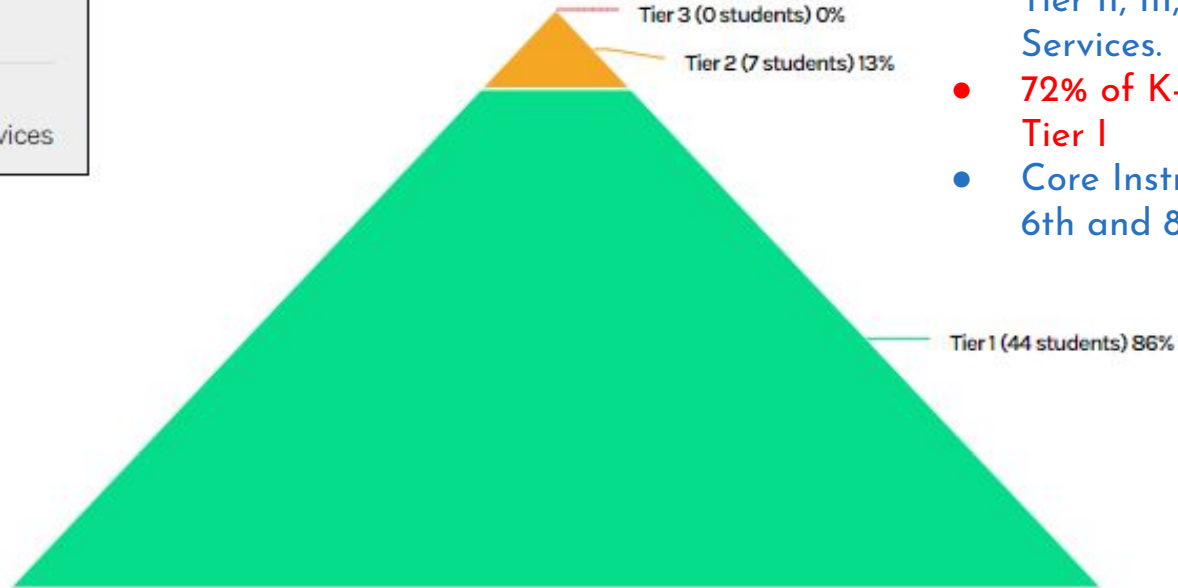
Tier 2 (17 students) 10%

Tier 1 (141 students) 84%
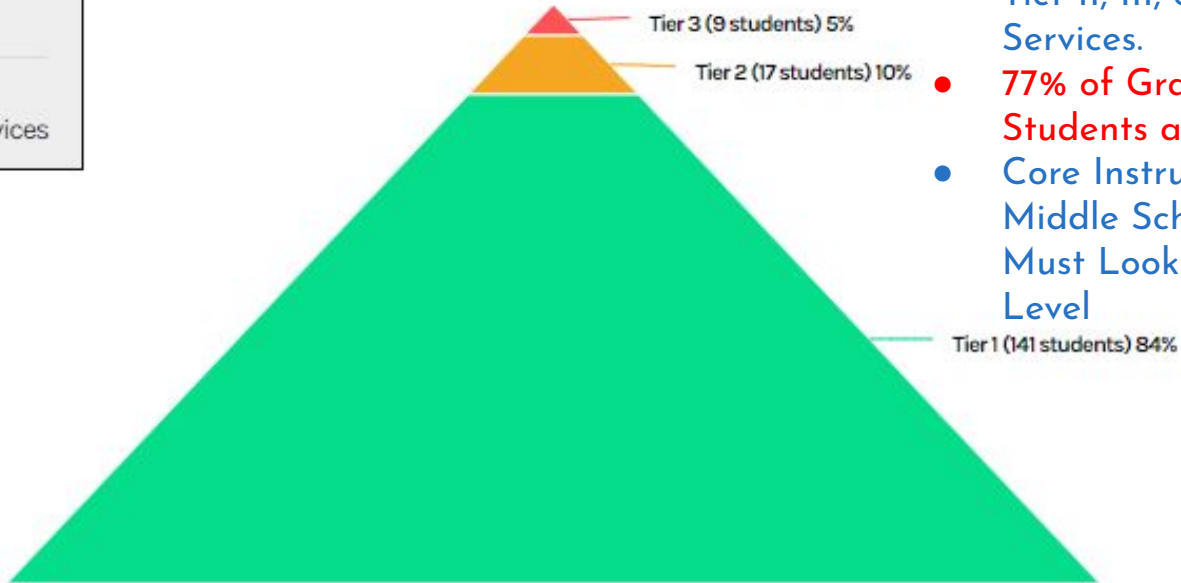
- 41 Total Students Out of 182 Currently Receiving Tier II, III, or SPED Services.
- 77% of Grades 6-8 Students at Tier I
- Core Instruction Issues at Middle School Level And Must Look @ Grade Level

Fall 2021 8th Grade Tier Results – Reading

61 Students Total

Included in chart
Tier 1-3: 51 students

Not included in chart
Services: 10 students with services

Tier 3 (0 students) 0%

Tier 2 (7 students) 13%

Tier 1 (44 students) 86%

- 17 Total Students Out of 61 Currently Receiving Tier II, III, or SPED Services.
- 72% of K-11 Students at Tier I
- Core Instruction Issues at 6th and 8th Grade

Last but not least is diving into your demographic subgroups: Gender, Race, Ethnicity, EL, FR

WITH CORE INSTRUCTION WHAT DO WE ANALYZE?

1. Is this just a grade level issue or potentially a middle school issue?
2. Essential Standards (We follow the PLC Model)
   a. Do we have the best essential standards for each grade level?
   b. Are all the essential standards being taught by each teacher?
   c. What is our data on showing for student proficiency with essential standards last school year?
   d. Are our teachers following PLC teaching practices correctly?
      i. Reteach and Reassess CSA's until Mastery
      ii. Daily Differentiated Small Group Instruction
3. Materials Being Utilized to Teach Essential Standards
   a. Utilizing district approved resources or going rogue to teach?
4. Student Engagement
   a. Does the educator have the ability to build relationships and create an environment that is conducive to learning?
   b. Are our teacher's time card punchers or do their best to bring their "A Game" each day.
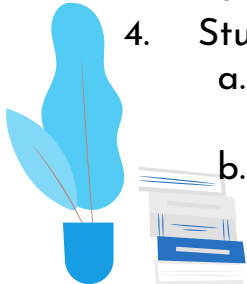
"A good education can change anyone. A good teacher can change everything."

"Good teachers and administrators are costly. But bad teachers and administrators cost more."

Next Step – Interventions

Tier I instruction should be continually evaluated. The better the core instruction, the more effective interventions will be.

Our Intervention Implementation/Monitoring Plan
1. All interventions utilized must be evidenced-based
2. Teacher-Pay-Teacher is not considered evidenced-based
3. Intervention must be used correctly and to fidelity
4. Interventionists are not allowed to manipulate intervention because they think it will work better if done a different way.
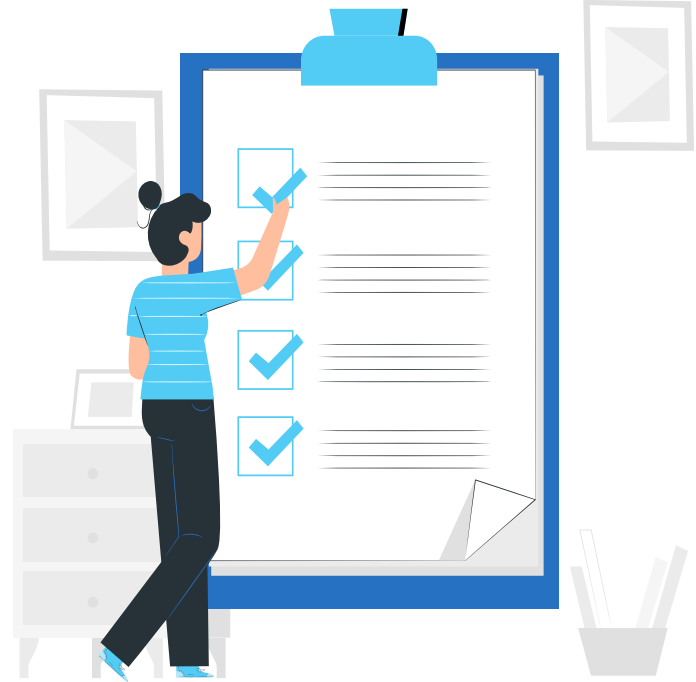
Intervention Non-Negotiables

01

Evidenced-Based

All interventions being implemented must be evidenced based and a good rating
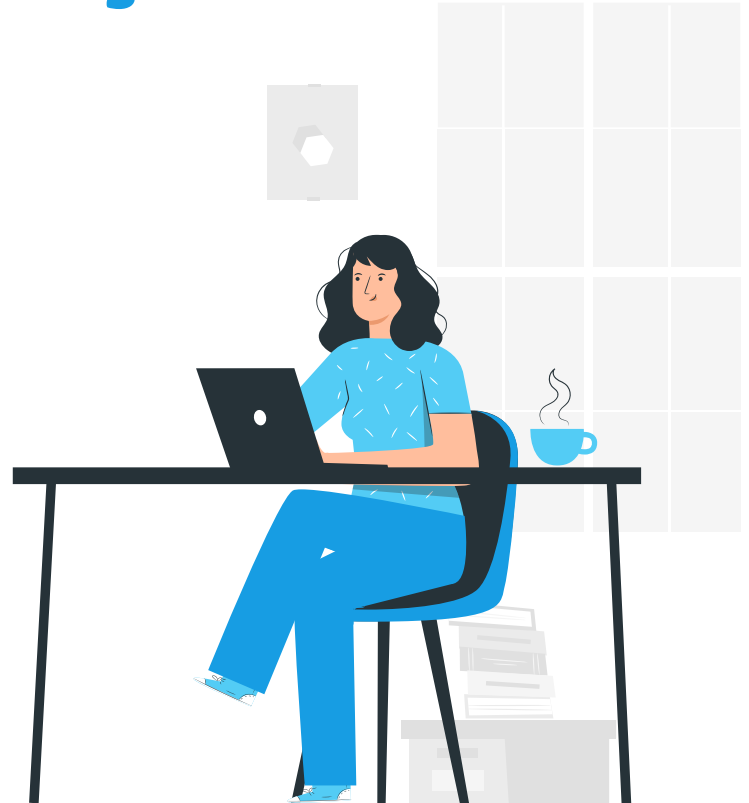
02

Used Correctly

Teacher must follow the program and can not pick and choose what to do.

03

85% Implementation

Student must receive intervention 85% or more of the plans prescribed minutes

DATA ANALYSIS
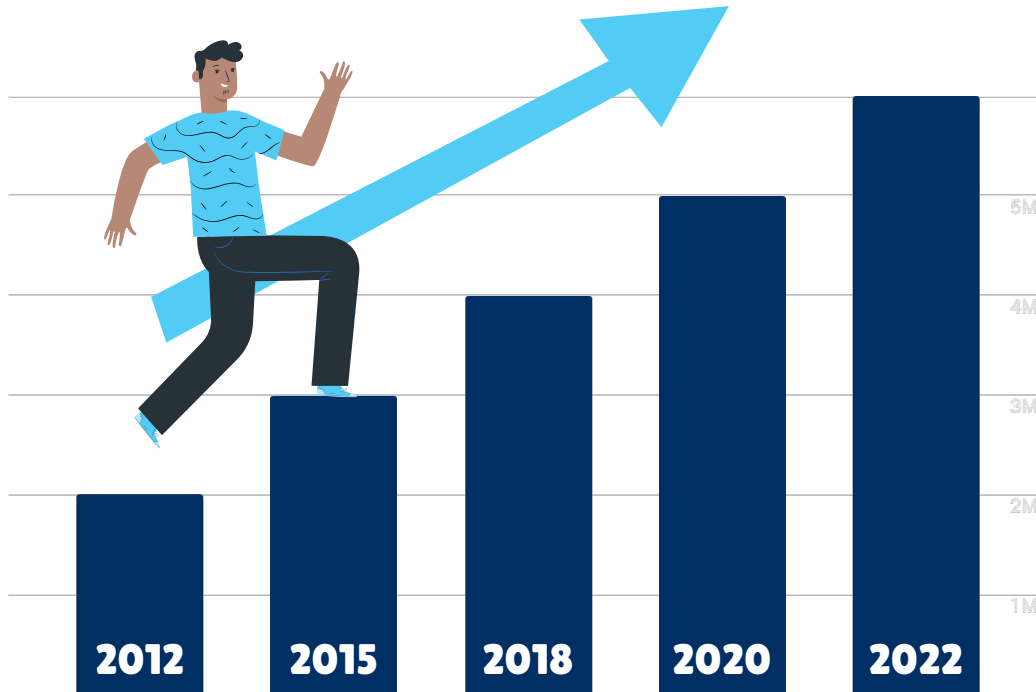
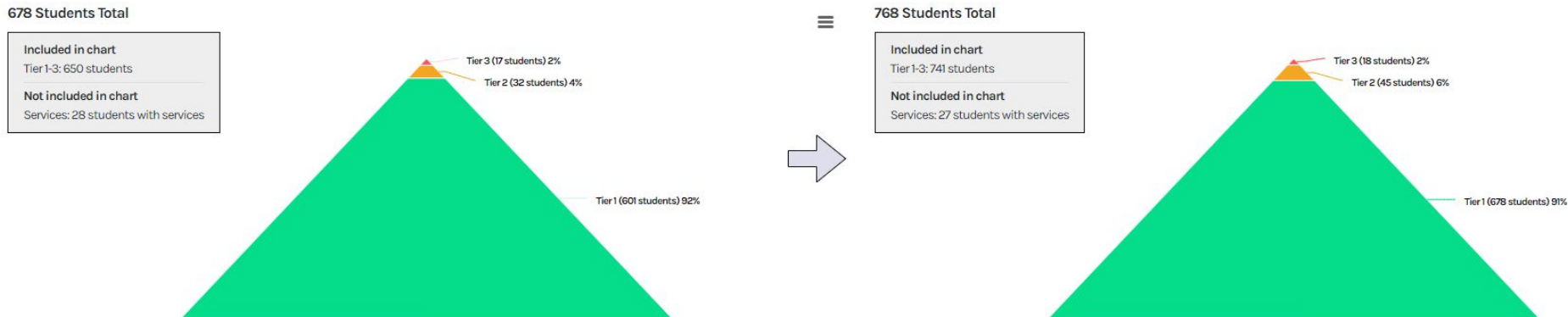The expectation is increasing student learning with concrete data determining the student and district outcomes.

Whether or not improvement occurs, our district staff does a thorough evaluation of our data three times a year.

Raising the bar is the expectation.

5M

4M

3M

2M

1M

2012 **2015** **2018** **2020** **2022**
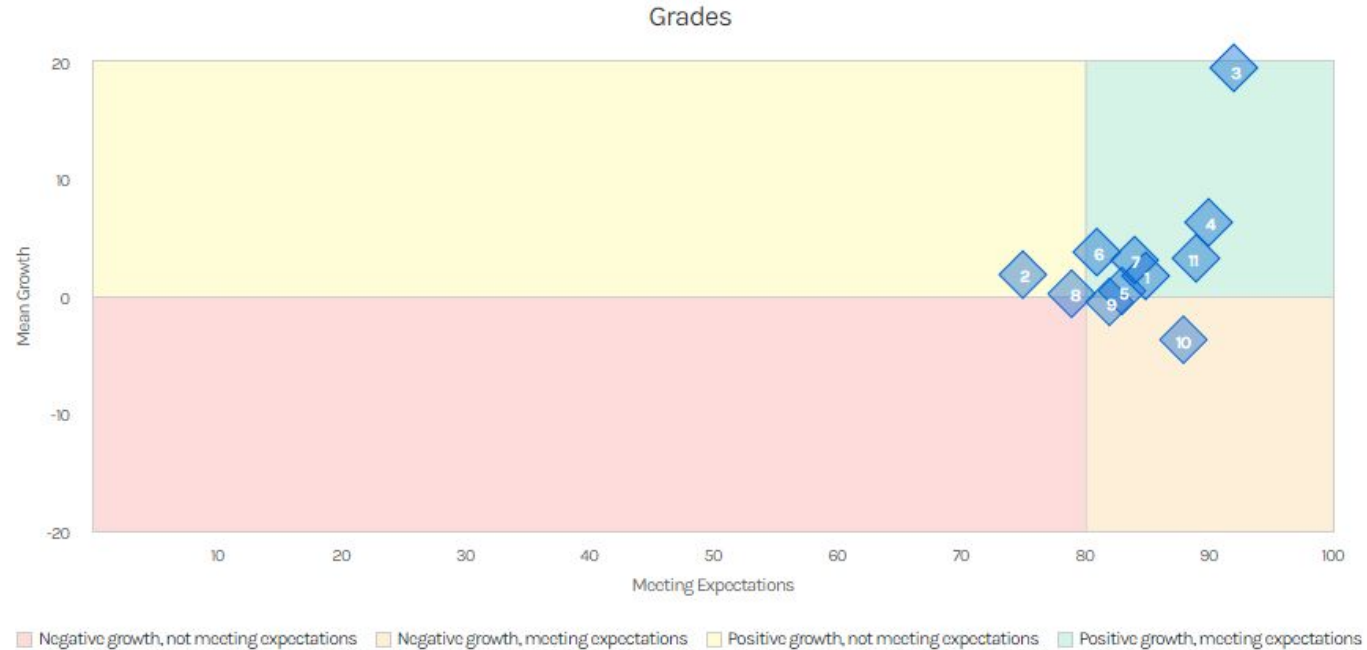
District Tier Movement

Information Analyzed:
1. Previous School Year Totals for Tier II, III, and SPED vs This Year and the Three Testing Windows
2. Previous School Year Enrichment Totals vs This Year and the Three Testing Windows
3. Spring to Fall Summer Slippage
4. SPED Percentages Last Year vs This Year and the Three Testing Windows
5. Did we reduce total number of students receiving interventions in comparison to a year ago during the same testing season?

678 Students Total

Included in chart
Tier 1-3: 650 students

Not included in chart
Services: 28 students with services

Tier 3 (17 students) 2%
Tier 2 (32 students) 4%
Tier 1 (601 students) 92%

768 Students Total

Included in chart
Tier 1-3: 741 students

Not included in chart
Services: 27 students with services

Tier 3 (18 students) 2%
Tier 2 (45 students) 6%
Tier 1 (678 students) 91%

Benchmark Growth Report Part 1

Information Analyzed:
1. Which grade levels are in the bottom two quadrants?

2. Which grade level is in the second quadrant?

3. Which grade levels are in the first quadrant?

4. Any trends?

Grades

Negative growth, not meeting expectations | Negative growth, meeting expectations | Positive growth, not meeting expectations | Positive growth, meeting expectations

Benchmark Growth Report Part 2

Information Analyzed:
1. How each school and grade level in the district are doing with their mean level growth?
2. Are there any trends or patterns we are seeing?
3. Next, we take the next step looking at the student results to see is this a core issue, intervention issue, teacher issue, or a mixed bag.

| Current Grade Level	All Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
All Schools	84% +3.09	–	85% +1.76	75% +1.85	92% +19.42	90% +6.30	83% +0.46	81% +3.77	84% +3.08	79% +0.22	82% -0.47	88% -3.70	89% +3.24	–
BROKEN BOW HIGH SCHOOL	87% -0.43	–	–	–	–	–	–	–	–	82% -0.47	88% -3.70	89% +3.24		
BROKEN BOW MIDDLE SCHOOL	81% +2.28	–	–	–	–	–	–	81% +3.77	84% +3.08	79% +0.22	–	–	–	–
NORTH PARK ELEMENTARY SCHOOL	85% +5.91	–	85% +1.76	75% +1.85	92% +19.42	90% +6.30	83% +0.46	–	–	–	–	–	–	–

Cohort Assessment Data Part 1

Information Analyzed:
1. Do we have low students that are still having a positive growth? Essentially getting more than a years worth of growth.
2. The flip side, do we have students meeting expectations but are having negative growth?
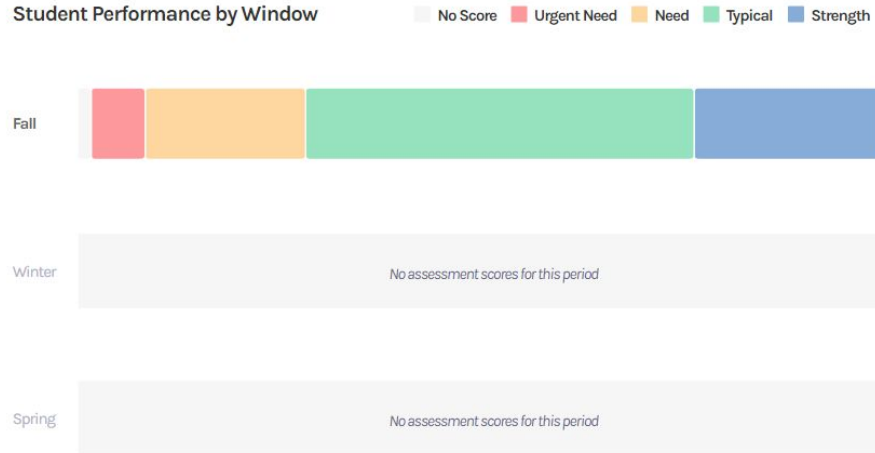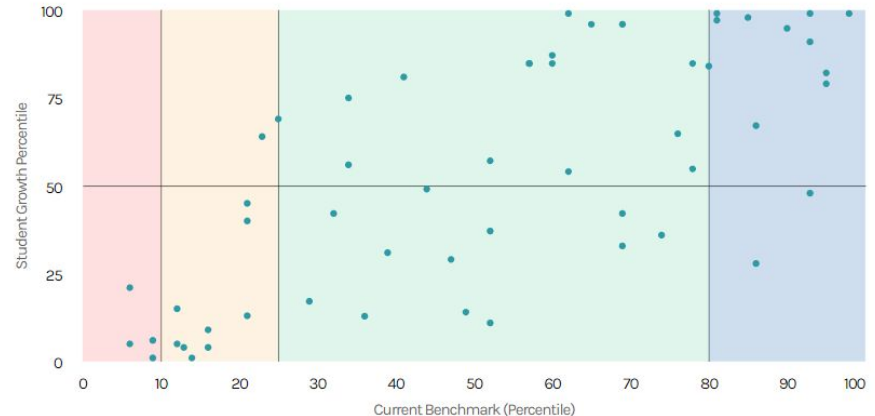
Cohort Assessment Data Part 2

Information Analyzed:
1. With the students identified that are not meetings expectations or having positive growth, what areas within the subject are the students having difficulties?
2. What student academic goals can we implement to increase purposeful teaching which creates the opportunity for a higher ROI.

Name	ID	Reading (Overall)	Build and Use Vocabulary ▼	Informational Text: Main Idea and Analysis	Literary Text: Characteristic of Text	Informational Te
...ison	2101535	6 | 146	136	141	166	
	2102022	13 | 153	142	159	145	
...ers	2101748	9 | 150	144	160	152	
...ghorst	2101867	16 | 155	145	166	154	
...wers	2102028	9 | 150	146	149	170	
...ill	2102221	6 | 146	147	154	144	
...lby	2102020	12 | 152	151	162	157	
...tterud	2102260	23 | 159	151	170	170	

Data is only useful if one takes action steps to use and use correctly.

Progress Monitoring & Deep Dive Meetings

Every school's schedule is different, and time is high commodity. However, for an effective MTSS plan and consistent positive results, having these two types of meetings is invaluable.

Progress Monitor meetings are short 1-2 minute discussions about students receiving interventions looking at their progress monitor results to see if the intervention plan results.

Deep Dive meetings are 10 minute conversations for students that are not growing with the interventions and are going down in tiers or being considered for SPED testing. Insight surveys and key specialists are at the table to come really try and find the specific area or reason for minimal growth.
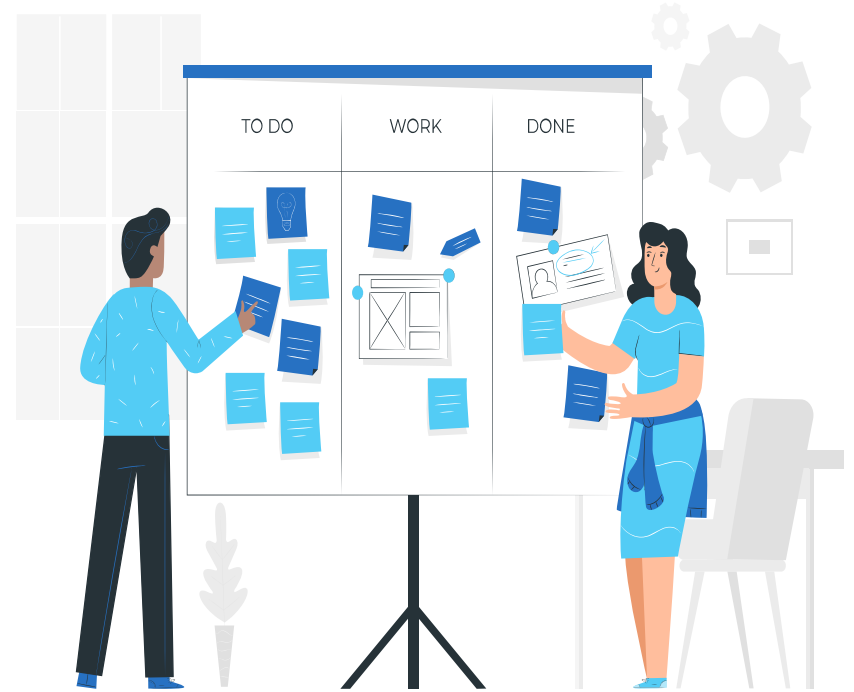
Consistency and Guidelines is Key

Almost all school districts do some form of RTI/MTSS, but few fully implement and put forth the needed effort and time to see the desired results.

- **Details Do Matter Because Little Things Make Big Things Happen**
- A district handbook with guidelines is essential for consistent practices. No decision should start with "I think" or "In the past". We work with facts.
- The more thorough the handbook for every situation, the more consistent your district will be in handling MTSS.
- The bigger the district, the more important this is!
- Yearly review and updating is necessary.
- If you want an example handbook, you can email and am willing to share.
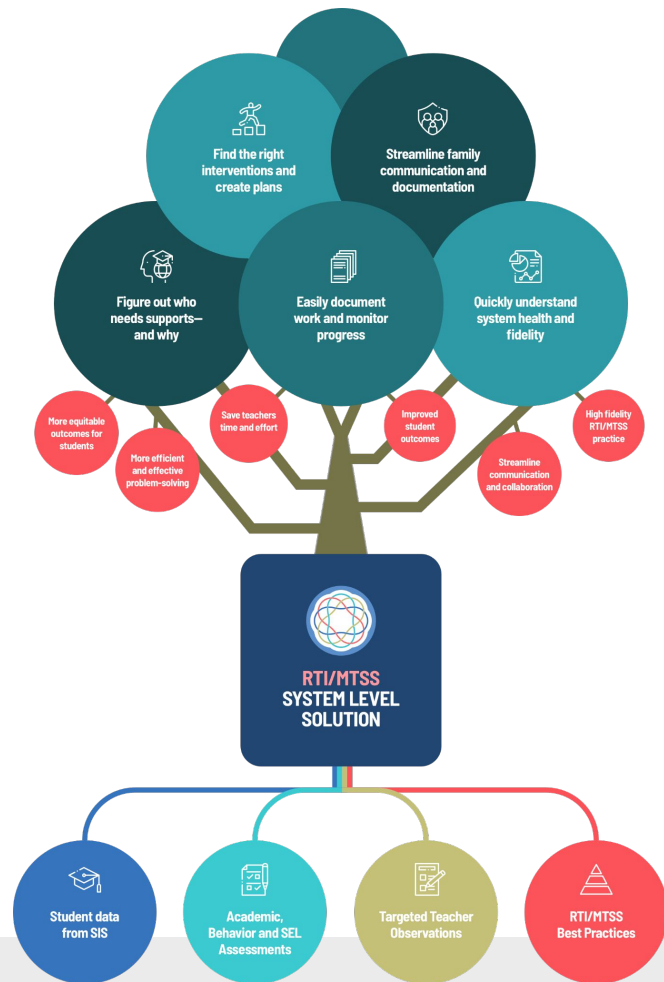
THANKS

Does anyone have any questions?

Trent Benjamin
Director of Teaching & Learning
Broken Bow Public Schools

Email: trent.benjamin@bbps.org
Twitter: @Trent_Benjamin

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BRANCHING MINDS

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

Helping homeless children have sweeter dreams ...

Project Night Night 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. Each Night Night Package contains a new security blanket, an age-appropriate children's book, and a stuffed animal — all

DONATE NOW