MTSS

# Literacy Tiers of Support

## Board of Education Update
## April 4, 2016

# Outcomes

- To provide an update on MMSD's multi-year strategy around tiers of literacy support

- To highlight a SY 15-16 targeted, acceleration strategy for intensive elementary schools

# Effective MTSS

- Learning is accelerated

- Fewer students are at risk over time

- Decisions about who needs Tier 2 or Tier 3 interventions are reliable and can be made rapidly

- Rates of intervention success are high

- Key decision makers look at the effects of implementation and troubleshoot regularly

- Resources are allocated efficiently
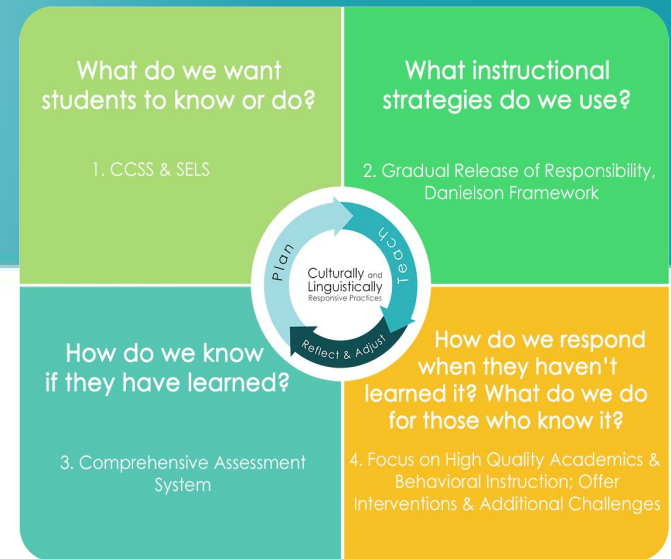
# Scaling Up:
# Tiers of Literacy Supports

2014-15

2015-16

2016-17 and beyond
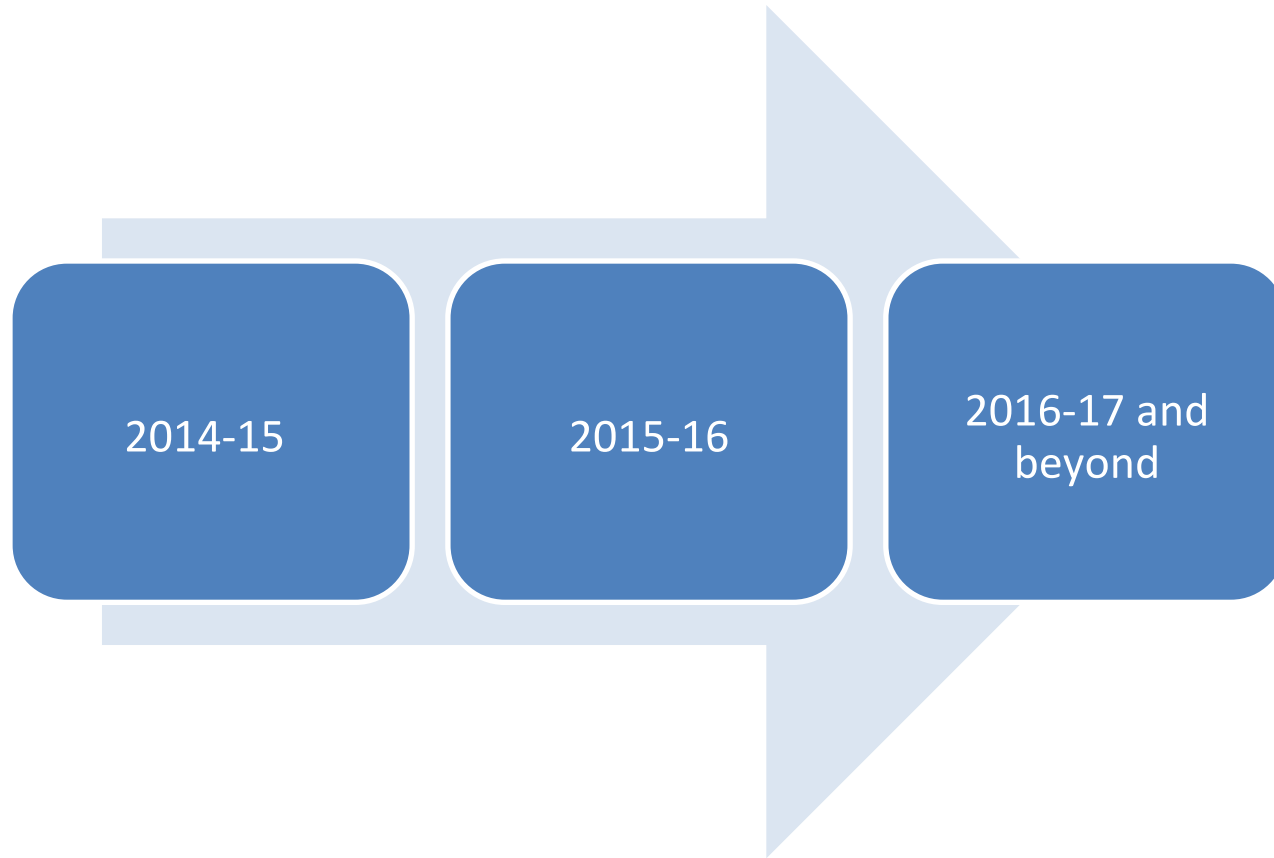
# SY 14-15
# Summary of Status

- Closing the achievement gap in literacy is about high quality, targeted instruction
- Intervention materials inconsistent across schools
- Disconnection between Tier 1 and other tiers
- Lack of web-based supplemental core, acceleration, and intervention supports
- Need for additional supports to schools in the areas of data-based decision making and documentation

# SY 15-16 Current Strategy
## Core Curriculum, Instruction & Intervention

- Consistent guidance around the literacy block across all schools
- Equity purchase - Intervention Materials
- Targeted acceleration strategies for "Intensive Elementary Schools"
  - K-2 Grade Release - Foundational Skills
  - Lexia Core 5 - web-based supplemental core resource
- Internal program evaluation of Read 180 and System 44 for purpose of informing implementation efforts
- Coaching and  focus on fidelity of implementation
- Initial use of district-wide documentation system

# SY 16-17 Future Strategy
## Core Curriculum, Instruction & Intervention

- Differentiation and intensification of core instruction to meet the needs of all learners (e.g., students who need more challenge and students who need to acquire skills)
- Using data to determine type of intervention within core instruction (classwide, small group)
- Increase reliable decision making at middle and high school levels for tier 2 and tier 3 interventions
- Guidance to schools around allocation, scheduling, & resources needed to implement interventions
- Consistent use of district documentation system
- Internal use of intervention dashboard to assess effectiveness (growth) of strategies over time

# Results to Date: Acceleration Strategy
# Review of District Level Data - Intensive Schools

- Supplemental web-based tool to support core foundational skills during independent work time
- Instructional branching - differentiates levels of support after initial placement
- "Assessment without Testing" - increases academic engaged time & pinpoints skills that need to be taught
- Promotes home-school collaboration through materials/resources
- Initial implementation data reveals a substantial increase in on-track status and decrease in risk status

Students Meeting Recommended Minutes (8+ weeks)

Progress in Core5 during 2015-2016 School Year    (N=1,815)

| | Start Level | March Level |
|---|---|---|
| Reached EOY Benchmark | | 25% |
| In Student's Grade | 39% | 46% |
| 1 Grade Below | 29% | 20% |
| 2 Grades Below | 21% | 6% |
| 3+ Grades Below | 11% | |

Core5 Grade Level of Skills
- Reached EOY Benchmark
- In Student's Grade
- 1 Grade Below
- 2 Grades Below
- 3+ Grades Below