THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Office of Academic Supports

Collaborative Sessions with School and District Leaders

July 28, 2021

Tiered Supports

Board Goals

GOAL 1 → The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.

GOAL 2 → The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026.

GOAL 3 → The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026.

GOAL 4 → The percentage of students who are proficient on all three state high school assessments (Algebra, Literature, and Biology) by the end of their 11th grade year will grow from 26.1% in August 2019 to 52.0% by August 2026.

GOAL 5 → The percentage of Career and Technical Education (CTE) students who pass an industry standards-based competency assessment by the end of their 12th grade year will grow from 54.5% in August 2019 to 80.0% in August 2026.

Provide excellent curriculum, content-based training, and instructional coaching to ensure that teaching is consistently rigorous, engaging, and inclusive

Provide students with robust academic, social, and emotional supports

Culturally & Linguistically Inclusive Foundation

--------QUALITY DATA--------

M T S S

ELA & Math

CTE

Curricula

After School Tutoring & Summer Programming

Science & Social Studies

Postsecondary Readiness

Core Materials

SPED & EL

Arts

Student Engagement Opportunities

Every student reads on or above grade level.

Every student performs on or above grade level in math.

Professional Learning

Career Connected Learning

Family Workshops

Every student graduates ready for college and careers.

Welcoming & Supportive Schools

Addressing Racist Practices

Enriching and Well-rounded School Experiences

Partnering with Parents/Family Members

All students are engaged in learning environments designed to strengthen their knowledge, skills, and intellect to ensure success in college, work, and life.

What is MTSS?

MTSS: One System... All Students... Continuum of Support.

Pennsylvania's Multi-Tiered System of Support (MTSS) is a standards-aligned, comprehensive school improvement FRAMEWORK for enhancing academic, behavioral and social-emotional outcomes for ALL students. An integrated MTSS framework considers students' academic, social-emotional/behavioral, attendance, and health/wellness needs simultaneously. This whole-child focus helps ensure that the root causes of students' challenges are identified and viewed in context. Through this integrated approach, MTSS ensures equity in opportunity for students--including Black/African American and Latinx students, students with disabilities, and English Language Learners--who have been marginalized and negatively impacted by existing systems.

Equity-based MTSS ensures that:

➔ All students have access to high quality resources and opportunities
➔ The school environment supports all students by recognizing the strengths and needs of individual students and ensuring those strengths and needs are addressed
➔ Families are acknowledged as part of the school community and have a sense of belonging in the school

Basic ingredients of MTSS at each tier:

- Teams of school-level leaders, staff, and partners
- Data to inform decisions about student barriers and progress

- Evidence-based practices and interventions
- Continuous Progress Monitoring

10 MTSS Essential Components for Success

→ 1. **Common Core Standards-Aligned High-Quality Core Instruction**

2. **Positive School-wide Climate Programming and Social-Emotional Learning**

→ 3. **Universal Screening**

4. **Shared Ownership**

5. **Data-Based Decision-Making**

→ 6. **Response to Instruction & Intervention: Academic and Behavioral**

7. **Family Engagement**

8. **RtII/SLD Eligibility Determination**

9. **Professional Learning**

10. **Resources**

Common Core Standards-Aligned High-Quality Core Instruction

Key Elements

❏ Curriculum aligned to the Common Core State Standards, supported by PA Core Standards, PA Career and Education Work Standards, and Social Emotional Learning (SEL) best practices

❏ ELA & Math Instructional Expectations, and Culturally and Linguistically Inclusive Foundation aligned to research-based instructional practices

❏ Vertical alignment to ensure progression of skill development among grades, horizontal alignment across content areas to ensure the students see the connection, and apply learning, between and among varying content and contexts

❏ Core materials and Response to Instruction & Intervention aligned to student needs and Common Core standards

Curriculum Supports for High Quality Core Instruction

❏ Curriculum Maps

❏ Pacing Guide/Scope and Sequence - *A Year At A Glance* and *Quarters At A Glance*

❏ Unit Plan/Overview

❏ Teacher Facilitation Guide

❏ Culturally, Linguistically Inclusive, and Antiracism practices

❏ Standards Aligned Strategies for General Education students, Special Education students, and English Learners

❏ Lesson Guidance and Learning Activities

❏ Course Overview of Instructional Routines

❏ Formative, Lesson-level Assessments

❏ Summative Unit Assessments

❏ Interim Assessments

Universal Screener

The School District of Philadelphia's Universal Screener is STAR. The universal screener for academics is given:

- ➔ Across grade levels
- ➔ In a specific subject or skill area (ex. Math, Reading)
- ➔ Multiple times a year, according to grade level, based on the School District of Philadelphia's Assessment Calendar
- ➔ Continuous Progress Monitoring

★ If a student scores in a range that demonstrates an advanced or an above grade learning level, the student should receive enrichment to support their academic needs.

★ If a student scores in a range where they are at risk for learning difficulties, the student should receive an intervention to help them decrease their learning gap.

★ For English Learners taking universal screeners, a low score does not necessarily mean intervention is needed. When assessing universal screener data, ELs should be compared to their "true peers". "True peers" are other ELs with similar English proficiency levels, similar linguistic, cultural, and educational backgrounds.

Universal Screener – Students with Individualized Education Plans

1 **<u>Most</u> students with IEPs take the assessment**

- All LS and ES students take the assessment
- AS, LSS, DHIS (DHH) students who participate in Gen. Ed. core instruction take the assessment (can be case by case exceptions)

2 **Assessment results are analyzed; instructional needs are prioritized**

- All instructional needs are documented
- Analyze results and prioritize instructional needs
- Prioritization is based on a developmentally appropriate scope and sequence of knowledge and skills

3 **Instruction is aligned to address prioritized needs**

- Targeted intervention is utilized
- Intensity of intervention matches the intensity of instructional needs
- Progress is monitored frequently

Universal Screener – English Learners (ELs)

1 **EL students take the assessments**

- A low score does not necessarily mean intervention is needed

2 **ELs should be compared to their "true peers"**

True Peers mean:
- ELs with <u>similar</u> English proficiency levels
- ELs with <u>similar</u> linguistic, cultural, and educational backgrounds
- ELs with <u>similar</u> time in ESL program

3 **ESL and Content/Grade Teacher Collaborate**

- Collaborate with colleagues (data analysis, plan implementation)
- Compare ELs to "true peers"

Root Cause for Intervention

Based on the universal screener data, identifying the root cause becomes the next step.

What are the underlying causes behind the performance challenges identified through the universal screener?

➡ Is the root cause related to an **academic issue**? e.g., Inability to recall math facts for solving math problems

➡ Is the root cause related to a **social-emotional learning/behavioral issue**? e.g., Student experiencing child abuse/neglect

➡ Is the root cause related to an **attendance issue**? e.g., Lack of student or parent motivation for child to attend school/class on time every day

➡ Is the root cause related to a **health and wellness issue**? Lack of basic needs such as access to water

CCSS ELA Domains - Areas of Concern - ELA

MTSS: One System... All Students... Continuum of Support.

Areas of Concern	Alignment to CCSS ELA Domain
• **Phonics** The relationship between the letters or letter combinations in written language and the individual sounds in spoken language.	Reading: Foundational Skills Language
• **Phonemic Awareness** The ability to focus on and manipulate individual sounds (phonemes) in spoken words.	Reading: Foundational Skills Language
• **Fluency** The ability to read orally with the appropriate speed, accuracy, and proper expression.	Reading: Literature Reading: Informational Text Reading: Foundational Text Speaking & Listening Language
• **Comprehension** The complex cognitive process readers use to understand what they have read.	Reading: Literature Reading: Informational Text Reading: Foundational Text Speaking & Listening Writing
• **Vocabulary** The knowledge of stored information about the meanings and pronunciations of words necessary for communication.	Reading: Literature Reading: Informational Text Reading: Foundational Text Speaking & Listening Writing Language

CCSS Math Domains - Areas of Concern - Math

MTSS: One System... All Students... Continuum of Support.

Areas of Concern	Alignment to CCSS Math Domain
Fact Fluency The automatic recall of basic math facts for addition, subtraction, multiplication and division.	Counting & Cardinality Number & Operations in Base Ten The Number System
Computational Fluency The ability to compute math problems mentally, with paper/pencil, and technology and to know when each method is best for a given task	Number & Operations in Base Ten The Number System
Problem Solving The ability to understand and solve word problems by modeling math and displaying understanding of underlying concepts	All Math Domains
Math Application The ability to know when and where to apply procedures and concepts.	All Math Domains
Algebraic Concepts The ability to understand patterns, relations, and functions and represent math situations using algebraic tools.	Functions Operations & Algebraic Thinking Expressions & Equations
Vocabulary The ability to understand and apply mathematical terms, descriptions, explanations, and examples.	All Math Domains

Tiered Instruction - "Upside Down" Triangle

What do you do when a high percentage of students score "at-risk" on the Universal Screener?

1

Break Down Assessment Data

- Identify specific areas of concern (i.e. decoding or fluency in ELA; fact fluency or problem solving in math)
- Focus on specific, targeted areas of need
- Identify if each area needs to be taught whole class, small group, or individually

2

Focus: Tier 1

- School leaders look at core curriculum & identify gaps or areas of concern in content and quality of implementation (i.e. time allocated vs. time used, pace of instruction, following ELA/Math framework)
- Create team to address identified areas of core curriculum

3

Adapt: Tier 2

- Which students REALLY stand out against the norms?
- Are there certain areas of concern that you notice as trends year over year?
- Provide strategies and programs as interventions in targeted areas with more flexible grouping and larger groups of students

Response to Instruction & Intervention: Academic and Behavioral

Academic Interventions

Academic Interventions are supports that are designed to meet the academic needs of students. These interventions should target the 5 Literacy Areas of Concern (Phonics, Phonemic Awareness, Fluency, Comprehension, Vocabulary) and the 6 Math Areas of Concern (Computational Fluency, Fact Fluency, Math Application, Algebraic Concepts, Word Problem Solving, Vocabulary Development).

Academic Interventions should be research-based, evidenced-based, and provided in individual and small-group settings. The interventions are intended to increase achievement at a rate faster than average, which allows students to close the achievement gap between them and their grade-level achieving peers.

Emotional & Behavioral Interventions

Emotional and Behavioral Interventions are supports that are designed to meet the emotional and behavioral needs of students.

These interventions should target both internalizing behaviors which are behaviors that are directed toward self (e.g. withdrawn, sadness, anxiety) and externalizing behaviors which are maladaptive behaviors that are directed towards an individual's environment (e.g. anger, aggression).

ELA & Math: MTSS Tiered Instruction

TIER 1

Tier 1: High-quality core instruction, strategies/interventions and supports apply to all students in the classroom or school. *Supplemental Online Adaptive Programs can be used for students who have the ability to learn above or on grade level.

TIER 2

Tier 2: Strategies & Supplemental Online Adaptive Programs occur with 4-6 students and directly target a specific skill deficit/area of concern, but do not replace the core instruction.

TIER 3

Tier 3: Strategies & Supplemental Online Adaptive Programs occur more frequently with 1-3 students and are targeted for a specific skill deficit/area of concern, but do not replace the core instruction. Overall, there is an increase in duration and frequency, and a lower student–teacher ratio.

MTSS Key Ingredients at Each Tier

Universal Support (Tier I)	Additional Support (Tier II)	Intensified Support (Tier III)
Teams → School-level → Age/Grade/Department Level → School leaders → Teaching Teams → Climate leadership	**Expanded Teams** → Instructional Specialists → Mental/behavioral health staff → Parents/Guardians → Students	**Expanded Teams** → Specialists → Parents/Guardians & Students → Community/Agency Service Providers
Data → Universal Screening → Outcomes Measures → Fidelity Data	**Data** → Decision Rules → Frequent Progress Monitoring → Fidelity Data	**Data** → Decision Rules → Daily Monitoring → Frequent Progress Monitoring → Fidelity Data
Evidence-Based Universal Practices → Curriculum → Instruction → Climate & Social-emotional learning	**Evidence-Based Small-group Intervention** → Based on Identified Need → Frequency, Duration, & Timeline Matched to Need → Intended to be Flexible	**Evidence-Based Individual Intervention** → Based on Identified Need → Frequency, Duration, & Timeline Matched to Need → Intended to be Flexible and Coordinated Across Environments
Continuous Progress Monitoring → School and Age/Grade/Dept. Levels → Strengths-based	**Continuous Progress Monitoring** → Group and Individual Levels → Strengths-based	**Continuous Progress Monitoring** → Individual Level → Strengths-based

Source: Leading Equity-Based MTSS for All Students

Tiered Instruction for Students with Identified Learning Gaps

Tier 1

High quality instruction and supplemental support occurs for <u>all</u> students.

- Student instruction utilizes the high-leverage strategies identified in the Literacy and Math Frameworks
- Support groups are developed based on data to address gaps in learning
- Students on grade-level receive enrichment support to maintain/exceed grade-level expectations during electives/enrichment periods
- Scaffolding of content, processes, and products occurs based on students' needs
- Universal screening of literacy and math at all grade levels and occurs at least three times a year (STAR)
- Analysis of universal screener data occurs within one week of screening to determine students in need of enrichment/intervention
- Students who are at-risk for a learning gap experience re-teaching of essential standards, skills and strategies

Tier 2

High quality instruction, supplemental support and a Tier 2 intervention occurs for <u>some</u> students.

- Students are not on grade-level based on target % according to STAR; a learning gap exists
- Students receive support with Tier 2 intervention programs that enhance but do not supplant the core curriculum
- Students experience a Tier 2 intervention that directly targets a skill deficit, or specific learning need in order to decrease a learning gap
- Targeted instruction for struggling students is received during electives or intervention periods several times per week
- Small group instruction occurs with 4-6 students (3x's a week)
- Progress monitoring occurs to show student growth in response to intervention and a decrease in a learning gap
- Progress monitoring assesses academic performance, to quantify a rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of the intervention

Tier 3

High quality instruction, supplemental support and a Tier 3 intervention occurs for <u>a few</u> students.

- Students are not on grade-level based on target % according to STAR; a significant learning gap exists
- Instruction and intervention target a student's specific learning needs
- Students receive daily Individualized and tailored instruction targeted for deficits with a focus on academic-level mastery with acceleration into grade-level mastery
- Small group instruction occurs with 1-3 students; duration and frequency of Tier 3 interventions increase with lowering the student–teacher ratio
- Tier 3 interventions tend to be different from Tier 1 & Tier 2 interventions, especially if a student has not made progress at Tier 2.
- Progress monitoring occurs to show student growth in response to intervention with closely monitoring data points for gradual improvement or progress toward Tier 2
- Frequent progress monitoring and fidelity of implementation of the intervention occurs to ensure advancement into grade-level materials.

Tiered Instruction for English Learners

▼ Tier 1

In addition to high quality instruction and supplemental support provided for <u>all</u> students, special considerations for Tier 1 instruction for ELs must include:

- Appropriately scaffolded for students' linguistic and academic needs

- Culturally relevant principles applied to instruction and assessment

- Meaningful opportunities for students to practice the four language domains (listening, speaking, reading, and writing)

⚙ Tier 2

When an EL falls behind their "true peers", a problem-solving protocol (<u>HERE</u>) should be used by the classroom teacher and ESL teacher **collaboratively** to determine potential barriers.

Tier 2 supports may include, but not limited to:

- Use of additional materials in Tier 1 core instruction to meet grade-level standards. <u>Tier 2 interventions should not replace ESL core instruction</u>.
- Small group instruction (3-5 students)
- Instruction must continue to be scaffolded, taking into consideration students' language proficiency levels and cultural backgrounds

🔔 Tier 3

ELs who have received Tier 2 research-based interventions without demonstrating significant gains require a team-based problem solving approach. Questions to ask include, but are not limited to:

- Have Tier 2 interventions supplemented core ESL instruction (not replace it)?
- Were appropriate scaffolds utilized to deliver instruction within the ELA/Math instructional expectations?
- Were Tier 2 interventions implemented following a plan designed collaboratively by the classroom teacher and ESL teacher?

Tiered Instruction for Students with Disabilities

Tier 1

High quality instruction and supplemental support occurs for <u>all</u> students.

- Student instruction utilizes High-Leverage Practices (HLP's) in Special Education, Universal Design for Learning Strategies, and other research-validated strategies to provide **access the general education core.**

- **New (novel)** information, concepts, and skills should be introduced with an Explicit Instruction model prior to exploration.

- Ensure students have the necessary prerequisite knowledge and skills when engaging students in **exploratory** learning tasks.

- Scaffolding of content, processes, and products occurs based on students' needs. Scaffolds are **temporary supports utilized** until the student's performance indicate the supports are no longer needed.

Tier 2

High quality instruction, supplemental support and a Tier 2 intervention occurs for <u>some</u> students.

- Students receive support with Tier 2 intervention that directly targets a skill deficit, or a specific learning need in order to decrease a learning gap. The program(s) should enhance, but it does not supplant the core curriculum

- Students receiving a Tier 2 intervention should include the scaffolding of content, processes, and products based on students' needs.

- Small group instruction occurs with 4-6 students (4x's a week minimally for 30-45 minutes a session)

- Progress monitoring should be on-going (minimally 2X monthly) to determine if a student has made meaningful progress . This monitoring will assess the academic performance, to quantify a rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of the intervention.

Tier 3

High quality instruction, supplemental support and a Tier 3 intervention occurs for <u>a few</u> students.

- Intensive Intervention utilized has demonstrated efficacy for students with intense intervention needs and occurs one-to-one or in a small group of up to 3 students for a specified amount of minutes per day. Time in Intensive Intervention should be greater than that provided during Tier II.

- Intensive Intervention is structured to provide students **increased response opportunities**, t**ransference of knowledge and skills to other contexts**, and **behavioral support** to ensure student **self-regulation** and minimization of unproductive student behaviors.

- **All principles of Explicit Instruction** are implemented.

- Progress monitoring occurs frequently (e.g.twice-monthly at a minimum or weekly when necessary) allowing for the systematic adjustment of the intervention over time when the data suggests an adjustment is warranted.

Tiered Instruction for Advanced Learners

Tier 1

High quality instruction and supplemental support occurs for <u>all</u> students.

- Student instruction utilizes the high-leverage strategies identified in the Literacy and Math Frameworks
- Flexible ability groups are developed based on data to address advanced learning
- Students above grade-level receive enrichment support to exceed grade-level expectations during electives/enrichment periods
- Universal screening of literacy and math at all grade levels and occurs at least three times a year (STAR)
- Analysis of universal screener data occurs within one week of screening to determine students in need of enrichment/intervention
- Differentiated content, processes, and products occurs based on students' needs
- Students receive tiered assignments that are flexible or faster paced
- Time is given to work with other advanced learners
- Progress monitoring occurs to ensure maintenance and advancement of grade-level materials.

Tier 2

High quality instruction, supplemental support and a Tier 2 intervention occurs for <u>some</u> students.

- Students are above grade-level based on target % according to STAR
- Students receive support with Tier 2 intervention programs that enrich but do not supplant the core curriculum
- Students experience a Tier 2 intervention that directly targets advancement in a content area
- Small group instruction occurs with 4-6 students (3x's a week)
- Students may experience pull out programs
- Students may experience direct services within or outside classroom
- Students experience cross age grouping
- Students experience inquiry research
- Opportunities for dual credit (HS) are presented
- Opportunities for testing out of units or classes
- Opportunities for mentorships
- Opportunities for students to direct portions of learning
- Frequent progress monitoring occurs to ensure maintenance and advancement of grade-level materials.

Tier 3

High quality instruction, supplemental support and a Tier 3 intervention occurs for <u>a few</u> students.

- Students receive daily Individualized and tailored instruction targeted for acceleration into above grade-level content
- Small group instruction occurs with 1-3 students; duration and frequency of Tier 3 interventions increase with lowering the student–teacher ratio
- Students may experience early school entrance, early exit, or dual enrollment (HS)
- Opportunities for mentorships!internships
- Opportunities for student directed learning
- Frequent progress monitoring occurs to ensure advancement beyond grade-level materials.

Specific Tiered Supports

Examples of Supports for Tiers 1, 2, 3	Possible Roles to Provide Tiered Instruction
- High Quality Whole Group Instruction - Scaffolding of content, processes, and products based on students' needs (instructional supports to enhance a student's learning & aid in skill mastery) - Blended Learning (combination of classroom and online learning and includes station rotation) - Tiered Assignments - Instructional Strategies - Online Adaptive Programs/Products - Frequent Feedback (Informal, Formal, Formative, Summative, Constructive, Student) - Flexible Grouping - Small Group Instruction-occurs at least 3 times per week (Tier 2: 4-6 students) (Tier 3: 1-3 students) - Increased Opportunities for Student Practice in Targeted Instruction - Project-Based Learning - After-school Enrichment - Virtual Learning Opportunities - Push-in/Pull-out Services - Independent Study - Student Conferencing - Progress Monitoring	- Classroom Teacher - SBTL (Literacy, Math) - Literacy Lead - Math Lead - Classroom Assistants - Special Education Teacher - ESOL Teacher - MTSS Interventionist - Reading Specialist - Tutor

MTSS Academic Guidelines

The purpose of this document is to provide a high level overview of the expectations of MTSS aligned to the ELA and Math Instructional Guides Look Fors.

- Students are assessed to determine who is on target, who is advanced, or if learning gaps exist.

- Increasingly intense research-based & evidence-based interventions are provided and student progress is monitored

- Students transition through tiered supports in accordance with progress monitoring results

Tier 1 — **Tier 2** — **Tier 3**

Standards Aligned Instruction
- Research based
- Core instruction
- Differentiated instruction
- Delivered with fidelity
- Systematic and Explicit

ELA Look Fors

ELA INSTRUCTIONAL GUIDE

Math Look Fors
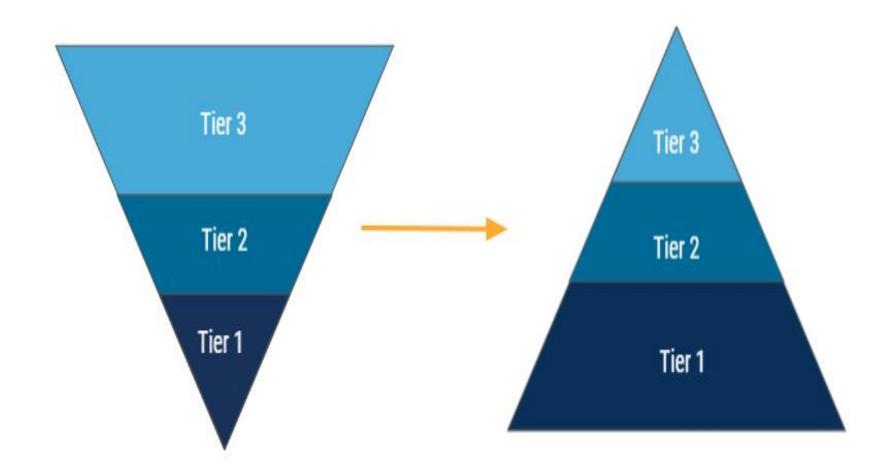
MATH INSTRUCTIONAL GUIDE

ELD Look Fors

ELD INSTRUCTIONAL GUIDE

SPED Look Fors

SPED INSTRUCTIONAL GUIDE

MTSS: Year 1 School Year 2021 Roll Out

➔ **Over the next three years, our goal is to refine our MTSS approach District-wide to ensure that all schools have the support, training, and resources needed to implement MTSS with fidelity and that all students receive the support they need to be successful.**

➔ **In Year 1 (2021-22), the goal is to ensure that all students have access to appropriate and effective Tier 1 instruction in a safe and welcoming environment.**

Our working approach is: **IF all students engage in grade-level standards-based instruction with appropriate differentiation and scaffolds in safe and welcoming spaces (MTSS Tier 1), THEN we will reduce the number of students requiring strategic and intensive interventions (MTSS Tiers 2 and 3).**

Although SDP's MTSS system will be phased in over the next 2-3 school years, a cohort of schools will be identified to implement the integrated MTSS framework in 2021-22 with a focus on Tiers 2 & 3. In addition, supports for social-emotional/behavioral and attendance programming and interventions will be expanded in 2021-22, in alignment with Comprehensive School Plans.

Thank you!

Questions?