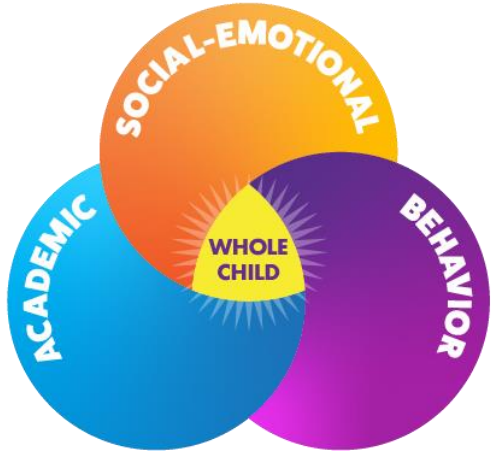
MTSS
Multi-Tiered System of Supports



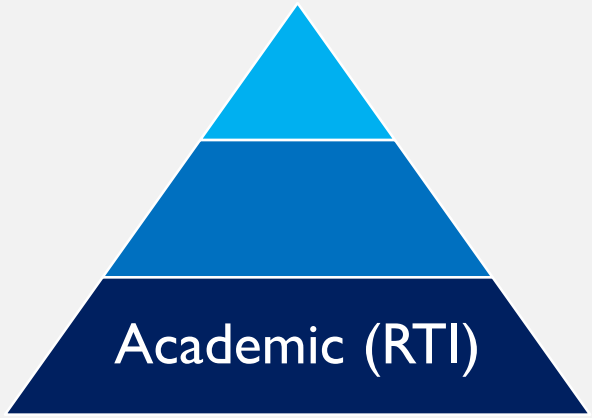

# MULTI-TIERED SYSTEM OF SUPPORTS DAC/DELAC REPORT

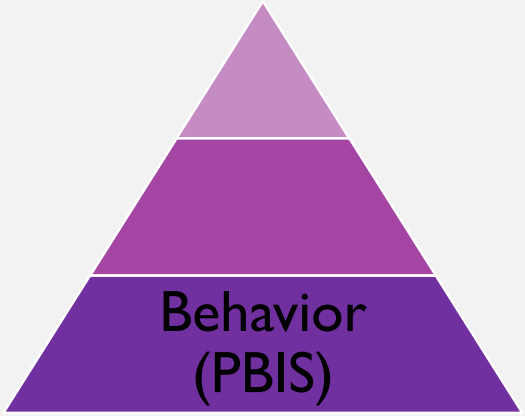
September 10, 2019

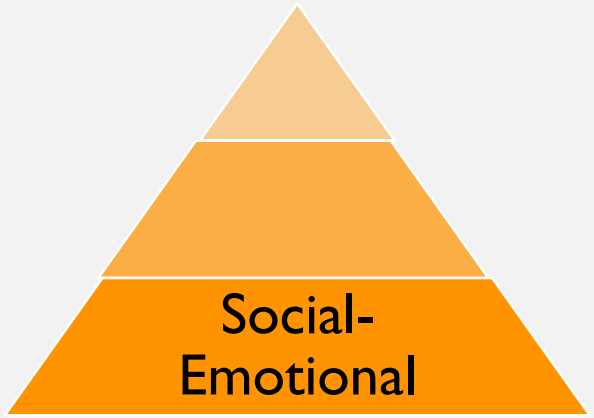
Elizabeth Gianulis
Director of MTSS

# MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Multi-Tiered System of Support (MTSS) is a fully integrated framework to ensure academic, behavioral, and social-emotional success for **ALL** students

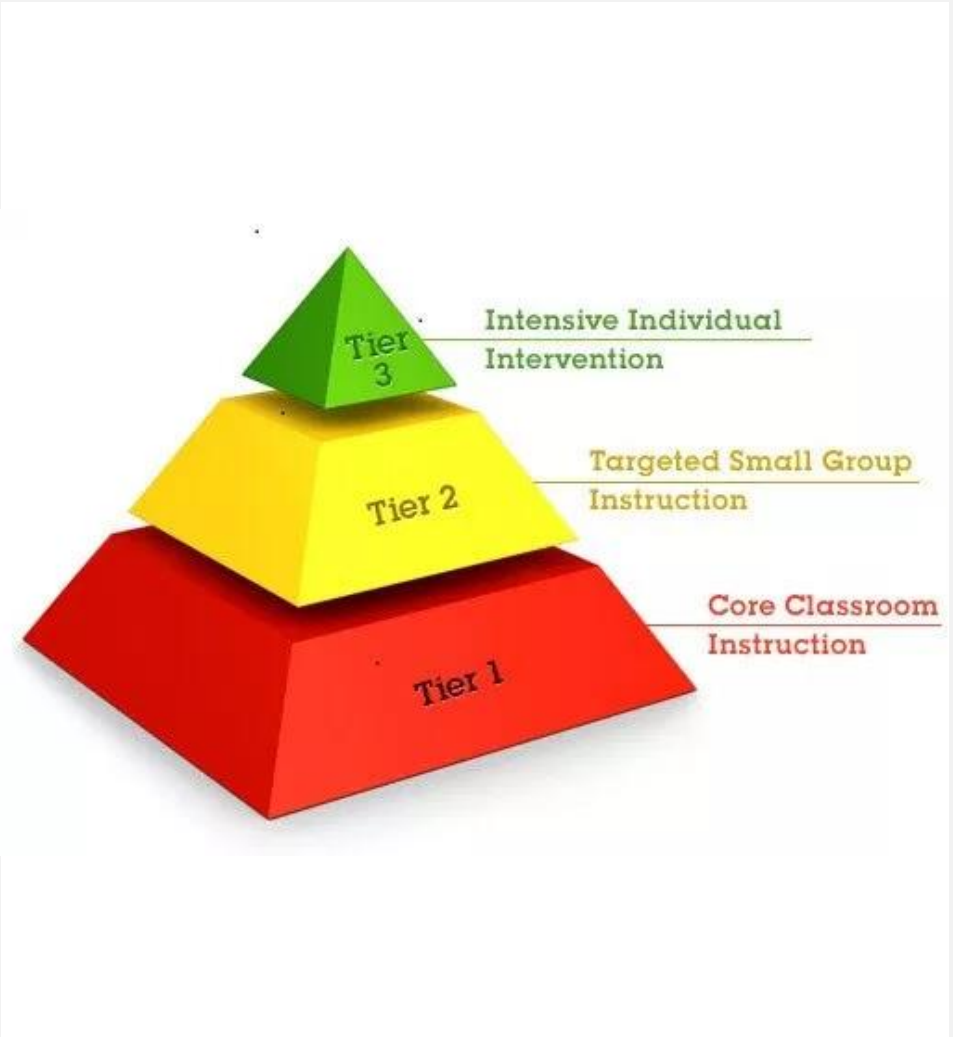


# THREE-TIERED SYSTEM FOR ACADEMICS, BEHAVIOR, AND SOCIAL EMOTIONAL LEARNING

- Tier I- all students get first, best instruction in academics, behavior, and social-emotional
- Tier II- Some students need supplemental academic, behavior, and/or social emotional supports
- Tier III- A few students need intensified academic, behavior, and/or social emotional supports

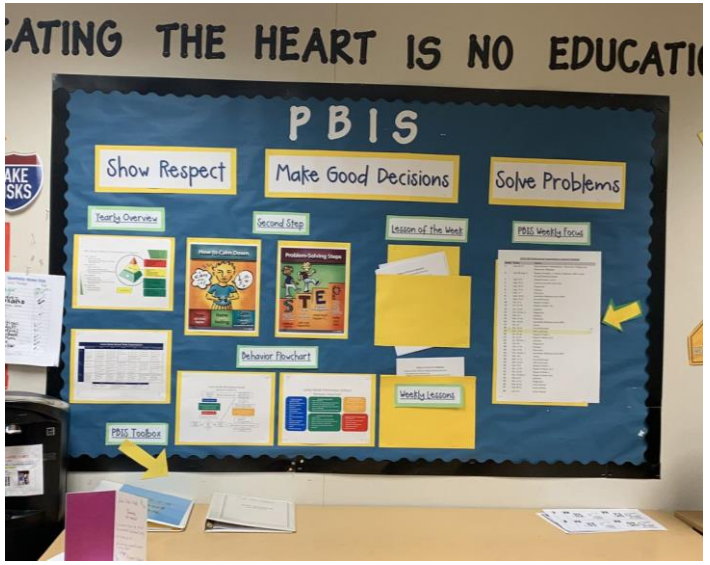


# WHY MTSS?

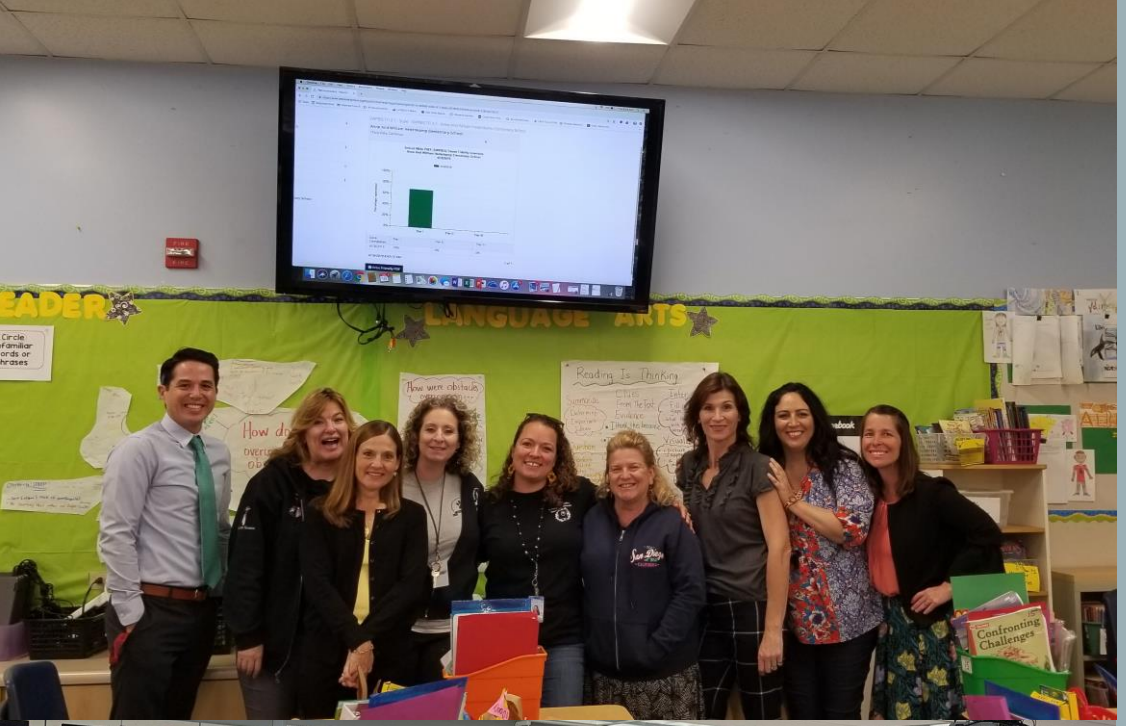
- Research
- Protective Factors
  1. Relationship with a caring adult
  2. Safe, structured, predictable environment

# FIVE-YEAR PLAN

| | | Measures | | |
|---|---|---|---|---|
| | Overall Goal | Academic | Behavior | Social-Emotional |
| Year 1: 2018-2019 | Schools will begin implementing Tier I of MTSS: Behavior and Social-Emotional | At least 5 schools begin Branching Minds pilot | School PBIS teams receive training on Tier I of PBIS<br>Each school establishes a PBIS committee/team<br>All schools complete the TFI in Tier I | Schools receive training on SEL curriculum<br>All classrooms begin to provide 15 minutes per day of SEL |



# 2018-2019 PROGRESS BY SCHOOL SITE



# TIERED FIDELITY INVENTORY (TFI)

- PBIS Self-Assessment
- Annual TFI evaluation for Tier I in April 2019
- Results:
  - 19 schools scored 70% or higher
  - 14 schools scored between 40% and 69%
  - 9 schools scored less than 40%

# CA PBIS COALITION RECOGNITION

# DISTRICT TRENDS

- Average score 61%
- Strengths
  - Teaming
  - Establishing and teaching expectations
  - Classroom procedures
  - Fidelity
- Areas for growth
  - Data

| Tier 1 | n=41 |
|---|---|
| **Teams** | |
| **1. Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. | 76% |
| **2. Team Operating Procedures:** Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | 52% |
| **Implementation** | |
| **3. Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. | 77% |
| **4. Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | 78% |
| **5. Problem Behavior Definitions: :** School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. | 55% |
| **6. Discipline Policies:** School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. | 60% |
| **7. Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | 65% |
| **8. Classroom Procedures:** Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. | 74% |
| **9. Feedback and Acknowledgement:** A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. | 62% |
| **10. Faculty Involvement:** Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. | 51% |
| **11. Student/Family/Community Involvement:** Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. | 61% |
| **Evaluation** | |
| **12. Discipline Data:** Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. | 26% |
| **13. Data-Based Decision Making:** Tier 1 team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. | 39% |
| **14. Fidelity Data:** Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. | 89% |
| **15. Annual Evaluation:** Tier 1 team documents fidelity and effectiveness (including on academic outcomes) of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. | 56% |

# FIVE-YEAR PLAN

| | | Measures | | |
|---|---|---|---|---|
| | Overall Goals | Academic | Behavior | Social-Emotional |
| Year 2: 2019-2020 | 1. Deepen implementation of Behavior and SEL supports.<br><br>2. Establish Academic structures. | Schools identify universal screeners and cut points<br>Schools identify schedules/blocks to provide interventions | Schools adopt a referral system and process for data-based decision making<br>Schools progress-monitor Tier I implementation<br>Schools score 70% or higher on Tier I of the TFI | Schools implement intentional relationship-building practices<br>Schools provide SEL lessons to all students |

# DIFFERENTIATED TRAININGS

| Number of Schools | TFI Tier I Score | Training Recommendations |
|---|---|---|
| 9 | Less than 40% | Tier I PBIS |
| 14 | Between 40 and 69% | Advanced Tier I PBIS |
| 19 | 70% or higher | Tier II PBIS & SEL |

# SCHOOL MTSS ACTION PLANS 2019-2020

## Guiding Questions

- What are 2-3 next steps at our school?
- What will I see as a result of these steps?
- How will this support students to be more successful at school?
- How can I support this work at home?

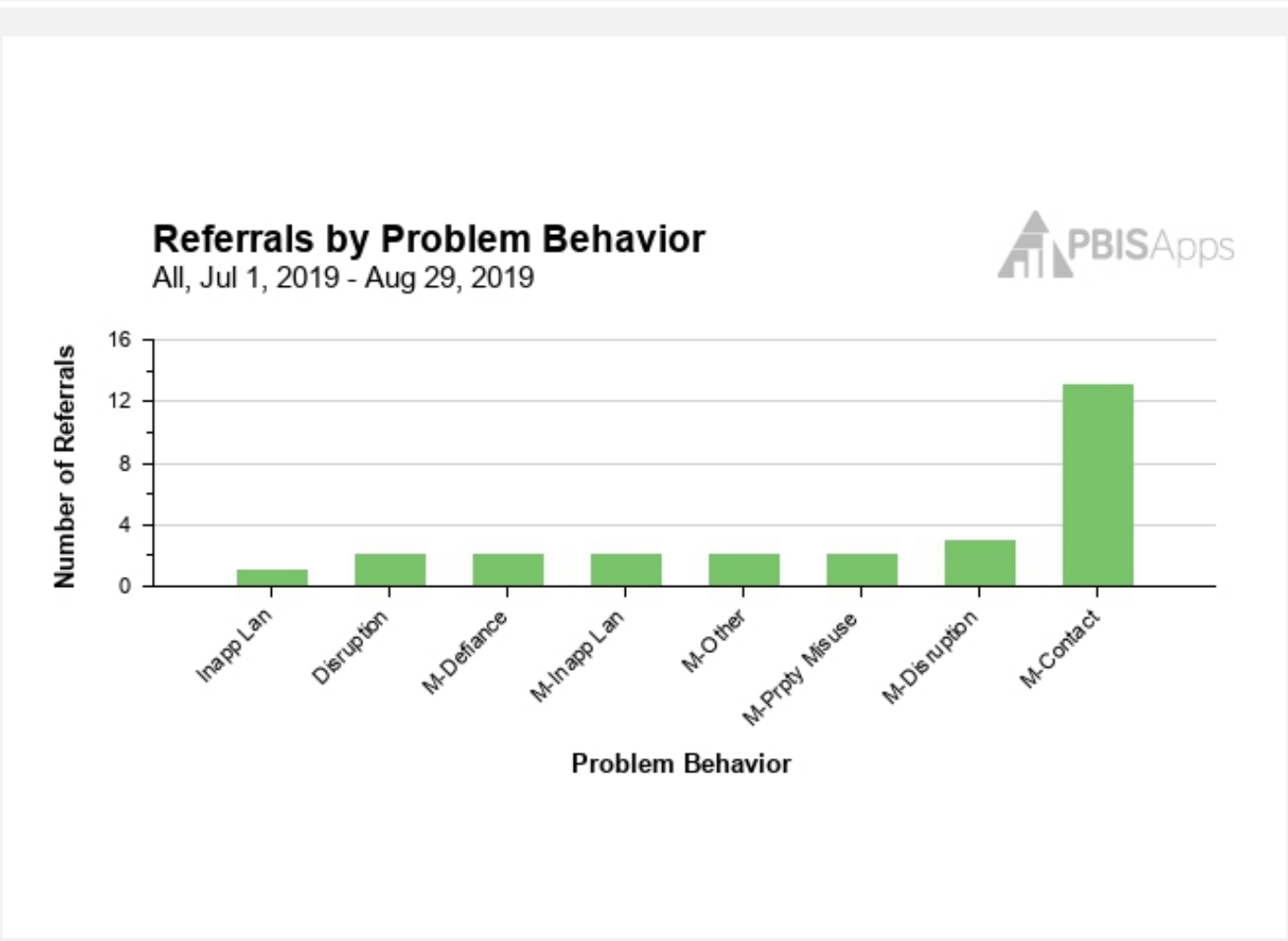
# NOON DUTY TRAININGS

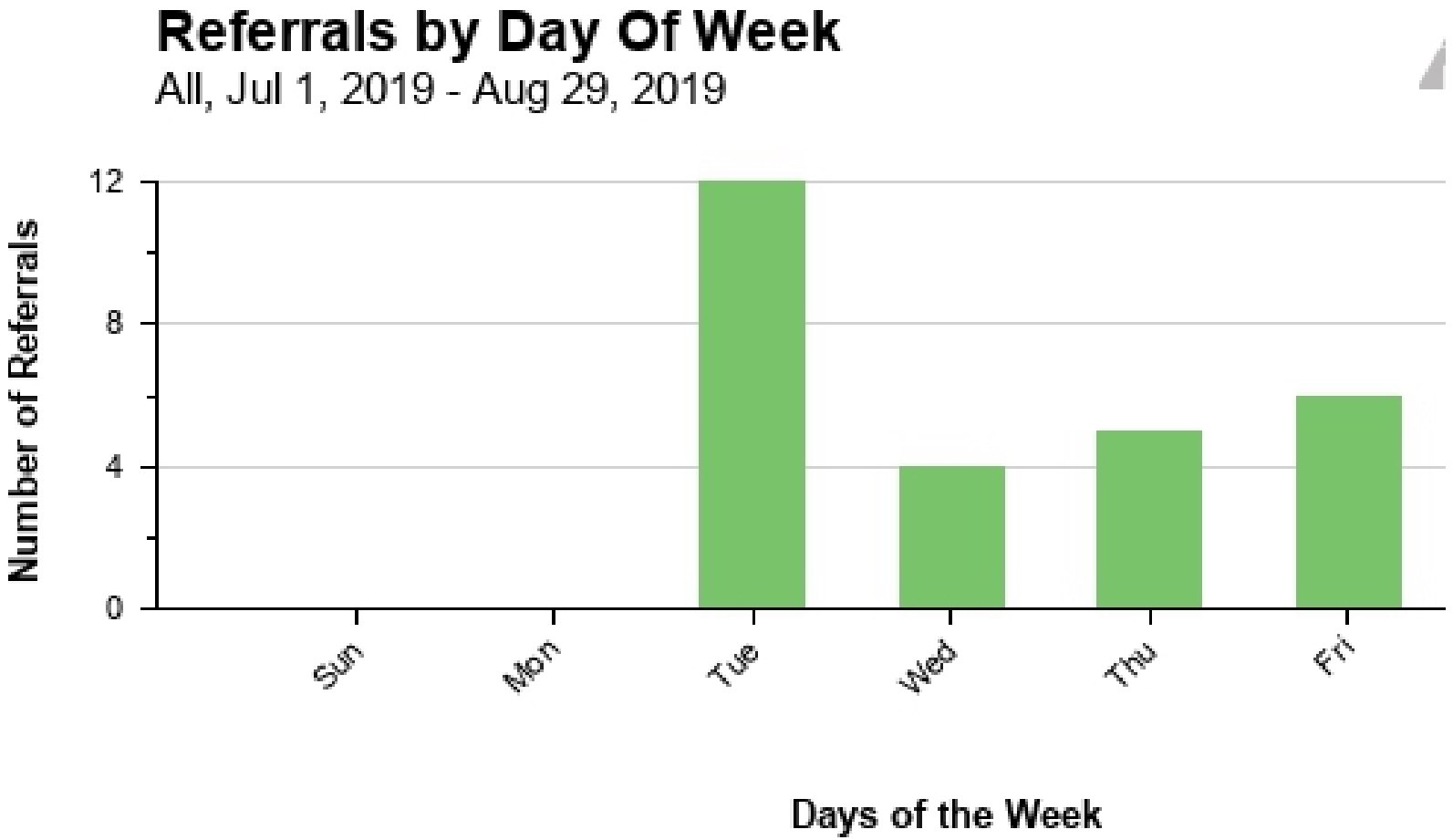
I. Intro to PBIS and Restorative Practices
   - March 2019
   - July 2019

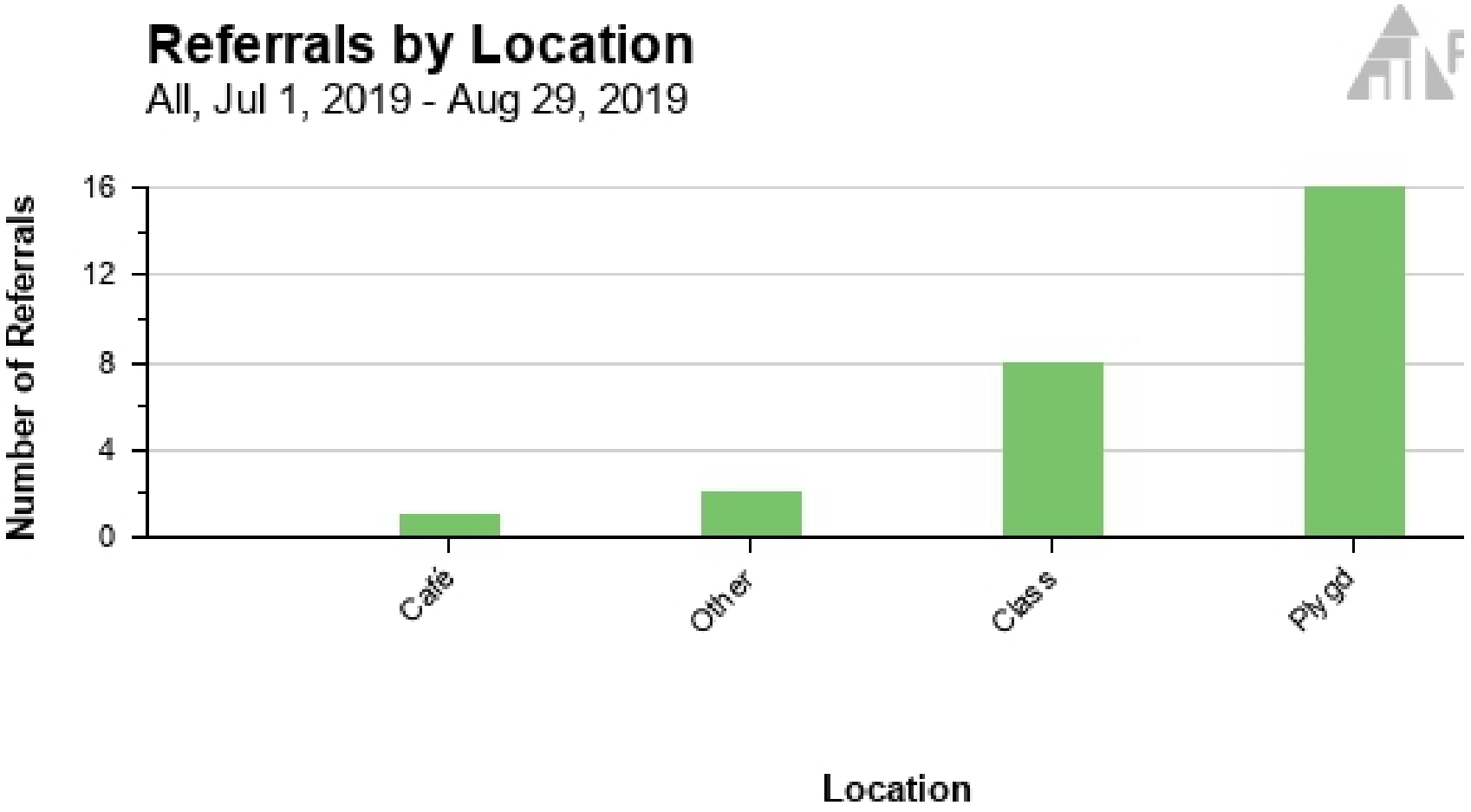
II. Trauma-Informed Care
   - July 2019

# SCHOOL-WIDE INFORMATION SYSTEM (SWIS)

- Online tool for entering and managing discipline referrals
- 19 District schools are implementing

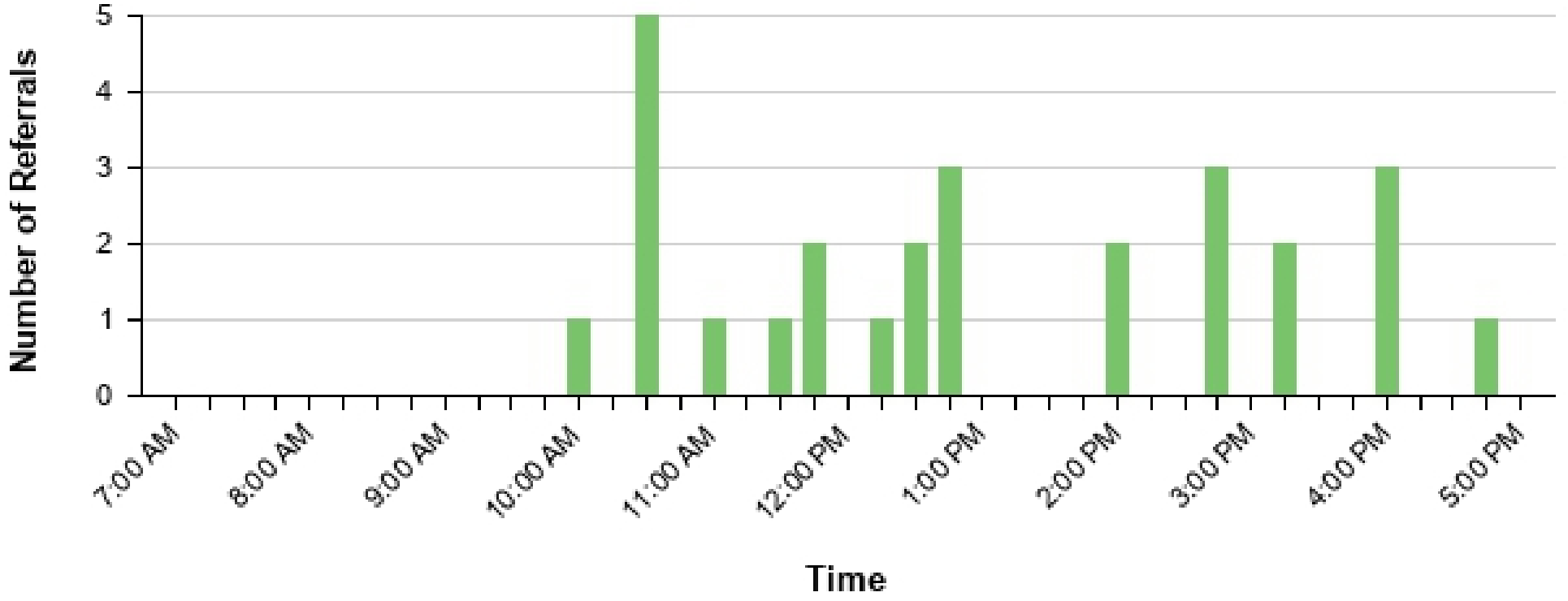



Referrals by Day Of Week
All, Jul 1, 2019 - Aug 29, 2019
Number of Referrals
12
8
4
0
Sun
Mon
Tue
Wed
Thu
Fri
Days of the Week


Referrals by Location
All, Jul 1, 2019 - Aug 29, 2019
Number of Referrals
16
12
8
4
0
Café
Other
Class
Playgd
Location

# Referrals by Time

All, Jul 1, 2019 - Aug 29, 2019



# NEXT STEPS

## Academics

- Provide information and support regarding universal screening and progress monitoring
- Provide intervention models

## Behavior

- TFI progress monitoring
- Data-based decision making

## Social-Emotional Learning

- Align lessons to identified student needs

# PARENT TRAINING

| | | |
|---|---|---|
| | Parent Academy | Saturday, October 19 from 7:30-12:00 at Vista Square<br>Preventing and Responding to Stress and Challenging Behaviors |
| | MTSS for Parents: Supporting the Whole Child Academically, Behaviorally, and through Social-Emotional Learning | October 2019 |
| | SEL for Families | TBD |

# QUESTIONS