MTSS in a Dual Language System: An ongoing journey

2019 OR RTli Conference
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Materials

https://tinyurl.com/MTSSdoslang
Education Northwest

Education Northwest is a nonprofit, nonpartisan organization dedicated to helping all children and youth reach their full potential. We partner with public, private, and community-based organizations to address educational inequities and improve student success. While most of our work centers on the Pacific Northwest, our evaluations, technical assistance, and research studies have national impact and provide timely and actionable results.
Intended Learning

Learning goals

*I will understand:*

• How an OR dual language school district is developing MTSS in their specific context

Success criteria

*I can:*

• Implement similar components in my specific context
• Make more informed decision related to MTSS in my specific context

Who’s in the Room?

Please share your:
Name
Position

Finish this sentence:
*MTSS is like ... (use an analogy that is not school related).*
Working Agreements

Be fully present
Share the air
Ask questions
Take care of yourself

MTSS in a Dual Language System: An ongoing journey

Simple..... Yet oh so complicated
Why It Matters

*Early and intensive intervention for high-risk students*

The gap to fill is ever-widening. The sooner it is closed, the better.

The Matthew Effect

What does the gap look like?

*Early and intensive intervention for high-risk students*

What’s your native language?
MTSS Core Values

Belief - A belief that we can effectively teach all children
Flexibility - A fluidity in instructional grouping
Proactive - Opposite of a “wait-to-fail” mindset
Getting Started

1. How are we doing at differentiating our support for students?  
   - Not Well

2. Do we have each of the core components in place to support differentiation?
   a) Evidence-based interventions  
   - Eh...
   - What exists?
   b) A comprehensive assessment system
   - Sorta....
   c) Effective decision-making

What cut scores are appropriate?

Crowd sourcing our work

- https://tinyurl.com/MTSS2-lang
Where do you start?

Core Instruction
Tier I – Core Instruction

Accessible to all students
Evidence-based curriculum
Understood by all teachers
Aligned vertically, horizontally, and to standards
Differentiated instruction
Strategic schoolwide professional development
What Is “Evidence-Based”? Ideally, an intervention is not just “based” on research, but has been researched itself and shown to be effective.
Levels of Evidence (ESSA)

1. Strong evidence – experimental research
2. Moderate evidence – quasi-experimental research
3. Promising evidence – correlational research
4. High-quality rationale – strong theoretical base from related research

Ideal vs. What’s Available

- Substantial research available on literacy ... not as much on other content areas—even less for materials/programs for languages other than English
- If materials are not evidence-based:
  - Choose materials carefully
  - Align them to state standards
  - Use instructional delivery methods that are evidence-based
- Have an “inquiry” stance to determine what fidelity of implementation should look like
Activity
Effectiveness Depends on Implementation!

1. Agreements in place for core instruction?
2. Aligned with the evidence base?
3. Implemented as agreed?
4. How do you know?
5. Teacher support?

Reflection

https://tinyurl.com/EvidenceMTSS
So……

- We’re working on it
Characteristics
*Comprehensive Assessment System*

- Purposeful
- Answers questions
- Leads to instructional decisions for students
- Applies to the class, grade level, entire school, and, ideally, the entire district
- Systematically ties all assessment types together to create instructional focus

Answers Four Key Questions

1. Are students on track or at risk?
2. Are students mastering standards-based content?
3. Why are students struggling and/or where do they fall within a specific learning progression?
4. How well are students moving along a learning progression?
Learning from Medicine

If not at risk...
Measure progress on grade level standards (interim, formative, summative)

If at risk of learning difficulties...
Dig deeper to know why and measure progress along earlier learning progressions
### Universal Screeners

Brief assessments that identify students who may be at risk of learning difficulties. (NCII, n.d.)

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Students assessed</th>
<th>Main purposes</th>
</tr>
</thead>
</table>
| Beginning of school year, course, or semester (and as needed with new students) | All students      | • Determine risk status  
• Begin to define instructional groups  
• Help teachers begin the differentiation process by identifying students who may be at risk of failure |

### Grade-Level Outcomes (Benchmarks)

In-depth, standards-based assessments that occur on an interim, formative, or summative basis and are designed to measure student mastery of grade-level content.

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</table>
| End of unit, course, and/or school year | All students      | • Gives school leaders and teachers feedback about the overall effectiveness of their program  
• Inform schoolwide leadership team action plans |
**Diagnostic Measures**

More in-depth assessments that accurately pinpoint where a student’s struggles fall on a learning continuum and/or identify the root cause for a learning difficulty.

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</table>
| As needed (depending on screening data) | Selected students (when more information is needed for program planning) | • Determine instructional groups  
• Helps teachers differentiate instruction based upon identified instructional needs  
• Helps plan instruction by matching it to the composition of groups |

**Progress Monitoring**

Brief assessments that are matched to the diagnosed level of need and used to measure a student’s rate of improvement.

<table>
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</tr>
</thead>
</table>
| Determined by risk status | All students  
• Progress toward grade level  
• Benchmarks of grade-level standards (i.e., interim) | • Determine if students are making adequate progress with current instruction  
• Inform group action plans |
What’s guiding us

1. Don’t overthink it

2. Data doesn’t tell the entire story……
   But it also doesn’t lie.

3. Therefore, it can be used to inform decisions
Who needs help?

- Native English speakers in Spanish emersion
  - Which way is up....
Learning Trajectories

*Example: Verbal and Object Counting and Comparing, Ordering, and Estimating Numbers (ages 5 and 6)*

Counts on keeping track
Counts of mental images
Skip counts by 2s and 5s
Counts on using patterns
Counts to 100
Skip counts by 10s to 100
Counts from N

**AGE 6**
Compares with counting numbers up to 10
Compares with counting numbers up to 5
Counts backwards from 10
Counts and produces numbers greater than 10

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Learning Trajectories

*Example: Word Reading*

Letters/Sounds: Multisyllabic words
Letters/Sounds: Complex phonic elements
Letters/Sounds: Basic phonic elements
Phoneme segmentation
Elision (deletion, substitution)
Phoneme blending
Phoneme comparison
Onset-rime blending
Syllable awareness
Rhyming and alliteration
Listening to and producing oral language
Activity

In your group or with a partner, answer the following questions:
1. Do your leadership and teacher collaboration teams have a structured process for making decisions about intensifying interventions?
2. If yes, describe it. Is it shared by everyone, or are there pockets of successful practice?
3. If no, what can you do to bring more clarity to your school’s decision-making processes?
Draft frameworks

https://tinyurl.com/MTSSdoslang

Thank you!

https://tinyurl.com/WilliamsORrtii