



# Oak Park Elementary School District 97

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**To:** The Board of Education  
Dr. Carol Kelley, Superintendent

**From:** Dr. Ebony Lofton, Chief Academic and Accountability Officer  
Dr. Tawanda Lawrence, Senior Director of Curriculum and Instruction  
Faith Cole, Director of MTSS (Multi-Tiered System of Supports)

**RE:** Multi-Tiered System of Supports (MTSS) and funding request

**Date:** April 13, 2021

**Type of Report:** Information and recommendation

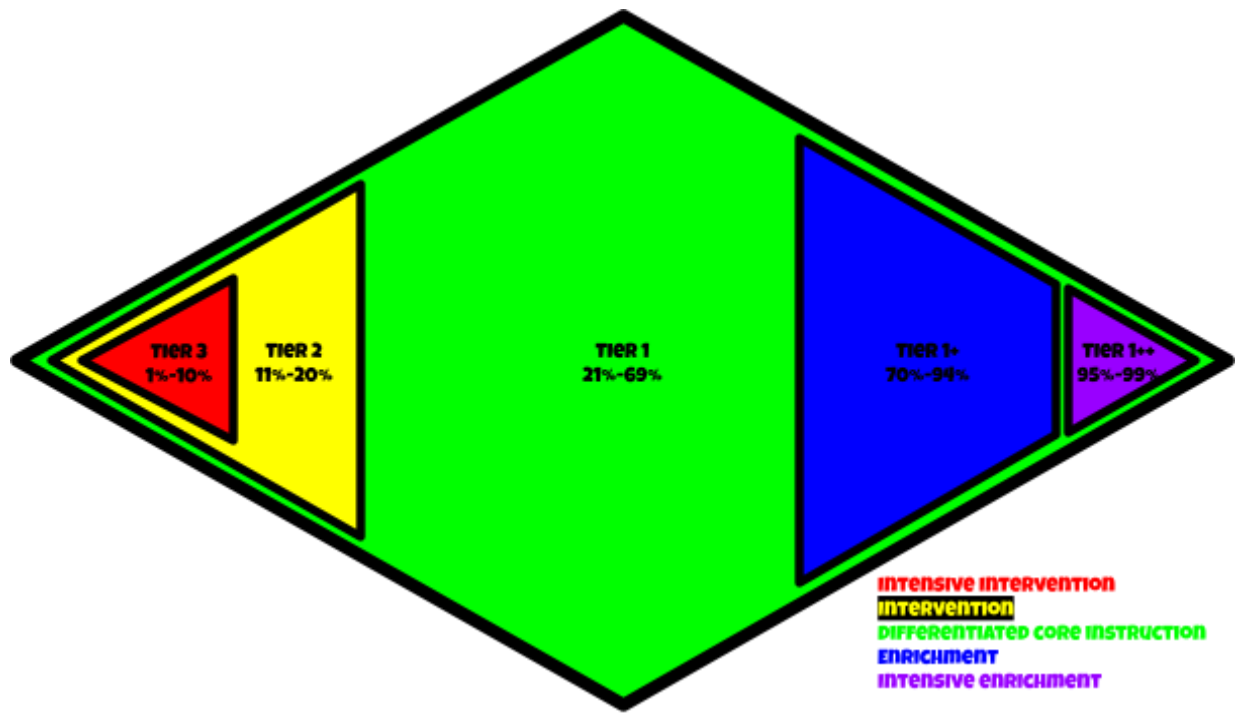
The purpose of this report is to provide an update to the Board of Education with an update regarding the current state of our Multi-Tiered System of Supports (MTSS), our recommendations for the school year 2021-2022.

Our current MTSS leaders support differentiation, equitable experience for our students and continued growth of staff members in order to encourage all students to become successful, independent learners. We achieve this by:

- Building structures and processes to support all students with specific focus for our most unique learners
- Designing meetings to allow for robust brainstorming, safe collaboration and new/continuous learning among team members.
- Meeting our staff where they are in an effort to build their capacity and student learning.
- Developing targeted, research-based intervention plans, with embedded progress monitoring, to meet the individual needs of all students.
- Hosting data discussions as they relate to academic, social emotional and behavioral needs of all our students.
- Keeping all stakeholders informed.

## **MTSS Best Practices**

As we consider our district approach to MTSS, it is important to align our approach with best practices as outlined in current research. For those students who are not yet demonstrating proficiency with core/Tier 1 instruction, students are provided Tier 2 instruction. Tier 2 instruction occurs outside of core/Tier 1 instruction and not in place of it. When Tier 2 instruction proves to be insufficient to meet student needs, students are provided Tier 3 instruction. Tier 3 instruction is focused on skill remediation, and is provided for a longer time duration. Given that our goal is to serve the majority of our students in core instruction and support more equitable outcomes for all of our students, it is imperative that we have a system with appropriate staffing levels to meet this goal. The graphic below illustrates the MTSS tiered system and the percentage of students that typically expected to meet the criteria for tiered academic intervention:



### Tier 1 Math Instruction SY 2021-2022

In the summer of 2018, District 97 conducted a thorough resource review of various mathematics programs to support Tier 1 mathematics instruction for grades 6-8. As a result of piloting three programs during the 2018-2019 school year, Connected Mathematics Project 3 (CMP3) was recommended for district-wide adoption. Brooks and Julian Middle Schools are currently in year two of implementing this program. CMP3 is an inquiry-based mathematics program that assists students with math problem solving, reasoning and proof, communication, representation, and connections. These math practices require students to look deeper and connect problem solving to practical situations. CMP3 provides an inquiry model for learning mathematics and connects mathematical ideas to students' everyday world.

As we continue to support Tier 1 mathematics instruction, teachers at Brooks and Julian are currently piloting the following Algebra resources: CME Algebra I and Discovering Algebra I. Teachers will conclude their pilot of these two programs at the end of May and select a program for district-wide adoption for the 2021-2022 school year.

The Teaching and Learning department has been in dialogue with the two middle school mathematics department leaders and middle school principals around a proposal developed by the math department to support student learning. Current features of the proposal include:

- Reimagining the course trajectory for middle school students
- Revamping the current course for advancement by analyzing multiple sources of data
- Expanding access to a path to Algebra by revamping the summer bridge math courses and providing above grade level content and support during second and third trimester
- Providing two mathematics interventionists - one at each middle school
- Increasing the provision of supplemental mathematics resources

The team is in the process of garnering feedback on the proposal from various stakeholders within District 97 and throughout the community. We look forward to presenting this proposal to the Board of Education in May.

### Tiered Instructional Support

It is imperative that students receive exposure to core content skills and have adequate time for remediation of missing or less developed skills. Tier 2 and Tier 3 instruction must complement and supplement Tier 1 core instruction without interrupting, or cutting instructional time from core, grade-level instruction.

There are common instructional factors that contribute to a Multi-Tiered System of Support that meets the needs of learners. Organizational factors, outlined in the table below, that support tiered instruction are critical if MTSS is to work effectively for students.

Factor	Tiers of Instructional Support	
	Tier 2	Tier 3
Organizational Factors		
Time allotted for instruction	30 minutes, 4-5 days/week	30minutes-45 minutes, 5 days/week
Duration of intervention	8-15 weeks, <20 weeks	20+ weeks
Interventionist facilitating group	General education teacher, intervention specialist	Intervention specialist, content specialist, special education teacher

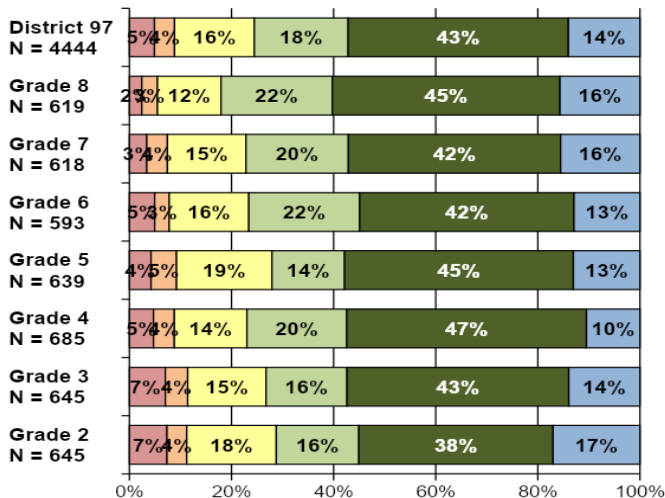
Harlacher, J.E., Sanford, A., Nelson Walker, N. *Distinguishing between tier 2 and tier 3 instruction in order to support implementation of RTI.*

### Mathematics Data (SY20 NWEA MAP)

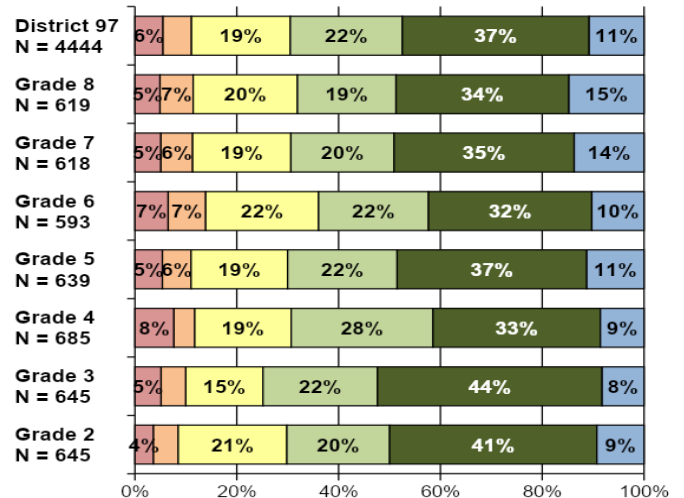
In reviewing student achievement data based on the last administration of NWEA MAP, of note is the difference in student attainment between English Language Arts and Mathematics - particularly in grades six through eight. On the left, the chart reveals the percentage of students who achieved at levels reflective of the 95th percentile; the projected college ready designation at the 70th - 94th percentile; the grade level designation; the below grade level designation as well as performance indicative of a need for tiered support in English Language Arts. On the right, the chart indicates attainment in Mathematics for the same test administration period. The charts reveal that attainment in English Language Arts outpaced mathematics attainment.

This trend is also illustrated in the chart that compares students deemed projected college ready in mathematics in middle school when compared to overall district performance.

**MAP Reading Attainment, by Grade Level**  
Winter 2020

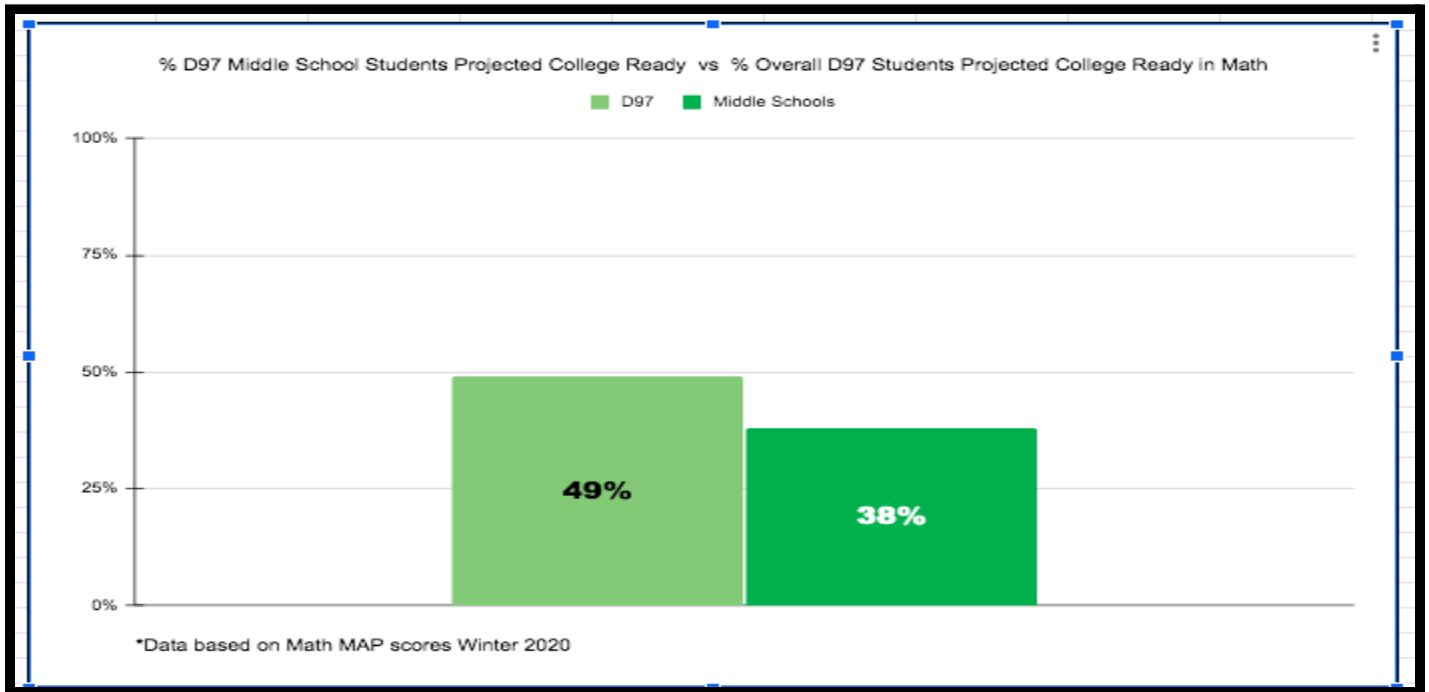


**MAP Math Attainment, by Grade Level**  
Winter 2020



Attainment Colors	
95 <sup>th</sup> %ile	Below Grade Level
Projected College Ready	Tier 2 Intervention
On Grade Level	Tier 3 Intervention

## Percentage of Middle School Students Projected College Ready In Mathematics compared to D97 Average



### MTSS Recommendations

To support our MTSS efforts and create more direct support to students who are in need of tiered support in middle school mathematics, the district is recommending staffing increases to support those students who are our most academically vulnerable. These staffing recommendations are based on the assumption that within any given school year at least 5% of the student body will perform significantly below grade level, in both reading and math, and will benefit from instruction in groups of 1-3 students. In order to support system coherence, fidelity of implementation, and school-level MTSS needs we request two MTSS interventionists who will work directly with each of the middle schools.