



Oak Park Elementary School District 97

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TO: The Board of Education
Dr. Carol Kelley, Superintendent

FROM: Dr. Carrie Kamm, Director of Organizational Learning
Eboney Lofton, Director of Special Education
Emily Fenske, Student Data Administrator
Dr. Felicia Starks Turner, Senior Director of Administrative Services

RE: Multi-Tiered System of Supports (MTSS) Update

DATE January 10, 2017

Purpose of the Report: The purpose of this report is to provide the Board of Education with an update on Multi-Tiered Systems of Support (MTSS) and how it encompasses programs such as Title I and PBIS. There are a number of different avenues in which our students are supported to meet their academic goals and develop socially and emotionally. This report will explain our current efforts.

MTSS Overview

Multi-Tiered System of Supports (MTSS) is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a continuum of evidence-based practices and systems. Our work in MTSS is focused on literacy and math. Within MTSS, all students receive Tier 1 instruction, which is differentiated for their needs, in the general education setting.

Tier 1 is the foundation and consists of the grade-level curriculum and differentiated supports for all students in the general education classroom. Flexible grouping is commonly used so that teachers can focus their efforts on a smaller range of students. Teachers also use results from unit pre-assessments, as well as formative assessments, to determine how instruction should be differentiated.

Tier 2 consists of supplemental instruction and academic and/or behavioral interventions that are provided in addition to Tier 1 instruction and the core, grade-level, curricular program. Tier 2 supports are designed to meet the need of students who are not meeting grade-level, instructional goals.

Tier 3 is characterized by more intensive academic and/or behavioral support with the goal of improving a student's rate of progress. Tier 3 interventions include more explicit instruction focused on a specific skill need, whether that is an accelerated need or a remedial need (CDE 2008). Tier 3 interventions are developed for individual or very small groups of students using a problem-solving process.

Historically, District 97 has kept the academic interventions and supports (known as Response to Intervention, or RTI) and Positive Behavior Interventions and Support (PBIS) work separate from each other. In order to meet the needs of the whole child, it makes sense to bring the work from each of these systems together. The district MTSS leadership team, comprised of Dr. Amy Warke, Dr. Felicia Starks Turner, Dr. Carrie Kamm, Eboney Lofton, Emily Fenske, and Michele Capiro are collaborating to create a path to bring these two systems together.

The Response to Intervention (RTI) committee's work has been centered on creating the District 97 Instructional Framework. The purpose of the Instructional Framework is to outline the district's expectations regarding instruction, interventions, academic programs, and assessment. The committee will also be making recommendations for a math screener for kindergarten and grade 1 (grades 2-8 use NWEA-MAP).

Positive Behavior Interventions and Supports: PBIS (Elementary)

Each elementary school has a designated PBIS internal coach and a team that meets bi-weekly. The responsibilities of the building-based PBIS Teams are to:

- Develop, lead implementation of, and reinforcement of 3-5 school-wide expectations
- Review, and revise as needed, the behavioral matrix
- Coordinate and evaluate school-wide social emotional teaching
- Complete required assessments
- Enter and manage the building behavior data in SWIS
- Assist with the building reinforcement system
- Share data with building staff monthly
- Assist with communication of upcoming PBIS activities
- Engage families and community in PBIS objectives and activities
- Develop and implement Tier 2 interventions (CICO, Mentoring, etc.)
- Review student-level data to determine students in need of Tier 2
- Assign students in need of Tier 2 behavioral support to appropriate interventions
- Review the effectiveness of the Tier 2 interventions
- Adjust Tier 2 interventions as necessary
- Serve as a liaison between team and staff members

The coaches meet on a monthly basis to ensure district wide implementation. At the district coaches meetings we reflect on discipline data that includes ethnicity and special education status to problem solve around the disproportionality that exists for our students of color and students with IEPs. The coaches will be starting a book study (*Between the World and Me* by Ta-Nehisi Coates) in January to further our understanding and expand our own cultural competence.

Using the School Wide Tiered Fidelity Inventory (SWPBIS TFI), an evaluation tool from the National Technical Assistance Center for PBIS, each team annually evaluates their own progress on each of the three tiers. All schools are implementing Second Step as their core teaching at Tier 1. Four schools (Irving, Lincoln, Longfellow, and Whittier) have at least one Tier 2 intervention in place. The remaining four schools will attend a training this spring to plan for the roll out of a Tier 2 intervention for the fall of 2017. The teams have not started assessing their tier 3 practices at this time as the focus has been on the rebuilding of tier 1 and beginning interventions in Tier 2.

Second Step

Second Step, a Tier I intervention, is a nationally recognized curriculum developed by the Committee for Children, a Seattle nonprofit that develops research-based SEL, bullying prevention, and child abuse prevention curricula and training for children from early learning through grade 8 and the adults who surround them. *Second Step: Skills for Social and Academic Success* for kindergarten through grade 5 is included in the Collaborative for Academic, Social, and Emotional Learning (CASEL) 2013 *Guide*, which means the full suite of kindergarten through grade 8 *Second Step* programs have received CASEL's top honors.

Second Step materials were purchased for early learning-eighth grade in July 2016 and distributed to all schools in August 2016. Both the middle school and elementary school teams received professional development in August so they could train all staff during the August teacher institute days. Teams were provided with a scope and sequence for each grade level, a schedule for teaching lessons, a schedule for sending home links to parents/guardians, and other pertinent resources.

The school teams trained their staff in a two-hour session on day two of the August teacher institute days. All staff received a teacher Second Step preparedness survey and those results were shared back with each school on September 16, 2016. The survey consisted of ten Likert scale questions and two open-ended questions soliciting feedback on additional support needed for successful implementation. Of the staff that took the survey, the results showed that they felt prepared and supported in their training and Second Step implementation.

During the 2016-17 school year we will survey staff three times on Second Step implementation. As part of the evaluation of second step and the culture and climate of our buildings we completed a student survey this fall/winter to students in grades 1-8. A second student survey will be administered again at the end of the school year. The fall survey administration yielded an overall 90% response rate. The survey results will be shared with administrators, staff, students and parents in the coming months. The survey results will guide the PBIS/SEL teams to improve implementation fidelity. After the student survey results have been shared with the stakeholders, we will conduct walk-throughs during Second Step instruction and organize student interviews/focus groups.

The surveys we will be using for teachers are the Second Step Preparedness Survey, Implementation Survey, and Lesson Completion Checklist. The student surveys were adapted from the Education for the Future Perception Survey Instruments.

Title I

Title I is a supplementary federal funding program aimed to bridge the achievement gap for low-income students. Title I was first enacted in 1965 under the Elementary and Secondary Education Act (ESEA) which was a cornerstone of President Johnson's "War on Poverty" and sought to ensure that children from low income families had a fair, equal, and significant opportunity to obtain a high quality education. ESEA was rewritten as No Child Left Behind (NCLB) in 1994 to improve fundamental goals of helping at-risk students. The Every Student Succeeds Act (ESSA) replaced NCLB on December 10, 2015. ESSA will be fully operational in school year 2017-2018. All of these initiatives continued to contain a Title I supplementary funding component.

Unique to ESSA is an emphasis on school climate and safety, which are linked to academic achievement, active student and teacher engagement, and tiered systems of support for all students, particularly students with high failure risk (e.g., students with disabilities English language learners, students from disadvantaged and diverse backgrounds and environments).

Furthermore, continuing under ESSA, Title I provides for schools with large concentrations of low-income students to receive funds that assist in meeting the student's educational goals by providing a continuum of supplementary services and resources. Schools may be designated as either "targeted assistance" where only a select group of students receive Title I services, or as "school-wide" where all students are considered Title I participants and are eligible to use Title I funded resources and services. The more encompassing "school-wide" Title I category is only given to schools where 40% or more of the students enrolled in the school, or residing in the attendance area served by the school, are from low-income families.

The number of low-income students in a school or district is determined by the number of students qualifying for the national school free/reduced lunch program on September 30th of each year. Beginning with the 2008-2009 school year, the September 30th enrollment counts are based on enrollment and exit dates reported for individual low-income students in the ISBE Student Information System (SIS).

District 97 is a targeted assistance district where Title I schools are identified as elementary or middle schools that have a higher percentage of low income students than the district average as of the last day of September. Given the targeted assistance designation, funds must be used to provide supplemental educational services only to a select group of students identified as having the greatest need for special assistance and who are behind academically, or at risk for falling behind on the Illinois Learning Standards which incorporate the Common Core State Standards.

Like all NCLB grant funds, the use of Title I funds in the schools is restricted. They must only be used to supplement or add to any state or local funds used to provide services, staff programs, or materials for students identified as grant program participants, in this case for use only by Title I participants. Consequently, Title I grant funds cannot be used as stand-alone funding for any program nor used to supplement programs that benefit non-Title I students. Title I's original tenet to bridge the achievement gap for low-income students makes clear its funds are not interchangeable with state or local funds and cannot pay in part or whole for programs and activities provided to all students, even if those programs are required by law.

In summary, MTSS is designed to provide a systems approach to supporting the whole child. The MTSS team continually progress monitors and evaluates our supports and initiatives to further strengthen these efforts for our students.