

# Multi-Tiered Systems of Support (MTSS)

School Board Work Session  
March 5, 2024

Presenters: Dr. Heather Cordie, Dr. Josh Fritts,  
Dr. Perla Rodriguez, Jill O'Neil, Pat McCreery, and  
Chrissy Lawrence

**BELONG**  
**BELIEVE**  
**ACHIEVE**

# Teaching and Learning Presentation Team

- Dr. Heather Cordie, Deputy Superintendent
- Dr. Josh Fritts, Executive Administrator for Teaching & Learning
- Dr. Perla Rodriguez, Executive Administrator for K-8 Schools
- Jill O'Neill, Curriculum, Instruction, and Assessment Administrator
- Pat McCreery, Administrator for Equity and Inclusion
- Chrissy Lawrence, Elementary Language Arts Teacher on Special Assignment (TOSA)

# BSD's Equity Lens

## Beaverton School District **EQUITY LENS**

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.



## **EQUITY**

In Beaverton, we aspire to have the following 5P's:



**Partnership**  
elevates multiple perspectives from historically underserved communities



**People**  
reflect the diversity of our student body



**Place**  
is safe, inclusive and affirming for historically underserved students and their families



**Policy**  
articulates a vision for equity



**Practice**  
eliminates gaps in access, opportunity, and expectation

1. Whose **voice** is and isn't represented in this decision?
2. Who does this decision **benefit** or **burden**?
3. Is this decision in alignment with the **BSD Equity Policy**?
4. Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

# Guiding Principles



**BELONG. BELIEVE. ACHIEVE.**

# Learning Objectives for Today's Meeting

- Able to define MTSS *and* its connection to the Strategic Plan
- Demonstrate understanding of a Universal Screener
- Become more familiar with the work of the district's Assessment Framework workgroup
- Learn more about the implementation plan

# Initial Priority Strategies

## Safe & Thriving Student Safety & Well-being

Foundations of Success  
Strong Start in Early Learning

Progress on Standards  
Achievement for All

College & Career Ready  
Supports for Post-High School Success

Outcomes	Strategies	Building or District	Phase
<b>Each student feels safe</b> (Community Building, Restorative Practices)	Create district & school-wide structures that intentionally build safe and inclusive learning environments	District & Building	Implementing
	Review student discipline policies and revise Student Code of Conduct to include restorative practices	District	Implementing
<b>Each student thrives socially and emotionally</b> (Behavior, Social-Emotional and Health Supports)	Implement strong multi-tiered systems of supports for students' behavioral and social-emotional needs	District & Building	Developing / Implementing
	Explicitly implement practices at each school to support student social, emotional and mental health <ul style="list-style-type: none"> <li>• Behavioral health and wellness strategies are explicitly taught and used in all classrooms</li> <li>• Specific support spaces are designated where appropriate and feasible</li> <li>• ***</li> </ul>	Building	Sustaining
	Teams in each building meet regularly to examine social-emotional, academic, attendance and discipline data for students	Building	Sustaining
<b>All identities are valued, and all students are included</b> (Equity, Inclusion, Student Voice)	Provide relevant, meaningful and differentiated professional development for all staff <ul style="list-style-type: none"> <li>• Consistent, ongoing professional development and active staff engagement</li> <li>• Implement required equity training modules for all staff</li> <li>• Professional development to support culturally and linguistically relevant practices</li> <li>• PD to support teaching and learning of social emotional learning (SEL) skills</li> <li>• Trauma-informed, restorative, anti-bias and community-building principles and practices</li> </ul>	District & Building	Implementing / Sustaining
	Ensure culturally and linguistically responsive teaching practices that build off of students' personal experiences and interests, engaging them through interactive and collaborative practices	Building	Implementing

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Outcomes	Strategies	Building or District	Phase
Each student demonstrates proficiency...	Assessments aligned to standards with multiple approaches to documenting learning and development and empowering students to self-assess and self-report progress	District & Building	New
	Engage families with two-way communication to support students' learning	Building	Sustaining
	Implement research-based interventions for math and literacy	District & Building	Implementing
...on literacy and language targets by the end of third grade.	Rich learning environments with several key visual supports and access to multimodal materials	Building	Sustaining
	Research-based systematic balanced literacy components including phonics and phonemic awareness curriculum and instruction	District	Implementing
...in math numeracy learning targets by the end of third grade.	Implement <a href="#">NCTE sociomathematical norms and practices</a>	District & Building	Implementing
	Student-centered math talks where students develop multiple strategies along a progression of skills	Building	Sustaining
	Applied mathematical problem solving	Building	Sustaining
...in habits of mind.	Habits of mind strategies explicitly taught, practiced and nurtured	Building	New
	Implement and support playful inquiry in early learning classrooms ( <a href="#">Playful Inquiry Co-researcher Practices</a> )	Building	Implementing

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Phases	Outcomes	Strategies	Building or District	Phase
All Phases	All outcomes	Ensure all classrooms are culturally responsive, relevant and inclusive	Building & District	Implementing
		Implement strong multi-tiered systems of supports for students' academic needs	District & Building	Developing / Implementing
Phase 1	All students demonstrate progress toward, and achievement of, the standards.	Learning targets and success criteria (rubrics) directing all instruction and assessment in all content and courses at all grade levels	Building & District	Sustaining
		Consistent use of explicit instruction in age-appropriate increments and use of a gradual release model	Building	Implementing
		Consistent, systematic teacher collaboration time	Building & District	New
		Articulated and scaffolded high leverage teaching strategies (AVID-WICOR) taught and consistently used in all content and courses at all grade levels	Building & District	Implementing
	All students will demonstrate agency of their learning.	Ensure a balance of academic student talk and teacher talk in all content and courses at all grade levels	Building	Implementing
		Cooperative grouping in all content and courses at all grade levels	Building	Implementing



# Initial Priority Strategies

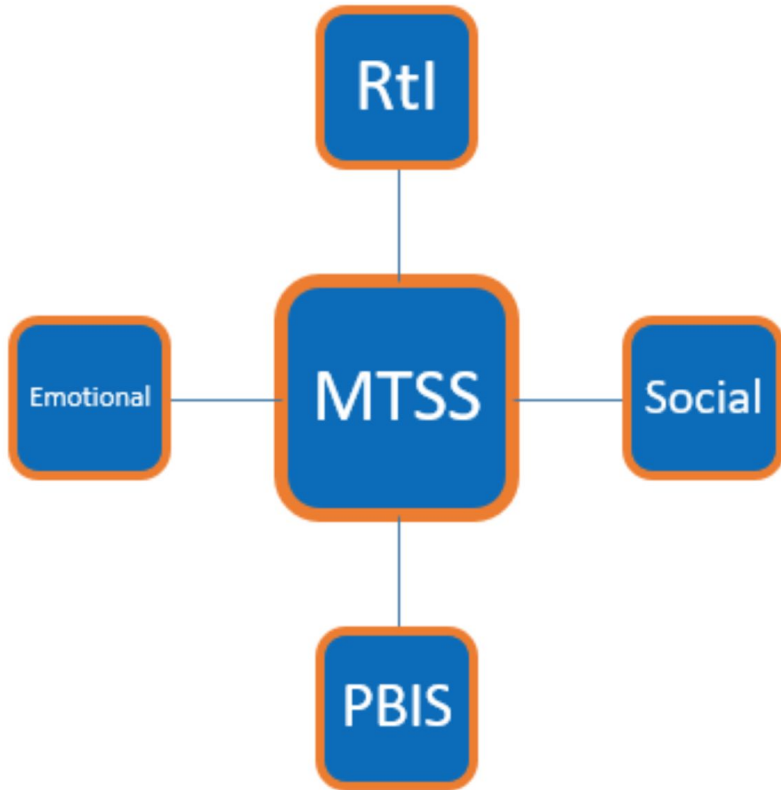
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Outcomes	Strategies	Building or District	Phase
All students passing Language Arts and Math classes in 6th grade	Describe and implement early warning system at all levels	District & Building	Developing
	Guaranteed viable and culturally responsive curriculum with coherent scope and sequence supported by high-leverage instructional strategies and common assessment practices at all levels <ul style="list-style-type: none"> <li>Consider bulleting out a list of examples/strategies</li> </ul>	District & Building	New / Developing
Every 9th grader on track for graduation	Support 9th grade on track success with school-level teams	Building	Sustaining
	Provide targeted summer school for transition between grades 8 & 9 and support between 9 & 10	District & Building	Sustaining
	Explore school scheduling models to maximize learning and continued growth	District	New / Developing
All students leave each level with a plan and a purpose	Fully implemented and consistent student-driven post-secondary plan starting at elementary level	District & Building	New / Developing
All students graduate and successfully complete dual credit, IB, AP, CTE and/or dual language courses	Support student access to and success in dual credit, Advanced Placement, International Baccalaureate, Career Technical Education and dual language courses <ul style="list-style-type: none"> <li>Systematic creation and support of course offerings</li> <li>Remove barriers to entry</li> <li>Intentional outreach to increase access</li> <li>Create a support/mentorship model to bolster student success</li> </ul>	District & Building	Developing / Implementing / Sustaining



- MTSS encompasses supports for the whole child, and takes into account academics, behavior, and social/emotional supports.
- Rtl and Positive Behavior Intervention and Supports (PBIS) are examples of tiered systems under the MTSS umbrella.

# Multi-Tiered System of Supports (MTSS)

## Medical Analogy



# MTSS: A Framework for Every Student

A multi-tiered system of supports ([MTSS](#)) provides a guiding, comprehensive framework for educators, school, and district leaders. This framework allows K-12 educators to:

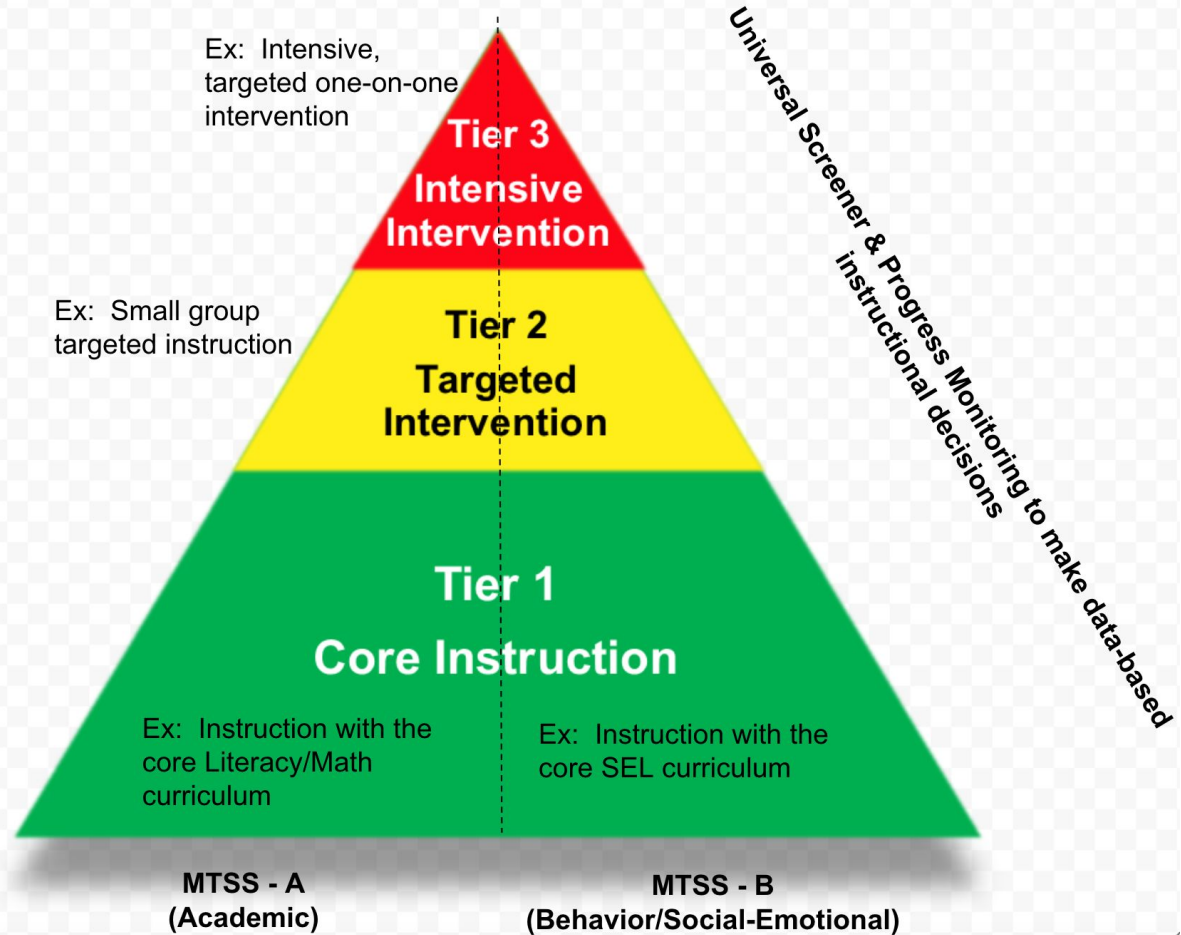
- Remove barriers to learning at the systems level.
- Use evidence-based practices to ensure all students are learning at grade-level.
- Make data-based decisions for targeted and intensive interventions.

An MTSS framework helps unify practices across a district, so students are getting the same access to support no matter what school or classroom they are in. Classroom educators, counselors, and administrators are all working towards a common goal: creating a positive learning environment that serves the needs of all students across all areas of development. By using data as a guide to inform initiatives, they can ensure that their choices are grounded in actual student need, not just educator perception. Looking at data consistently also allows educators to take preventative steps to intervene before larger challenges arise.

# Multi-Tiered System of Supports (MTSS) & Equity

Equity is deeply embedded in MTSS. Educational equity means that each student gets what they need to succeed. The MTSS framework allows educators to see each student holistically and ensure access to necessary support. An MTSS that advances equity gives all students access to a great education in the most inclusive environment possible.

# Multi-Tiered System of Support (MTSS) Model



# Primary Types of Assessments

“ Which students are at risk? ”

## Universal Screening Assessments

Universal screening is the process of analyzing academic and social-emotional behavior (SEB) data about *all* students in a class, grade, school, or district. Screening helps identify which students are at risk on various skills and pinpoints needs within the universal tier. Educators should use universal screening data as a check on where students are, to monitor whether students are growing at needed rates, and to identify opportunities for Tier 1 improvements.

### Universal Screening



Identify students in need of additional assistance in order to meet learning goals

### ? What questions does universal screening answer?

- Are our universal efforts effective? Are they effective for all students?
- If not, where and how can we improve them?
- Which students are at risk?
- Which students may need an academic or SEB intervention?

### 📈 How does universal screening accelerate learning?

- Shows where students are starting the year in relation to peers and/or grade-level benchmarks to inform early intervention and data-based decisions for students who exceed or have skill deficits.
- Measures growth in the winter to identify students and grade levels that need additional improvement before the end of the school year. Educators should avoid waiting until the end of the year to measure student growth.
- Equips educators to accelerate learning equitably; teacher referral and parent referrals alone are typically not equitable tools and do not facilitate preventative early intervention or proactive enrollment in gifted programming.
- Provides visibility into whether growth is happening for all students.

3–5x  
per year



All Students

# Why a Universal Screener?

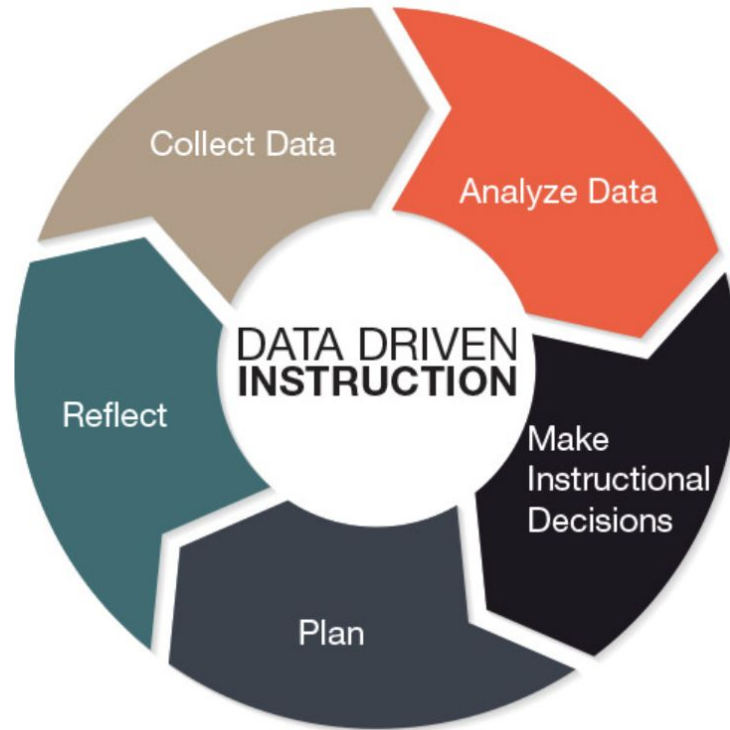
## Universal Screening Within a Response-to-Intervention Model

by Charles Hughes, Ph.D., and Douglas D. Dexter, M.Ed, Penn State University



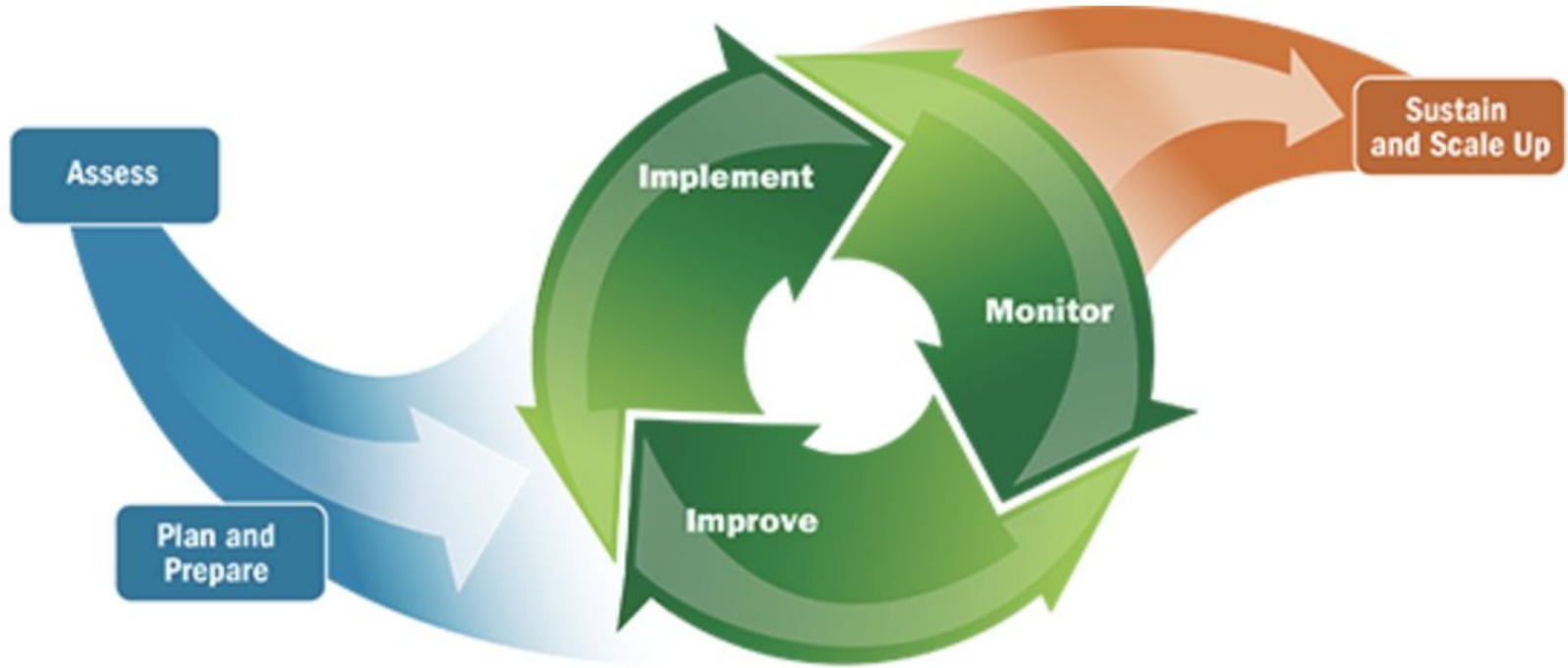


# Using Data to Drive Instruction



# Part 1 Questions & Discussion

# Implementation of MTSS, A Multi-Year Process



# Implementation of MTSS

2023–24, Year 1

- Assessment Framework Work Group
  - Conduct an inventory of assessment tools used within the district, K-12
  - Identify Universal Screeners
- Pilot of Universal Screeners for Reading, Mathematics and Social Emotional Learning
- Adoption of new Tier 1 (Core) K-5 Language Arts & English Language Proficiency curriculum materials
- Ensure Tier 2 literacy intervention instructional materials are available at all district schools, K-12

# Assessment Framework Workgroup

- Elisa Schorr (Principal, SHS)
- Paul Ottum (Principal, FLEX)
- Jared Freeman (Principal, Conestoga MS)
- Cherie Reese (Principal, Sexton Mountain ES)
- Meghan Warren (Principal, Ridgewood ES)
- Veronica Galvan (CI&A Administrator)
- Jim Newton (IT)
- Sheila Bell (IT)
- Sara Doig (BH&W/SEL TOSA)
- Kristi Miller (SBLs TOSA)
- Chrissy Lawrence, Nichole Carter, & Rebecca Larson (LA TOSAs)
- Kerry Forsell, Jenn Mann, & Nick Hershman (Math TOSAs)
- Raquel Moran (DL TOSA)
- Jessica Linderman (Sped TOSA)
- Angela Vargas (Early Learning TOSA)
- Steve Simpson (Digital Curriculum TOSA)
- Lindsay Ray & Katie Lukins (BEA Leadership)

# District Assessment Inventory

HB 4124, passed in the 2022 legislative session:

- requires ODE to conduct a survey of academic assessments administered by school districts in the state of Oregon;
- in turn ODE mandated that all school districts completed an assessment inventory by Jan. 2024.

The inventory collects information about academic assessments “administered... by school districts” or “mandated... by school district policy.” This includes assessments where decisions about (a) whether to assess, or (b) what instrument to use, are made by administration at the building level or higher, and are not subject to teacher discretion. It does not include assessment decisions made by individual teachers or teacher teams.

# Needs Assessment

- What are our needs?
  - Consider relationship to standards (eg., Oregon State Standards, CASL, etc.)
  - Consider grade levels tool is able to be used with
  - Consider length of time to administer & ease of use
  - Consider professional development needs
  - Consider how many times per year can be used (3-5 x)
  - Consider if there is evidence of validity and reliability
  - Consider if data can easily be used by teachers

# Review Tool



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## ASSESSMENT TOOL/UNIVERSAL SCREENER REVIEW TOOL

**Assessment:**

\_\_\_\_\_

**Team Members:**

\_\_\_\_\_

**Date:**

\_\_\_\_\_

**Assessment Areas: (Please circle all that apply)**

Mathematics   Reading   Writing   SEL/Behavior

**[National Center on Intensive Interventions \(NCII\)](#) Ratings:**

**Accuracy:** \_\_\_\_\_

**Technical Standards:** \_\_\_\_\_

**Useability:** \_\_\_\_\_

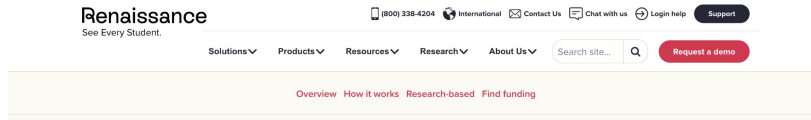


# Work Group Recommendations

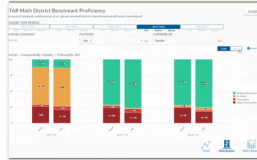
Renaissance's Suite – Star, SAEBRS,

AND

eduClimber

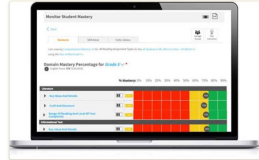


## Star Assessments for administrators, teachers, and family



Administrators:  
Lead with confidence

View performance at the district, school, or grade level.  
Review performance and growth metrics so you can allocate resources to help all students succeed.



Teachers:  
Teach with confidence

Stay informed with feedback and support that enables you to understand what every student knows and the best instructional materials to motivate and get every student excited about learning.

TURN DATA INTO ACTION

## An in-depth look at MTSS data collection and tracking

Move beyond simple MTSS data collection and seamlessly pull whole child data directly into your daily work and decision making.

Student Need Identification

Intervention Effectiveness

Behavior Analytics

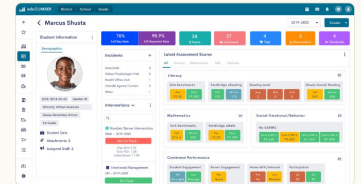
Collaboration Tools

Data Dashboards

Equity Monitoring

## Identify student needs in real time

Explore all current and historic data to understand what each learner needs so you can align the right whole child supports, build student relationships, and improve student outcomes.



# Implementation of MTSS

2024–25, Year 2

- Expand use of Universal Screeners for Reading, Mathematics and Social Emotional Learning to all schools districtwide
- Professional Development and support to ensure Tier 1 (Core) K-5 Language Arts & English Language Proficiency curriculum materials are implemented consistently
- Professional Development and support to ensure Tier 1 (Core) Social Emotional Instructional Materials are implemented consistently
- Adoption of new Tier 1 (Core) 6-12 Language Arts & English Language Proficiency curriculum materials
- Expand Tier 2 intervention to include Literacy and Social Emotional Learning to all district schools, K-12

# Implementation of MTSS

2025–26, Year 3

- Professional Development and support to ensure Tier 1 (Core) 6-12 Language Arts & English Language Proficiency curriculum materials are implemented with fidelity
- Adoption of new Tier 1 (Core) K-12 Mathematics curriculum materials
- Expand Tier 2 intervention to include Literacy, Social Emotional Learning, and Mathematics to all district schools, K-12
- Begin developing Tier 3 interventions, K-12

# Questions & Discussion



**Our Promise**

Belong.  
Believe.  
Achieve.

