



[tinyurl.com/SPDGmtss](https://tinyurl.com/SPDGmtss)

# Supporting All Students with Equity-Based MTSS

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*Bienvenidas*

*Welcome!*

*Huānyíng*

**We believe together we can  
transform education so that it benefits  
each and every student, their families,  
and ultimately the communities  
in which they live.**



SWIFT Education Center will not be silent about pervasive and systemic racism impacting Black students, families and communities. Today, we deepen our commitment to dismantling inequitable and harmful educational systems and structures. We will actively and intentionally work with our partner schools to end the ingrained patterns of marginalization and disproportionality that harm students of color and their families. Today more than ever we embrace this imperative.



# Share the Good Work

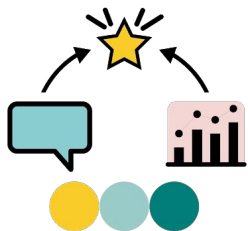


**#SWIFTschools**

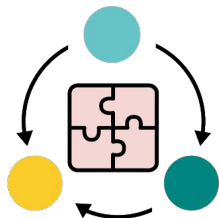
# Our Time Together

- Overview of SWIFT Equity-Based MTSS
- Research Outcomes
- Lessons Learned
- What You Were Hoping and Didn't Get

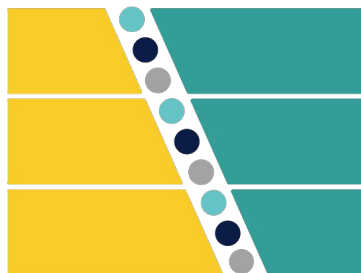
# SWIFT Domains & Features



**Administrative Leadership**



**Integrated Educational Framework**



**Multi-Tiered System of Support**



**Family & Community Engagement**



**Inclusive Policy Structure & Practice**

● Strong & Engaged Site Leadership

● Strong Educator Support System

● Fully Integrated Organizational Structure

● Strong & Positive School Culture

● Inclusive Academic Instruction

● Inclusive Behavior/ Social-Emotional Instruction

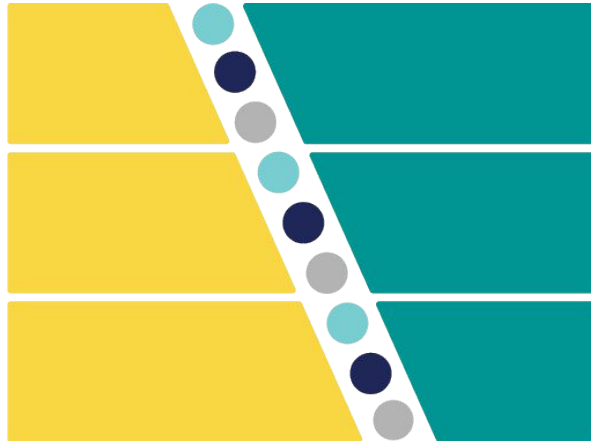
● Trusting Family Partnerships

● Trusting Community Partnerships

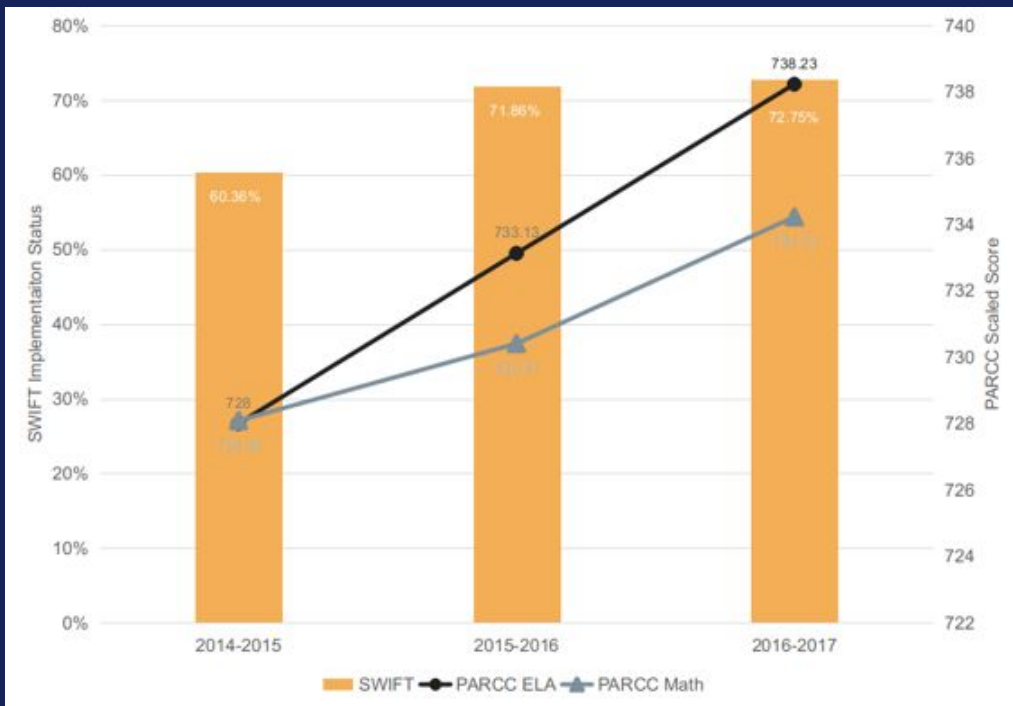
● Strong LEA/School Relationships

● LEA Policy Frameworks

# Outcomes MTSS and Achievement



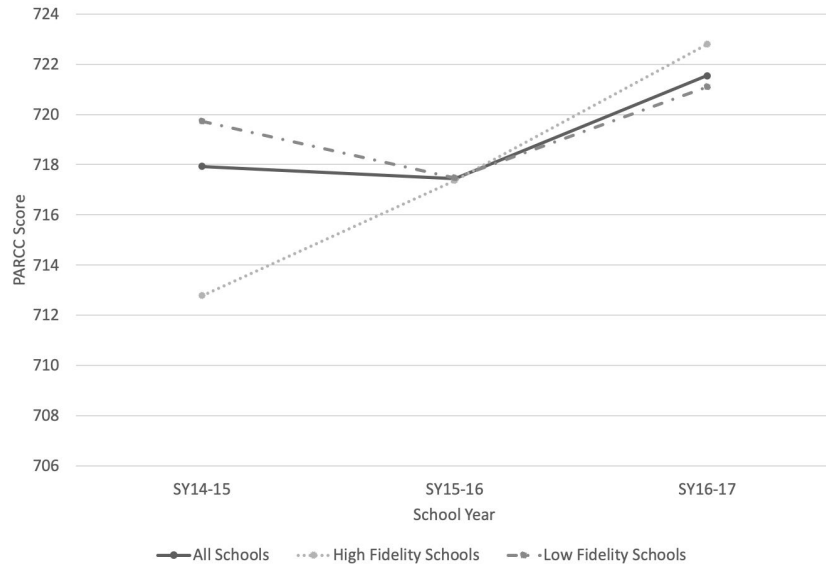




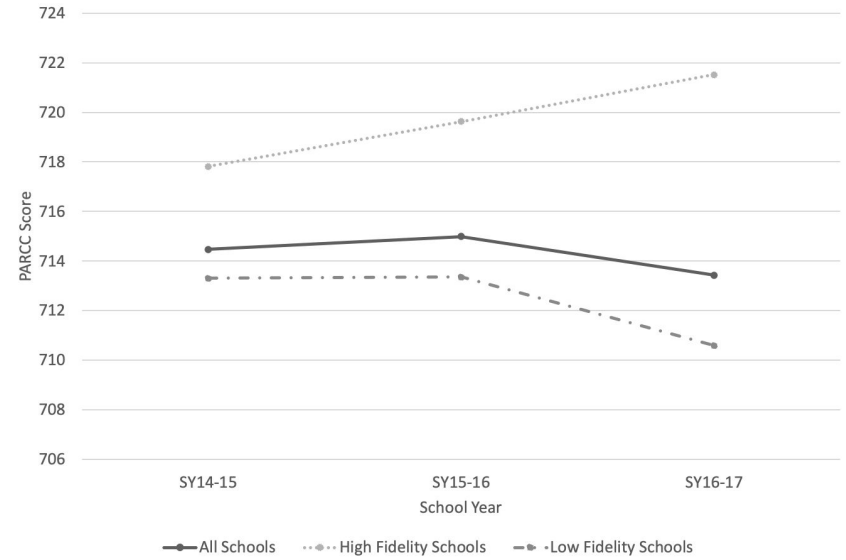
**Average ELA and Math  
PARCC Scores have  
Strong Positive  
Relationship with  
Fidelity of  
Implementation**

# Average ELA and Math PARCC Score Trends in Schools with Higher and Lower Fidelity of Implementation

## ELA Average Scores in State A

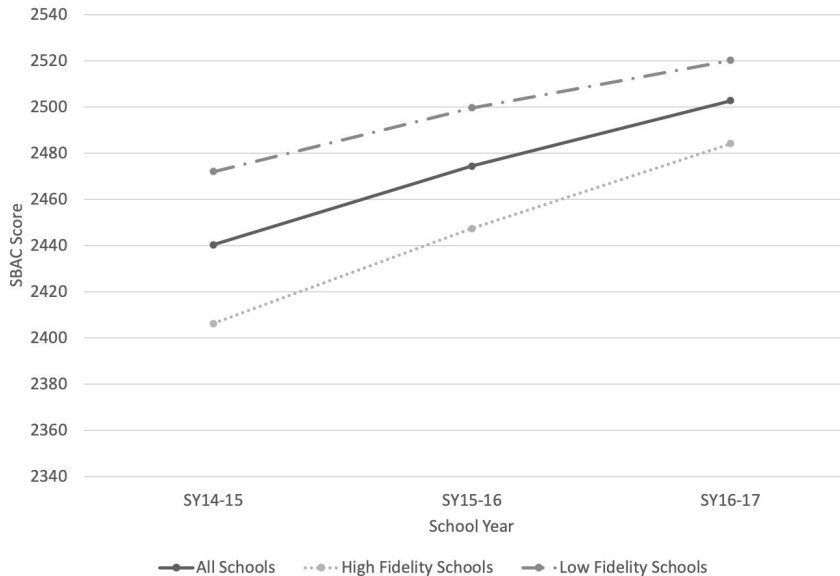


## Math Average Scores in State A

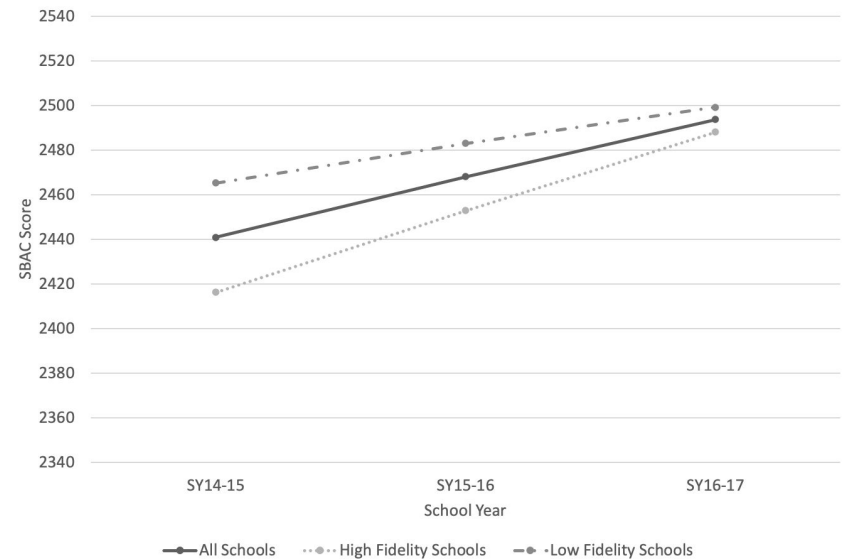


# Average ELA and Math SBAC Score Trends in Schools with Higher and Lower Fidelity of Implementation

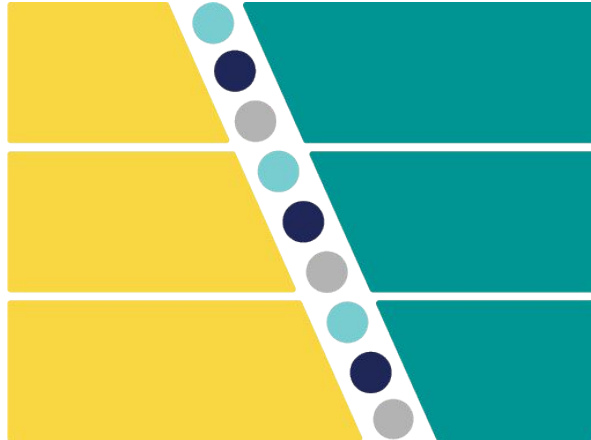
## ELA Average Scores in State B

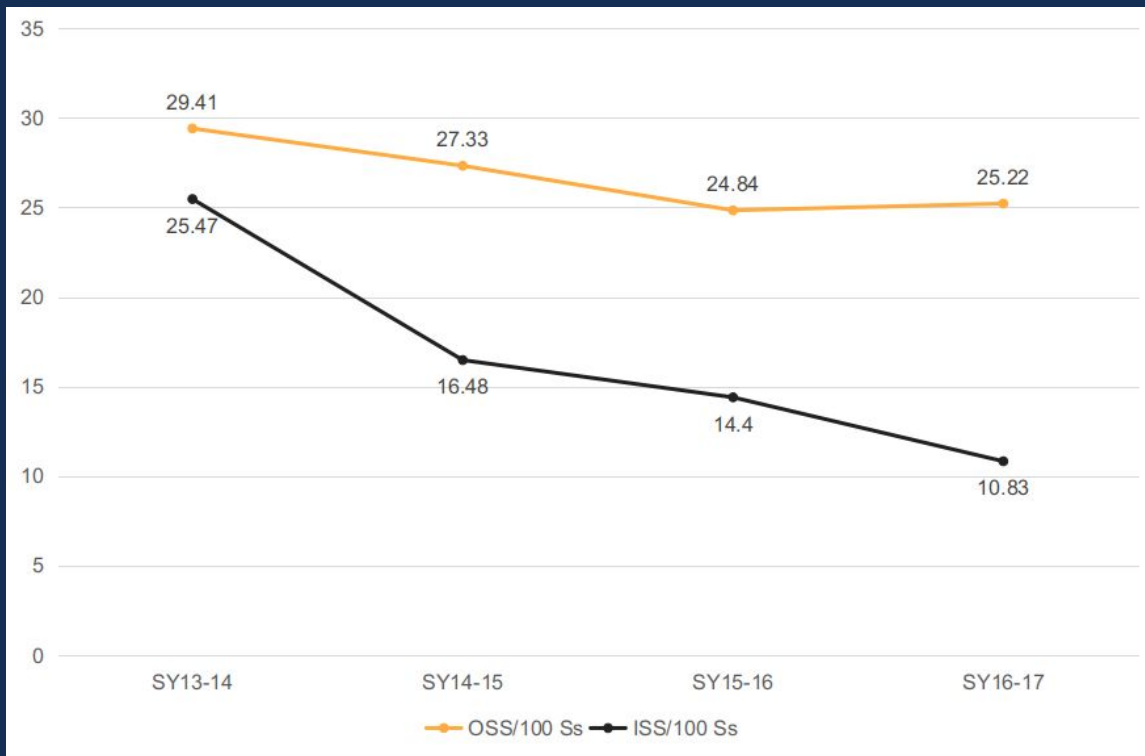


## Math Average Scores in State B



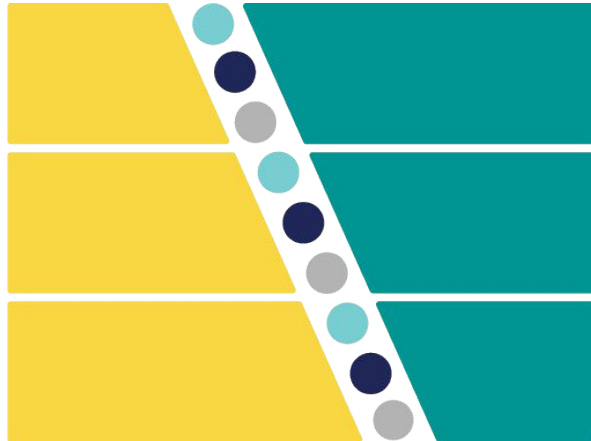
# Outcomes MTSS and Behavior



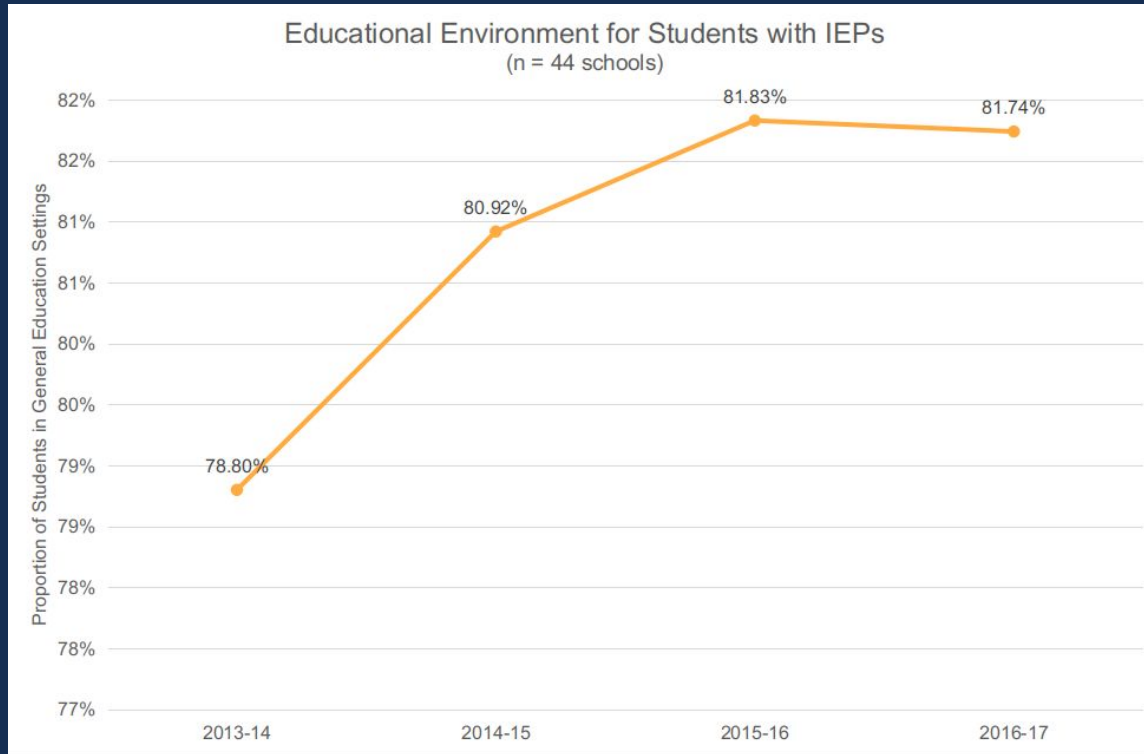


**In-school and  
out-of-school  
suspension days  
per 100 students  
decreased**

# Outcomes MTSS and Educational Environment (LRE)



## Placement of Students with IEPs in General Education 80%+ Increased





# *Definition of MTSS*

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A multi-tiered system of support is a continuum of research-based, system-wide practices of data-based decision making used to meet the academic and behavior needs of all students.







# *Definition of Equity*

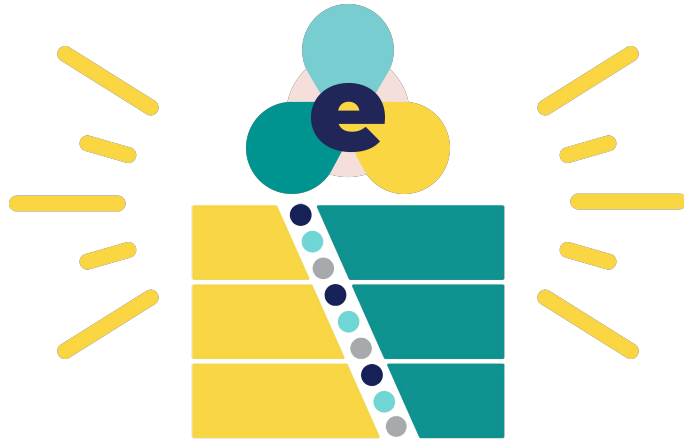
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Where each and every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.



# - Now - More Than Ever -

## An Opportunity to Build an Equity-Based Multi-Tiered System of Support



# **MTSS**

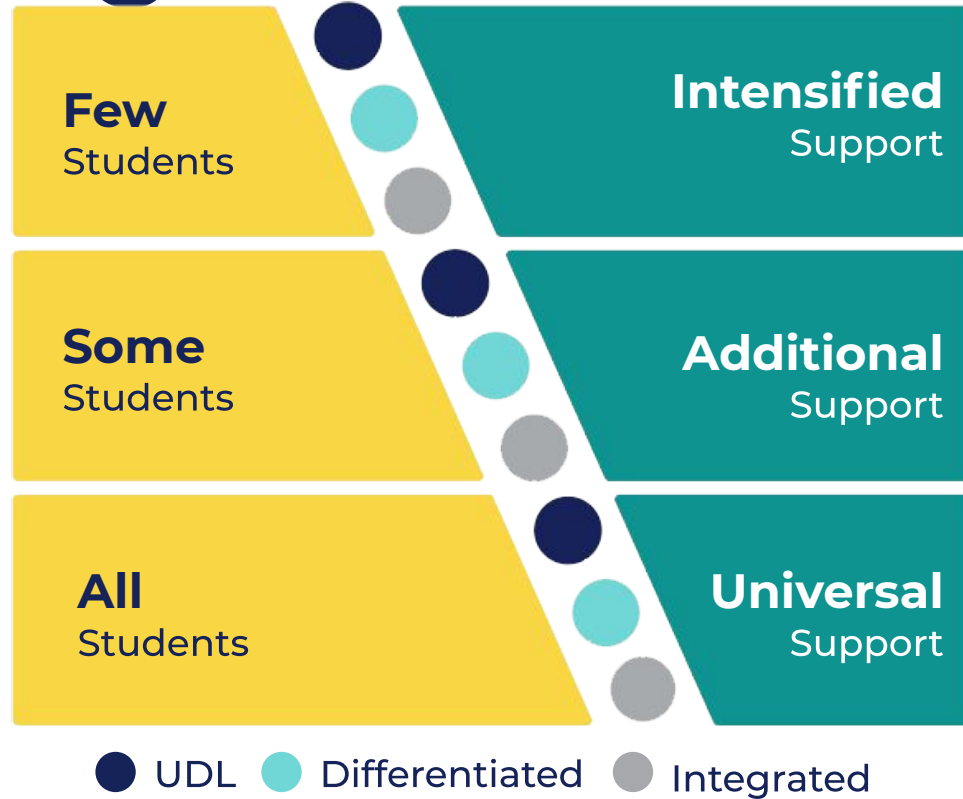
**All  
Students**

**One  
System**

**Continuum  
of Support**



# Equity-Based MTSS

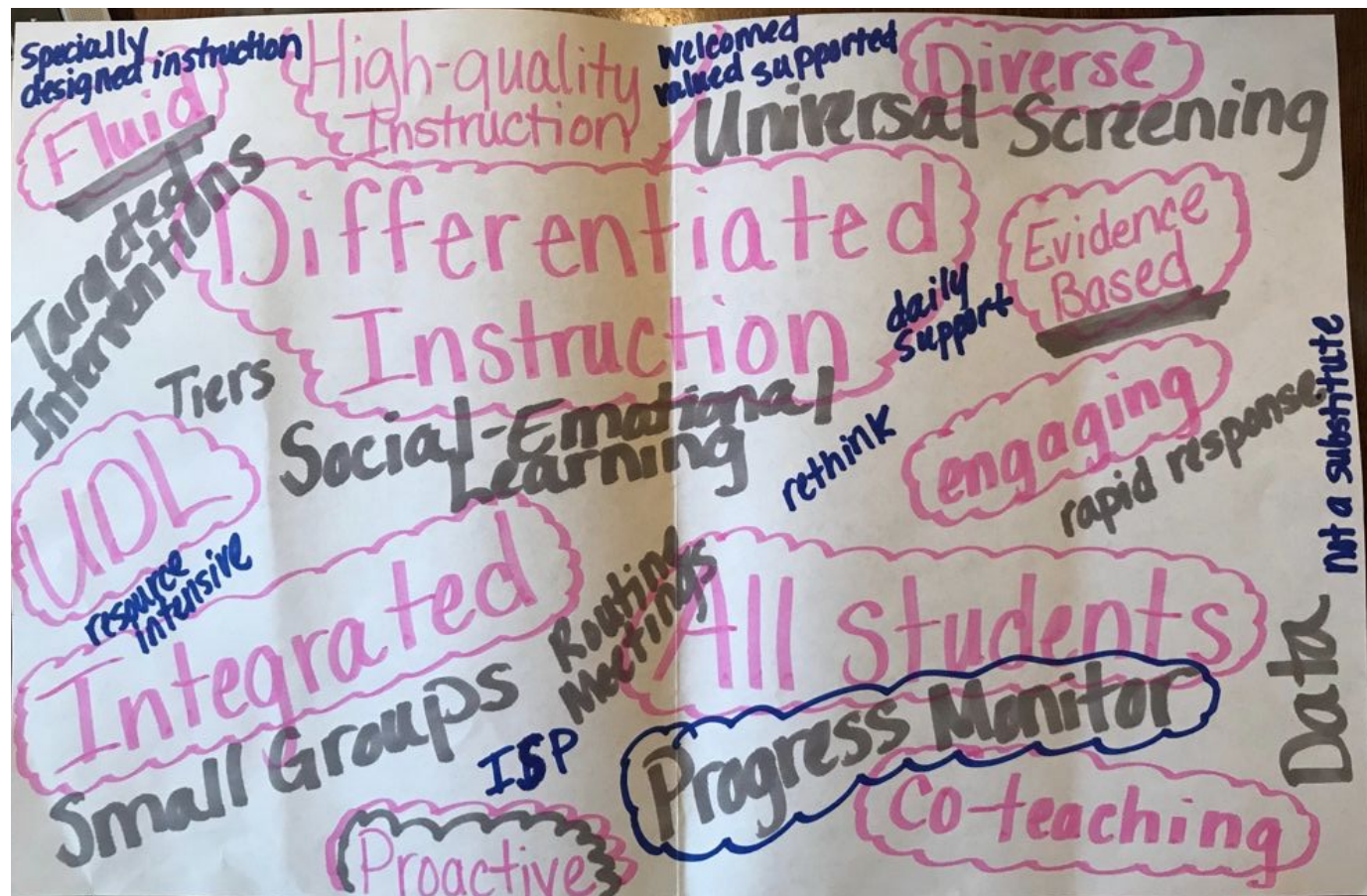


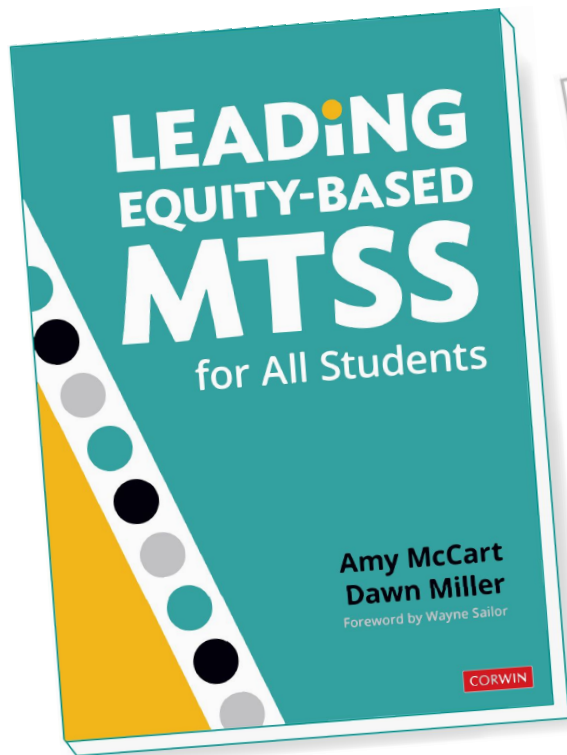
# What Big Ideas Do You Hear/See?



including general and special educators, administrators,  
staff, family, and community members.







### EQUITY REPORT CARD

- ☐ We as a staff believe in "all means all" and that each and every child should have a place in our school that is not segregated in any way.
- ☐ I as an individual recognize that all children can learn and that I have an active role in their learning.
- ☐ I individually and we collectively actively examine whether all student groups represented in our community are a part of our school. We ask ourselves, "Who is missing?"
- ☐ Staff who serve my school embrace the mindset that each child can learn to high levels.
- ☐ Staff who serve my school have a shared understanding of our collective resources.
- ☐ Staff understand that we will consider all resources as we understand student needs.
- ☐ We have shifted our thinking from "yours" and "mine" to "ours."
- ☐ We have articulated the expectations of what Universal, Additional, and Intensified tiers are inclusive of all learners.
- ☐ We have screening and progress monitoring tools that will help guide decisions across academic, behavior, and social-emotional learning domains that are inclusive of all learners. Our tools are technically sound to the maximum extend available.
- ☐ We approach the creation of a student-centered master schedule by considering time, people, and spaces as variables we can alter to impact changes in student outcomes.
- ☐ We are committed to working with the master schedule in a dynamic manner, meaning that we make adjustments based on student data and a clear understanding of our design, needs, current reality, and strengths.
- ☐ Our resulting master schedule reflects our beliefs, attitudes, values, and priorities.
- ☐ We are prepared to continuously improve our system, reflecting on the data, available resources and our share values.
- ☐ We understand the value of social-emotional learning as a mechanism for building equitable support.

Continued

### EQUITY REPORT CARD PAGE 2

- ☐ We commit to regularly revisit our thinking around equity as we learn more about the historical pain of many and the incredible pride and individual humanity of each child and their family.
- ☐ We commit to learning the names of all our students, our co-workers, and their families.
- ☐ We celebrate all the family structures that make up our student and school population.
- ☐ We recognize that equity demands that we do more, even though we have already given so much.
- ☐ We recognize that throughout our careers we must challenge ourselves to deeply understand the students who come to us, and we commit to changing our practices as part of the way we do business.
- ☐ We work in a place where we know we have a voice, and we commit to changing daily to show others belong too.
- ☐ We see evidence of authentic student and family voice in our school community.
- ☐ We recognize and commit to MTSS as the framework for building equity in school, and we support the time investment it will require over a number of years.
- ☐ We recognize that, no matter how long we have been working on equity, in many ways we are still just beginning.
- ☐ We realize that we are educators, and we are quite simply amazing. ☺



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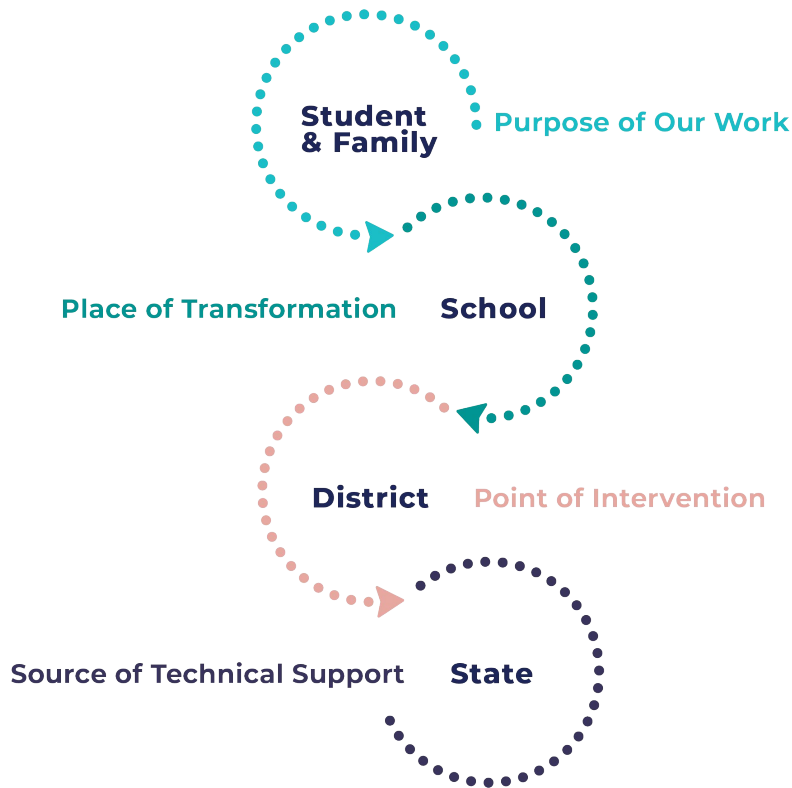


Integrated Collaborative Teams		
Essential Component	1 = Gold Standard / Sustaining	Considerations for Students who
Agreed upon principles and beliefs about teaching and learning guide collaborative efforts of integrated teams.	General and specialized educators have shared understanding and agreement with key principles and beliefs about promoting excellence and equity through teaching and learning.  For example: All students can learn, Prevention first, Problem-solving is key to addressing learner needs, Decision making with data, Evidence based instruction and intervention, and Content area learning is integrated.	Key principles and beliefs have been explicitly linked to students who _____
School and district teams lead and monitor implementation of MTSS across the whole system, including alignment of initiatives and communication with stakeholders (school boards, administrators, faculty, staff, families and community).	Site-based school and district leadership teams (1) lead and monitor implementation of MTSS, (2) attend to the alignment of initiatives to promote one, coherent and comprehensive system of support, (3) actively involve key stakeholders in decisions and promote two-way, open communication.	Key principles and beliefs have been explicitly linked to students who _____
Grade level and specialized educators work in teams to plan instruction and intervention strategies across content areas and levels of need, to monitor student progress, and to adjust strategies based on student response.	Grade level or other teaming structures (1) have both general and specialized educators (2) meet at least twice a month (3) monitor progress and plan tiered instruction and interventions, (4) include family and external collaborators, as appropriate for Intensified Support (e.g., wrap-around).	Teaming structures include the individuals who are needed when planning for students who _____

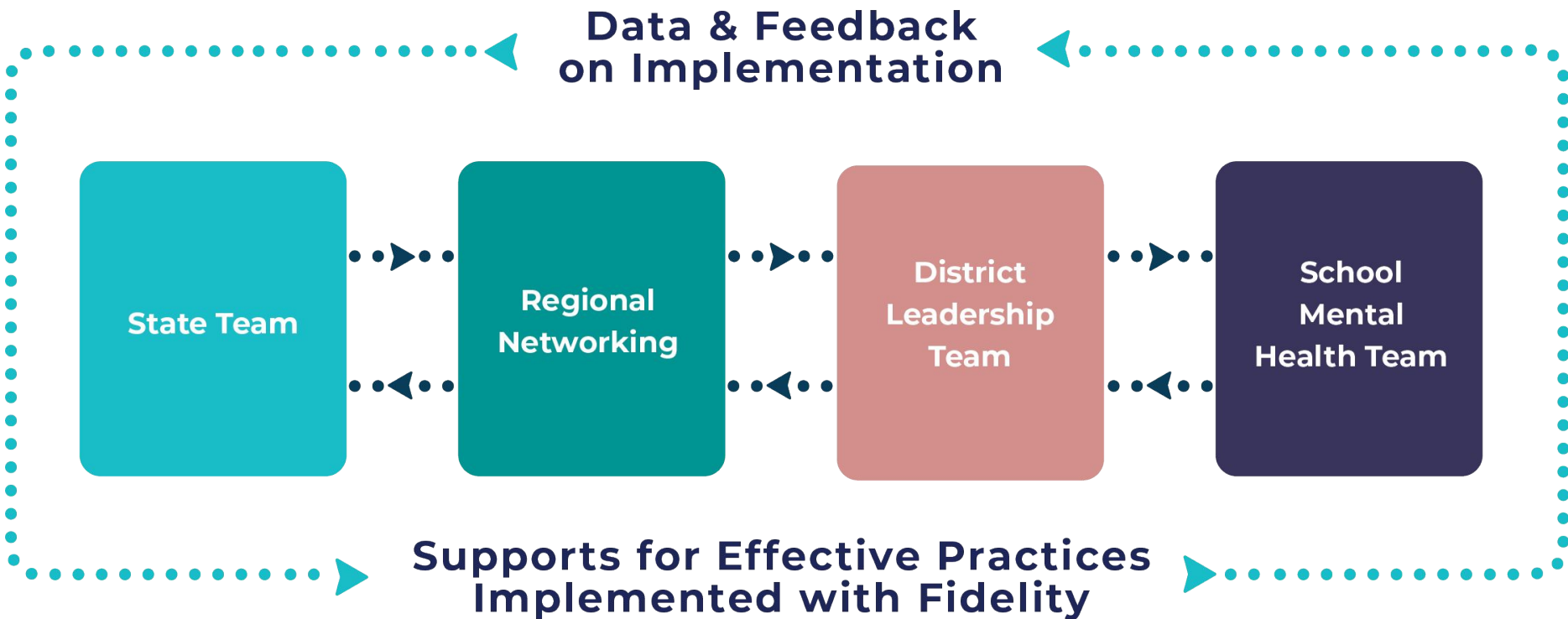




# Whole System Engagement



# System Teaming Structures



# Lessons Learned

- Whole system communication pathways are important
- Establish strong and healthy teaming habits across systems
- Relentlessly nurture your teams
- Provide voice and perspective early
- Be careful about separate teams for academic/behavior



# Tier 1: Universal Support


# Lessons Learned

- Ensure universal screening of all students
- View multiple sources of data to understanding the whole picture
- Reinforce the importance of school and grade level problem solving for Tier 1 – It is always about the core
- Fidelity data need to be thought of as a check on your “agreements”

# Lessons Learned

- Clear and explicit expectation that all students participate in and with the general education curriculum
- Integrated thinking and planning about academics and behavior
- Collaborative planning between general and specialized educators
- School scheduling and staffing arrangements support needs-based collaborative teaching structures





## Tier 2: Additional Support

# Lessons Learned

- All students are included in the process
- Clear and explicit expectation that additional support is flexible and provided matched to need (academic/behavior/integrated)
- Understanding of content and pedagogy expertise rather than assumptions based on roles
- Most highly expert works with those most in need





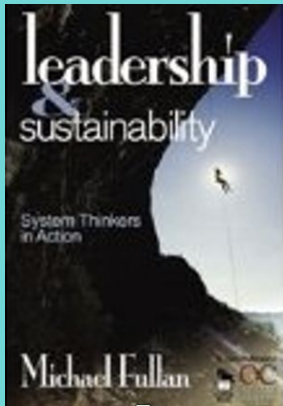
## Tier 3: Intensified Support

# Lessons Learned

- Ensure instructional planning process demonstrates continuity across one system - Not a new/different person, place, or “thing”
- Ensure individualized support enhances the core instructional experience
- Build a collective commitment and responsibility for the implementation and outcomes of the plan

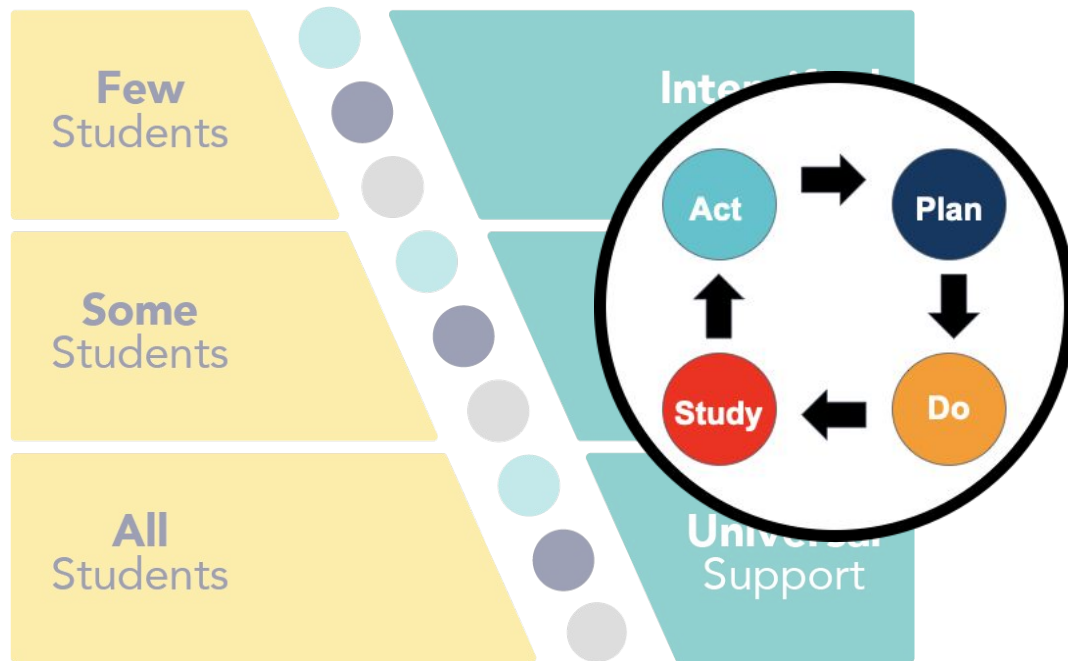
# Sustainability

**“...is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose.”**

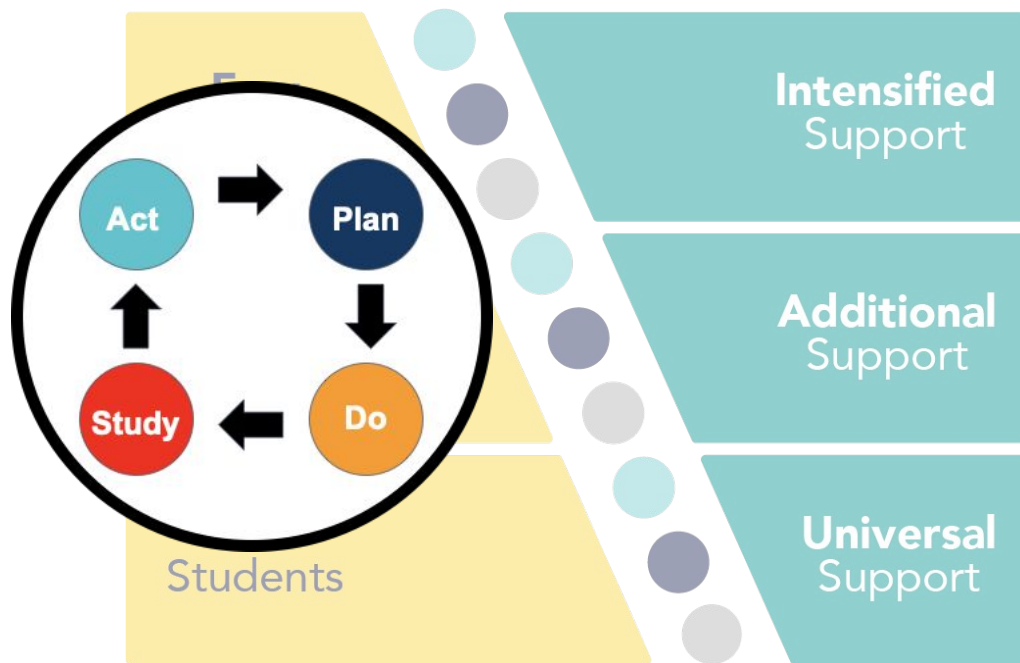


# Continuous Improvement

**Make  
Student  
Decisions**



# Continuous Improvement



**Improve  
the System**

# What Hasn't Been Addressed?



*Thank You!*



# SWiFT

## education center

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