Leadership for Equity-Based Multi-Tiered System of Support in High-Need Schools

Dawn Miller, Ph.D. and Wayne Sailor, Ph.D.
Presented at the National ESEA Network Conference, February, 2019, Kansas City, MO

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Session Objectives

- Equity-based MTSS
- SWIFT online resources
- Implementation examples
- Research to-date
Historical Perspective

● Origins of MTSS
● Importance of MTSS
The “WHAT”

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.
Excellence + EQUITY
All Means All
THEORY OF CHANGE

ACHIEVEMENT FOR ALL

Whole system engagement

Build on what is successful or uniquely good and alive that we can build upon in our school

Implementation of MTSS with four supporting domains

EVIDENCE-BASED

Achievement gains for students with and without disabilities
Equity in education: 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.
WHOLE SYSTEM ENGAGEMENT
Strengths are...

“the wisdom, knowledge, successful strategies, positive attitudes and affect, best practices, skills, resources, and capabilities of the organization.”

(Whitney & Trosten-Bloom, 2010, p. 64)
MTSS
All Students
One System
Continuum of Support
MTSS

Few Students

Some Students

All Students

Intensified Support

Additional Support

Universal Support

UDL  Differentiated  Integrated
Integrated Approach

Addressing Academic Behavioral & Social-Emotional learning in a fully integrated system of support

Few Students

Intensified Support

Social Students

Additional Support

All Students

Universal Support

UDL  Differentiated  Integrated
What Big Ideas Do You Hear/See?
Multi-Tiered System of Support

- **Universal Support**
  - Teams
    - School Level
    - Grade/Department Level Teaching Teams
  - Data
    - Universal Screenings
    - Outcome Measures
    - Fidelity Data
  - Evidence-based Practice
    - Curriculum
    - Instruction
  - Continuous Improvement Process
    - School and Grade Levels
    - Strengths-based

- **Additional Support**
  - Expanded Grade & Teaching Teams
    - Specialists
    - Parents
    - Students
  - Data
    - Decision Rules
    - Daily Monitoring
    - Frequent Progress Monitoring
    - Intervention Fidelity Data
  - Interventions
    - Based on Identified Need
    - Frequency, Duration, & Timeline Matched to Need
    - Intended to be Flexible
  - Continuous Improvement Process
    - Group and Individual Levels
    - Strengths-based

- **Intensified Support**
  - Expanded Grade & Teaching Teams
    - Specialists
    - Parents & Students
    - Community/Agency Service Providers
  - Data
    - Decision Rules
    - Daily Monitoring
    - Frequent Progress Monitoring
    - Intervention Fidelity Data
  - Interventions
    - Based on Identified Need
    - Frequency, Duration, & Timeline Matched to Need
    - Intended to be Flexible
  - Continuous Improvement Process
    - Individual Level
    - Strengths-based

- Universal Design for Learning
- Differentiated Instruction
- Integrated Content and Service Delivery Systems
The Active Implementation Hub is an initiative of the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Network (NIRN) located at The University of North Carolina at Chapel Hill's FPG Child Development Institute.

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**Multi-tiered System of Support**

**Inclusive Academic Instruction**
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Develop guidelines to implement curriculum with universal design for learning (UDL)

**Inclusive Behavior Instruction**
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior support
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Provide comprehensive social emotional development support

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**All Means All**

**Administrative Leadership**

- **Strong & Engaged Site Leadership**
  - Lead development of a vision
  - Attend instructional meetings and classes
  - Create a leadership team
  - Create opportunities to contribute
  - Use data to guide decisions

- **Strong Educator Support System**
  - Provide access to instructional coaching
  - Seek input from teachers
  - Make learning opportunities available to all
  - Use data
  - Conduct strengths-based evaluations

**Integrated Educational Framework**

- **Fully Integrated Organizational Structure**
  - Identify who has access
  - Use non-categorical language and practices
  - Use collaborative instruction among peers
  - Use paraeducators to support inclusive education

- **Strong & Positive School Culture**
  - Foster collaborative relationships
  - Create a shared vision
  - Identify ways for all staff to contribute
  - Ensure all students have access to extra-curricular activities
  - Demonstrate culturally responsive practices

**Family & Community Engagement**

- **Trusting Family Partnerships**
  - Engage with students and families
  - Observe input and feedback
  - Provide engagement opportunities
  - Facilitate home-school communication
  - Provide information

- **Trusting Community Partnerships**
  - Engage with the community
  - Identify mutual interests and goals
  - Ensure reciprocity
  - Maintain an open door policy
  - Invite community members to serve

**Inclusive Policy Structure & Practice**

- **Strong LEA/School Relationship**
  - Develop a district-based team
  - Attend school-level meetings
  - Provide district-level professional learning
  - Identify and remove barriers
  - Regularly communicate outcomes

- **LEA Policy Framework**
  - Link multiple initiatives
  - Review data
  - Review and revise policy
  - Select research-based practices
  - Expand practices into other schools and districts

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Open Source Resources

Leading the nation in equity-based MTSS and inclusive education research and services

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.
How to Use This Guide

SWIFT-IN-60
If you are new to the SWIFT framework, SWIFT-in-60 is a great place to start. This resource provides an overview that explains what a feature is all about. Each short video is jam-packed with content that both defines a feature and shows examples of it in action.

IN-DEPTH
If you want to dig a little deeper, then head over to the In-Depth resource section of the feature page. Here you will find three valuable sections for both learning and teaching others about the SWIFT features. Each feature's In-Depth section includes:

- SWIFT-IN-60 DISCUSSION GUIDES
- INTRODUCTORY POWERPOINT PRESENTATIONS
- STEPS TO GET YOU STARTED
Open Source Resources

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SWIFT Shelf Tools

New Releases
- SWIFT Master Scheduling Tool
- MTSS: Universal Support
- MTSS: Additional Support
- MTSS: Intensified Support

District / School Resources
- SWIFT MTSS Starter Kit
- SWIFT Master Scheduling Tool
- SWIFT-FIA 2.0 Fillable Form
- SWIFT-FIA 2.0 Score Tracking Tool.xlsx
- SWIFT-FIA Overview

Webinars
- Webinar with Tiffany Kyser: Culturally Responsive and Sustaining Practices for Teaching and Learning
- Webinar with Jodi Henderson: Monitoring MTSS Fidelity of Implementation
- Webinar with Lucilio Ebor: Using Universal Screener Procedures and Evidence-based Interventions for Internalizing Behaviors
- Webinar with Kimberli Brenn: Using MTSS to Improve Family and Community Partnerships
- Using MTSS to Improve Family and Community Partnerships: Kimberli Brenn Webinar Slides and Notes
- Webinar with Dr. Grace Francis and Dr. Shona Haines: How to Partner with Hard-to-Reach Families
- Webinar with Dr. Winnie Dunn: Focus on Strengths: Imagine the Possibilities
FIDELITY INTEGRITY ASSESSMENT

SCHOOLWIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION

VERSION 2.0
swiftschools.org
Purpose

- Examine the current status of implementation efforts
- Capture school leadership team member perspectives
- Dialogue to develop shared understanding and consensus
## SWIFT Domains, Features, and SWIFT-FIA Items

<table>
<thead>
<tr>
<th>SWIFT Domain</th>
<th>SWIFT Feature</th>
<th>SWIFT Feature</th>
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<tbody>
<tr>
<td>Administrative Leadership</td>
<td>Strong and Engaged Site Leadership</td>
<td>Valued Leadership</td>
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<td>Empowered Decision Making</td>
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<td>Educator Coaching &amp; Learning</td>
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<td>Personnel Evaluation</td>
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<td>Multi-tiered System of Support</td>
<td>Inclusive Academic Instruction</td>
<td>Academic Support</td>
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<td>Academic Instruction</td>
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<td>Data-based Decision Making</td>
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<td>Integrated Educational Framework</td>
<td>Fully Integrated Organizational Structure</td>
<td>Universal Instruction for All</td>
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<td>Non-categorical Service Delivery</td>
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<td></td>
<td>Positive &amp; Strong School Culture</td>
<td>Full Access for All Students</td>
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<td>Shared Responsibility</td>
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<td>Family &amp; Community Engagement</td>
<td>Trusting Family Partnerships</td>
<td>Family Opportunities to Participate</td>
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<td>Partnerships with Families</td>
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<td>Trusting Community Partnerships</td>
<td>Community Collaboration</td>
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<td>Community Benefits</td>
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<td>Inclusive Policy Structure &amp; Practice</td>
<td>Strong LEA (District)/School Relationship</td>
<td>LEA (District) Support</td>
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<td>LEA (District) Addresses Barriers</td>
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<td></td>
<td>LEA (District) Policy Framework</td>
<td>LEA (District) Links Initiatives</td>
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<td>LEA (District) Process for RBP</td>
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</tbody>
</table>
SWIFT-FIA Overview

Item 3.2 Academic Instruction

Our school personnel use multi-level instructional strategies for both reading and math to include all students with various needs in the general education curriculum and coursework.

Components include:
- Our educators use principles of UDL to design instruction.
- Our teachers know how to differentiate instruction based on their students’ performance and instructional needs.
- Our educators consistently use flexible grouping of students to maximize student engagement and participation in learning.
- Our school expects and supports educators to plan for use of UDL, differentiated instruction, and flexible grouping.
- Our school has in place formal procedures to monitor the use of UDL and differentiated instruction, such as walk through observation, educator evaluation, or lesson plan reviews.

Stage of Implementation

0 = Laying the Foundation
No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

1 = Installing
One or more, but not all, components are in place or there are clear plans to proceed putting components in place.

2 = Implementing
All components are in place and starting to make systemic changes.

3 = Sustaining Schoolwide
All components are in place PLUS overall effectiveness is monitored and continuously improved.

Notes

How Do We Know?

- Procedures to monitor use of UDL and differentiation
- School expectations of multi-level instruction and UDL
- Students are provided choices in lesson goals, instructional methods, and assessment
### FIA Data Results

<table>
<thead>
<tr>
<th>Implementation Stage</th>
<th>Number of Items</th>
<th>Proportions</th>
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<tr>
<td>Laying the Foundation</td>
<td>2</td>
<td>9.09%</td>
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<tr>
<td>Installing</td>
<td>5</td>
<td>22.73%</td>
</tr>
<tr>
<td>Implementing</td>
<td>6</td>
<td>27.27%</td>
</tr>
<tr>
<td>Sustaining Implementation</td>
<td>9</td>
<td>40.91%</td>
</tr>
</tbody>
</table>

#### Proportion of items by Implementation Stage

- **Laying the Foundation**: 9.09%
- **Installing**: 22.73%
- **Implementing**: 27.27%
- **Sustaining Implementation**: 40.91%
# Strengths & Opportunities

<table>
<thead>
<tr>
<th>Implementation Stages</th>
<th>Laying the Foundation</th>
<th>Installing</th>
<th>Implementing</th>
<th>Sustaining Implementation</th>
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<tr>
<td>Scores</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. LEA Addresses Barriers</td>
<td></td>
<td></td>
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</tbody>
</table>
Turn and Talk:

In Addition to Identifying the Stage of Implementation, What Conversation Would This FIA Item Initiate in Your System?
SWIFT FIT Domain Score Changes
(5 state aggregate data)

Mean of the SWIFT FIT Domain Scores

<table>
<thead>
<tr>
<th>SWIFT Domains</th>
<th>SY1314_Fall (N=59)</th>
<th>SY1415_Fall (N=60)</th>
<th>SY1415_Spr (N=64)</th>
<th>SY1516_Spr (N=64)</th>
</tr>
</thead>
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<td>Administrative Leadership</td>
<td>56%</td>
<td>67%</td>
<td>74%</td>
<td>81%</td>
</tr>
<tr>
<td>Multi-tiered System of Support</td>
<td>36%</td>
<td>40%</td>
<td>42%</td>
<td>49%</td>
</tr>
<tr>
<td>Integrated Education Framework</td>
<td>27%</td>
<td>38%</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>Family and Community Engagement</td>
<td>41%</td>
<td>47%</td>
<td>55%</td>
<td>63%</td>
</tr>
<tr>
<td>Inclusive Policy Structure &amp; Practice</td>
<td>44%</td>
<td>56%</td>
<td>66%</td>
<td>68%</td>
</tr>
</tbody>
</table>
The Active Implementation Hub is an initiative of the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Network (NIRN) located at The University of North Carolina at Chapel Hill's FPG Child Development Institute.
Transformation in Action Practices

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Transformation in Action Playbook

Transformation in Action Playbook is a collection of guides and tools to learn about, facilitate, and coach others as they facilitate transformation of whole educational systems.

**Learn It**
- Design in 90
- Design Practice Brief

**Use It**
- Design Facilitator’s Powerpoint
- Design Facilitation Planning Form

**Check & Coach It**
- Design Administration Checklist

**Learn It**
- Resource Mapping and Matching in 90
- Resources Practice Brief

**Use It**
- Resource Mapping & Matching Facilitator’s PowerPoint
- Resource Mapping & Matching Facilitation Planning Form
- State Resource Mapping & Matching Form
- District Resource Mapping & Matching Form
1. Read the TA Practice you received

2. Process with a shoulder partner:
   - The WHAT
   - The WHY
   - Picture/symbol that comes to mind

3. Group Process
Pathways for Implementation
Pathway Entry Points for Transformation in Action

**Design**
- You are just beginning to work with MTSS
- Your stakeholders desire to transform, but lack shared understanding or are confused
- You desire to ensure early and direct involvement with community and parents
- Recent disruptions, like a large turnover in administration or staff or boundary changes, necessitate a recalibration of your vision
- You experienced previous “false starts” with initiatives

**Data**
- You have an interest in an aligned, consistent, and data-based approach to developing your school improvement plan
- You are currently required to develop or review a school, district, or state data-based plan
- You are unsure of your organization’s strengths and capacity for implementation or how to leverage them for overall transformation or implementation of an identified priority

**Priorities**
- You experienced “false starts” with past initiatives and want an evidence-based approach to action planning that promotes sustainability
- You have interest in a consistent and comprehensive approach to developing action plans across the system
- You already have a plan recently created plan with identified priorities and are ready to move to detailed action planning
- You want to ensure effective, sustainable implementation of particular practices your school/district/state requires

**Resources**
- You identified specific practices to implement and are engaged in early stage planning
- You have an opportunity with well-connected colleagues to create a highly informed compilation of resources to support district and school efforts
- You are looking for cost effective ways to support implementation efforts and want to maximize existing resources
• Maryland district middle school
Pathways to Action

Heckmondwike School

Multi-tiered System of Support

Universal design for learning (UDL) is the norm in all subjects and classrooms. Teachers meet students where they are — teachers are able to address students' various learning needs. Decisions are based on data and teams have a collective responsibility for outcomes. We identify and provide support early, based on data—not labels.

Administrative Leadership

- The schedule allows time for horizontal and vertical planning.
- Ongoing PD is available for all staff to sustain our ideal school.
- Evaluations are relevant and supportive to improve teaching and learning.

Integrated Educational Framework

- The schedule meets the needs of the school and students.
- Students work together to help one another learn.
- Our school embraces diversity, engages all students, and by finding ways to showcase each student's gifts and talents.

Family & Community Engagement

- Open and consistent lines of communication between school, family, and community are evident in our school.
- Students have full access (free) to school-related learning opportunities before and after school.

Inclusive Policy Structure & Practice

- We have a coherent strategic plan that engages stakeholders in the creation and frequent evaluation of outcomes.
- Collaboration and coordination occurs among school and district leadership teams.
- It does not support the mission/vision of Middle School.

Total 100% 52

LEVEL OF AGREEMENT: (Select one) If you select LEVEL 3-5, a comment is required describing your concerns/questions.

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1: I fully agree the mission statements articulate our vision.</td>
<td>50.00%</td>
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<tr>
<td>LEVEL 2: I agree the mission statements articulate our vision.</td>
<td>44.23%</td>
</tr>
<tr>
<td>LEVEL 3: I have minor concerns or questions related to the mission/vision. I will work to get them addressed. I support the mission/vision.</td>
<td>3.85%</td>
</tr>
<tr>
<td>LEVEL 4: I have major concerns or questions related to the mission/vision. I need these concerns/questions addressed before I will support the mission/vision.</td>
<td>0.00%</td>
</tr>
<tr>
<td>LEVEL 5: I do not support the mission/vision of Middle School.</td>
<td>1.93%</td>
</tr>
</tbody>
</table>

Count

26 23 2 0 1
• California - LCAP
California MTSS
ALL MEANS ALL

LCAP and MTSS Alignment

Local Control Accountability Plan
The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.

Conditions of Learning
Students are provided with safe and properly maintained schools. Teachers are fully credentialed to teach their subject area and students are provided with a broad course of study that help them develop critical thinking skills and prepare them to be academically engaged and college and career ready.

Engagement
Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.

Pupil Outcomes
Student achievement means improving outcomes for all students to ensure student success.

Multi-Tiered System of Support
An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment.

Families and community members are partners where they have options for meaningful involvement in students' education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.

All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.
California Emphasis on SEL within MTSS
**PRIORITY:**  Inclusive Behavior Instruction – Data-based decision making

**PRACTICE:**  Screening for behavior/social emotional indicators of need

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Who</th>
<th>By When</th>
<th>Status Update / Next Steps</th>
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<tbody>
<tr>
<td><strong>LAYING THE FOUNDATION</strong></td>
<td></td>
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<tr>
<td>1. Identify criteria important to us</td>
<td>Team</td>
<td>Next meeting</td>
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</tr>
<tr>
<td>2. Research options / ask CDE</td>
<td>Dave</td>
<td></td>
<td></td>
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<tr>
<td>3. Hexagon tool overview for group</td>
<td>Verneda</td>
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<tr>
<td><strong>INSTALLING</strong></td>
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<td><strong>IMPLEMENTING</strong></td>
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<tr>
<td><strong>SUSTAINING SCHOOLWIDE IMPLEMENTATION</strong></td>
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</table>
• Washington District
### Domains we measured

#### SWIFT Domains, Features, and SWIFT-FIA Items

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Multi-tiered System of Support

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- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide targeted interventions and supports
- Provide individualized interventions and supports
- Develop guidelines to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior support
- Provide targeted interventions and support
- Provide individualized interventions and support
- Provide comprehensive social emotional development support

All Means All

Administrative Leadership

Strong & Engaged Site Leadership
- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System
- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure
- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Family & Community Engagement

Trusting Family Partnerships
- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships
- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA/School Relationship
- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework
- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and districts

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• **How many schools** are implementing MTSS components?
• **How well** are they implementing?
• **What is the impact** on student outcomes?
• **What are the facilitators** that are promoting implementation?
• **What are the barriers** to implementation and **how can these be address**?
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California
Scale Up MTSS
Statewide
SUMS
California Scale Up MTSS Statewide (SUMS) Initiative

Systems of Academic and Behavioral Supports (ISABS) (aka SUMS) prioritizes inclusive practices to increase access to high-quality education and resources for all students.

It aims to re-engage marginalized students, reduce disproportionality of discipline referrals for minority and Special Education students, and address the unique needs of underserved populations such as children living in poverty, foster youth, juvenile justice involved youth, charter school students, and rural schools.
WHOLE SYSTEM ENGAGEMENT IN CALIFORNIA
SUMS Teaming

Scaling Up MTSS through Coordinated Teams Across the System

1 State Teams
- CDE/SBE
- OCDE
- Butte COE
- SWIFT

11 Region Teams
- Region Leaders
- COE Trainers

58 COE Teams
- COE Leads
- LEA Leads

1,024 LEA Teams
- LEA Teams
- Schools

11,725 Schools Teams

Data & Feedback on Implementation

Supports for Effective Practices Implemented with Fidelity

swiftschools.org
Discover who else is participating in the California SUMS Initiative.

- access at [www.ocde.us/mtss](http://www.ocde.us/mtss)
Sustaining/Advancing Your CA MTSS

CA MTSS Professional Learning resources throughout the state

- access at www.ocde.us/mtss
Outcomes
Schools receiving targeted, feature-specific technical assistance for Administrative Leadership improved their practice.

Kozleski & Choi, 2018
FIT Core Feature Score Improvement by Access to TA Support for Strong & Engaged Site Leadership

School Groups by TA Support

Schools with TA (N=17) - 33.33%
Schools with no TA (N=42) - 13.33%

$t(21.31) = 2.49, p = .021$
Improvements in Administrative Leadership were positively related to improvements in the other four SWIFT domains.

Kozleski & Choi, 2018
SWIFT FIT Domain Score Changes
(5 state aggregate data)

Mean of the SWIFT FIT Domain Scores

- Administrative Leadership
- Multi-tiered System of Support
- Integrated Education Framework
- Family and Community Engagement
- Inclusive Policy Structure & Practice

SY1314_Fall (N=59)  SY1415_Fall (N=60)  SY1415_Spr (N=64)  SY1516_Spr (N=64)
Improvements in Administrative Leadership had a positive, predictive relationship with higher achievement scores on ELA and math outcomes.

Kozleski & Choi, 2018
PARCC ELA & Leadership

SY14-15 PARCC ELA

31 SWIFT Partner Schools in 2 States
7906 Students data has been analyzed
Correlation between Admin Leadership Domain & PARCC ELA
Outcomes

- Cohort 1 and 2 LEAs report making significant changes in how they leverage and coordinate multiple school and community resources including better coordination or usage of district resources, local agencies and entities, and their county offices of education.

- Cohort 1 and 2 LEAs report making significant changes in how they are implementing a multi-tiered system of support including using data to drive their decision making and streamlining or standardizing processes.

- Cohort 1 and 2 LEAs report they have already incorporated or are taking steps to incorporate the changes described above into their LCAPs.
Outcomes – TA Instances by SWIFT Domain

![Bar Chart: Technical Assistance Instances by SWIFT Domain](swiftschools.org)

- **Leadership**: 24 (2016-17) - 100 (2017-18)
- **MTSS**: 18 (2016-17) - 75 (2017-18)
- **Framework**: 13 (2016-17) - 79 (2017-18)
- **Engagement**: 6 (2016-17) - 60 (2017-18)
- **Policy**: 19 (2016-17) - 67 (2017-18)

Frequency range: 0 to 120
Outcomes – TA Provider Logs & Feedback

Technical Assistance Instances by Capacity

- Visioning: 23 instances in 2017-18, 55 instances in 2016-17
- Data Snapshots: 9 instances in 2017-18, 49 instances in 2016-17
- Priority and Practice Planning: 15 instances in 2017-18, 46 instances in 2016-17
- Resource Mapping and Matching: 8 instances in 2017-18, 32 instances in 2016-17
- Transformation Teaming: 4 instances in 2017-18, 46 instances in 2016-17
- Coaching and Facilitation: 20 instances in 2017-18, 51 instances in 2016-17
Outcomes – SWIFT-FIT & SWIFT-FIA

Percentage Implemented (Cohorts 1 & 2)

- Leadership: SWIFT-FIT assessment = 33%, SWIFT-FIA Follow-up = 43%, SWIFT-FIA Baseline = 71%
- MTSS: SWIFT-FIT assessment = 28%, SWIFT-FIA Follow-up = 40%, SWIFT-FIA Baseline = 42%
- Framework: SWIFT-FIT assessment = 36%, SWIFT-FIA Follow-up = 43%, SWIFT-FIA Baseline = 56%
- Engagement: SWIFT-FIT assessment = 36%, SWIFT-FIA Follow-up = 44%, SWIFT-FIA Baseline = 63%
- Policy: SWIFT-FIT assessment = 90%, SWIFT-FIA Follow-up = 21%, SWIFT-FIA Baseline = 56%
- Overall: SWIFT-FIT assessment = 52%, SWIFT-FIA Follow-up = 42%, SWIFT-FIA Baseline = 57%
SWIFT Evaluation Tools

**SWIFT FIA** & **SWIFT FIT**
Excellence + Equity All Means All
THANK YOU
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