Multi-Tiered System of Support (MTSS)

Evaluation of School-Based MTSS Implementation and Tiered Central Office Supports for "Schools of Promise"

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Abstract:

The MTSS initiative was adopted as a 2018-19 Board-approved Superintendent SMART Goal (for a third straight year) and encompassed four major strands. Strand 1 focused on establishing **MTSS teams** in schools that meet regularly to monitor and evaluate school-wide tiered instruction and supports. Strand 2 focused on developing consistent decision-making processes using multiple data points to implement **tiered supports** for students targeted to academic, behavioral and social emotional needs. Strand 3 focused on structures and procedures for **teacher collaboration** so teacher teams in schools optimize learning through the exchange of effective instructional strategies and use data from common assessments to revise lessons plans and differentiate learning. Strand 4 focused on ensuring equitable access to **high quality core instruction** aligned to consistent grade-level expectations.

To investigate MTSS implementation, Research & Evaluation conducted interviews and focus groups with principals, interventionists and teachers at six elementary "Schools of Promise" identified for support from the Central Office in 2018-19. A districtwide survey of teachers and instructional specialists was used to measure broad-based perceptions of MTSS implementation at all elementary, K-8 and middle schools. Members of Central Office support teams were interviewed to gather perceptions of how supports were organized and implemented for schools. Student data was descriptively analyzed to shed light on improvements in academic proficiency and growth and other outcomes. Finally, correlational analysis was conducted to determine whether MTSS implementation appears to be significantly associated with student academic growth.

Findings for School-Based MTSS Implementation:

- **MTSS Teams**: *Findings from 6 site visit schools*: Most site schools have established an MTSS team that meets regularly to plan tiered supports but vary in the degree to which they provide leadership in improving schoolwide processes for MTSS, and in their communication and follow-through with staff. *Districtwide school staff survey*: 70% of respondents to the staff survey agreed that an MTSS Leadership Team guides and supports schoolwide MTSS implementation.

- **Tiered Supports**: *Findings from 6 site visit schools*: Most site schools implement tiered supports for students based on targeted needs, but vary in the consistency of their processes; the degree to which they apply a "whole child" lens to planning supports (as opposed to focusing on academics in isolation); and the degree to which teachers rely on interventionists and specialists for decision-making (as opposed to planning and monitoring supports collaboratively). Site schools are at different stages in establishing consistent behavioral expectations; and most experience challenges with implementing proactive strategies to address difficult behaviors and supporting students with high social emotional needs. *Districtwide school staff survey*: 59% of survey respondents agreed a common decision-making process ensured consistent use of tiered supports; 60% agreed that schoolwide behavioral expectations were clearly defined; 47% agreed school staff respond to student behaviors in a consistent manner at the school.

- **Teacher Collaboration**: *Findings from 6 site visit schools*: Most site schools have structures for PLCs or grade level teams that meet regularly, but teacher teams vary in the intensity of focus on instructional planning using common assessments and consistent protocols – and the degree to which they are focused on intentionally improving culturally responsive practices to improve Tier 1 instruction. The level of teacher coordination with interventionists and specialists in planning and monitoring supports also varies across schools. *Districtwide school staff survey*: 81% of respondents agreed that collaboration meetings are prioritized and occur regularly; 60% agreed that collaboration included instructional assistants and specialists.

- **High Quality Instruction**: *Findings from 6 site visit schools*: Most site visit schools are focused on improving Tier 1 instruction, particularly for literacy. Some schools still lack a well-defined articulation and progression of learning expectations across grade levels, although this appears to be improving in literacy with adoption of the K-5 ELA curriculum. Schools also vary in the degree to which their master schedule is optimized to align instruction across classrooms and minimize pullouts for supports and lost instruction due to behaviors. *Districtwide school staff survey*: 70% agreed their school master schedule supports equitable access to core instruction; 67% agreed that grade level instruction is aligned across classrooms at the school.

Central Office Supports for "Schools of Promise": The nature, duration and intensity of efforts by Central Office support teams working with identified schools varied considerably. Team members described resistance by some principals limiting opportunities for partnership and engagement. A lack of concrete pre-established strategies for developing support plans often made success dependent on the Team Lead, who in some cases lacked the administrative experience to cultivate mutually respectful partnerships with school leaders. Deployment of support teams composed of leads and members with regular full-time central office jobs limited team capacity to sustain collaboration and follow up on supports. Limited coordination with Directors of Schools, along with inconsistent levels of communication within and across support teams also contributed to perceived challenges

Student Outcomes for "Schools of Promise": Schools of Promise realized discernible gains in academic proficiency and growth (SBA assessments) and reductions in discipline incidents for key targeted groups. From 2017 to 2019, ELA proficiency rates at Schools of Promise increased by 8 points for African American males compared to a 5-point increase at Other Schools; and by 5 points for Students of Color Furthest from Educational Justice (FFEJ) compared to a 0-point increase at Other Schools. Median Student Growth Percentiles increased for Schools of Promise, with a significant 13-point gain for African American Males over last year and a 6-point gain for Students of Color FFEJ.

MTSS and Student Growth Correlation: We did not find a strong connection between ELA growth and MTSS implementation for ALL students. Focusing on Level 1 and Level 2 Students of Color FFEJ at Schools of Promise, we found a small, but statistically significant positive correlation between median student growth and measured school MTSS implementation levels.

Multi-Tiered System of Support (MTSS)

Evaluation of School-Based MTSS Implementation and Tiered Central Office Supports for "Schools of Promise"

Seattle Public Schools

Research & Evaluation Department

October 2019

Overview of Study

- This report summarizes findings from a study examining the implementation of a **Multi-Tiered System of Support (MTSS)** in SPS schools, and Central Office supports for 25 identified **"Schools of Promise"** provided during the 2018-19 school year.

- Findings are based on a districtwide survey of educators, interviews and focus groups with principals, interventionists and teachers at six elementary Schools of Promise that received Central Office support, and interviews with members of Central Office support teams that worked with schools.

- In addition, a quantitative student data analysis was conducted to examine student outcomes at Schools of Promise and explore correlations between MTSS implementation and student growth based on state assessments.

- Conducted by the SPS Research & Evaluation Department, this study was approved by the School Board as part of the 2018-19 Educational Research and Evaluation work plan.

Report Outline

- Background & Research Design
- Findings: School-Based MTSS Implementation
- Findings: Central Office Supports for Schools
- Student Data Analysis
- Summary of Findings
- Next Steps and District Actions

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Background & Research Design

- What is MTSS?

- MTSS in Seattle Public Schools

- MTSS Logic Model

- Research Questions

- Data Collection & Analysis

- Limitations of study

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Background: MTSS

What is MTSS?

- MTSS is a schoolwide framework for providing targeted supports to students using a "whole child" lens. MTSS supports academic growth and achievement, but also students' behavioral and social emotional needs.

- Rather than being a "curriculum," MTSS is a proactive approach that leverages consistent, data-informed processes and staff collaboration to implement tiered supports at varying levels of intensity based on student need.

Effective MTSS implementation includes:

- **Consistent decision-making processes using data** for identifying students, planning and delivering supports, reviewing progress and adjusting strategies

- **Integrated support plans** that address students' academic, behavioral, social and emotional needs

- **Collaborative approach** in which teachers, counselors, interventionists, and other specialists work in teams to assess students and plan supports and interventions

- **Frequent monitoring** of student progress to determine if additional supports and interventions are needed

- **Optimal scheduling** of supports and interventions to ensure students have access to Tier 1 core instruction

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MTSS in Seattle Public Schools

2018-19 Superintendent SMART Goal 1

MTSS has been a Superintendent SMART Goal for the past three years. In 2028-19, four SMART Goal strands were articulated as key areas for districtwide improvement.

MTSS Smart Goal Strands **	
Strand 1: MTSS Teams	School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports using Homeroom and Atlas. The MTSS team monitors student progress to evaluate effectiveness of tiered instruction and supports.
Strand 2: Tiered Supports	Staff and school leaders use a decision-making process that includes multiple data points to tier supports for students based on student growth / performance benchmarks.
Strand 3: Teacher Collaboration	Structures and procedures for collaboration are established so that teacher teams optimize learning and plan supports as early as possible through the exchange of effective, culturally responsive instructional strategies that relate to students' stories, strengths, and needs.
Strand 4: High Quality Instruction	School leaders and teachers develop academic and social emotional lesson plans and culturally responsive instructional practices for students above, at, and below grade level standards. Teachers work to revise lesson plans based on multiple measures of student growth data.

** Language from **2018-19 SMART Goal Rubric** defining a "Proficient level" of implementation for each MTSS goal strand

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MTSS in Seattle Public Schools

2018-19 Superintendent SMART Goal 1

District level SMART Goal investments for MTSS in 2028-19 included tiered Central Office supports for identified schools; District-supported data tools, guidelines and resources for schools; and coaching and professional development opportunities.

Tiered Supports for Schools

Coordinated approach across multiple Central Office departments to provide tiered support for 25 identified **"Schools of Promise"** targeted to specific school improvement goals aligned to MTSS.

Central Office Support Team assigned to assist with goal-setting aligned to district goals, provide implementation support for MTSS, and to gather implementation evidence from each school.

Common Data Tools & Resources

Student Data Portal: Support for using Homeroom and Atlas data portals to view and analyze academic and behavioral student data (e.g., F&P assessments, missed instruction log) for decision making

Common Assessments: District support for expanding use of Fountas & Pinnell reading benchmarks and Math Interim Assessments

Implementation Toolkit: District developed tools and resources available to schools for implementing MTSS for online availability

Coaching/Professional Development

District provided coaching and professional development offerings coordinated across departments to align the needs of schools with District priorities. *Example* focus areas include:

- Best practices and protocols for implementing MTSS Leadership Teams
- Teacher collaboration in PLCs using common assessments to plan and improve instruction for all students
- Implementing Positive Behavioral Intervention and Support and (PBIS)

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MTSS Logic Model (Theory of Action)

Inputs / Resources	Central Office Activities	School Outcomes [Adult Practice]	Impact [Students]

Key School Staff

MTSS Leadership Teams

Teacher Teams (PLCs)

Interventionists, Counselors, Specialists and Assistants

Key Central Office Staff

Central Office MTSS Teams assigned to "Schools of Promise"

SEL, Behavioral, other Specialists in Student Supports Division

System Tools & Data

District Assessments
Fountas & Pinnell, CenterPoint Interim Assessment, MAP

Student Data Portal
Homeroom, Atlas, Missed Instruction Log

Online Resources & Tools
Implementation guides, fidelity checklist, decision protocols

Communications & Resources

Communicating goals, priority objectives and expectations to school leaders

Developing and distributing accessible online resources, materials, quick reference guides, etc. (Schoology, SharePoint, MySPS)

Tiered Supports for Schools

Coordinated and targeted supports for identified "Schools of Promise"

Coaching

Coaching support (limitedly) available to all schools from central departments (ELL, SpEd, Behavioral Services, Grants/Title, Curriculum & Instruction, etc.)

Professional Development

Districtwide professional development course offerings for schools and central staff on MTSS implementation: MTSS, PBIS, Data & Assessment, etc.

MTSS Teams

Decision-making protocols using multiple data points (academic, behavioral, SEL)

Evaluation of instruction and tiered supports for continuous improvement

Teacher Collaboration

Teacher teams and PLCs consistently review student data to inform instruction

Tiered Supports for Students

Multi-tiered interventions/supports and matched to student academic/SEL needs

Documented decision making and inquiry cycles linked to specific action plans for

Consistent use of multiple data points for identification and progress monitoring

High Quality Instruction

Core instruction vertically and horizontally aligned to grade level standards

Master Schedule optimizes equitable access to core grade level instruction

Academic Outcomes

▲ Student academic growth and proficiency (Math, ELA)

SEL & Behavior Outcomes

▲ Attendance

▼ Lost Instruction due to office referrals and suspensions

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Research Questions

Key Focus Areas and Research Questions Guiding the Study

School-Based MTSS Implementation

- To what extent are SPS schools successfully implementing the core components of MTSS?

- What are some common challenges associated with effective implementation?

Central Office Supports for Schools

- To what extent are Central Office supports for schools contributing to successful MTSS implementation?

- What are some challenges with the District model for supporting schools?

Student Outcomes and Gap Closing

- To what extent have schools receiving support improved outcomes for targeted student groups?

- Is MTSS implementation associated with higher student growth?

Data Collection and Analysis

Student Data

Proficiency and growth
- Smarter Balanced Assessment
- MAP Assessment

Attendance & Discipline

Educator Surveys

All schools (Feb. 2019)
All certificated staff
(1,474 respondents)

School Site visits *

Dunlap Elementary
Emerson Elementary
Boren STEM K-8 School
Northgate Elementary
South Shore PK-8 School
Viewlands Elementary

Central Office

Interviews with District leaders (4) and members of School Support Teams (12)

* Site visits included the following *at each school*:
- Principal interview
- Focus group with interventionists and specialists
- 1:1 interviews with four (4) teachers (plus a pre-interview classroom observation)

Study Limitations

Districtwide implementation findings based on self-report perceptions (staff surveys)
- Findings represent the self-reported perceptions and experiences of school staff who may or may not fully share a complete understanding of the District's MTSS approach

Site schools at varying levels of MTSS implementation were selected, but site data collected does not provide a reliable sample for districtwide generalizations
- To facilitate comparisons, site schools were limited to elementary and K-8 schools
- Data collected at site schools was based on self-report perception data from interviews and focus groups with administrators, teachers and interventionists
- Principals were free to choose which school staff the research team interviewed
- Informal classroom observations were conducted to inform teacher interviews, but observation data was not systematically collected and analyzed for this study

Student data analyses provide <u>descriptive and correlational insights only</u>; it was beyond the scope of this study to estimate causal effects of MTSS implementation
- Descriptive data is provided for illustration (and transparency) of student outcomes
- Correlational analysis results are merely suggestive of potential MTSS effects
- Future quasi-experimental analyses may be possible to estimate causal effects

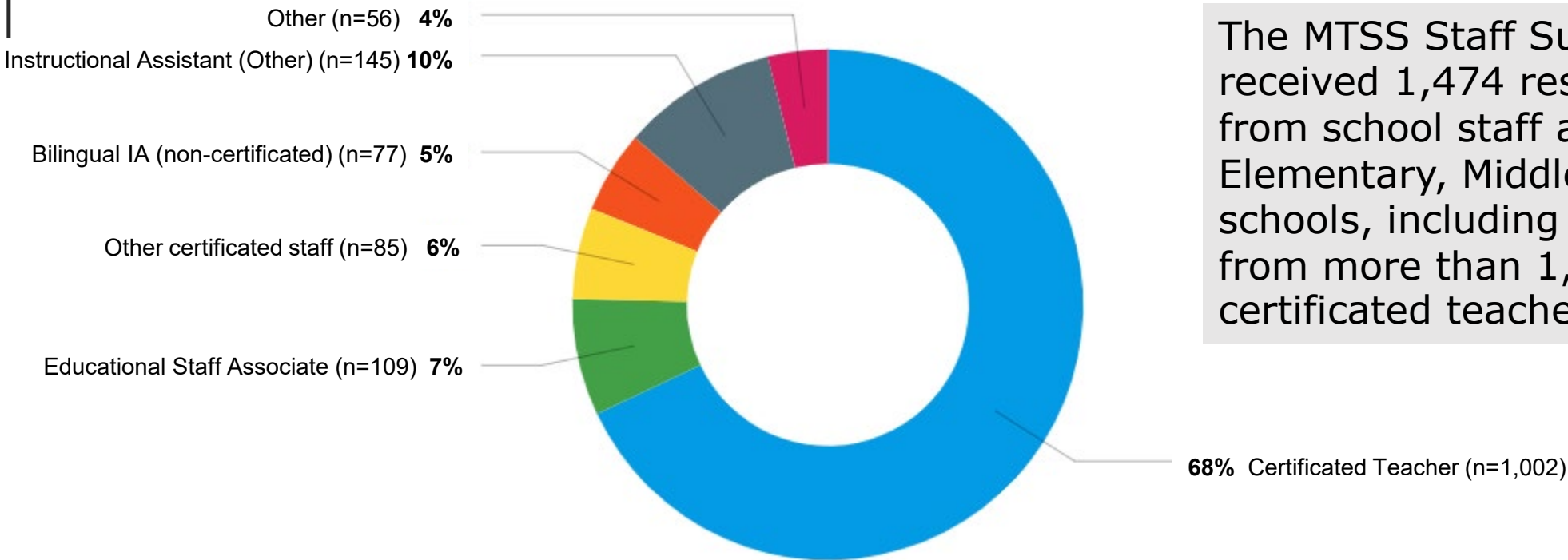# Findings: School-Based MTSS Implementation

- Commitment to MTSS

- MTSS Teams

- Teacher Collaboration

- High Quality Instruction

- Tiered Supports

- Data and Assessment

MTSS School Staff Survey
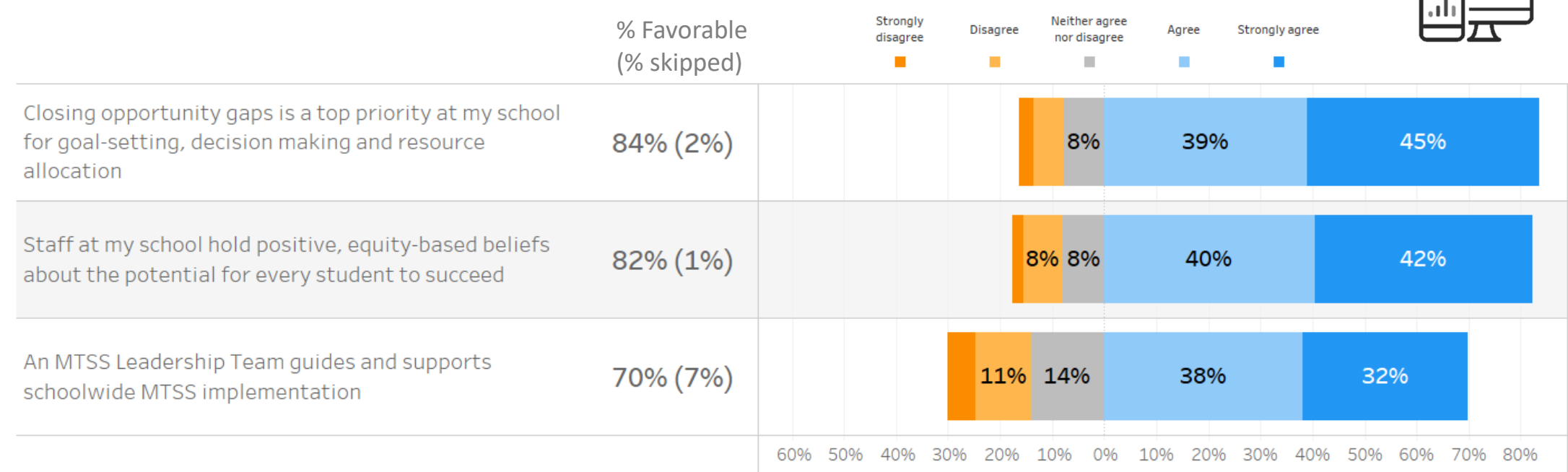
Overview of Respondents

MTSS School Staff Survey Responses

Other (n=56) **4%**

Instructional Assistant (Other) (n=145) **10%**

Bilingual IA (non-certificated) (n=77) **5%**

Other certificated staff (n=85) **6%**

Educational Staff Associate (n=109) **7%**

68% Certificated Teacher (n=1,002)

The MTSS Staff Survey received 1,474 responses from school staff at Elementary, Middle, and K-8 schools, including responses from more than 1,000 certificated teachers.

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Implementation Findings: Districtwide School Staff Survey (All Schools)

Commitment to MTSS and Closing Gaps | Topic Detail

	% Favorable (% skipped)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Closing opportunity gaps is a top priority at my school for goal-setting, decision making and resource allocation	84% (2%)			8%	39%	45%
Staff at my school hold positive, equity-based beliefs about the potential for every student to succeed	82% (1%)		8%	8%	40%	42%
An MTSS Leadership Team guides and supports schoolwide MTSS implementation	70% (7%)		11%	14%	38%	32%

84% of respondents Agreed or Strongly Agreed that closing gaps is a top priority at their school, while **70% of respondents** agreed that an MTSS Leadership Team guides and supports schoolwide MTSS Implementation.

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Implementation Findings: Site Visits

Commitment to MTSS: Most site schools have constituted MTSS Team, which vary in core function, in particular how system-oriented they are, and in their communication and follow through with staff. In higher implementing schools there were stronger indications of consistent MTSS processes supported by leadership and the MTSS Team.

MTSS Leadership – In some site schools, the principal and MTSS Team play a significant role in cultivating a schoolwide MTSS vision supported by clear expectations and consistent processes. In some schools, the MTSS Team is **essentially an "intervention team"** focused on planning specific supports for students; in others it functions **limitedly as a SIT team** that decides referrals to Special Education; Efforts led by MTSS teams varied in the degree to which they were clear, known and systematically implemented. Teachers at some site schools were unclear about the work of MTSS teams and indicated processes for collaboration, decision making and use of data were inconsistent or ineffective. In **higher implementing schools,** the MTSS team is focused on developing schoolwide systems, and evaluating the effectiveness of supports. In these schools, teachers described specific processes supported by MTSS Teams in more detail and expressed confidence MTSS contributed to closing gaps.

"From my experience, the most they have done is with kids we're trying to move through SIT to get an IEP. Anything else has been minimal." – Teacher
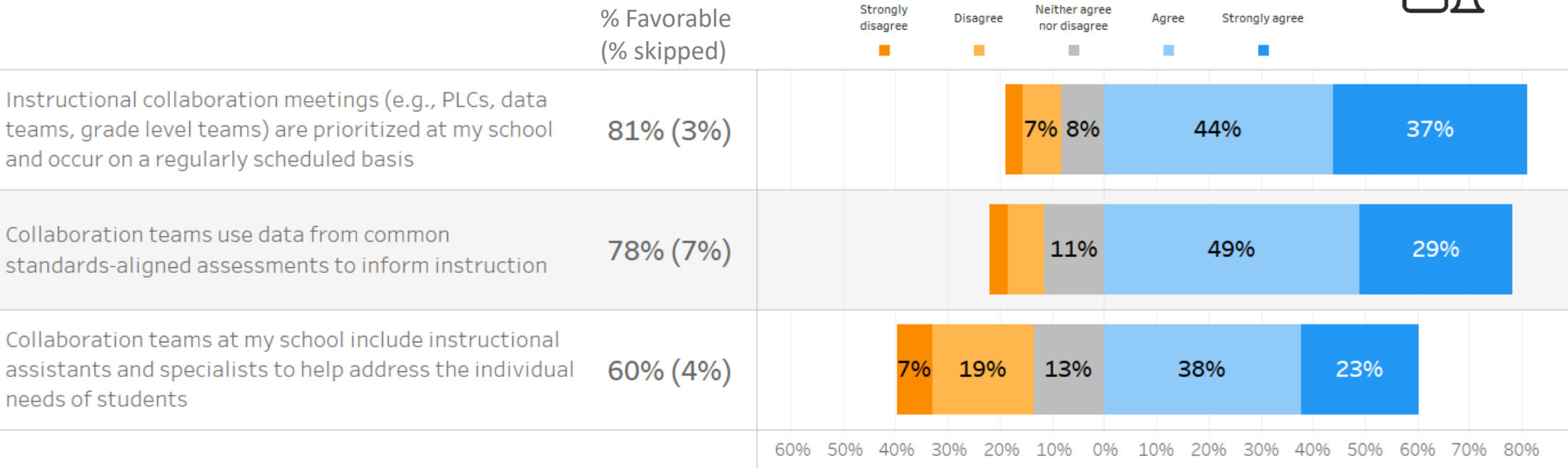
"There are many inconsistencies and a lack of communication… just a lack of clarity about who to go to for supports." – Teacher

"The MTSS team is much more systems oriented this year… We're looking at where we need more support and what system adjustments we need to make… and how decisions were made." – Principal

"MTSS comes to us with things that we follow… We're given a flow chart, and different protocols, that help us make better judgements." – Teacher

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Implementation Findings: Districtwide School Staff Survey (All Schools)

Teacher Collaboration | Topic Detail

	% Favorable (% skipped)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Instructional collaboration meetings (e.g., PLCs, data teams, grade level teams) are prioritized at my school and occur on a regularly scheduled basis	81% (3%)		7%	8%	44%	37%
Collaboration teams use data from common standards-aligned assessments to inform instruction	78% (7%)			11%	49%	29%
Collaboration teams at my school include instructional assistants and specialists to help address the individual needs of students	60% (4%)	7%	19%	13%	38%	23%

81% of respondents Agreed or Strongly Agreed that collaboration meetings are prioritized and occur regularly at their school, while **60% of respondents** agreed that collaboration included instructional assistants and specialists.

Implementation Findings: Site Visits

Teacher Collaboration: All site schools have PLCs or grade level teams that meet regularly, but evidence suggested they vary in the degree of focus on instructional planning using common assessments and consistent protocols. The level of coordination with interventionists and specialists in planning instruction and tiered supports also varies.

Collaboration Teams – PLCs and grade level teacher teams at visited schools vary in how they function and the extent to which they use data to improve instruction and plan differentiated supports. In some schools there appears to be a lack of clear expectations from school leadership or consistent protocols for analyzing data to improve and differentiate instruction and plan and monitor student supports. Schools also vary in the degree to which interventionists and specialists plan supports collaboratively with grade level teams. In **higher implementing schools**, PLCs and other teacher collaboration teams consistently review data from common assessments and other sources to reflect on, plan and adjust instruction – and coordinate closely with interventionists, specialists and instructional assistants to differentiate and scaffold core instruction and to plan and monitor tiered supports.

"The PLCs they do here are more like book studies… Without looking at the assessments and scope and sequence it's hard to look at your own teaching to see what's working and what isn't.." – Teacher
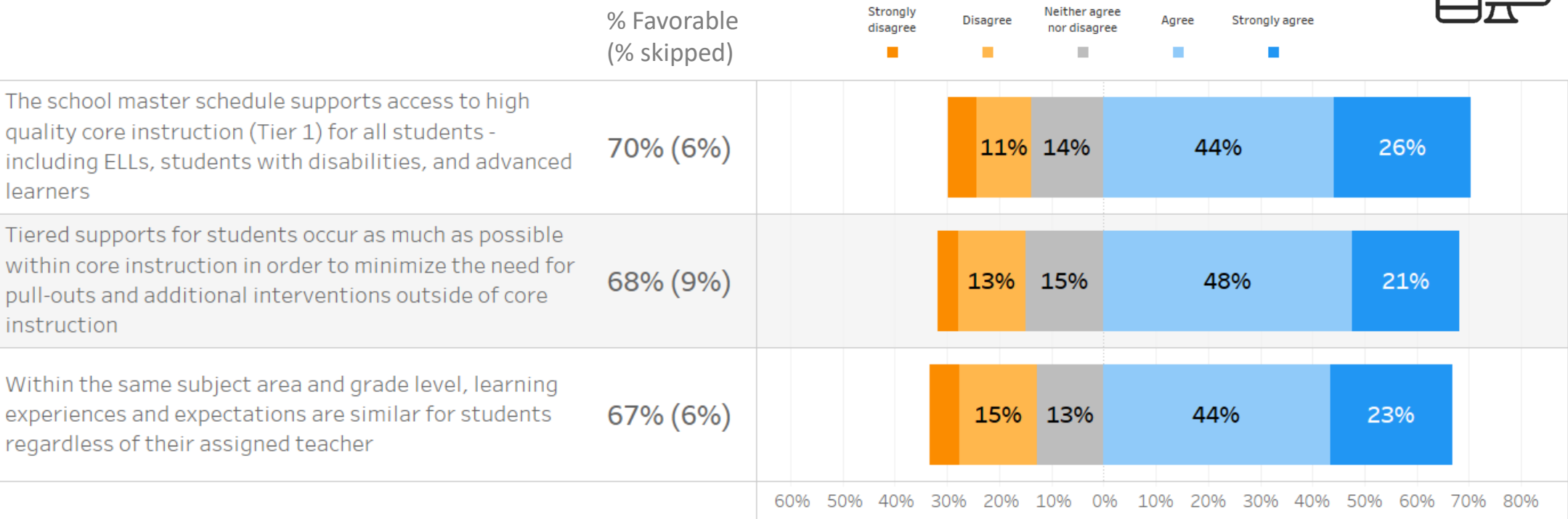
"Our collaboration has gotten better, but we're still miles apart from other schools…There's no expectation, so some don't feel like they must do it." – Teacher

"We provide time for the interventionists to come in, look at data based on our grade level goals and then determine how interventions are working and what adjustments we need to make." – Teacher

"We build in time for collaboration, but we also have a specific protocol. It's standard across all grades… So, how do we look at data? How do we talk about kids? How do we form small groups?" – Teacher

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Implementation Findings: Districtwide School Staff Survey (All Schools)

High Quality Core Instruction | Topic Detail

	% Favorable (% skipped)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The school master schedule supports access to high quality core instruction (Tier 1) for all students - including ELLs, students with disabilities, and advanced learners	70% (6%)		11%	14%	44%	26%
Tiered supports for students occur as much as possible within core instruction in order to minimize the need for pull-outs and additional interventions outside of core instruction	68% (9%)		13%	15%	48%	21%
Within the same subject area and grade level, learning experiences and expectations are similar for students regardless of their assigned teacher	67% (6%)		15%	13%	44%	23%

70% of respondents Agreed or Strongly Agreed the school master schedule supports equitable access to core instruction, while **67% of respondents** agreed that grade level instruction is aligned across classrooms at the school.

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Implementation Findings: Site Visits

High Quality Core Instruction: Most site schools are focused on improving Tier 1 instruction, particularly in literacy and implementing the new K-5 ELA curriculum. Schools vary in the degree to which instruction is aligned within and across grade levels and whether the master schedule optimizes equitable access to core instruction.

Equitable Access to Aligned Tier 1 Instruction – Some schools still lack a well-defined articulation and progression of teaching and learning expectations from one grade level to another, although this appears to be improving in literacy with the adoption of the K-5 ELA curriculum (CCC). Most site schools have organized literacy blocks with built-in time for differentiated learning (e.g., small groups) for students at different reading levels. Site schools nonetheless vary in the degree to which they've optimized their master schedule to align instruction across classrooms and minimize pull-outs for supplemental services and supports. **Higher implementing schools** have prioritized push-in classroom supports and a coordinated block schedule to ensure students are present for core instructional units with grade level peers while still receiving supports. However some schools appear to lack sufficient staffing to provide push-in supports across classrooms, so some students are still missing critical core lessons.

"Our big push this year has been literacy, improving core, and teaching CCC as intended." – Principal

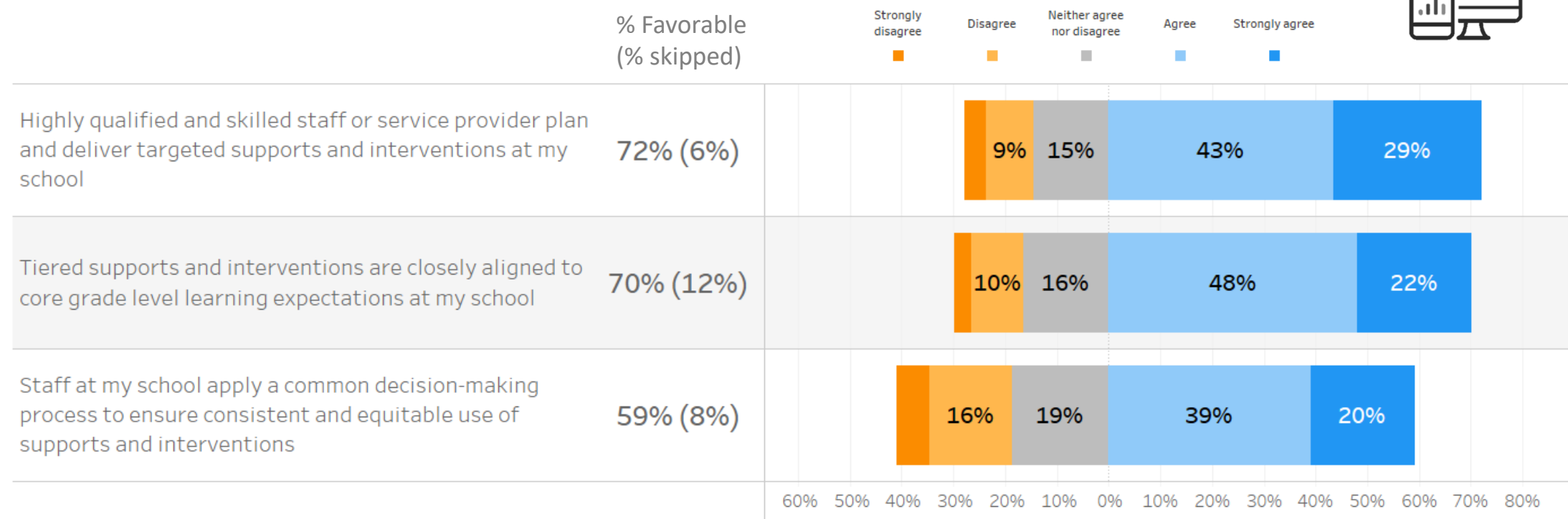*"We have work to do in terms of basic things like pacing guides, and grade level teams teaching the same content at the same time." – Teacher*

"They're really making that a priority with our schedule, where everybody's sticking to the same subjects at the same time, everyone's being pushed in, so everybody's going to get core instruction." – Teacher

"Next year it's going to be more pull outs because we won't have the same number of staff, which is not what we wanted." – Interventionist

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Implementation Findings: Districtwide School Staff Survey (All Schools)

Tiered Supports | Topic Detail

	% Favorable (% skipped)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Highly qualified and skilled staff or service provider plan and deliver targeted supports and interventions at my school	72% (6%)		9%	15%	43%	29%
Tiered supports and interventions are closely aligned to core grade level learning expectations at my school	70% (12%)		10%	16%	48%	22%
Staff at my school apply a common decision-making process to ensure consistent and equitable use of supports and interventions	59% (8%)		16%	19%	39%	20%

72% of respondents Agreed or Strongly Agreed that highly qualified adults deliver supports and interventions, while **59% of respondents** agreed a common decision making process ensured consistent use of tiered supports.

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Implementation Findings: Site Visits

Tiered Academic Supports: Staff at most site schools described intentional efforts to plan academic supports to students based on targeted needs. Schools however vary in the clarity and consistency of tiering processes. There was evidence of consistency in the approach to literacy supports with most schools using LLI and SIPPS interventions.

Coordinated Supports– Staff at most site schools described data-informed processes for planning academic tiered supports for students. Site schools vary in the degree to which teachers appear to rely on dedicated interventionists and specialists to assess students, plan tiered supports and monitor progress. **Higher implementing schools** follow consistent, documented multi-step cycles for decision making that consider "whole child" academic and behavioral/social emotional student factors.

Literacy interventions – Most site schools implement literacy blocks with time included for differentiated instruction and supplemental interventions to shore up foundational skills. All site schools use *Fountas & Pinnell Leveled Literacy Intervention (LLI)* to support small-group instruction. For more intensive foundational supports, site schools use *SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)* – a research-based decoding intervention for struggling readers.

"We have a Tier 2 team that meets every week... We go through a cycle of implementing something, collecting data, and then seeing if there's improvement before we would do a referral for special education." – Principal
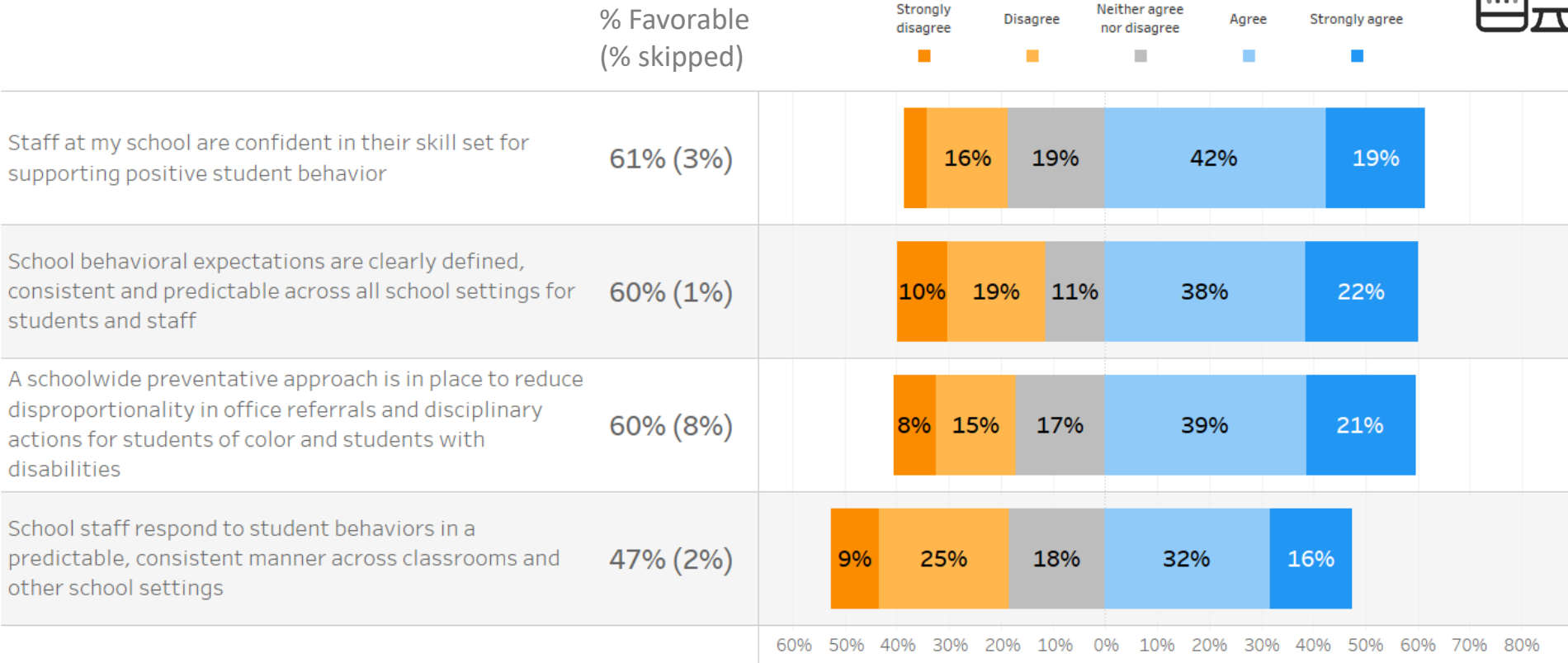
"The interventionists are meeting with grade levels... And then six weeks in, we go back to that team... Did that intervention work, did it not work? What's our decision and next steps based off this?" – Interventionist

"Teachers just want a quick fix. They just want to fill out some paperwork and get a SIT started before collaborating with the interventionist and others to get ideas of what interventions to try." – Teacher

"We have a literacy block, so each grade level has a 35-40-minute period four days a week... we break into small groups and we do intervention using LLI... Some of those become SIPPS-phonics interventions." – Interventionist

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Implementation Findings: Districtwide School Staff Survey (All Schools)

Positive Behavioral Supports | Topic Detail

	% Favorable (% skipped)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Staff at my school are confident in their skill set for supporting positive student behavior	61% (3%)		16%	19%	42%	19%
School behavioral expectations are clearly defined, consistent and predictable across all school settings for students and staff	60% (1%)	10%	19%	11%	38%	22%
A schoolwide preventative approach is in place to reduce disproportionality in office referrals and disciplinary actions for students of color and students with disabilities	60% (8%)	8%	15%	17%	39%	21%
School staff respond to student behaviors in a predictable, consistent manner across classrooms and other school settings	47% (2%)	9%	25%	18%	32%	16%

60% 50% 40% 30% 20% 10% 0% 10% 20% 30% 40% 50% 60% 70% 80%

60% of respondents Agreed or Strongly Agreed that schoolwide behavioral expectations were clearly defined, and only **47% of respondents** agreed school staff respond to student behaviors in a consistent manner at the school.

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Implementation Findings: Site Visits

Positive Behavioral Supports: Schools are in varying stages of establishing schoolwide behavioral expectations with most still working to improve consistency and application across classrooms and other settings. All site schools appear to face challenges in addressing difficult student behaviors in a consistent, effective manner.

Schoolwide Expectations – Site schools are at different stages in establishing schoolwide behavioral norms. Some schools struggle to reconcile different adult philosophies about behavior, and face challenges with consistency in application across classrooms and other school settings. **Higher implementing schools** have defined clear expectations that are visible and students can name and apply, and are consistently and positively reinforced by staff.

"There are different philosophies at our school. Not everybody agrees with all the expectations that have been posted... So there's not much consistency between classes." – Teacher

"We have a strong PBIS team… We have schoolwide expectations. We do classroom charters at the beginning of the year where students come up with it themselves." – Teacher

Challenging Behaviors – Staff at site schools often described challenges with student behaviors and often could not articulate consistent strategies for students with acute social emotional and behavioral needs. **Higher implementing schools** continue to develop culturally responsive, proactive strategies and restorative practices – and coordinate supports and wrap-around services with providers specializing in SEL, trauma and mental heath.

"We don't seem to have effective strategies to address behavior. I'm not sure what those strategies are." – Teacher

"We provide wrap-around support services that address their social emotional needs… It requires a team effort where multiple staff are supporting an student who's exhibiting lots of challenging behaviors." – Interventionist

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Implementation Findings: Districtwide School Staff Survey (All Schools)

Data and Assessment | Topic Detail

	% Favorable (% skipped)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Collaboration teams use multiple sources of student data (academic, attendance, behavioral, etc.) to monitor and support student progress	79% (6%)		8%	10%	45%	34%
Collaboration teams use data from common standards-aligned assessments to inform instruction	78% (7%)			11%	49%	29%
Teachers at my school use the Homeroom data portal to monitor and support student progress	43% (30%)	10%	22%	25%	30%	13%
Teachers (or support staff) document any instructional time lost due to office referrals or student removal from instructional settings	42% (22%)	10%	25%	23%	29%	13%

60% 50% 40% 30% 20% 10% 0% 10% 20% 30% 40% 50% 60% 70% 80%

79% of respondents Agreed or Strongly Agreed that collaboration teams use multiple sources of data to monitor student progress, while only **43% of respondents** agreed teachers use the Homeroom data portal.

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Implementation Findings: Site Visits

Common Assessments: All site schools described using common assessments for differentiating instruction and tiering supports, including use of the District-required F&P assessment to benchmark reading levels. Consistency in using assessment data within schools can break down at the level of grade level teams or individual teachers.

Common Assessments – Site school staff described use of common assessments such as Fountas & Pinnell (F&P), MAP, Smarter Balanced (SBA) interims, or CCC assessments for differentiated instruction and to identify students for academic interventions. In general, school staff find F&P a useful formative reading assessment (which was required by the District beginning in 2018-19), but questions were raised about its accuracy (due to calibration issues) and how well it predicts performance on state ELA assessments. In some cases, collecting and analyzing assessment data appeared to be viewed as primarily a job for interventionists – as opposed to being central to the work of PLCs or individual teachers. **Higher implementing schools** use progress monitoring data in planned cycles linked to actions plans for students; utilize consistent data protocols for decision making; and examine data patterns to evaluate the effectiveness of interventions.

"We don't have a good system to identify kids… *A lot of teachers here don't know how to use their data.*" – Teacher

"Having F&P as an assessment tool has given us *a common language and measurement of literacy*." – Interventionist

"*Calibration can be a challenge*. Our third-grade teachers feel that they get some inflated F&P scores." – Principal

"*We use the F&P and MAP. Where applicable, we're using SIPPS data as well* because that has the phonics and decoding level of analysis. So that's our data..." – Principal

"*We're doing SBA interims on four week cycles… We do item analysis… What are they having challenges with? It's great – and helps inform instruction.*" – Interventionist

Implementation Findings: Site Visits

District Data and Assessment Tools: Whereas site schools described purposeful use of the District-required F&P assessment, perceptions of the new District math benchmarks were not positive. Mixed reviews were provided for the Homeroom student data portal and "Missed Instruction Log" with usage still limited within and across schools.

District Interim Math Benchmarks – Schools were expected to administer new interim math assessments developed by the District with an outside vendor (CenterPoint). Very little support was expressed for these assessments. Several schools prefer to use SBA interim assessments.

"SBA interim assessments were more beneficial than CenterPoint. We take CenterPoint math, but it hasn't been important for decision making here." – Principal

Homeroom – Site schools were expected to transition to using Homeroom, a District-selected student data portal developed by an outside vendor. Despite some positive reviews, the transition to widespread usage appears slow. Homeroom is primarily used to upload F&P scores. It was unclear whether the issue is a lack of training and support, issues with functionality, or resistance to new tools.

"I find some of (Homeroom) helpful. When we have new F&P scores, teachers log on and look at it... I'm still doing my own data tracking, but I use pieces from Homeroom." – Principal

"We've struggled with putting our data into Homeroom. that's a barrier to us using it consistently." – Principal

Missed Instruction Log – Site schools were also expected to use a new tool (which replaces SWIS) to record missed instruction due to office referrals and minor behaviors. Usage appears limited, but the tool appears to have promising functionality for schools lacking behavior data.

"There's still too much confusion around it. What's really missed instruction, what's not?" – Principal

"It's been tough for teachers to understand the missed instruction log." – Teacher

Implementation Findings: Tiered Central Office Supports for Schools

- Support team expectations

- Support team actions

- Perceived challenges and opportunities to improve supports

Findings: Tiered Supports for Schools

Leadership Vision: The vision for identifying "School of Promise" for targeted support was inspired by the MTSS model for tiered supports – and the goal to better coordinate how multiple central office departments help schools.

Tiered Supports – The vision for supporting schools is analogous to the MTSS model for supporting students, whereby Central Office uses data to identify schools for tiered levels of support based on specific school needs for improvement. Key to this vision is to anchor supports to school-level data and leverage strategies within MTSS to help schools develop systems, structures and best practices for supporting students and closing gaps.

"It grew out of the MTSS work to adopt a tiered approach for central office work with schools. If some schools are identified as in need of more support, and we restructure our services to intensify those supports, and focus what we do as narrowly as we can, we'll get results." – Program Leader

"The goal is to anchor our decisions in data… We need to have robust, frequent data, and different layers of data to give us an accurate picture of how schools are doing, and to make decisions based on data. That's a critical foundational practice for central level MTSS." – Program Leader

Coordinated Supports – Another component of the vision was to streamline and coordinate the multiple (disjointed and siloed) efforts of Central Office departments – in order to align and bring coherence to how central office functions.

"Schools are continually asked from multiple departments for multiple things, and new principals are especially vulnerable to not filtering that well… We need to get ourselves systemically coordinated." – Program Leader

"Trying to cut down how many people interact with the school instead of getting bombarded… Let's get a team that can be a good fit for the school." – Program Leader

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Findings: Tiered Supports for Schools

Expectations for Support Teams: Formal expectations for Support Teams were articulated, and training provided to Leads. In practice, team members often lacked clarity around expectations in supporting schools.

Formal Expectations – A "support team handbook" articulated formal expectations for team members. Ongoing training was provided to Team leads who were also expected to report on school progress toward improving MTSS systems. Evidence collected by Leads and from schools directly was used to assess MTSS implementation using a rubric.

Expectations in Practice – Team Leads described a mostly informal and adaptive process by which they engaged with principals and school staff to establish relationships and develop plans where possible. Support team members often described unclear expectations, or indicated they were simply expected to provide help consistent with their normal central office role (ELL, Title, Math, etc.).

"For the Team Lead... Their main responsibility was reviewing the school's data, having conversations with the principal connected to the data, and coming away with plans of action. Then, meeting with their support team to mobilize them and support a cycle of problem solving." – Program Leader

"There was nothing specific guiding me. I basically started with the school leadership, found out what their goals were, and figured out how I could leverage my skillset to support them in their goals." – Team Lead

"The expectations for me… was basically just fulfilling my normal role as a PBIS coach for that school." –Team Member

"This year it was a lot about relationship building… I didn't necessarily know what I was supposed to do." –Team Member

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Findings: Tiered Supports for Schools

Specific Actions by Support Teams: Support Teams conducted varying activities in schools based on school needs and the skillset of the team. These efforts ranged from intensive and impactful to cursory and limited.

Variable Supports – Teams described different types of support activities based on identified school needs, the team skillsets, and what would be most acceptable to the school. Supports appear to have been "negotiable," depending heavily on principal buy-in and preexisting relationships. As a result, the nature and depth of engagement ranged from impactful on-the-ground supports within some schools to merely occasional check-ins with the principal and limited actions undertaken.

Inconsistency – Team members described considerable resistance by some schools limiting their engagement; and in some cases a lack of communication and follow through by Leads.

> *"I did an intake with my schools. We have a tool, the Fidelity Index, we used to develop goals. For example, one of my schools, we built systems, developed a master schedule." – Team Lead*

> *"I'm embedded in the staff, so attending staff meetings, leading PDs. One building, I can be part of the MTSS team… Another building, there twice a week, working with PLCs." – Team Lead*

> *"Some buildings didn't want any support… Whereas other buildings wanted us to come as often as possible to help facilitate their PLCs or provide 1:1 coaching." –Team Member*

> *"All of my schools have different leads… They are supposed to have monthly meetings for the whole team, or as far as we were told. Only one of my leads did that." –Team Member*

> *"It starts with the lead… One always knew what was happening. She helped us identify what those next steps were… For the other schools it was like floundering in the dark." –Team Member*

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Findings: Tiered Supports for Schools

Challenges faced by Support Teams: Team members described a lack of specific, concrete structures and pre-established strategies for developing support plans with schools, with success highly dependent on the Lead.

Lack of structures and strategies – Some team members described a lack of clearly prescribed structures, processes and strategies for supporting schools. Teams could set goals with schools based on the CSIP, but any support plan that emerged depended on principal buy-in and what emerged as acceptable to both parties. Support often did not appear to lead directly to significant shifts in schoolwide practices, with team efforts at times concentrated with a small subset of school staff.

Success dependent on the Lead – The relatively informal, adaptive approach to engaging with schools contributed to success being highly dependent on the Support Team Lead.

"There was no sense of a structure for the support that central office was offering. If you are supporting math, what does that look like?... It's a great idea, but you need systems and processes and common understanding of the work." – Team Member

"It didn't feel systematic. Even though we started with the focused CSIP and looking at that plan, it wasn't systematic as to what everybody was doing and checking in." – Team Member

"Hearing from different principals, the kind of support they're getting seems to be very different, depending on the expertise or experience of the (Lead)." – Director of Schools

"In one school, we all had goals and we worked towards those goals. We weren't just making something up... The other building, we didn't get started until February. The lead didn't know how to go in and get things rolling." –Team Member

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Findings: Tiered Supports for Schools

Limitations of District Support Model: The lack of dedicated support leads with sufficient experience and capacity, limited communication/coordination within and across teams, and low accountability limited impact.

Qualifications and capacity – Leads who lacked experience as school administrators often struggled to interface with principals, but when more senior District leaders (with more "clout") served as leads they typically did not have time to support the work. In general, the use of team members with regular full-time jobs limited the capacity for support.

"We have people downtown who know about MTSS or SEL… but they lack knowledge of the leadership moves it takes to make something happen in schools." – Director of Schools

"A lot of schools didn't know they were a School of Promise… What does that mean when you don't know you're one and then you have a team of people coming in?" – Team Member

Limited coordination – Team members often described poor communication and coordination within and across (too many) patchwork teams.

"You need consistent teams where you have a lead, you have a title person, a behavior person, a sped person, etc…. and that team is consistent for five or seven schools." –Team Lead

Lack of accountability – Due to past history with school accountability work, a decision was made to approach schools cautiously, focusing first on relationship-building, but where schools resisted very little of meaningful impact seemed to follow.

"If there's no accountability, it doesn't matter… If there's just a person coming from the district with no plan and no expectations, nothing's going to happen." – Team Member

"If you don't get principal buy-in, it doesn't matter how strong of a team you get. We do not have enough clout to walk into a school and make change. " – Team Member

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SEATTLE PUBLIC SCHOOLS

Student Data Analysis

- Student Outcomes
  - Proficiency and Growth
  - Discipline and Attendance

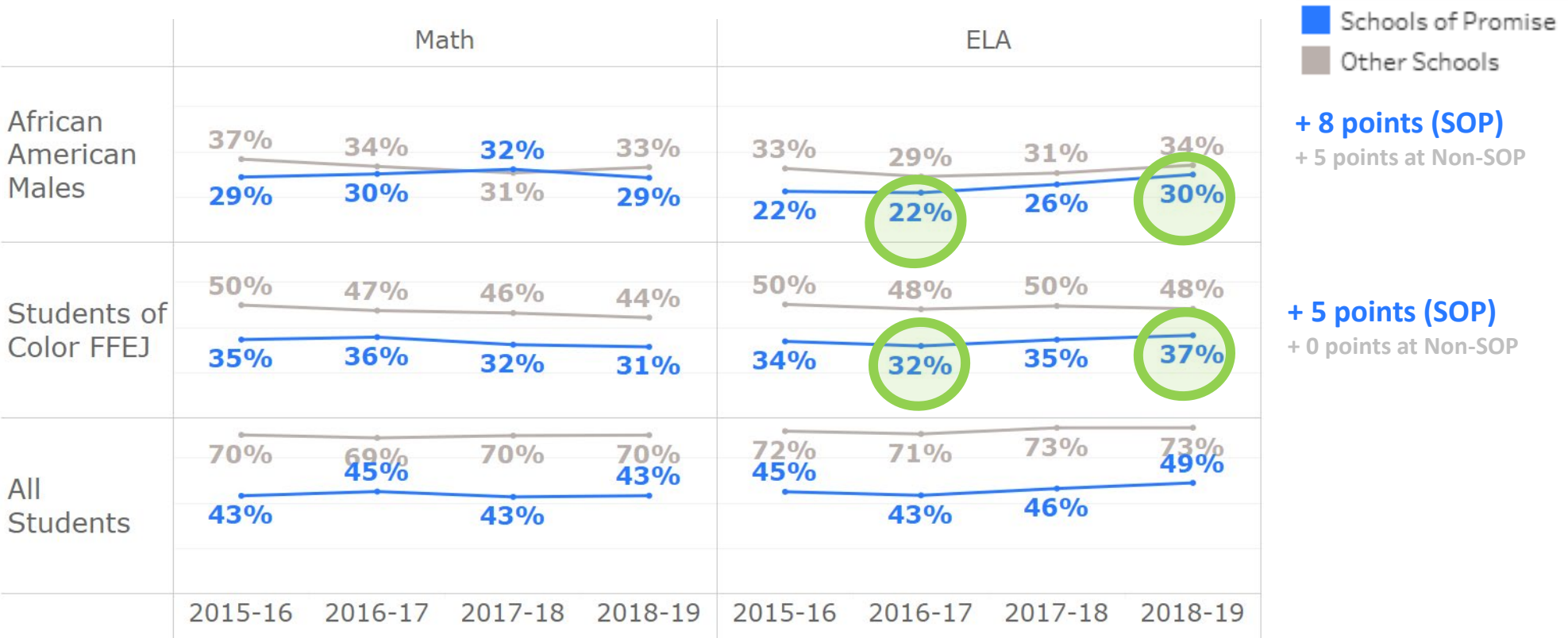- Correlation of student growth with MTSS implementation

Student Outcome Findings

Academic Proficiency (Smarter Balanced Assessments)

**Grade 3-5 SBA Proficiency, SPS Schools of Promise and Other Schools**

Legend:
- Schools of Promise (blue)
- Other Schools (gray)

Math

African American Males
- 37% → 34% → 32% → 33% (Other Schools)
- 29% → 30% → 31% → 29% (Schools of Promise)

Students of Color FFEJ
- 50% → 47% → 46% → 44% (Other Schools)
- 35% → 36% → 32% → 31% (Schools of Promise)

All Students
- 70% → 69% → 70% → 70% (Other Schools)
- 43% → 45% → 43% → 43% (Schools of Promise)

ELA

African American Males
- 33% → 29% → 31% → 34% (Other Schools)
- 22% → 22% → 26% → 30% (Schools of Promise)
- **+ 8 points (SOP)**
- + 5 points at Non-SOP

Students of Color FFEJ
- 50% → 48% → 50% → 48% (Other Schools)
- 34% → 32% → 35% → 37% (Schools of Promise)
- **+ 5 points (SOP)**
- + 0 points at Non-SOP

All Students
- 72% → 71% → 73% → 73% (Other Schools)
- 45% → 43% → 46% → 49% (Schools of Promise)

Years: 2015-16, 2016-17, 2017-18, 2018-19

From 2017 to 2019 at **Schools of Promise**, ELA proficiency rates increased by 8 points for African American males (5 point increase at Other Schools) and increased by 5 points for Students of Color Furthest from Educational Justice (0 point increase at Other Schools).

SEATTLE PUBLIC SCHOOLS

Student Outcome Findings

Using 2nd Grade MAP to Predict 3rd Grade SBA Proficiency

Predicted **3rd Grade Proficiency Rates (2nd Grade MAP Reading)**
vs. Actual 3rd Grade Proficiency Rates (3rd Grade ELA SBA)
All SPS Students enrolled as of Oct. 1 each year
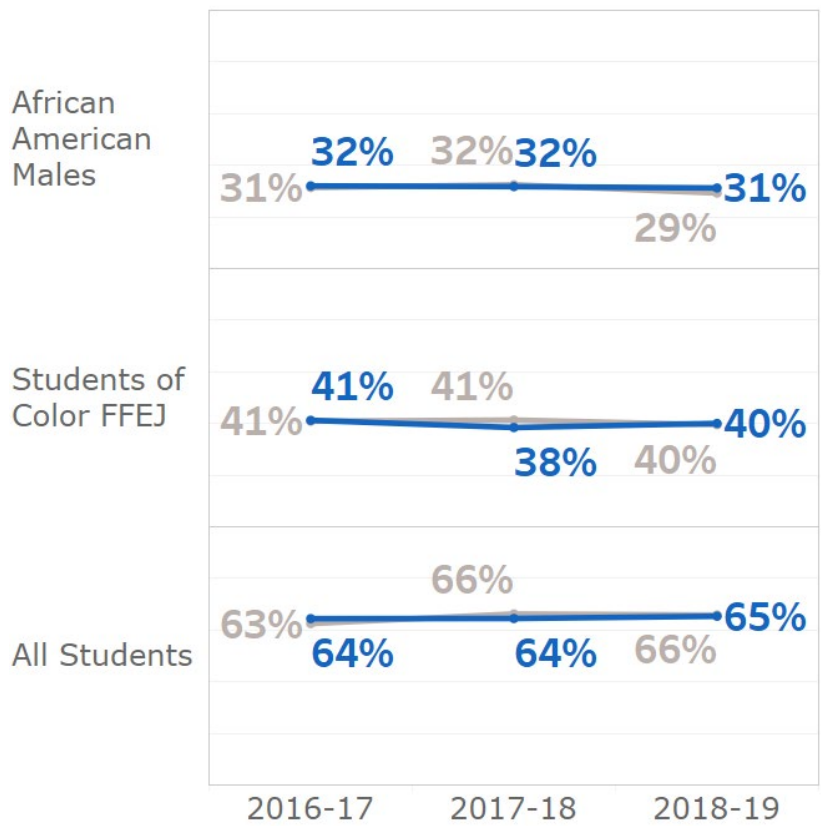
Actual Proficiency (3rd Grd SBA)
Predicted (2nd Grd Spring MAP)

To gain insights into future student outcomes based on earlier grades, we can use MAP assessment scores for 2nd Grade students to predict 3rd Grade SBA outcomes. Using historical data for Seattle Public Schools, we can see that Spring 2nd Grade MAP Reading scores provide a relatively accurate prediction of district proficiency rates on the Smarter Balanced Assessment in 3rd Grade (within 1 to 2 points each year).

Note: Predicted 3rd Grade Proficiency rates are based on the percentage of students with 2nd Grade Spring MAP Reading scores *at or above the 53rd Percentile*. Based on statistical analysis of historical SPS data, this cutpoint yields the most accurate prediction (Approximately 81% prediction accuracy). NWEA advises using a higher cutpoint when making **student-level on-track decisions**, to account for measurement error of the assessment.

Student Outcome Findings

Projected 3rd Grade SBA Proficiency based on 2nd Grade MAP


Predicted and Actual 3rd Grade ELA Proficiency Rates
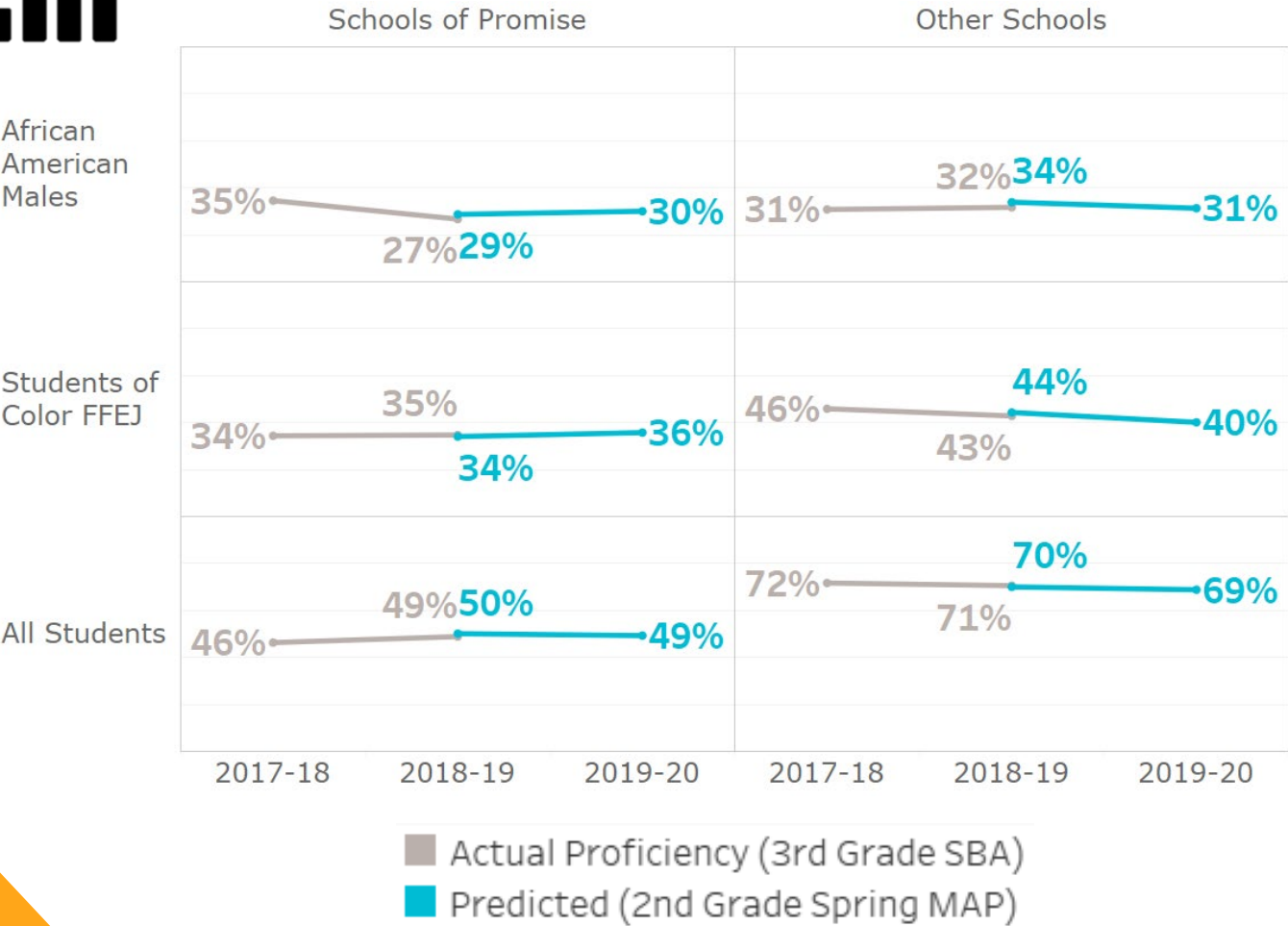
Analyzing 2nd Grade Spring MAP Reading scores from the last two years, we can see that the percentage of 3rd Graders projected to meet standard on the 3rd Grade SBA has not changed substantially, with a **1 to 2 point increase** projected for African American males and Students of Color FFEJ at Schools of Promise, and **a small decrease** for those students at non-Schools of Promise (again, based only on 2nd Grade MAP scores).

Note: Predicted 3rd Grade Proficiency rates are based on the percentage of students with 2nd Grade Spring MAP Reading scores *at or above the 53rd Percentile*. Based on statistical analysis of historical SPS data, this cutpoint yields the most accurate prediction (Approximately 81% prediction accuracy). NWEA advises using a higher cutpoint when making **student-level on-track decisions**, to account for measurement error of the assessment.

Student Outcome Findings

## Discipline & Attendance (Grades K-8 combined)
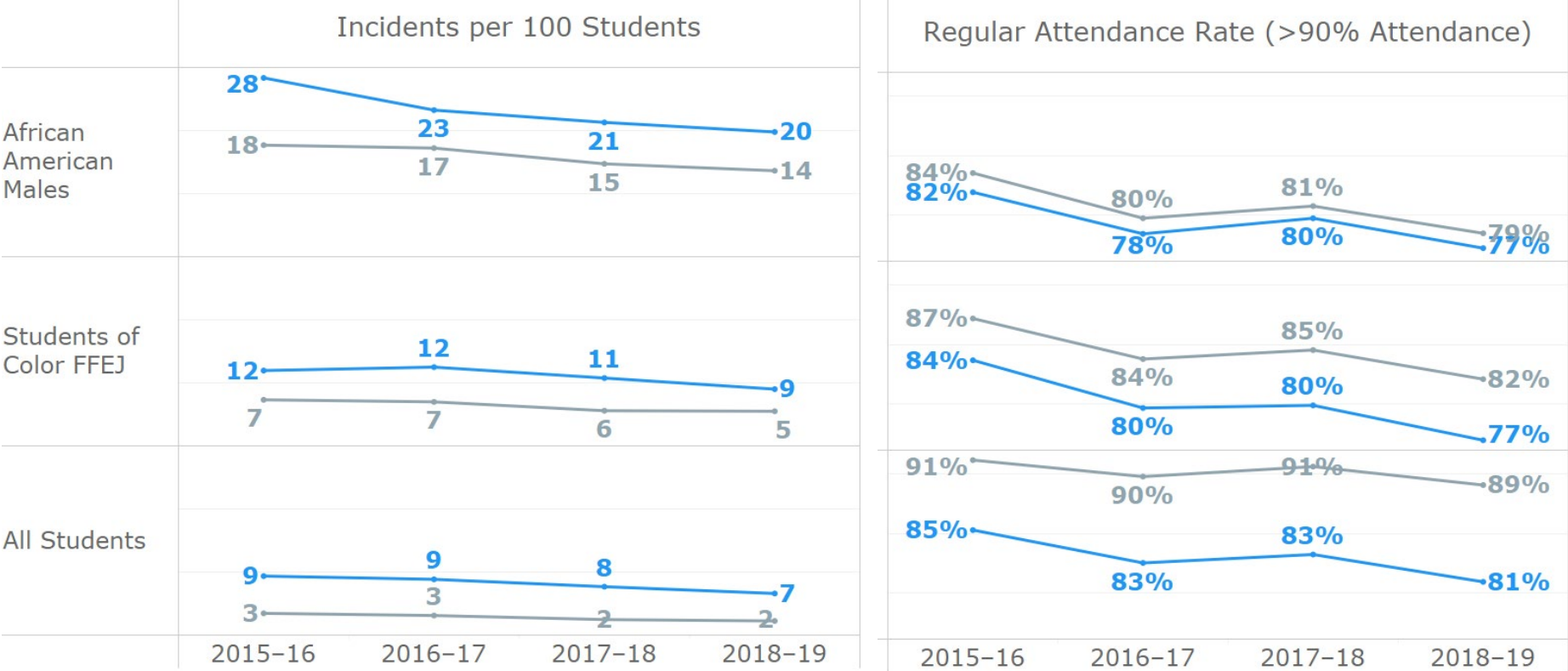
Schools of Promise (and other schools) saw a **reduction in exclusionary discipline** (Incidents per 100 Students) for all students and Strategic Plan focus student groups. Regular Attendance rates **declined slightly** for all reported student groups, however.

Student Outcome Findings

Student Growth in ELA (SBA, Grades 4-5)

Median Student Growth Percentiles, Grades 4 & 5
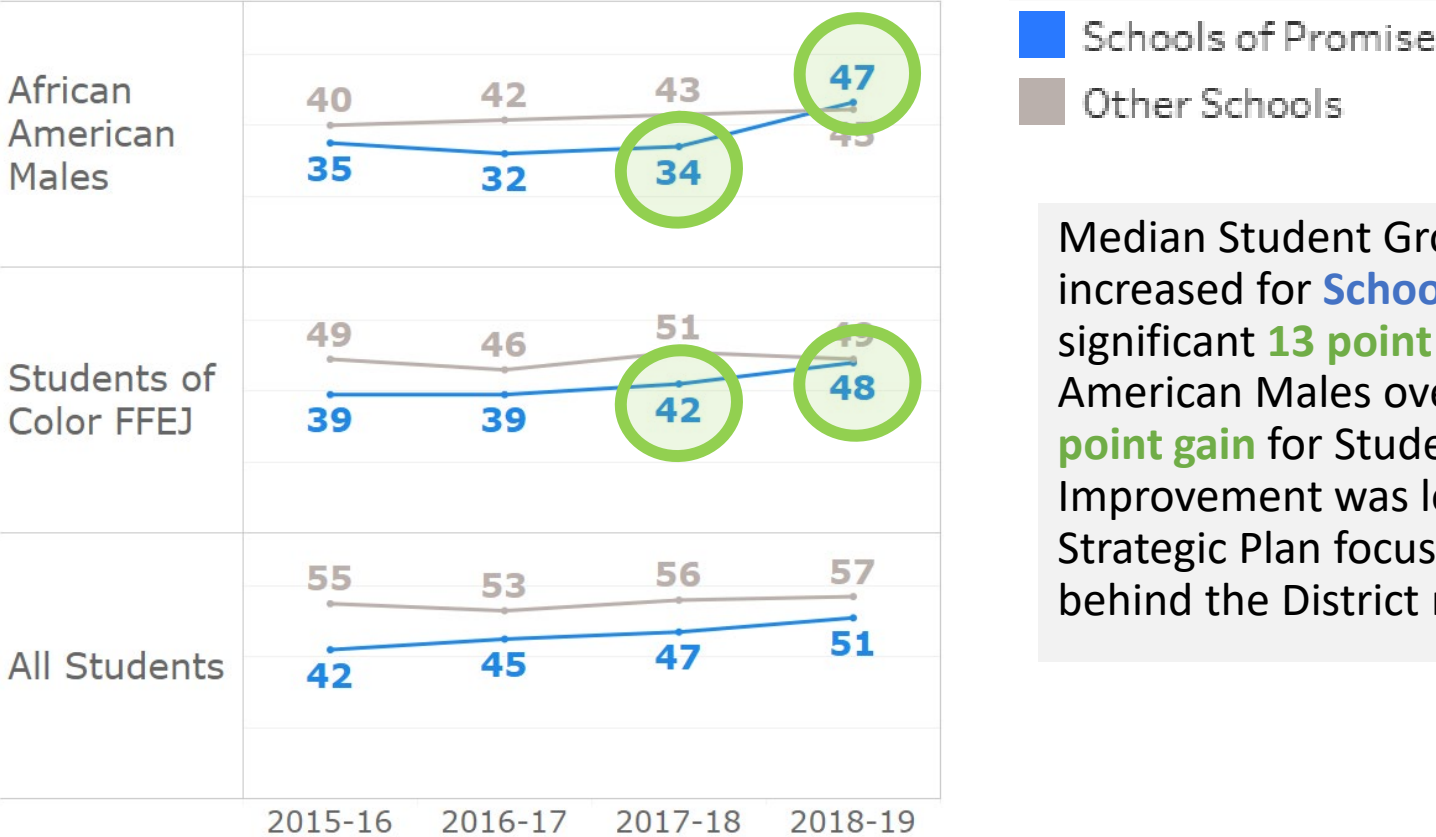
Legend:
- Schools of Promise (blue)
- Other Schools (gray)

Median Student Growth Percentiles increased for **Schools of Promise**, with a significant **13 point gain** for African American Males over last year and a **6-point gain** for Students of Color FFEJ. Improvement was lower overall, but Strategic Plan focus groups still lag behind the District median growth of 51.
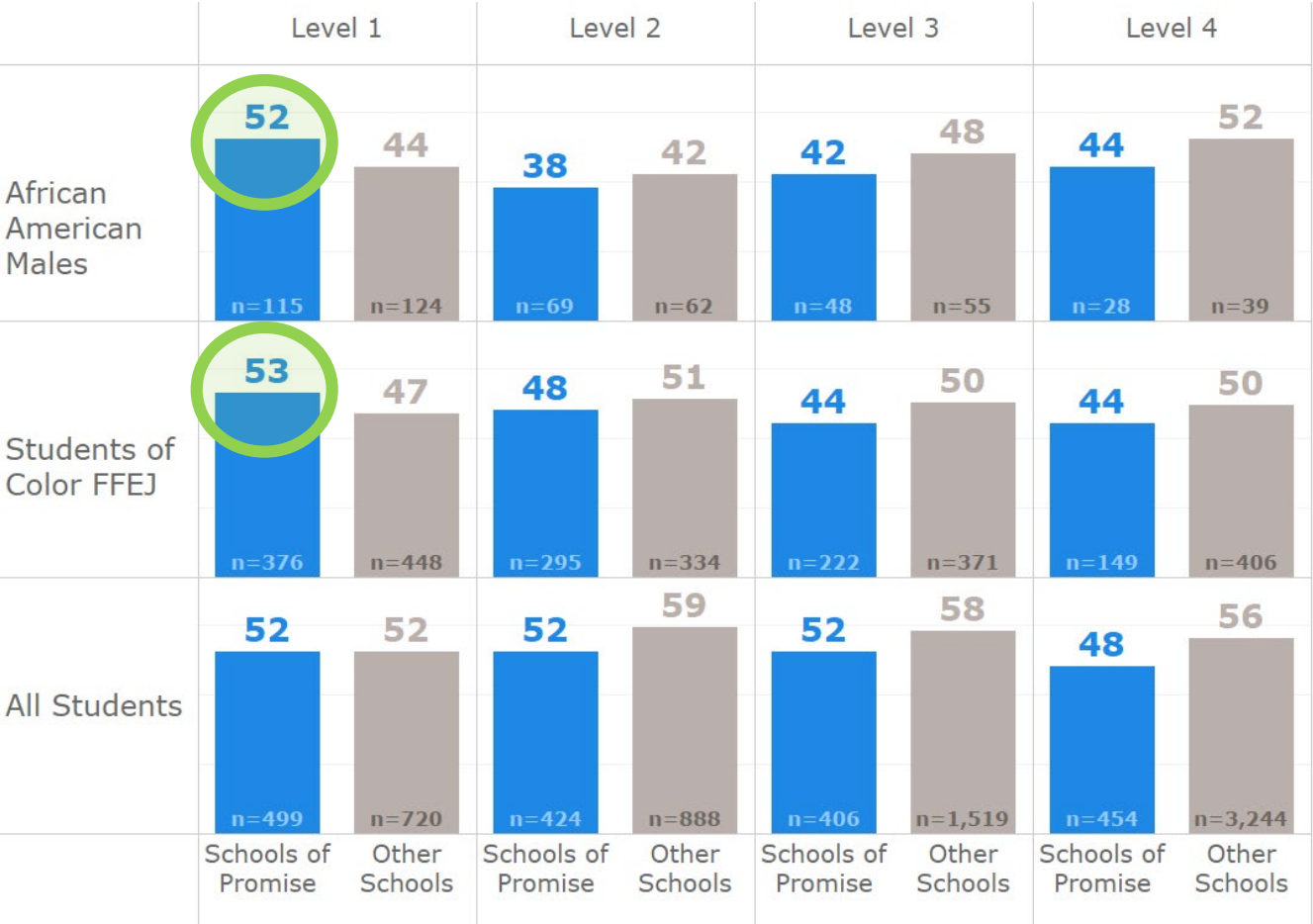
African American Males: 40, 42, 43, 47 (Other Schools); 35, 32, 34, 45 (Schools of Promise)

Students of Color FFEJ: 49, 46, 51 (Other Schools); 39, 39, 42, 48 (Schools of Promise)

All Students: 55, 53, 56, 57 (Other Schools); 42, 45, 47, 51 (Schools of Promise)

2015-16   2016-17   2017-18   2018-19

The focus here on English Language Arts is consistent with District priority efforts to close gaps in early literacy and improve K-5 language arts instruction via a new adopted district curriculum, common literacy assessments and supported intervention programs

Student Outcome Findings

Student Growth in ELA by Baseline SBA Performance Level

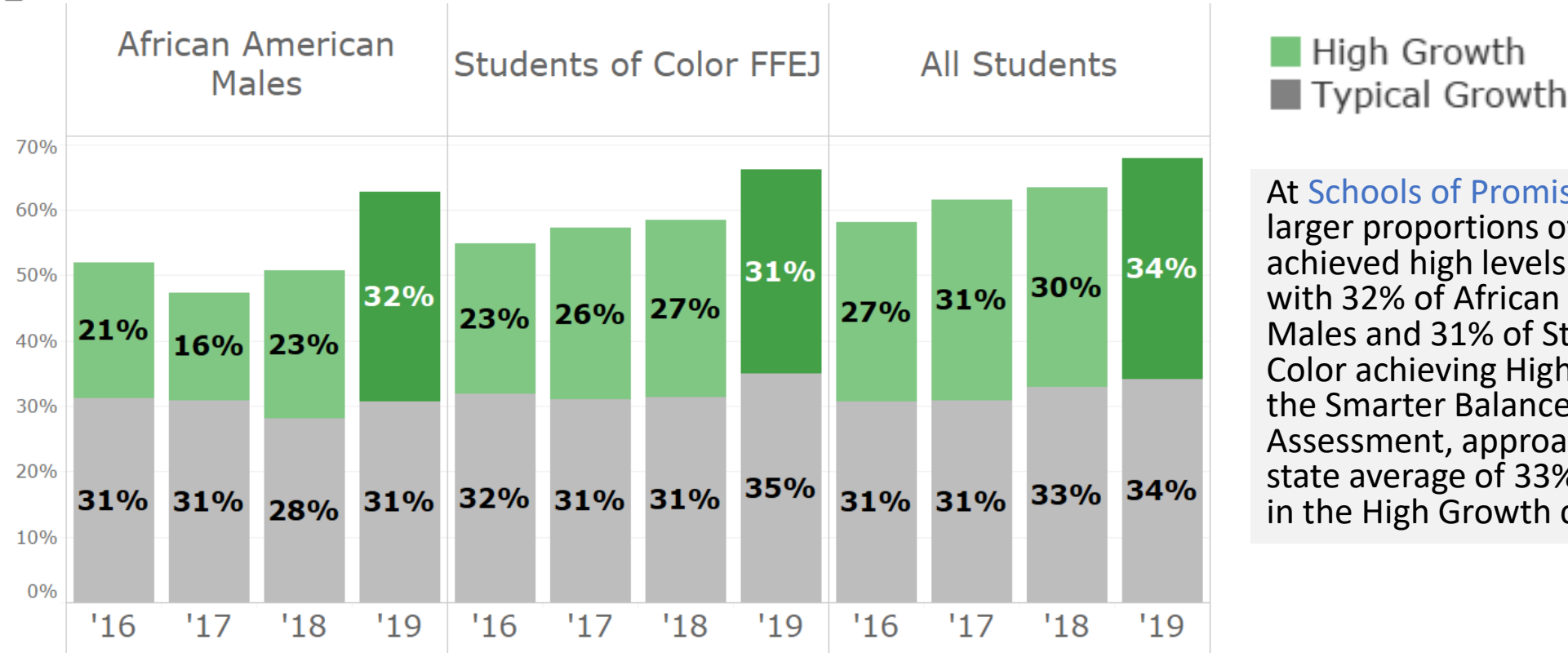**2019 Median Student Growth Percentiles by Baseline Year Performance Level (SBA, Grades 4-5)**

The most growth at **Schools of Promise** came from **students who scored Level 1 in the baseline year**. At Schools of Promise, median SGPs for African American males and Students of Color FFEJ in 2019 matched median growth for Level 1 students district-wide.

Student Outcome Findings

Student Growth in ELA by Baseline SBA Performance Level

2019 Median Student Growth Percentiles by Baseline Year Performance Level, Grades 4-5

For **Schools of Promise**, we again see that median SGPs were highest for students who scored Level 1 in the baseline year – but these are also the largest number of Strategic Plan focus students. 2019 median SGPs for these students exceeded the state median SGP of 50.

Student Outcome Findings

Student Growth in ELA (SBA, Grades 4-5)

Typical and High ELA Growth, Schools of Promise

Legend:
- High Growth (light green)
- Typical Growth (grey)

African American Males
- '16: 21% / 31%
- '17: 16% / 31%
- '18: 23% / 28%
- '19: 32% / 31%

Students of Color FFEJ
- '16: 23% / 32%
- '17: 26% / 31%
- '18: 27% / 31%
- '19: 31% / 35%

All Students
- '16: 27% / 31%
- '17: 31% / 31%
- '18: 30% / 33%
- '19: 34% / 34%

At Schools of Promise in 2019, larger proportions of students achieved high levels of growth, with 32% of African American Males and 31% of Students of Color achieving High Growth on the Smarter Balanced Assessment, approaching the state average of 33% of students in the High Growth category.
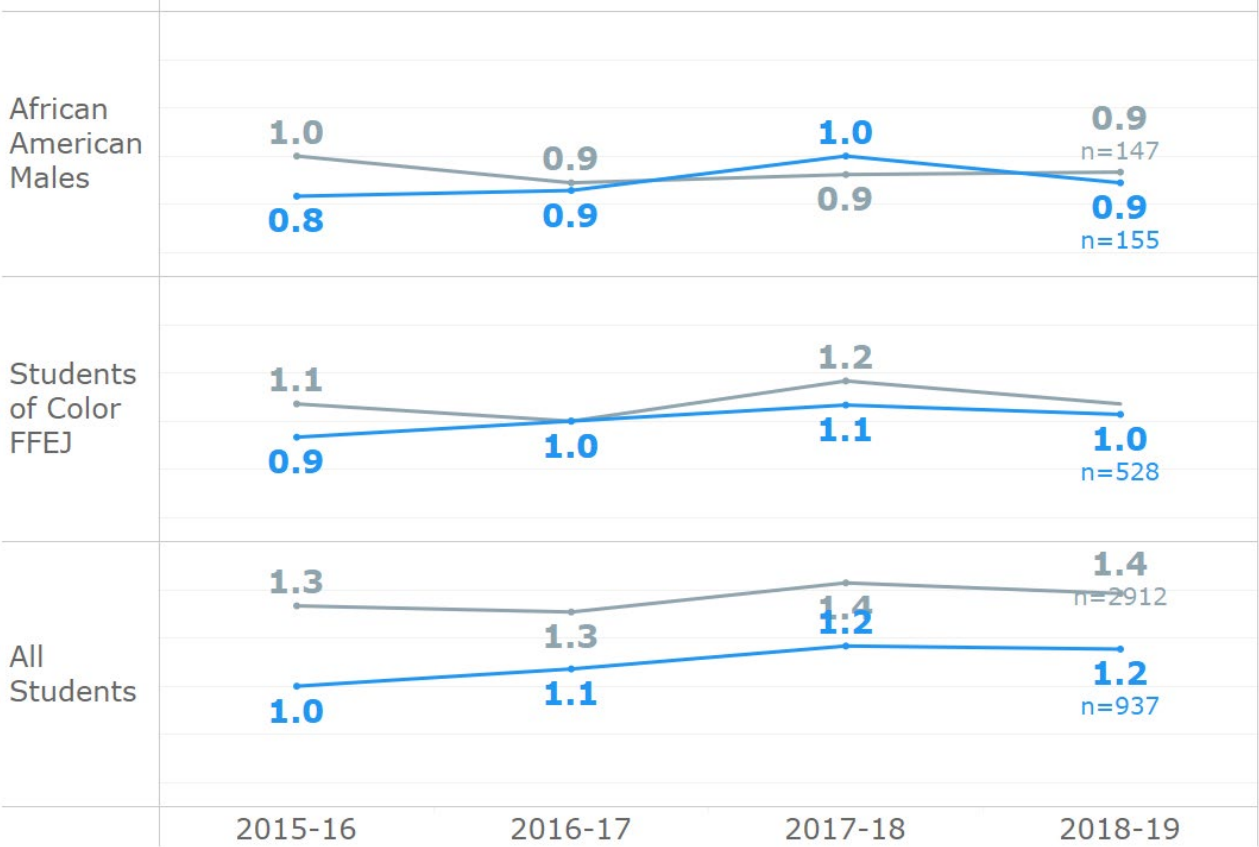
The focus here on English Language Arts is consistent with District priority efforts to close gaps in early literacy and improve K-5 language arts instruction via a new adopted district curriculum, common literacy assessments and supported intervention programs

Student Outcome Findings

Early Elementary Growth (Growth in MAP from 1st to 2nd Grade)

Median MAP Growth Ratio, 2019 Grade 2 Spring Reading

Legend:
- Schools of Promise (blue)
- Other Schools (gray)

African American Males
- 2015-16: 1.0 (gray), 0.8 (blue)
- 2016-17: 0.9 (gray), 0.9 (blue)
- 2017-18: 1.0 (gray), 0.9 (blue)
- 2018-19: 0.9 n=147 (gray), 0.9 n=155 (blue)

Students of Color FFEJ
- 2015-16: 1.1 (gray), 0.9 (blue)
- 2016-17: 1.0 (blue)
- 2017-18: 1.2 (gray), 1.1 (blue)
- 2018-19: 1.0 n=528 (blue)

All Students
- 2015-16: 1.3 (gray), 1.0 (blue)
- 2016-17: 1.3 (gray), 1.1 (blue)
- 2017-18: 1.4 (gray), 1.2 (blue)
- 2018-19: 1.4 n=2912 (gray), 1.2 n=937 (blue)

Years: 2015-16, 2016-17, 2017-18, 2018-19

We do not see similar ELA growth gains for 2nd grade students at Schools of Promise or the district as a whole based on Spring MAP reading scores. Here, a 1.0 ratio represents expected (or typical) MAP growth in 2nd grade. In 2018-19, African American males and Students of color achieved (on average) less than typical growth (0.9) and exactly typical growth (1.0) at both Schools of Promise and other schools.
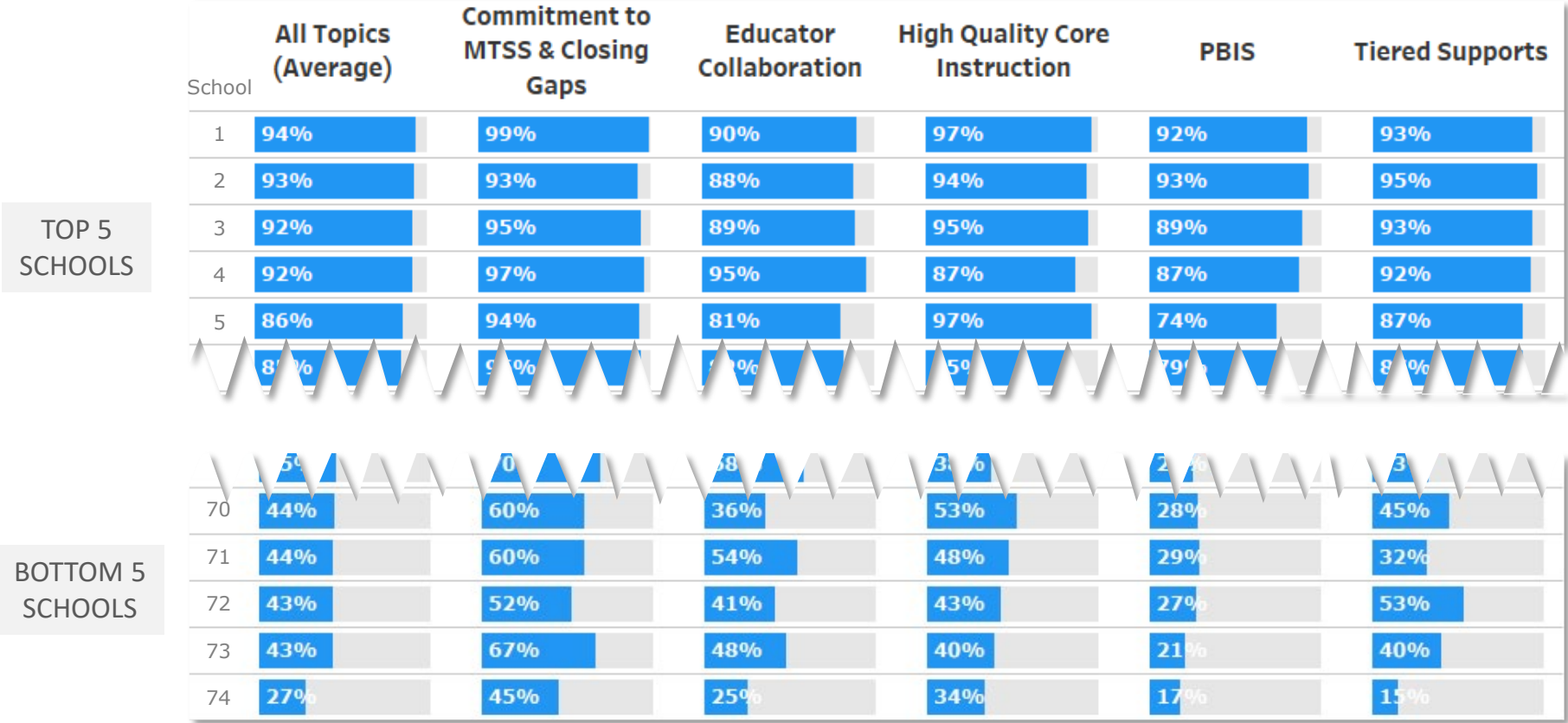
**1.0 = 100% of expected (typical) growth (on average)**

SEATTLE PUBLIC SCHOOLS

Correlational Analysis: MTSS School Staff Survey

Leveraging data on varying levels of MTSS implementation

The percentage of favorable responses to the MTSS School Staff survey varied widely by school. This creates an opportunity to explore possible connections between MTSS implementation and student outcomes.

MTSS School Staff Survey Responses by school

School	All Topics (Average)	Commitment to MTSS & Closing Gaps	Educator Collaboration	High Quality Core Instruction	PBIS	Tiered Supports
TOP 5 SCHOOLS						
1	94%	99%	90%	97%	92%	93%
2	93%	93%	88%	94%	93%	95%
3	92%	95%	89%	95%	89%	93%
4	92%	97%	95%	87%	87%	92%
5	86%	94%	81%	97%	74%	87%
BOTTOM 5 SCHOOLS						
70	44%	60%	36%	53%	28%	45%
71	44%	60%	54%	48%	29%	32%
72	43%	52%	41%	43%	27%	53%
73	43%	67%	48%	40%	21%	40%
74	27%	45%	25%	34%	17%	15%

SEATTLE PUBLIC SCHOOLS

Correlational Analysis: MTSS School Staff Survey

Leveraging data on varying levels of MTSS implementation

The percentage of favorable responses to the MTSS School Staff survey varied widely by school. This creates an opportunity to explore possible connections between MTSS implementation and student outcomes.

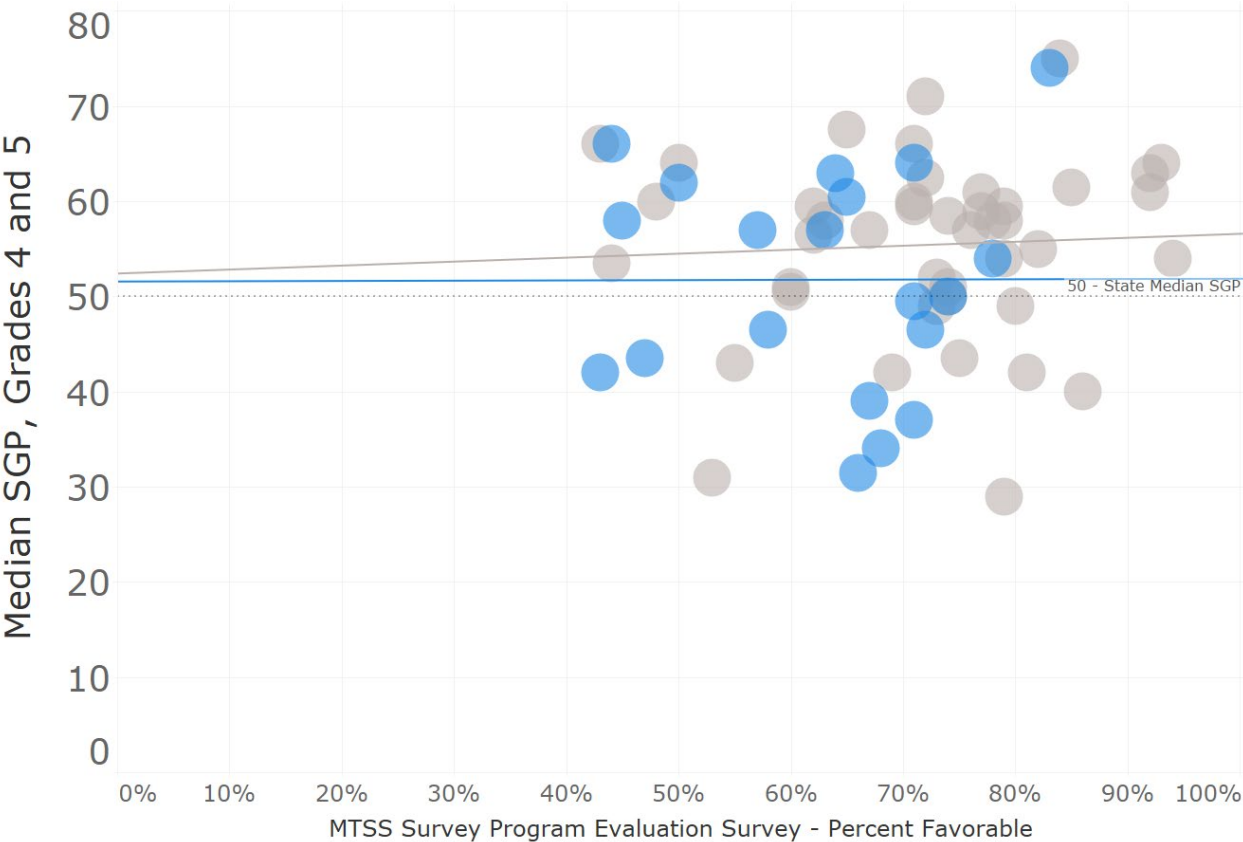**MTSS School Staff Survey Favorable Responses by school: All Topics**
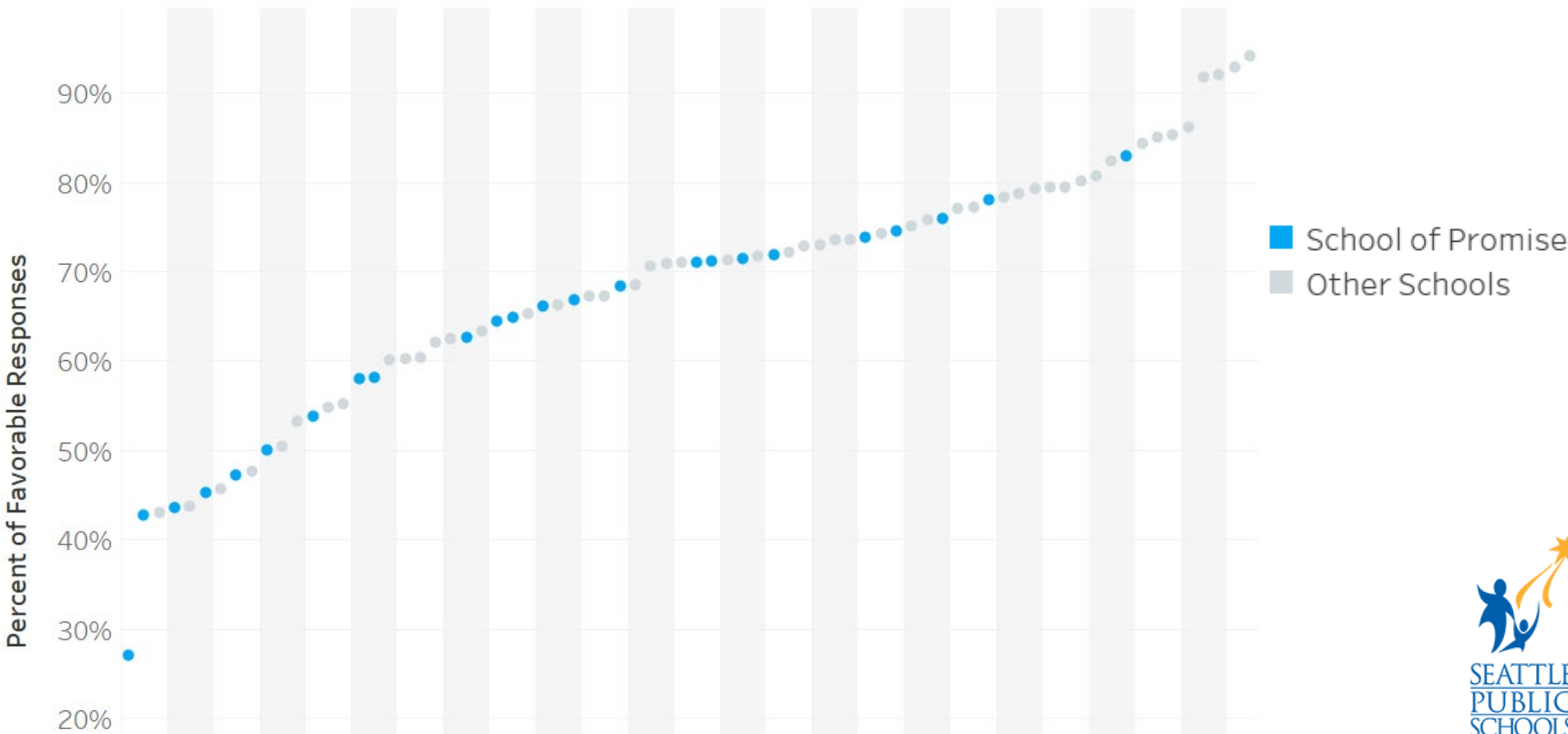
Correlational Analysis

MTSS Survey Results by Student Growth in ELA (SBA, Grades 4-5)

Median Student Growth Percentiles (2019 SBA ELA Assessment, All Grade 4 & 5 Students)

Schools of Promise
Other Schools

For Schools of Promise and other schools, we do not see a strong connection between school median ELA growth (for all grade 4-5 students) and school MTSS implementation as reported by a composite of results from the districtwide school staff MTSS survey.

The focus here on English Language Arts is consistent with District priority efforts to close gaps in early literacy and improve K-5 language arts instruction via a new adopted district curriculum, common literacy assessments and supported intervention programs

SEATTLE PUBLIC SCHOOLS

Correlational Analysis

MTSS Implementation by Student Growth in ELA (SBA, Grades 4-5)

Median SGP for L1 and L2 Students of Color FFEJ by MTSS Implementation (2019 SBA ELA, Grades 4 & 5)
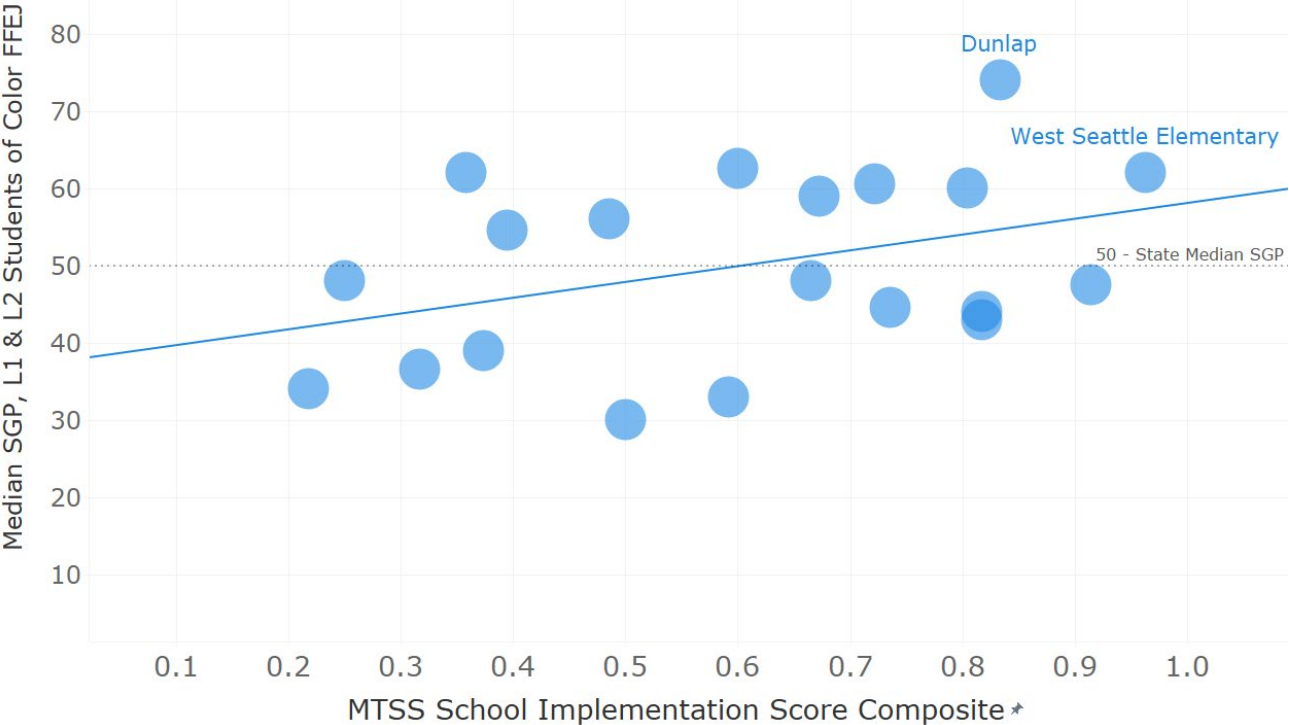
Schools of Promise

Focusing on **Level 1 and Level 2 Students of Color** Furthest from Educational Justice at Schools of Promise, we find a small, but statistically significant positive correlation between median student growth and MTSS Implementation Level – which in this case is a composite score of normalized MTSS Evidence Rubric scores and teacher responses to the MTSS school staff survey.

Student Growth percentiles for L1 and L2 Students of Color FFEJ at Schools of Promise are positively correlated with the School MTSS Implementation Composite Score. The correlation is relatively small ($R^2 = 0.15$), but statistically significant at a 90% confidence level (p =.09). This correlation does not establish a causal relationship or control for other student and school factors.

Summary of Key Findings
School-Based MTSS Implementation

MTSS Smart Goal Strands	
MTSS Teams	**Findings from 6 site visit schools:** Most site schools have established an MTSS team that meets regularly to plan tiered supports, but vary in the degree to which they provide leadership in improving schoolwide systems and processes for MTSS, and in their communication and follow-through with school staff.
	Districtwide school staff survey: 70% of respondents to the school staff survey agreed that an MTSS Leadership Team guides and supports schoolwide MTSS implementation.
Tiered Supports	**Findings from 6 site visit schools:** Most site schools implement tiered supports for students based on targeted needs, but vary in the consistency of their MTSS processes for tiered supports; the degree to which they apply a "whole child" lens to planning supports (as opposed to focusing on academics in isolation); and the degree to which teachers rely on interventionists and specialists for decision-making (as opposed to planning and monitoring supports collaboratively with them). Site schools are at different stages in establishing consistent behavioral expectations, and most experience challenges with implementing proactive strategies to address difficult behaviors and supporting students with high social emotional needs.
	Districtwide school staff survey: 59% of survey respondents agreed a common decision-making process ensured consistent use of tiered supports; 60% agreed that schoolwide behavioral expectations were clearly defined; 47% agreed school staff respond to student behaviors in a consistent manner at the school.

Summary of Key Findings
School-Based MTSS Implementation (cont'd)

MTSS Smart Goal Strands	
Teacher Collaboration	**Findings from 6 site visit schools:** Most site schools have structures for PLCs or grade level teams that meet regularly, but teacher teams vary in the intensity of focus on instructional planning using common assessments and consistent protocols – and the degree to which they are focused on intentionally improving culturally responsive practices to improve Tier 1 instruction for students of color. The level of teacher coordination with interventionists and specialists in planning supports also varies.
	Districtwide school staff survey: 81% of respondents agreed that collaboration meetings are prioritized and occur regularly; 60% agreed that collaboration included instructional assistants and specialists.
High Quality Instruction	**Findings from 6 site visit schools:** Most site visit schools are focused on improving Tier 1 instruction, particularly for literacy. Some schools still lack a well-defined articulation and progression of learning expectations across grade levels, although this appears to be improving in literacy with adoption of the K-5 ELA curriculum. Schools also vary in the degree to which their master schedule is optimized to align instruction across classrooms and minimize pullouts for supports and lost instruction due to behaviors.
	Districtwide school staff survey: 70% agreed their school master schedule supports equitable access to core instruction; 67% agreed that grade level instruction is aligned across classrooms at the school.

Summary of Key Findings
Tiered Supports for Schools

Central Office Supports for "Schools of Promise"

- The nature, duration and intensity of efforts by Central Office support teams working with identified schools varied considerably. Team members described considerable resistance by some principals limiting opportunities for partnership and engagement

- A lack of concrete pre-established strategies for developing support plans often made success dependent on the Team Lead, who in some cases lacked the administrative experience to cultivate mutually respectful partnerships with school leaders.

- Deployment of support teams composed of leads and members with regular full-time central office jobs limited team capacity to sustain collaboration and follow up on supports

- Limited coordination with Directors of Schools, along with inconsistent levels of communication within and across support teams also contributed to perceived challenges.

Summary of Key Findings
Student Data Analyses

Student Outcomes for "Schools of Promise"

- Schools of Promise realized discernible gains in academic proficiency and growth (SBA assessments) and reductions in discipline incidents for key targeted groups

- From 2017 to 2019, ELA proficiency rates at Schools of Promise increased by 8 points for African American males (5-point increase at Other Schools) and by 5 points for Students of Color Furthest from Educational Justice (0-point increase at Other Schools)

- Median Student Growth Percentiles increased for Schools of Promise, with a significant 13-point gain for African American Males over last year and a 6-point gain for Students of Color FFEJ

MTSS and Student Growth Correlation

- We did not find a strong connection between ELA growth and MTSS implementation for ALL students.

- Focusing on Level 1 and Level 2 Students of Color FFEJ at Schools of Promise, we found a small, but statistically significant positive correlation between median student growth and measured school MTSS implementation levels

Recommendations and Next Steps for District Actions

Study Finding: Schools across the District vary significantly in their implementation of MTSS across all strands: MTSS teams, Tiered Supports, Teacher Collaboration, and High Quality Instruction

District Response:

To ensure the continued development of MTSS practices, SPS plans to make significant revisions to the guidance, training and support materials used to support MTSS and PBIS implementation in schools. The goal will be to simplify the messaging, providing concise guidance for school practitioners, and establish clear expectations to advance all schools to a comprehensive implementation of all four strands of MTSS.

We are going into the second year of linking the elements of MTSS into the "Focus CSIP" document for Schools of Promise. This is critical as we align the systems work in schools to specific strategies and supports for schools, with continuous progress monitoring undertaken collaboratively with schools.

We recognized the principal supervisors, Directors of Schools, need to be deeply integrated with the work of supporting Schools of Promise. Their leadership with other central office staff in the formation of support teams will enable a culture of collaboration between schools and central office to develop.

We are now implementing mandatory professional development sessions each month for all central office staff in Teaching and Learning to develop their knowledge of MTSS, which will deepen our shared understanding.

As we enter our third year of fully developing MTSS, we are confident the original 25 Schools of Promise have reached a stage of development to fully realize effective implementation of MTSS across all 4 strands.

SEATTLE PUBLIC SCHOOLS

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