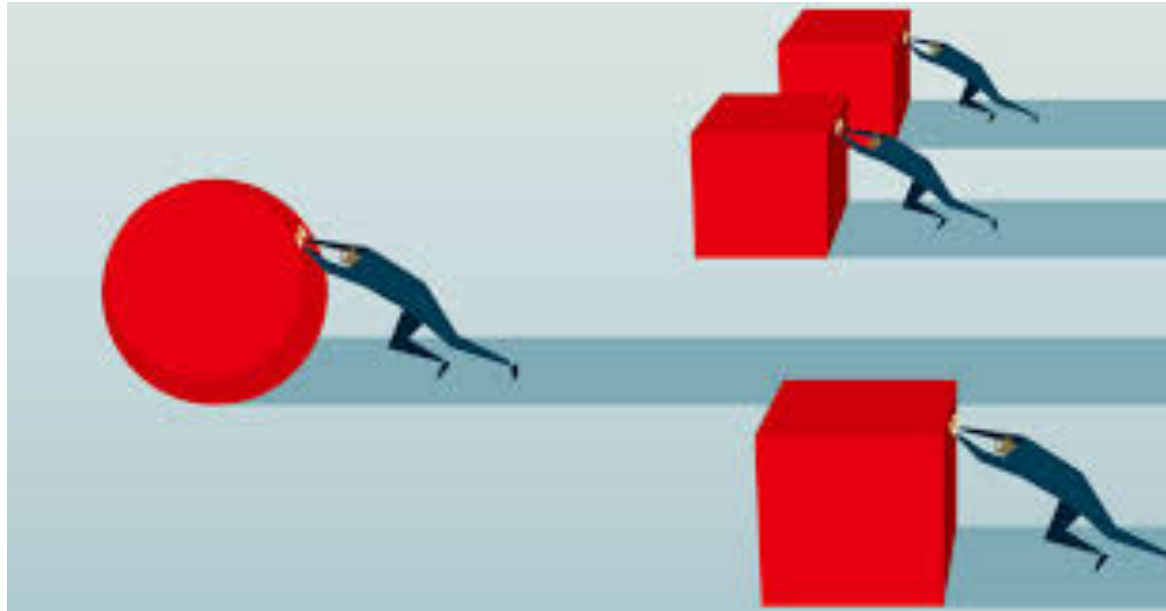


Smarter Not Harder

Using MTSS & Data to Improve Outcomes for
PreK-Third Grade Children and Families



Antoinette Taylor & Elizabeth Rothkopf

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PhD Pre/K- 12 Curriculum and Instruction

National Louis University Adjunct: Early Childhood, Elementary Education
and Special Education

Immediate Past-President: Illinois DEC: Division of Early Childhood

Chairperson: Illinois Attendance Commission

National writing team: DEC's Paper on MTSS in Early Learning Environments

Co-Chairperson: Illinois Early Childhood (MTSS) Multi-tiered System of
Support Committee

IL MTSS – N: (Multi-tiered System of Support - Network): Advisory Council

P-20 Council: Family Youth Community and Engagement,

College and Career Readiness

and Data Accountability and Assessment Sub-committees

Illinois Early Learning Council: Data, Research, and Evaluation Sub-committee

EC LRE Stakeholder : PAW- Policy Advisory Workgroup

U.S Dept. of Ed (OSEP): RDA - Results Driven Accountability Initiative Initial Stakeholder



Elizabeth Rothkopf is the Community Liaison for the B-3 Continuity Project. She has almost 10 years' experience in early learning, starting at Educare, a school for children birth to five on Chicago's south side.

Elizabeth has a passion for early math, for collaboration, and for community systems building. She has a Bachelor's in English from Bowdoin College and a Master's of International Affairs in Human Rights and Humanitarian Policy from Columbia University of New York.



Welcome to Illinois (Evidenced Based Practices)

Dial 4, CLASS, ECERS-3, PARCC, DLM-AA (Dynamic Learning Maps-Alternate Assessment), DRDP, NWEA, PBIS, PBA, Pyramid Model, IEP, PERA (Performance Evaluation Reform Act), IELDS, ASQ-SE, ITERS, IELG (Illinois Early Learning Guidelines), nILS (New Illinois Learning Standards), 5 Essential Survey, ISBE Family Engagement Framework, ISELS (Illinois Social Emotional Learning Standards), 504 Plan, Restorative Justice Evidenced Based Practices, KIDS, Inclusion Framework, EC Essential Survey, IFSP, Inclusive Classroom Profile, ESSA plan, IELDS (Illinois Early Learning Development Standards), ACCESS for ELLs (ACCESS for English Language Learners), B-3 Continuity Continuum, Danielson Framework, Maximizing Danielson Framework for Early Childhood, PLCs, etc., etc., etc.!!!!

Evidenced Based...attachments

- Reflective Self-assessment
- Action Plan
- Rubric
- Guideline
- Checklist
- etc, etc, etc.

Initiative Fatigue





...IN AUGUST



NCLB – Required Scientifically Based

Grounded in Research “... means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.”

(No Child Left Behind Act of 2001)

ESSA – Evidenced Based Practices

ESSA has replaced “scientifically-based research” with “evidenced based” to help ensure that practices being implemented are proven to be effective in leading to and sustaining student outcomes, namely improving student achievement.

(Every Student Succeeds Act , 2015)

What we know from EBP...



Earlier is better

When EBP are being used with fidelity...

Increase in:

- Positive peer relationships including understanding of friendship, cooperation, and sharing
- Self-control, self-monitoring, self-correction and improved social-emotional health
- Academic success

Problem Statement

- **When evidence based practices are Implemented as separate systems we are unable to sustain fidelity of practices. We are therefore unable to sustain positive outcomes for children and families.**

Theory of Action

**A comprehensive
approach is necessary**



Illinois Multi-tiered System of Supports Theory of Action

A system-wide approach that builds a district's/school's/program's *capacity* to *improve outcomes for ALL* students through implementation of *Evidence Based Practices (EBPs)*.



Illinois MTSS Definition

A Multi-Tiered **System** of Supports
is a **systemic, prevention-focused,** and **data-informed**
framework for **continuous improvement**
providing a **continuum of supports**
for ALL learners.



NCLB and Rtl

Tier 3/Tertiary Interventions

1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

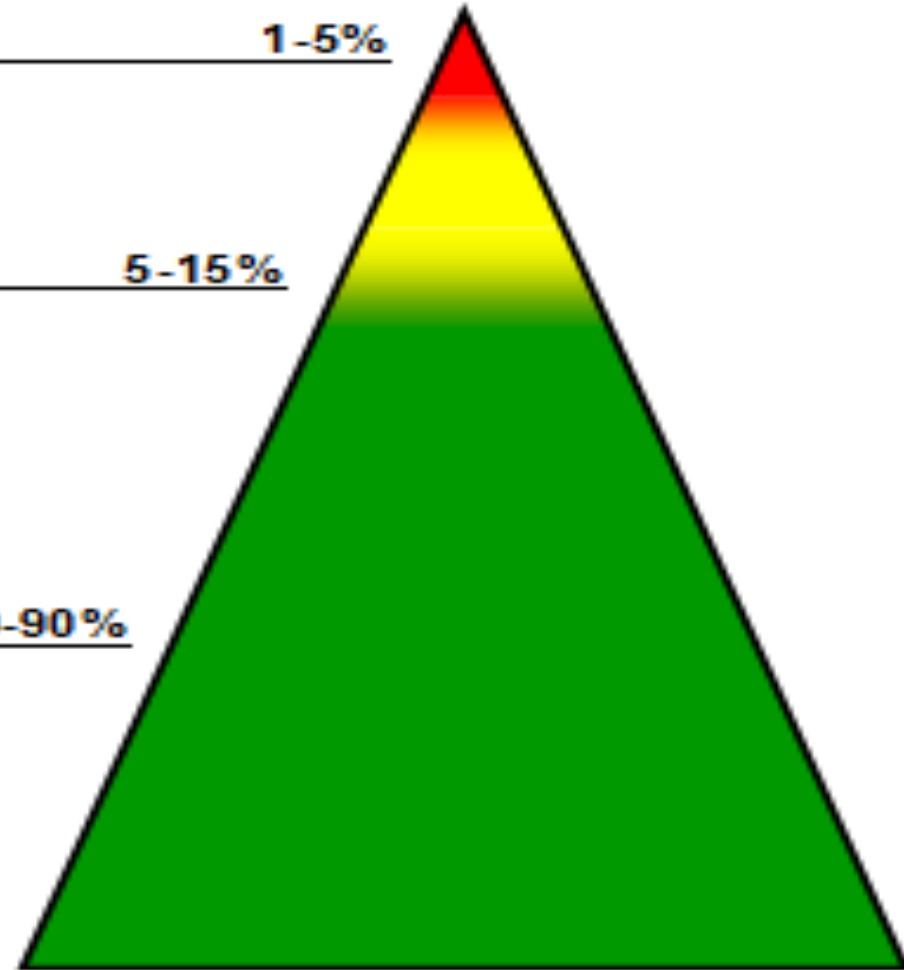
5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

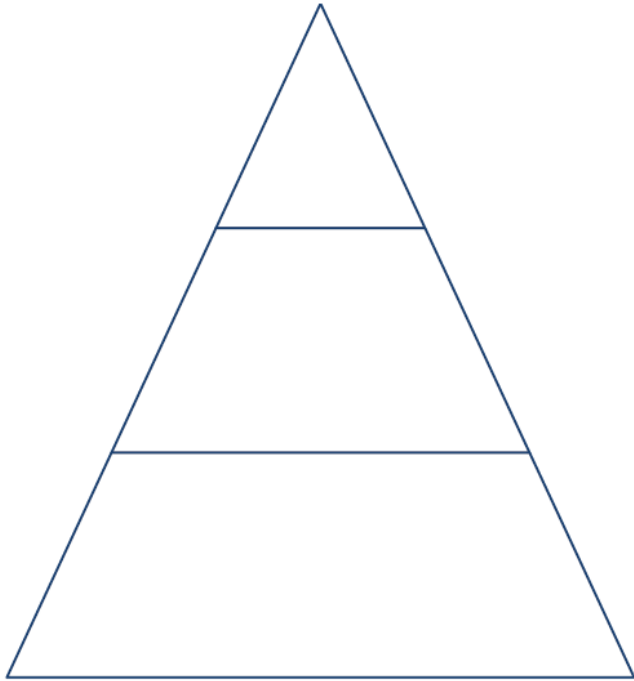
80-90%

- All students
- Preventive, proactive



Hierarchy: The Pyramid

Title: _____



- Rtl Kids
- Rtl Rooms
- Tier 1 student
- Tier 2 student
- Tier 3 student

Supports and Strategies
are in tiers...not
students

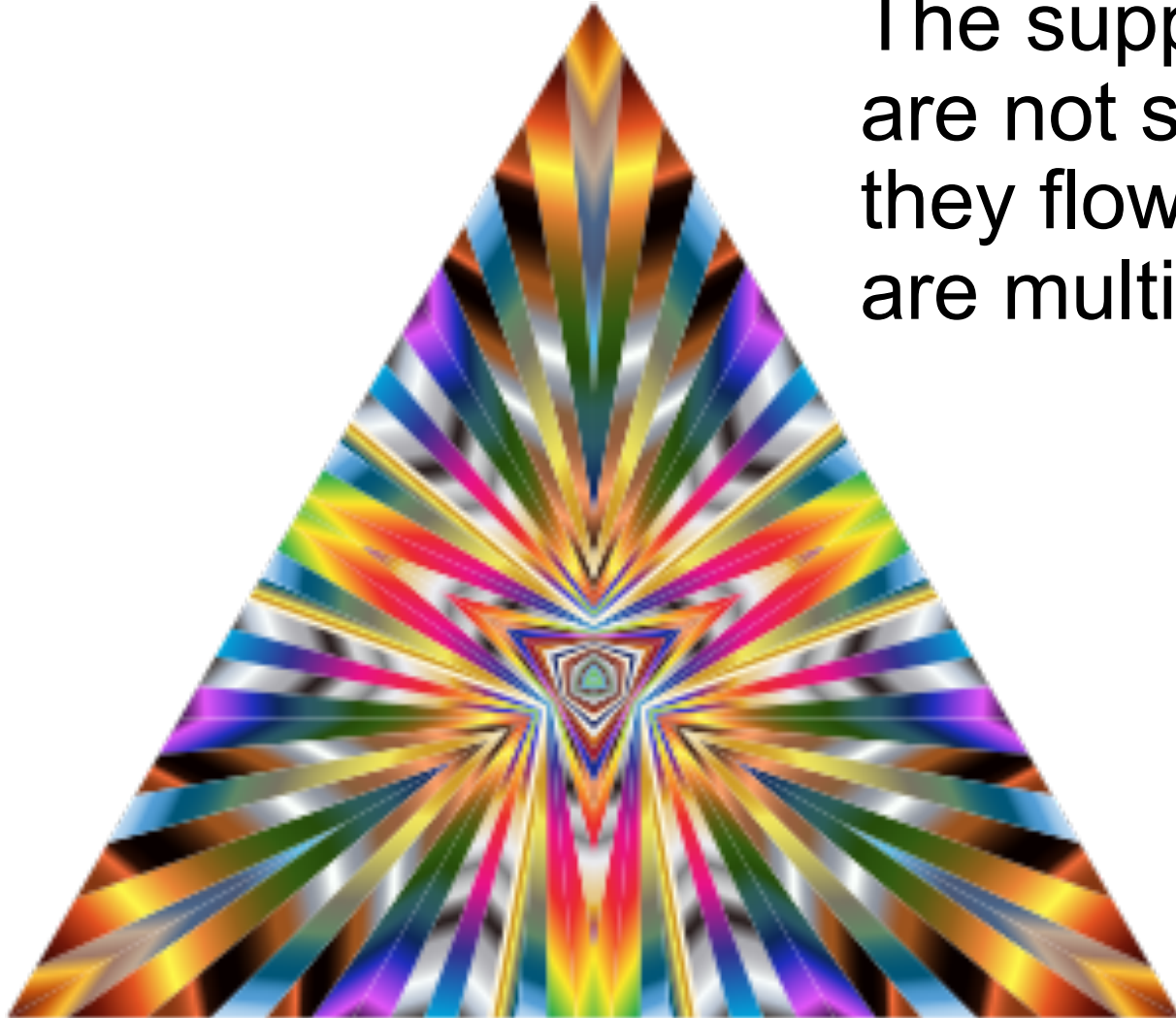
ESSA and MTSS

ESSA provides greater flexibility to states in determining specific practices and service delivery models to improve school climate, increase school safety, and expand access to comprehensive learning supports. MTSS enables the integration of multiple school improvement efforts and represents an effective strategy.

- Improve outcomes for *all* students, including **high-performing students**, English language learners, **students receiving special education services**, and those struggling with barriers to learning.
- *Improve instruction and alignment of curricula across general and special education.*
- Improve school climate and safety.
- Create safe and supportive learning environments free from bullying and harassment.
- Support students' mental and behavioral health.
- Implement effective discipline policy and practice. Importantly, ESSA recognizes the effectiveness of MTSS. States and districts can use various funding streams (e.g., Title I, Title II, and Title IV) to support the implementation of MTSS and provide all school staff with the **necessary** and **ongoing** professional development.

www.nasaponline.org

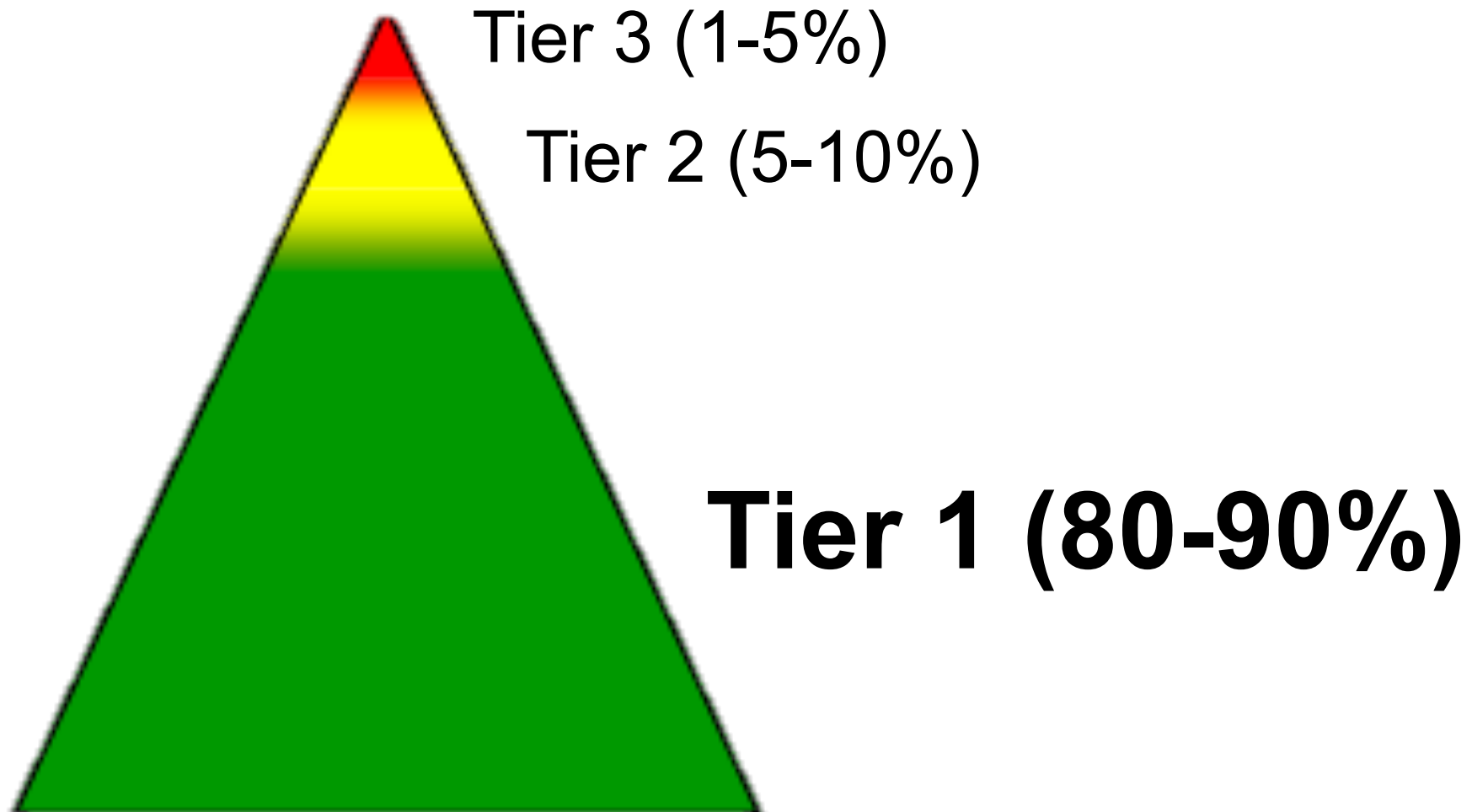
Permeable Fluid Tiered Supports



The supports within the system are not stacked interventions they flow through the system, are multi-tiered, & interrelated.

Because
Children's development
and learning is fluid and
changes without notice.

Rtl Historical Data Components



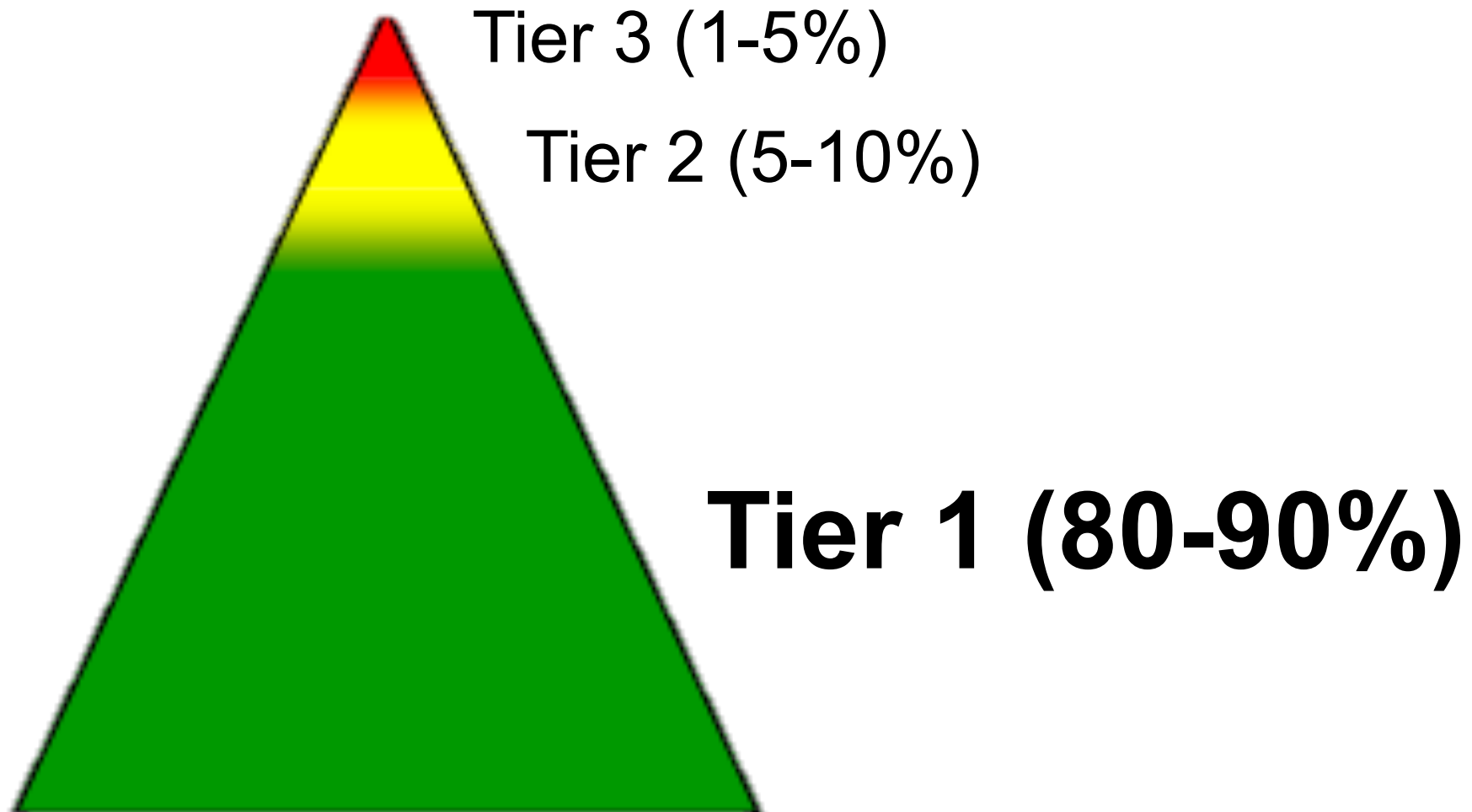
MTSS Historical Data Components

- Tier 3 (1-5%)

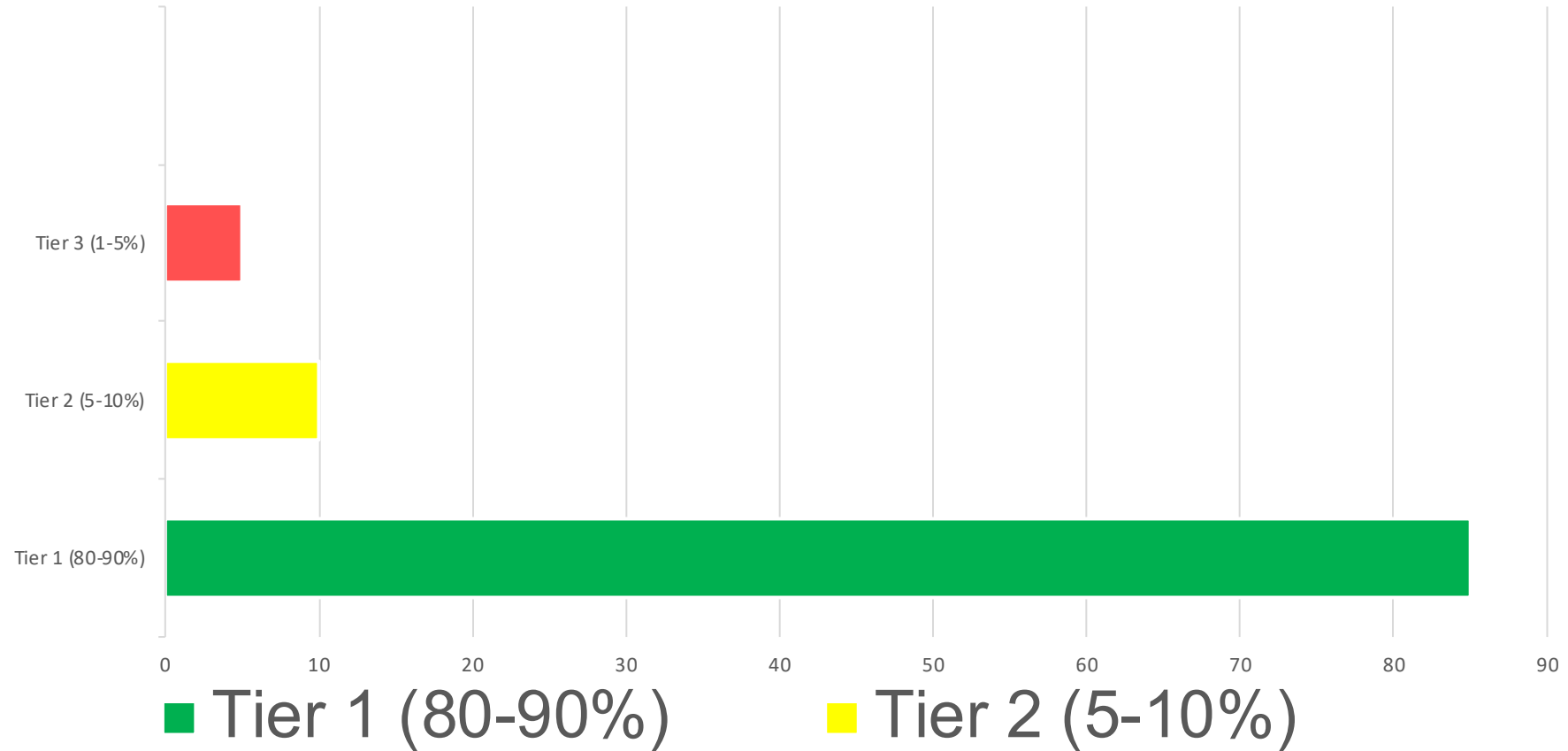
- Tier 2 (5-10%)

- **Tier 1 (80-90%)**

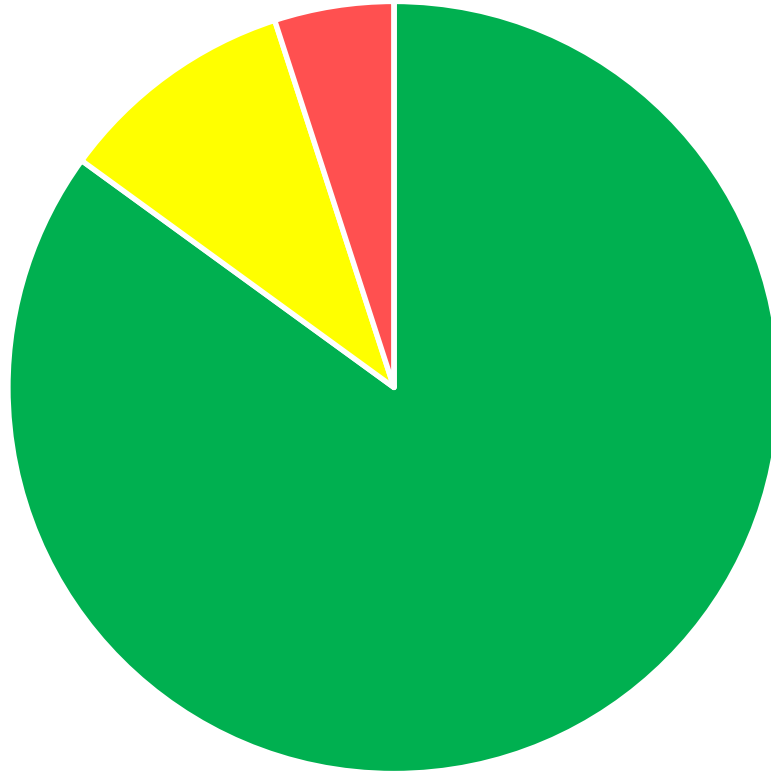
Historical Data Components



Historical Data Components



Historical Data Components



■ Tier 1 (80-90%) ■ Tier 2 (5-10%) ■ Tier 3 (1-5%)

Students succeed when evidenced based practices match their needs as informed by data

- Academic
- Behavioral
- Social-Emotional
- Cultural
- Environmental
- Wellness

Centered around the
Whole Child





B-3 Continuity Project

IL Birth-to-Third Grade (B-3) Continuity



CENTER FOR THE STUDY OF
EDUCATION POLICY
EMPHASIZING RESEARCH THAT MATTERS
Illinois State University



Illinois State Board of Education

James T. Meeks, Chairman

Tony Smith, Ph.D., State Superintendent of Education



Governor's Office of Early Childhood Development

IL B-3 Strategies

Aligned
Assessments

Data-Driven
Improvement

Comprehensive
Services

Aligned
Curriculum
and
Instruction

Supported
Transitions

Joint
Professional
Development









Community
Partnerships

Family
Engagement
and Parent
Leadership

B-3 Continuity Project

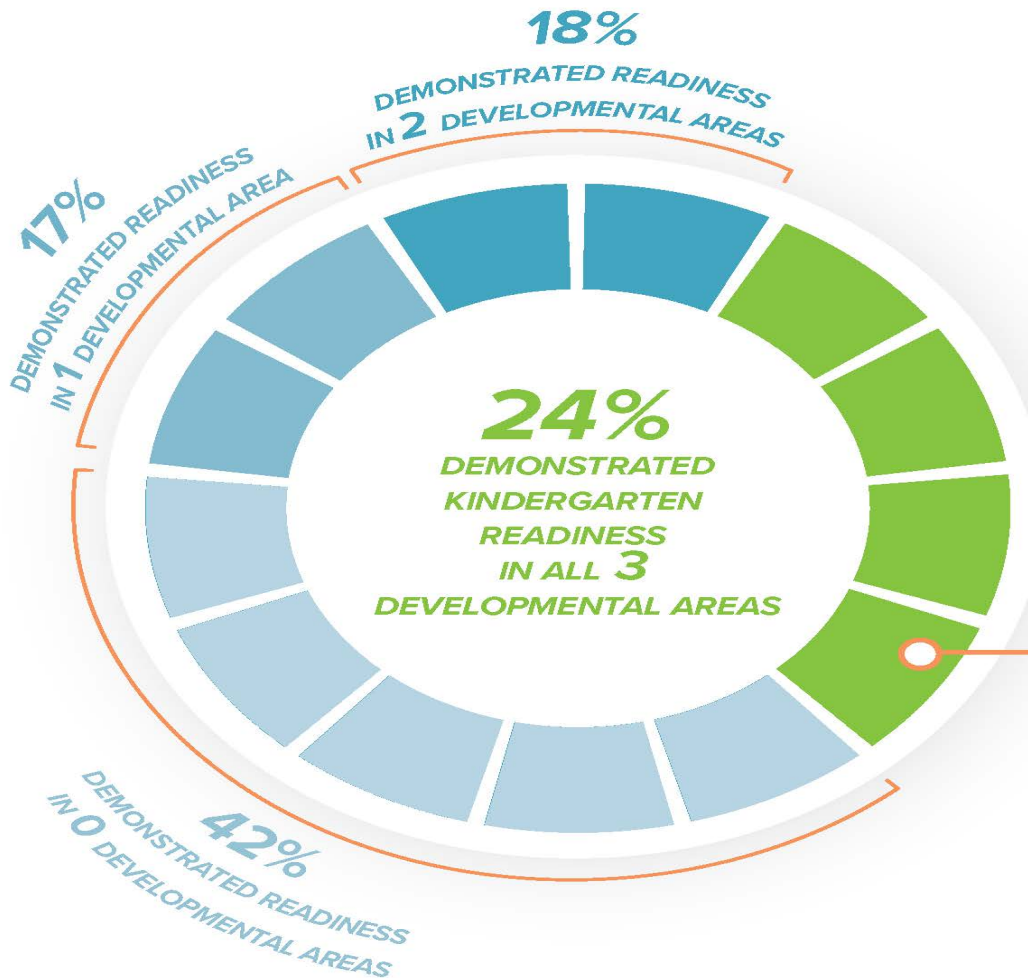
Data-Driven Improvements in a B-3 System

Data Can...

	Make Connections Help communities identify needs and possible solutions
	Make an Impact Appropriate data can inform instruction and learning environments
	Understand What's Happening Descriptions of policies, programs, implementation status, data trends
	Community Description/Profile Overview of findings to communicate data and attract stakeholders
	Engage Families Help parents and caregivers understand their student's progress
	Accountability Provide measurable to help hold participating stakeholders accountable
	Continuous Improvement Timely data to inform instruction and support services
	Strategic Tool Strategic planning tool to help in planning, gathering, analyzing or reporting of data

2017 KIDS Data

81% of Kindergarteners in 2017 were observed (132,378)



Readiness data reflects students rated within the first 40 days of school on the required 14 State Kindergarten Readiness Measures

Students who demonstrated readiness showed the skills, knowledge and behaviors in three developmental areas:

- Math**
- Language & Literacy**
- Social & Emotional Development**

Percent of Students who Demonstrated Kindergarten Readiness by Developmental Area

Social & Emotional Development

49%

Language & Literacy

44%

Math

30%

Crosswalk of Common Assessments



5 Readiness Domains

Required 14 State Readiness Measures

KIDS Measure	Illinois Early Learning and Development Standards (IELDS)	Works Sampling System, 5 th Edition Performance Indicators for Preschool-4	Teaching Strategies GOLD Objectives, Dimensions, and Indicators	Early Learning Scale Item, Strand, and Indicators 4-5
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More Information & Resources

- KIDS website: <https://www.isbe.net/KIDS>
- Data Playbook: <https://www.schusterman.org/playbooks/data/>
- Illinois Early Childhood Asset Map (IECAM):
<https://iecam.illinois.edu/>
- Chapin Hall (Chicago Only): <http://dfss-ecsd.chapinhall.org/>
- Census:
<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Assessments Compared

Preschool & Kindergarten	Kindergarten – Third Grade
On a continuum, across multiple domains	Literacy & Math
Observational	On-Demand
Programs held accountable as a whole	School or classroom held accountable

Activity

- Discuss B-3 data strategies:
 - What data practices exist in your programs?
 - Think both within your program and how you might be influencing the B-3 system
- Reflect: what are your strengths? Where you could use improvement?



Access Resources & Learn More!

CSEP Exchange Newsletter

<http://education.illinoisstate.edu>

@CSEP_ISU



#ILbirthto3rd

<https://education.illinoisstate.edu/csep/b3/>



**B-3 Continuity
Project**