

Welcome!
Superintendent Patricia DeBoer
Mashpee Public Schools

December 13, 2017



40 Years an Innovator and Leader

1977 ○ The Beginning

Founded by Carrie Rozelle as a grantmaker and publisher of *Their World*, an annual magazine on learning disabilities. Early years dedicated to circumventing involvement of students with disabilities in the juvenile justice system and national advocacy.

1990 ○ Raising Awareness & Building Partnerships

Focuses on raising awareness and taking action through convenings, dissemination of resources, and media campaigns. By phone and by mail, shares guidance with schools, pediatricians, policy makers, universities, researchers, and more.

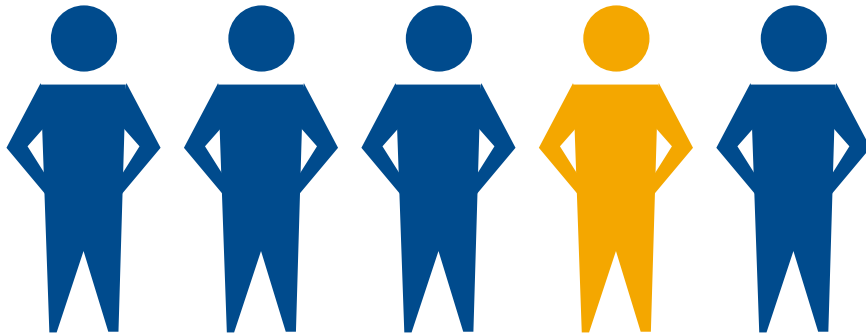
2000 ○ Paving the Way for Equal Access in Education

Leads with initiatives dedicated to early screening tools; early literacy; and response to intervention (RTI) and multi-tiered support systems (MTSS). Resources posted online at LD.org and RTInetwork.org see hundreds of thousands of visitors. Begins publishing The State of Learning Disabilities report, a seminal resource for the field.

2014 ○ Empowering Millions of Parents

With 14 nonprofit founding partners, launches **Understood.org**, an innovative digital resource and community for parents, now visited by millions. Works to ensure the inclusion of individuals with learning and attention issues in public policy through coalitions, advocacy, and mobilization of parents and educators.

...is to improve the lives of the **1 in 5**
children and adults who struggle with
learning and attention issues.



The Challenge:

Too many students attend schools where their instructional needs are not being met.

This is especially true for students with learning and attention issues. NCLD believes the successful implementation of a district-wide **Multi-tiered System of Supports (MTSS)** framework is the best way to support the instructional needs of all students.



Schools That Work:

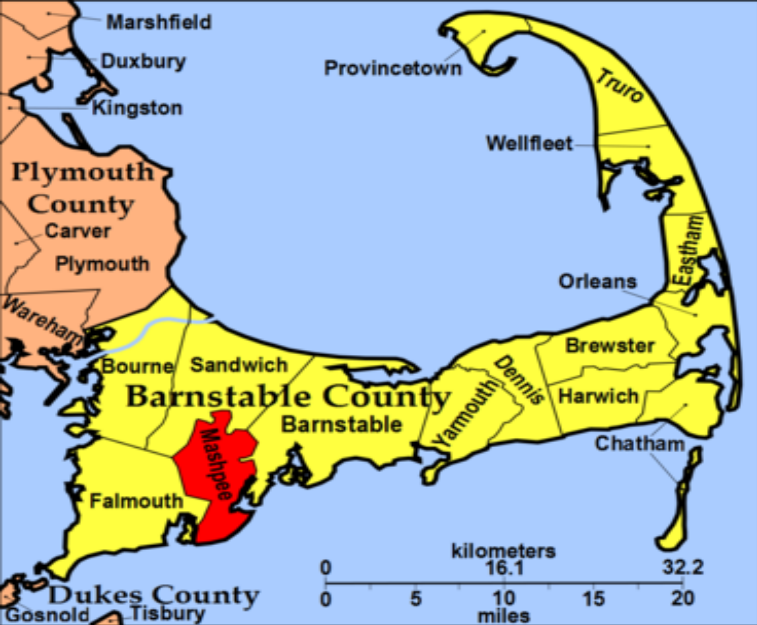
Bringing the project to the Mashpee Public School District

The **Schools That Work** project has been a two-and-a-half-year collaboration with the National Center for Learning Disabilities and the Mashpee Public Schools. This project was made possible by a generous grant from the Peter and Elizabeth C. Tower Foundation and supplemental support from the Massachusetts Department of Education.



The Peter and Elizabeth C.
TOWER Foundation





Our MTSS Journey

Patricia DeBoer - Superintendent

Hope Hanscom - Assistant Superintendent

Jaime Curley - Director of Special Education Services

Mark Balestracci - Middle/High School Principal

MaryKate O'Brien - Quashnet School Principal

Paul LaBelle - Kenneth C. Coombs Principal

Lindsay Kett – Director of Guidance, College, Career, & Civic Readiness

We are Mashpee

A Connected Community

We strive to be a school system not a system of schools.

***Total Students: 1,643 Total Staff: 250**

Coombs School (Pre-School - 2): 421 Students

Quashnet School (Gr. 3 - 6): 486 Students

Mashpee Middle-High School (Gr. 7-12): 736 Student

Students with Disabilities: 19.1%;

“High Needs” Students: 42.2%

*** 2016 – 2017 Demographics**



Why MTSS?



- ★ To improve educational outcomes for ALL students
- ★ Our instructional practices were not producing the results we wanted.

Message to Stakeholders

- ❑ MTSS is not a new initiative. MTSS is an “every” education framework.
- ❑ We are building on what we already do right.
- ❑ MTSS is the framework for how we do our work of improving student academic and behavior outcomes.
- ❑ A multi-year process to full implementation

Are you happy with your data?

Would you put your own child/grandchild in that classroom?



Two Simultaneous Work Streams:

District Level: Supt., District Leadership Team (Principals, Sped, EL, Principals, IT, C&I)

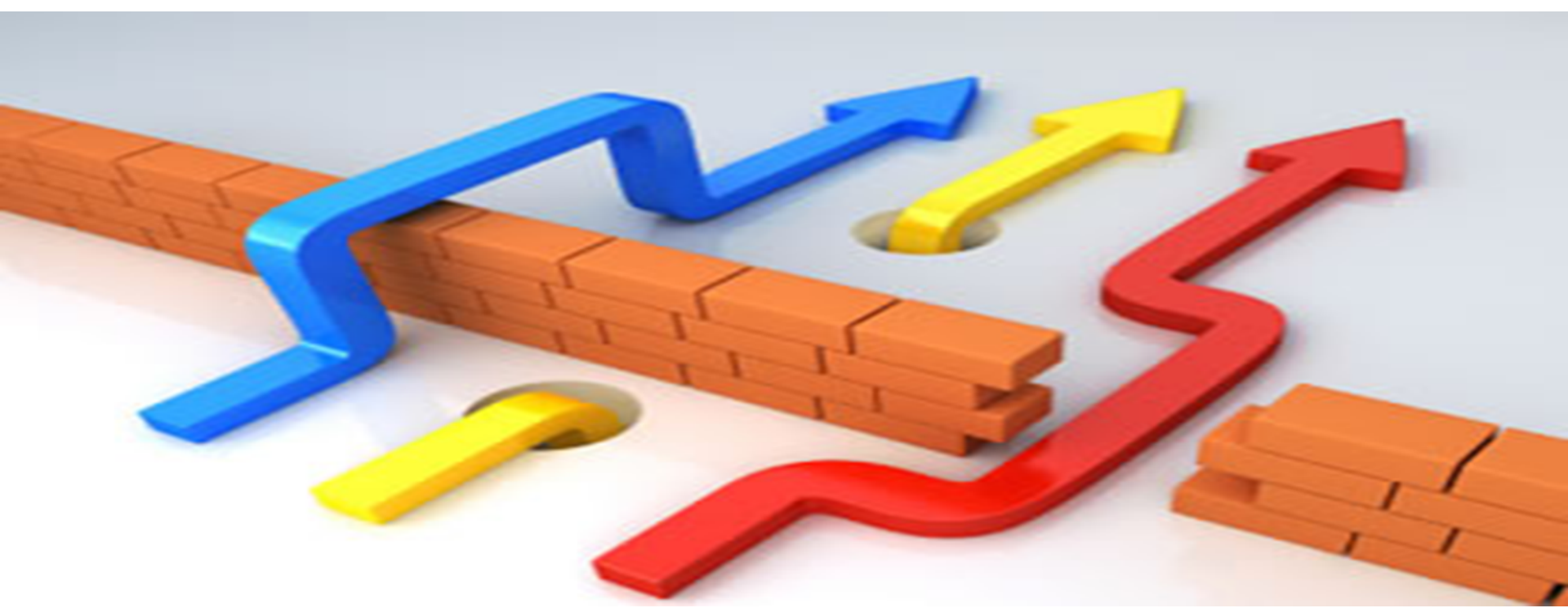
School Level: Principals, School based Leadership Teams (SBLT), Dept. Chairs/Grade level teams

Core Team Support

Judy Elliott – District Leadership, District MTSS coherence & follow up

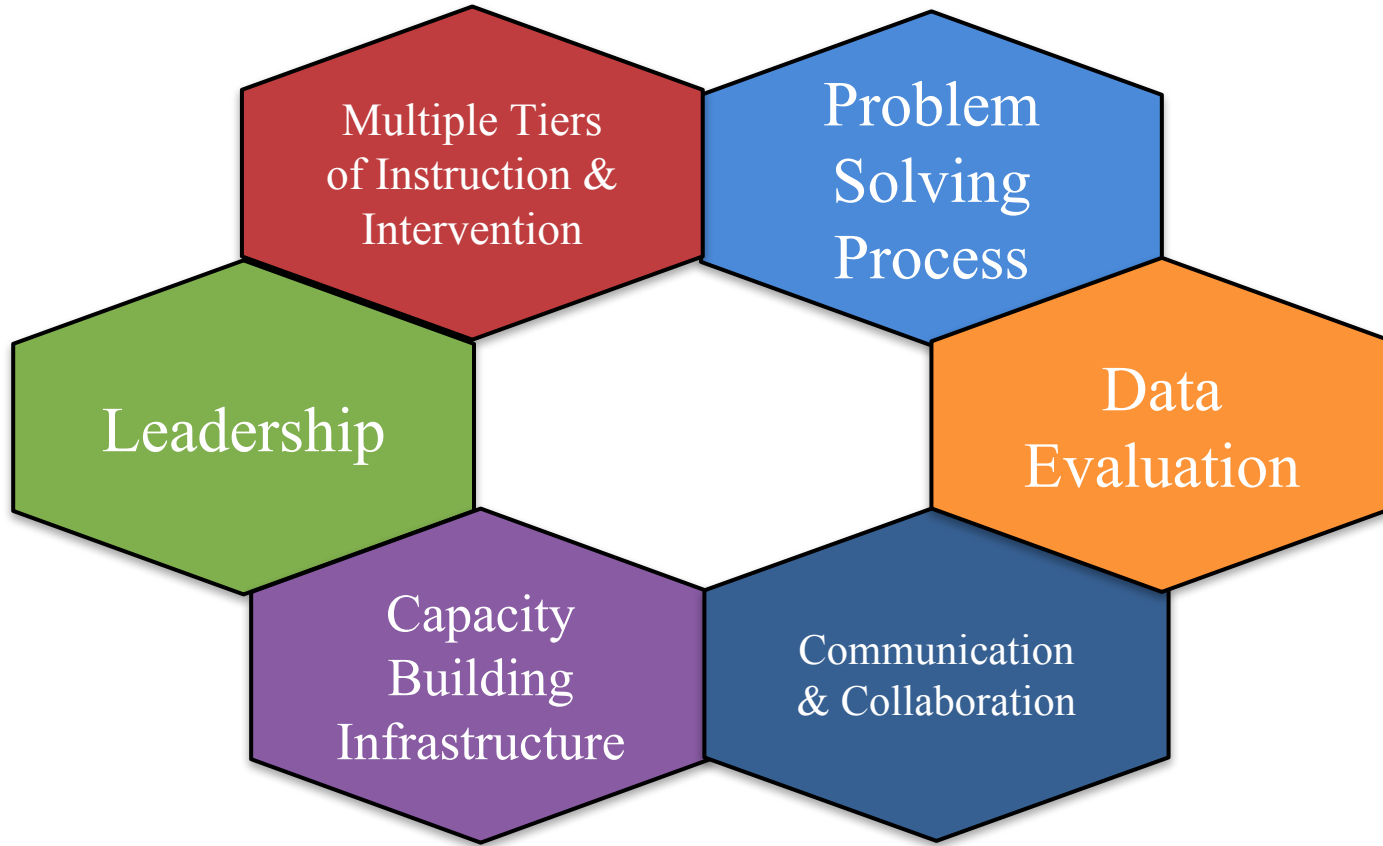
Judi Maynard – One on One Principal coaching/mentoring

George Batsche – SBLT training on 4-Step Problem Solving Model



Every system is perfectly aligned for the results it gets.

Critical Components of MTSS



MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

An Empirical Assessment of Levels of MTSS Implementation Across Time Using the Self-Assessment of MTSS (SAM)

2015-2017
Mashpee School District

MTSS Implementation Assessment Tool

Self Assessment of MTSS (SAM)

- **National Validation**

- Reliability
- Validity

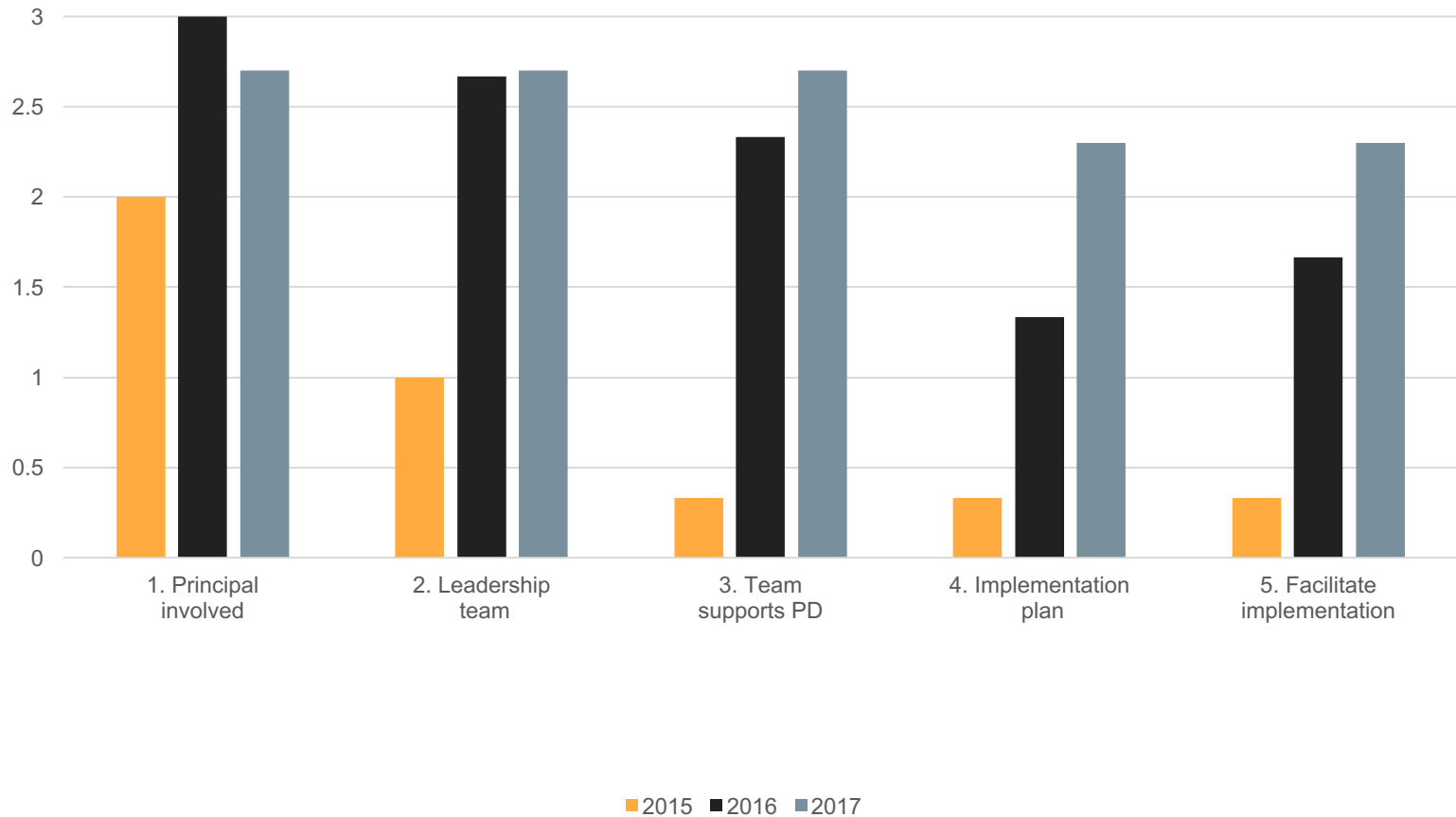
- **Assesses the six components of MTSS**

- Leadership
- Capacity Building
- Communication/Collaboration
- Data-based Problem-Solving
- Multiple Tiers of Instruction/Intervention (Academic & Behavior)
- Data Evaluation

- **Inter-Rater Agreement**

- **Administered** in years 1-3 of the implementation process

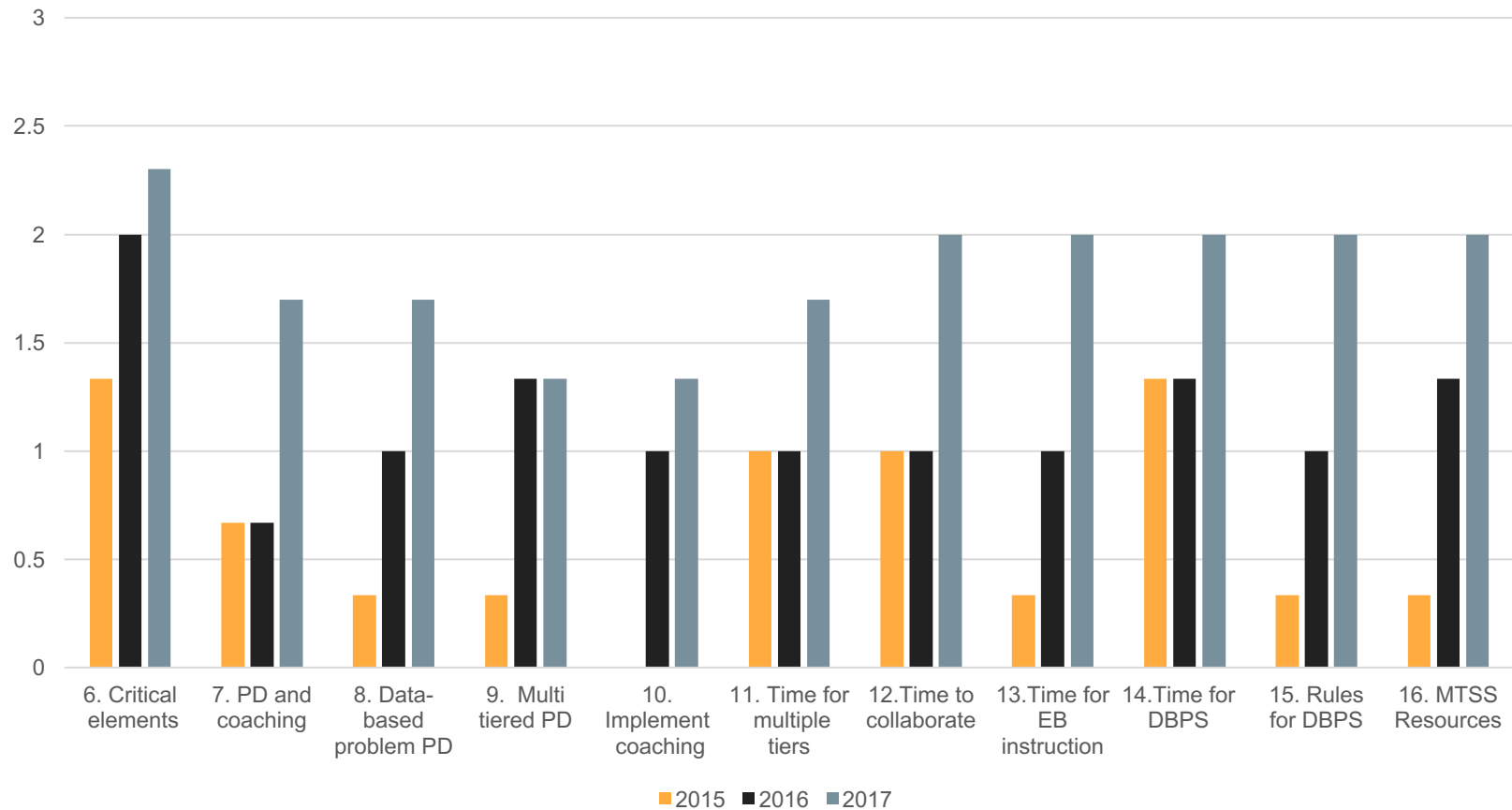
Mashpee Public Schools Leadership Domain 2015-2017



Mashpee Public Schools

Building Capacity

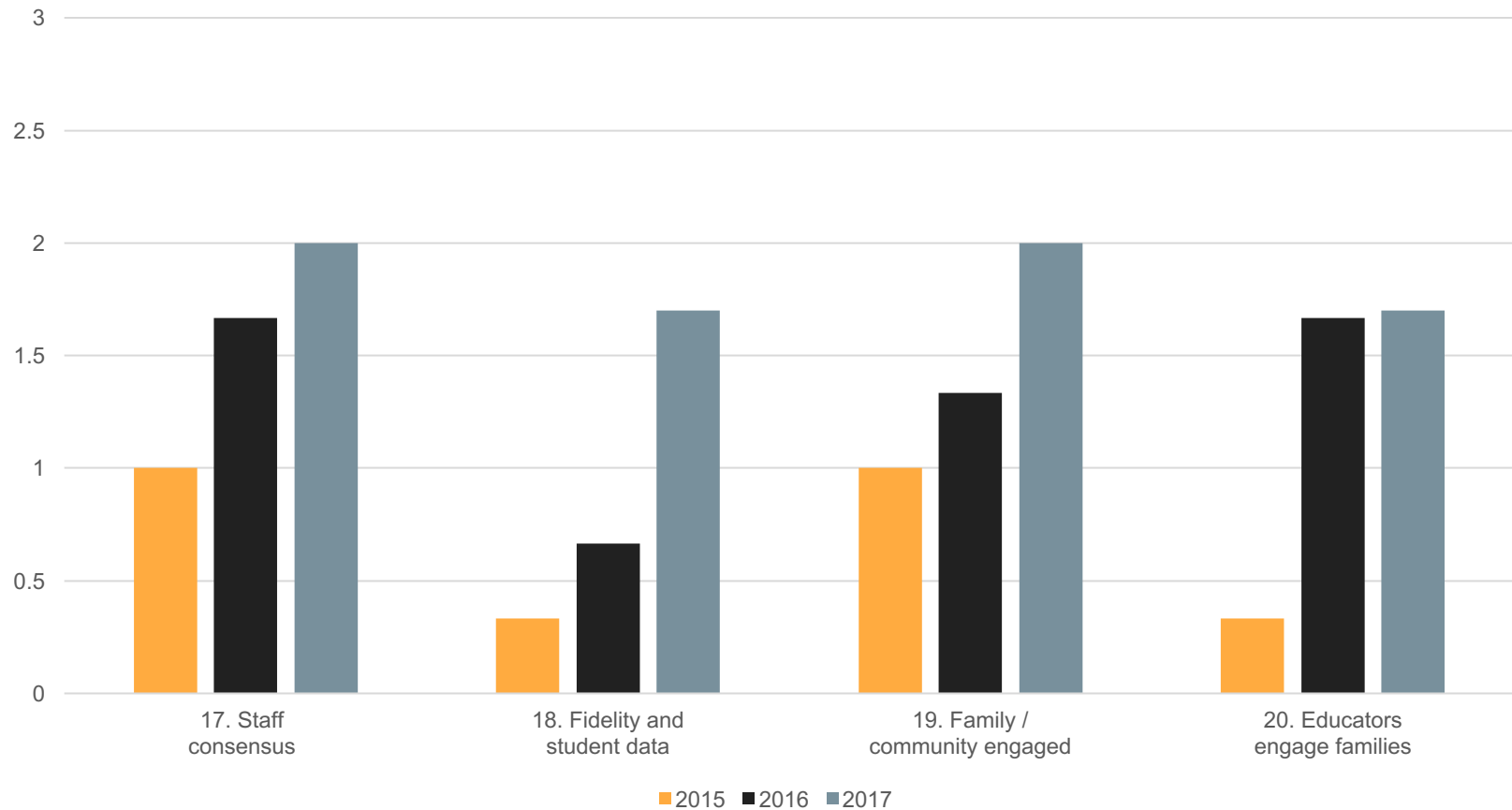
2015-2017



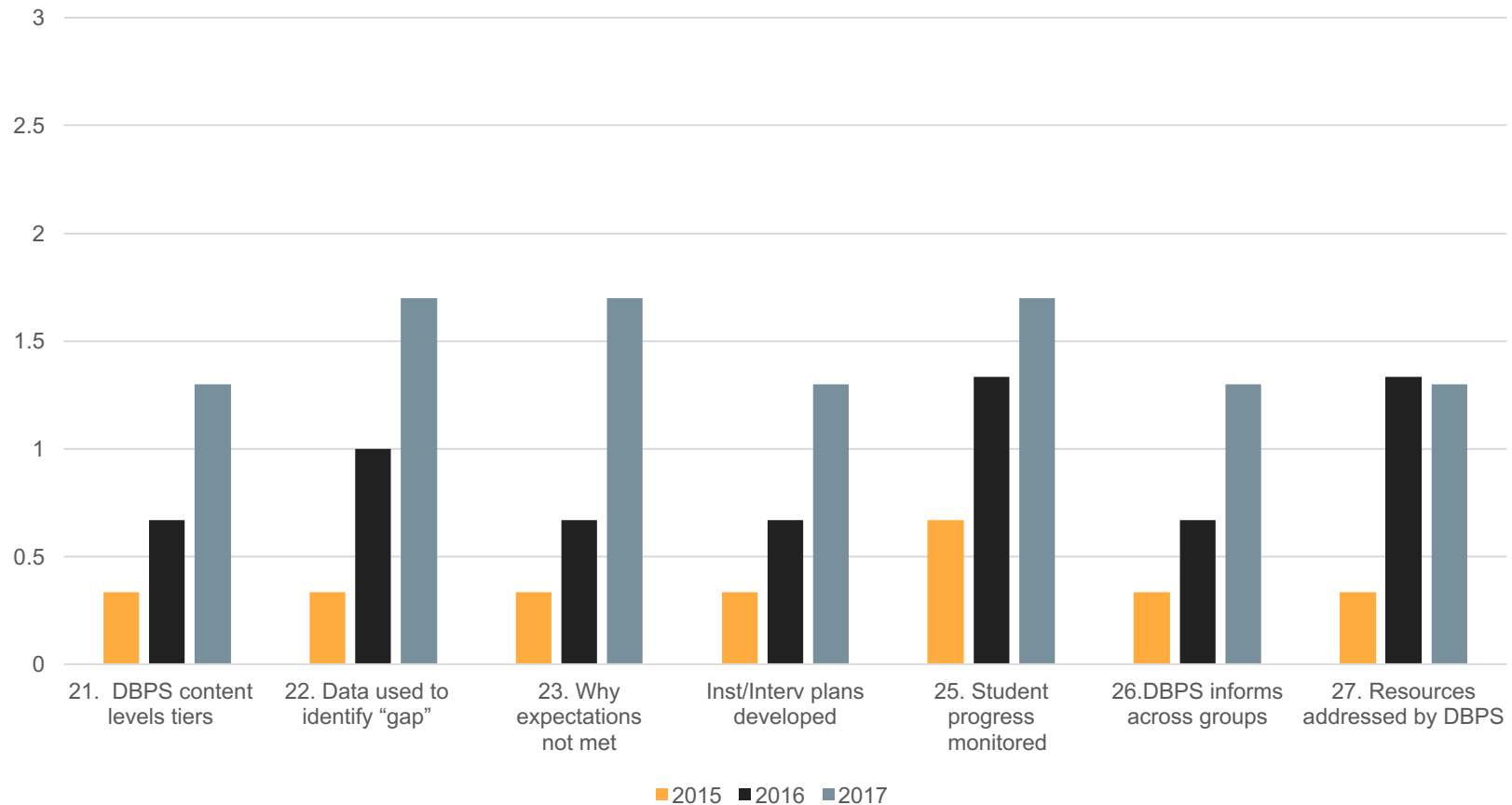
Mashpee Public Schools

Communication and Collaboration

2015-2017



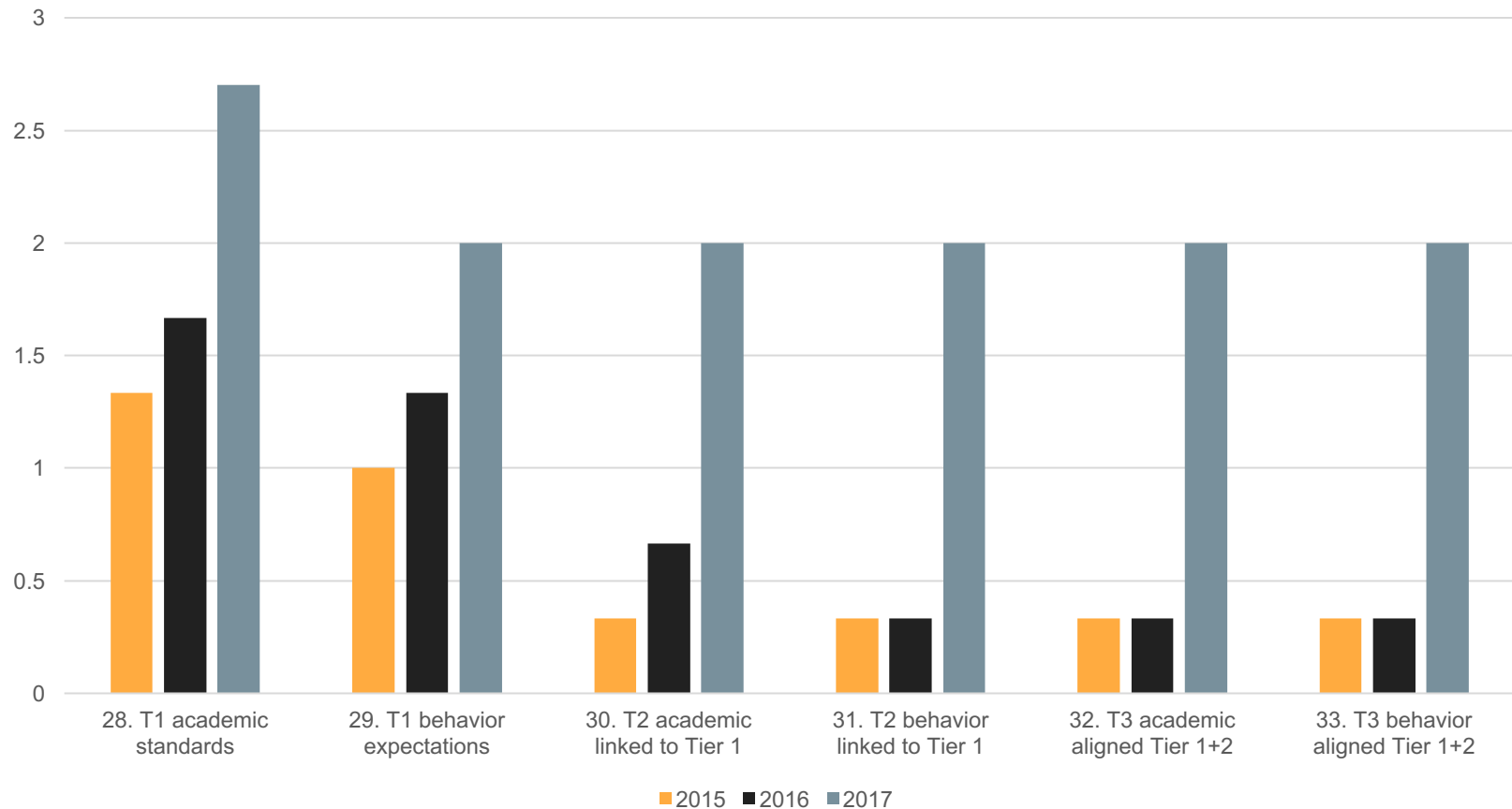
Mashpee Public Schools Data-Based Problem-Solving 2015-2017



Mashpee Public Schools

Three-Tiered Model of Instruction

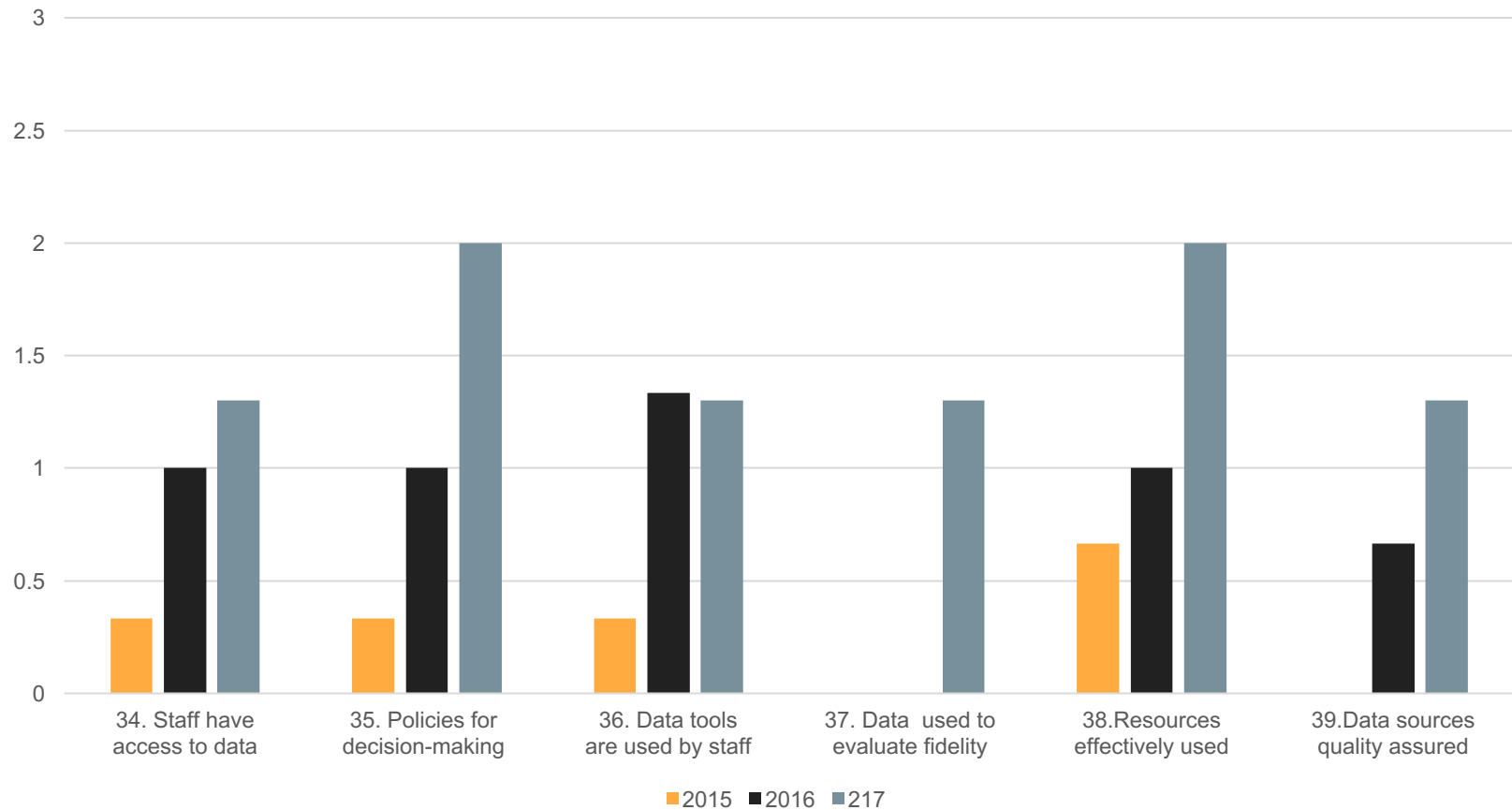
2015-2017



Mashpee Public Schools

Data Evaluation

2015-2017



Four Building Blocks that Support MTSS Implementation



- Professional Learning impacts **Skills**
- **Skills** impact **Practice**
- Improved **Practice** improves **Implementation**
- Improved **Implementation** impacts student outcomes
- Better student outcomes shift **Beliefs**
- And, shifts in **Beliefs** impact **Implementation** of MTSS

Principal Mentoring/Coaching

Coaching Lens--Effective coaching relationships flourish when mutual trust and respect enable both parties to:

- Be committed listeners
- Speak with intention
- Focus on the positive
- Avoid advice
- Ask powerful questions, and
- Offer reflective feedback

What we did...

- **Initial, introductory webinars**
- **Classroom walkthroughs focused on specific instructional “look fors”**
 - Student Engagement Levels
 - Teacher Questioning Strategies
 - Differentiated Instruction
 - Classroom Discourse
- **Targeted & intentional coaching conversations**
 - Building & sustaining teams and systems to support MTSS implementation
 - High quality, core instruction and intervention models for academics and behavior, including innovative scheduling
 - Critical friend discussions related to the each principal’s unique context
- **Progress monitoring & data analysis with principals and leadership teams**

School based Leadership Team: Multiple Tiers, Problem-Solving, Data Evaluation

- **Stakeholders**

School-Based Leadership Teams, Department Chairs (MS/HS) and District Leadership

- **Theory of Action**

Increase the capacity of the school teams to implement MTSS with increasing independence and creativity (cultural context of the building)

- **How Often (Time Allocated)**

Monthly- at least one day per building

School based Leadership Team: Multiple Tiers, Problem-Solving, Data Evaluation

- **Focus of the Work**

Professional Development: Problem-solving, data evaluation & integrated curriculum across tiers

Technical Assistance: Collaboration on the development of products

Coaching: Observing teams at work, providing feedback, continuous improvement

Pedagogy: Intensive supports leading to gradual release of supports and independence of actions



Mashpee Mind *Shift*...

When a student is struggling, academically or behaviorally, adjustments in

Instruction, Curriculum, & Environment
must take place **before** we look at the
LEARNER.

(It's not about adjusting the student.)

Leading the Implementation of MTSS: Lessons from the Field



- ❖ Make your work personal and demonstrate passion
- ❖ Be a hands-on co-leader and supporter of the work
- ❖ Spend time in a school and classroom every day
- ❖ Have conversations with your teachers (Gen. Ed & Sp. Ed)
- ❖ Have conversations with your students (Gen. Ed & Sp. Ed)

Leading the Implementation of MTSS: Lessons from the Field



- ❖ Be “present” and participate
- ❖ Be a good “noticer”
- ❖ Use a district perspective when looking at & allocating resources
- ❖ Collaborate and communicate - nurture positive relationships
- ❖ Always be able to address the “why.” (Go back to your data; make it personal.)

Mashpee's 2+ Year Journey



- ❑ District-Based Leadership Team
- ❑ School Committee (Updates and Policy)
- ❑ District-wide Non-negotiables aligned with MTSS
- ❑ School-Based Leadership Teams
- ❑ District-wide MTSS trainings
- ❑ Communication to Stakeholders

Mashpee's 2+ Year Journey



- ❑ Data Management Platform
- ❑ Tier 1 Instructional Framework (Acad. & Beh.)
- ❑ MTSS is part of **every** staff & PLC meeting
- ❑ Shared district-wide goals tied to MTSS
- ❑ Ongoing PD to improve instructional practices
 - ❑ Common language, protocols, practices, expectations
 - ❑ Regular progress monitoring

Mashpee's 2+ Year Journey



- ❑ 3-Tiered Model providing **intensified instruction**
- ❑ Learner-centered schedules; max. use of resources
- ❑ Student centered Co-teaching model across tiers
- ❑ PULSE Teams (**P**roactive **U**dates of **L**earners & **S**chool **E**nvironment)
- ❑ MTSS Resource Google Site for staff
- ❑ We focus on “we” and “our”

MTSS Implementation



- ❑ Lexicon change for Tier 1 - *from* “General Education” *to* “Universal Education”
- ❑ Ensure that Universal Design for Learning is the bedrock of universal education.
- ❑ From “intervention” to **intensifying instruction!**
- ❑ Ensure instruction in **all** tiers is standards aligned
- ❑ Ensure instruction in **all** tiers is aligned with the scope, sequence and pacing in *Tier 1*

MTSS Implementation

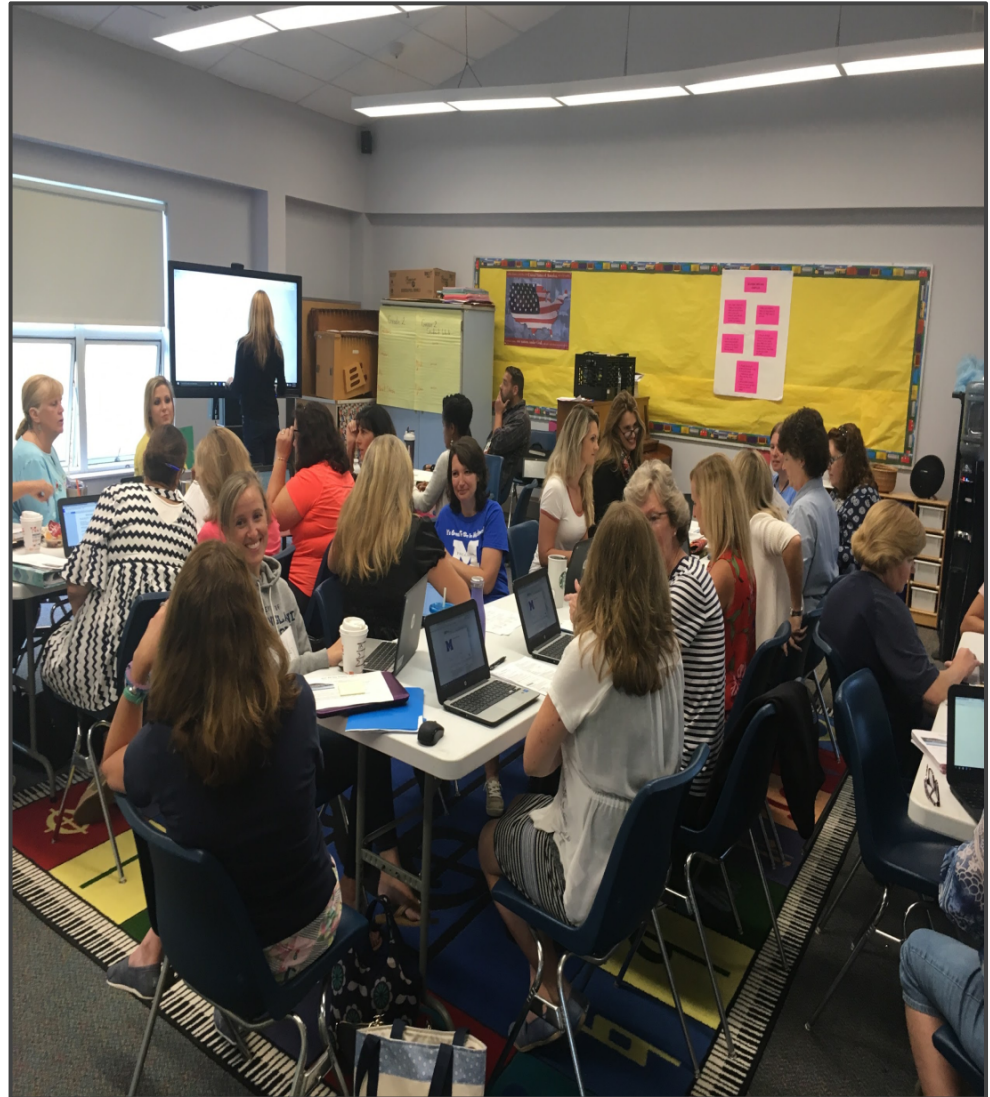


- ❑ Ensure that IEPs are standards aligned & not driven by “deficit remediation.”
- ❑ Support building principals walkthroughs at all tiers to “see” the degree to which Tier 2, 3 and Specially Designed instruction (SDI) are integrated with Tier 1.
- ❑ Support Tier 2, 3 and SDI providers to observe their students performing in Tier 1 and modify their instruction
- ❑ Include MTSS implementation and student outcome data in the annual performance evaluations of principals.

Implementation of MTSS: Highlights and Next Steps

K. C. COOMBS SCHOOL--Principal Paul LaBelle

34--PL



Coombs School

Same Student Cohort Data

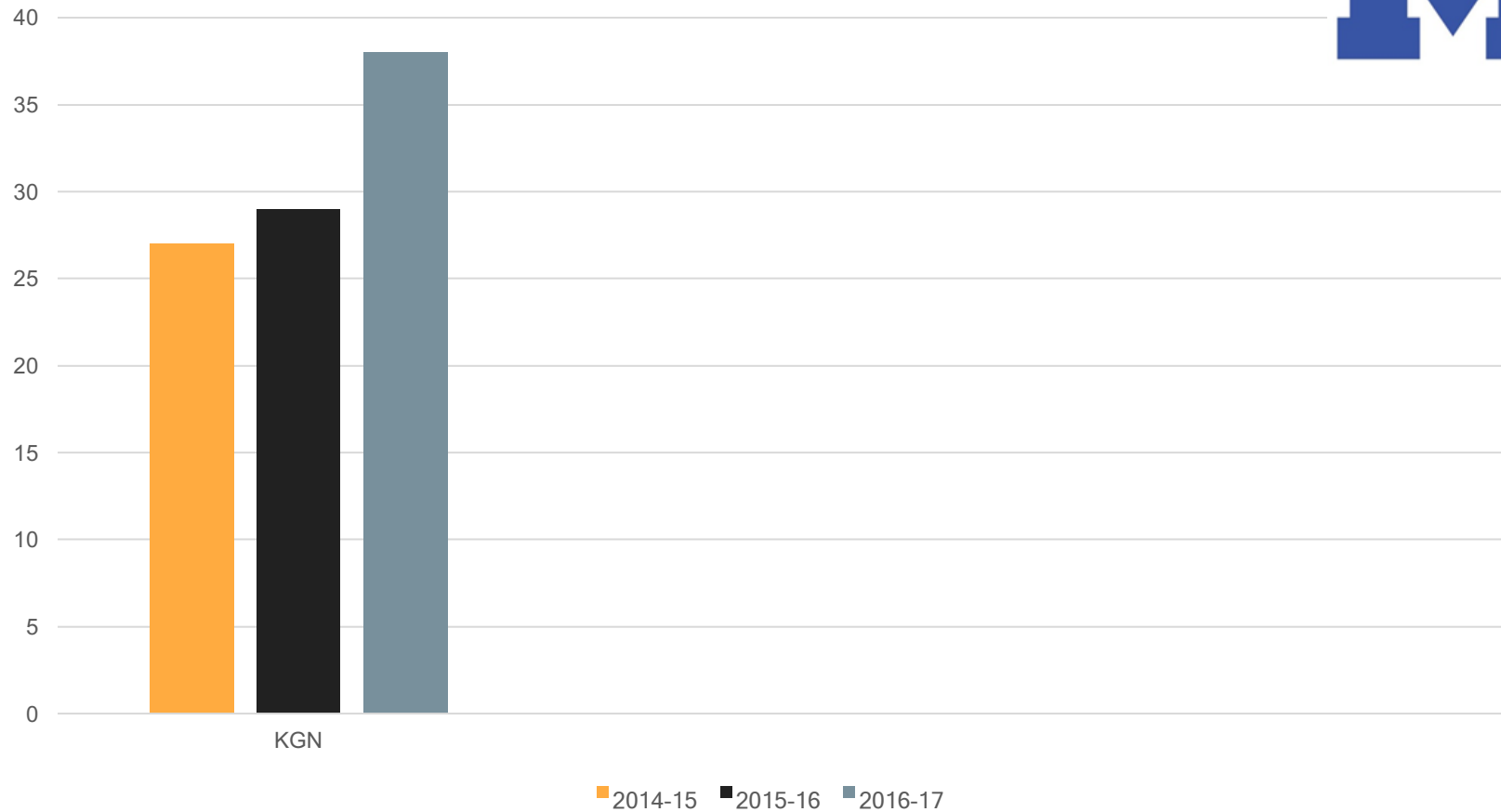
2016-17



STAR Same Student Cohort -Same students over multiple years						
Grade 1	School Year FALL	Total of same students	40+ PR	25-39 PR	10-24 PR	1-9 PR
	2017-18 Grade 1	53	60% 32	26% 14	13% 7	0% 0
Grade 2	2017-18 Grade 2	117	55% 64	14% 16	15% 18	16% 19
	2016-17 Grade 1	85	39% 33	14% 12	24% 20	24% 20

Coombs School

% of Students Moving From Moderate and High Risk Levels to Core (KGN cohort 2016-17)

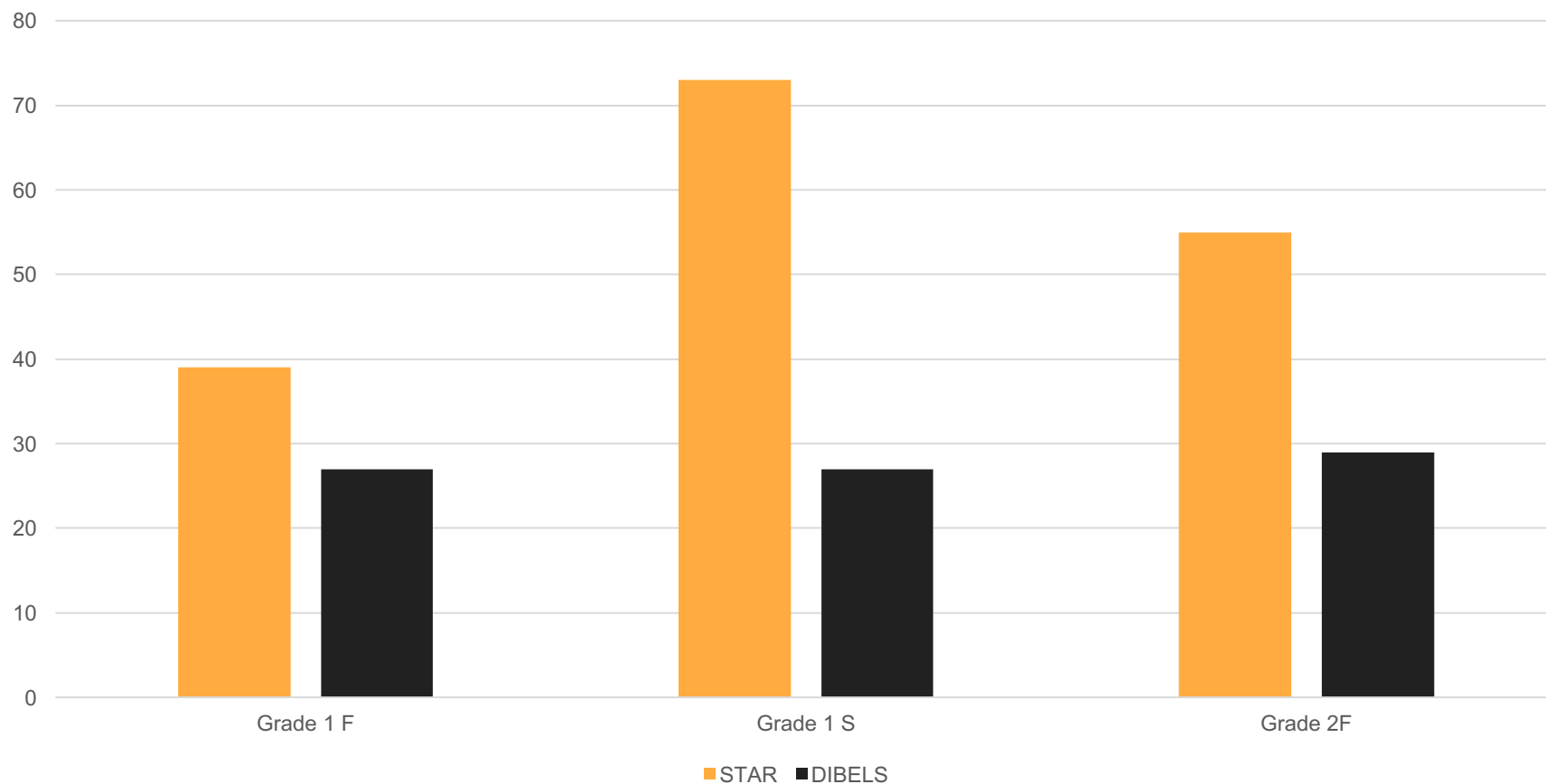




Coombs School- Cohort Data

ELA- Grade 1-2

2016-17/2017-18



Implementation of MTSS: Highlights and Next Steps

Quashnet School--Principal MaryKate O'Brien

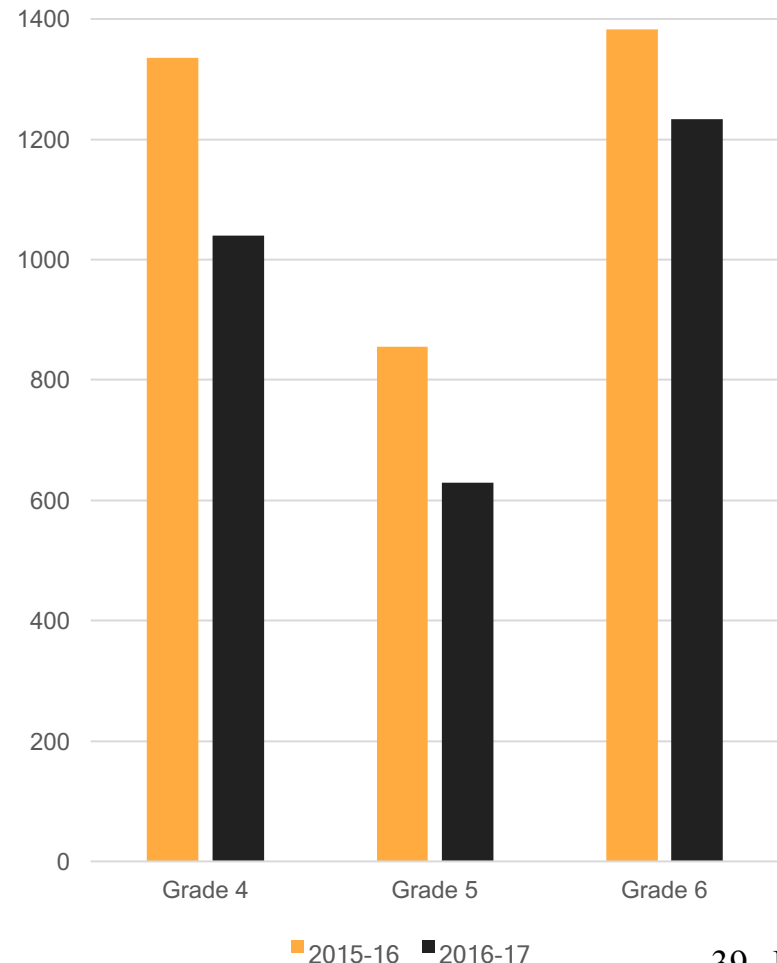
38--MKOB



Quashnet School

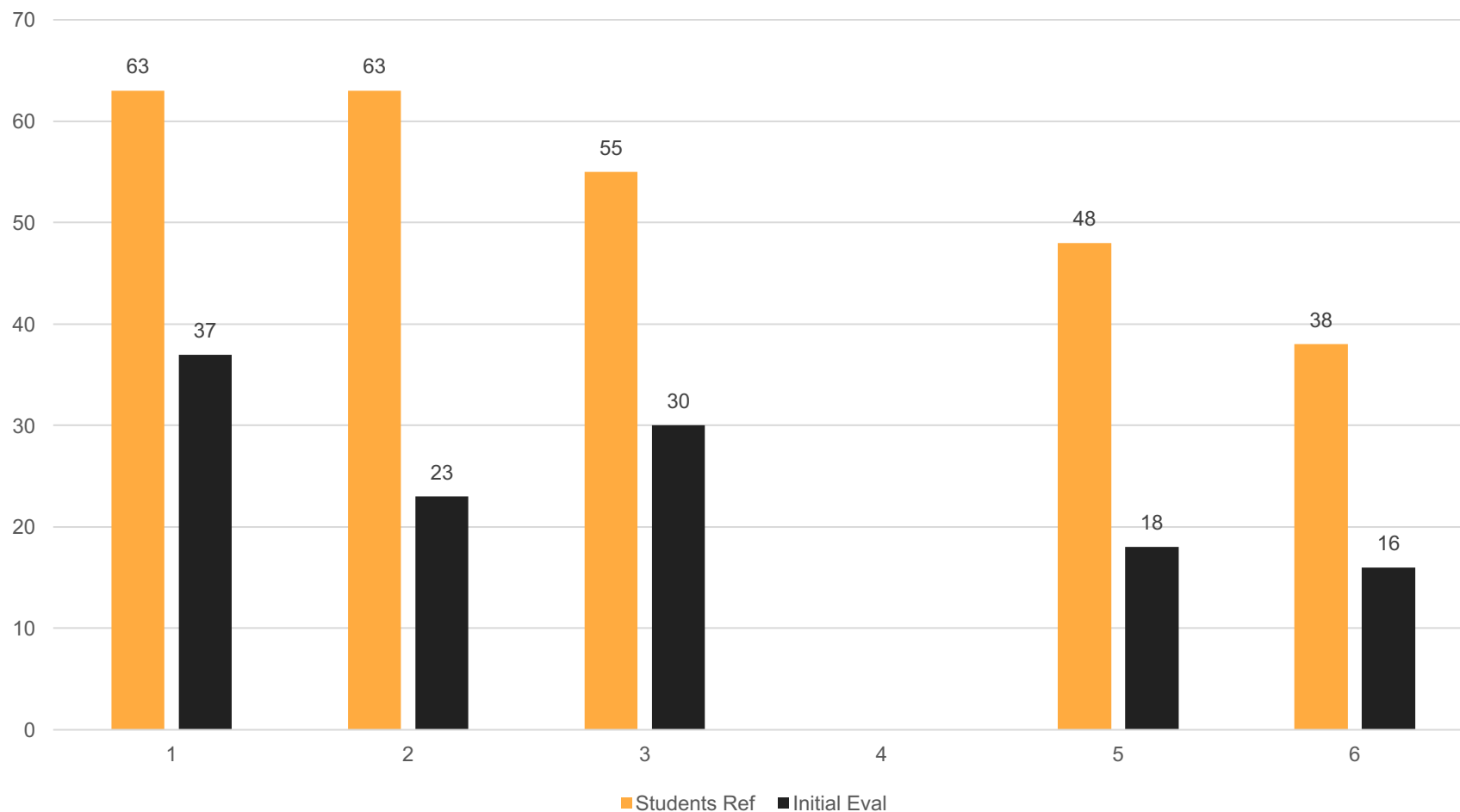
Impact of Problem-Solving to Increase Instructional Time (Academic Engaged Time)

- Goal: Increase instructional time.
- Collected data and found that visits to nurses office were significant (e.g., 1400/year at one grade level.
- Implemented intervention
- Total instructional time increased by more than 93 hours or 13.3 days of instruction in first year alone.





Quashnet School- Existing Special Education and Initial Evaluations 2012-2017



Quashnet School
Composite Performance Index (CPI)
Progress Toward Narrowing Proficiency GAPS
Students with Disabilities



CPI Performance on MCAS/PARCC

Year	CPI Score - Students with Disabilities	Target
2012 - Legacy MCAS	25	Did not meet
2013 - Legacy MCAS	37	Did not meet
2014 - Legacy MCAS	55	Did not meet
2015 - PARCC	51	Did not meet
2016 - PARCC	75	Met Target
2017 -Next Generation MCAS	No CPI data reported	



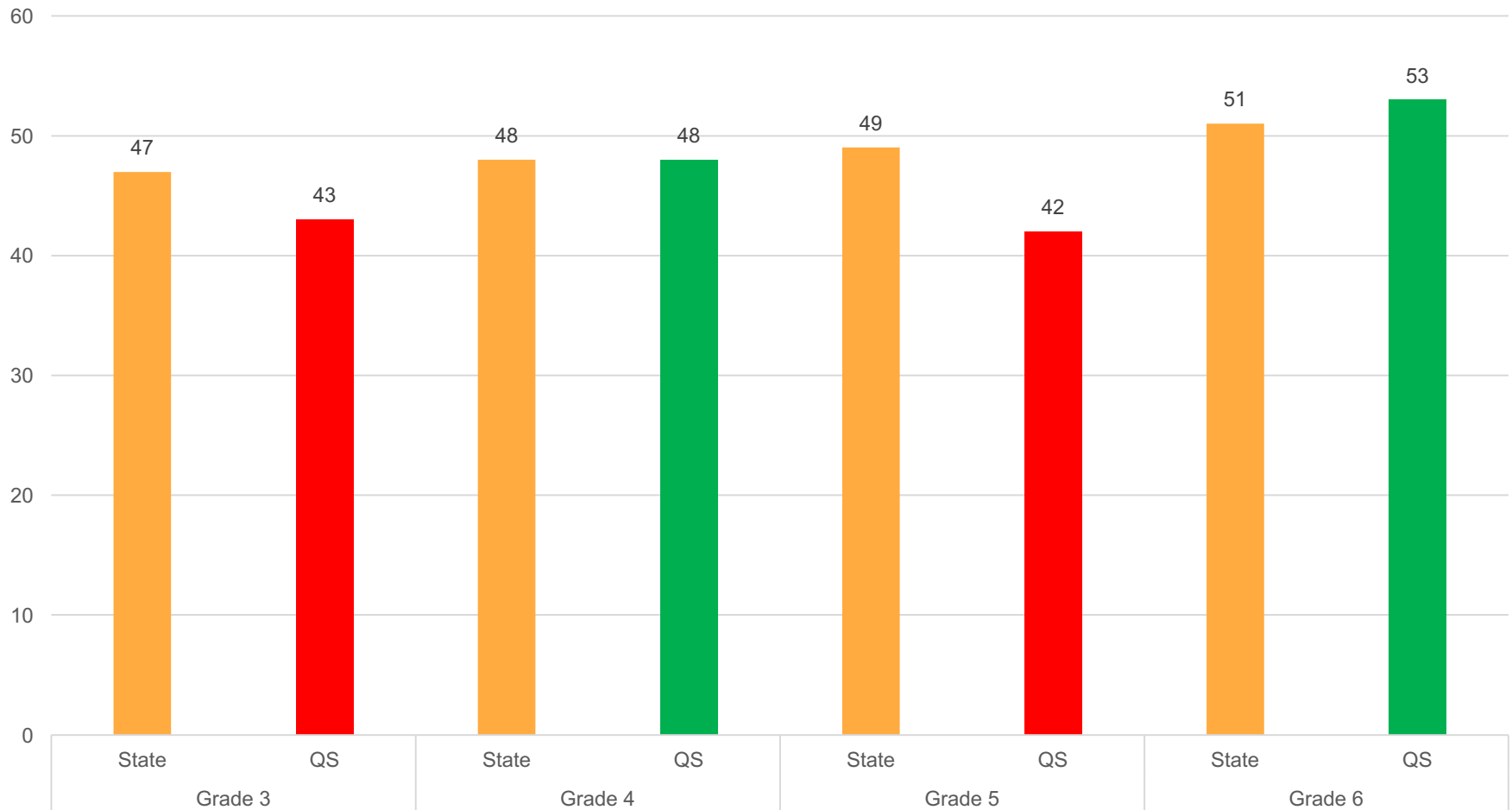
Quashnet- School Percentiles

Overall Performance Compared to Other Schools that Serve Same Population

Year	QS Percentile
2012	35
2013	32
2014	31
2015	35
2016	40
2017	Not reported (Next Generation MCAS)

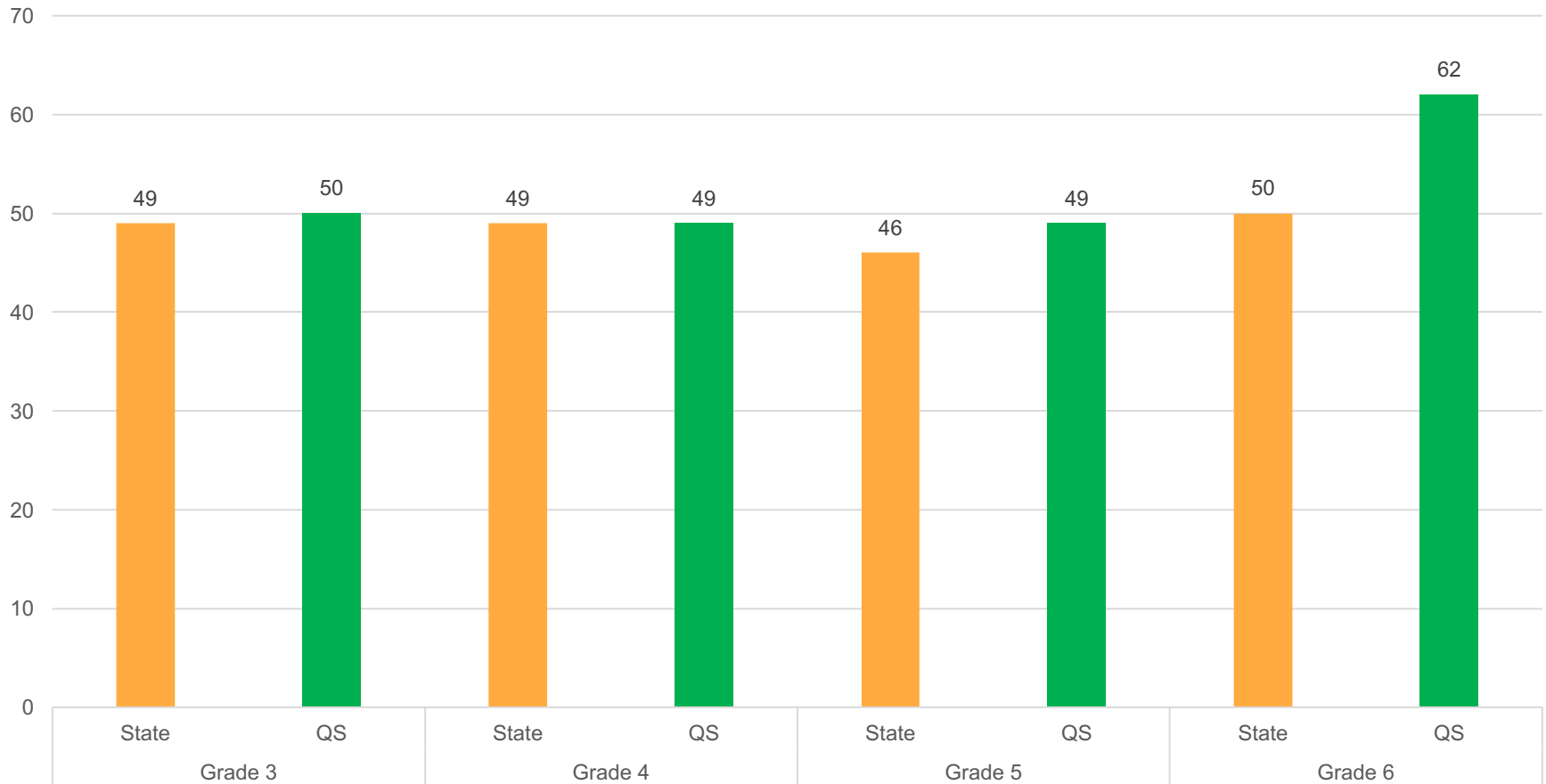
Quashnet School ELA Data 2017

District/State Comparisons



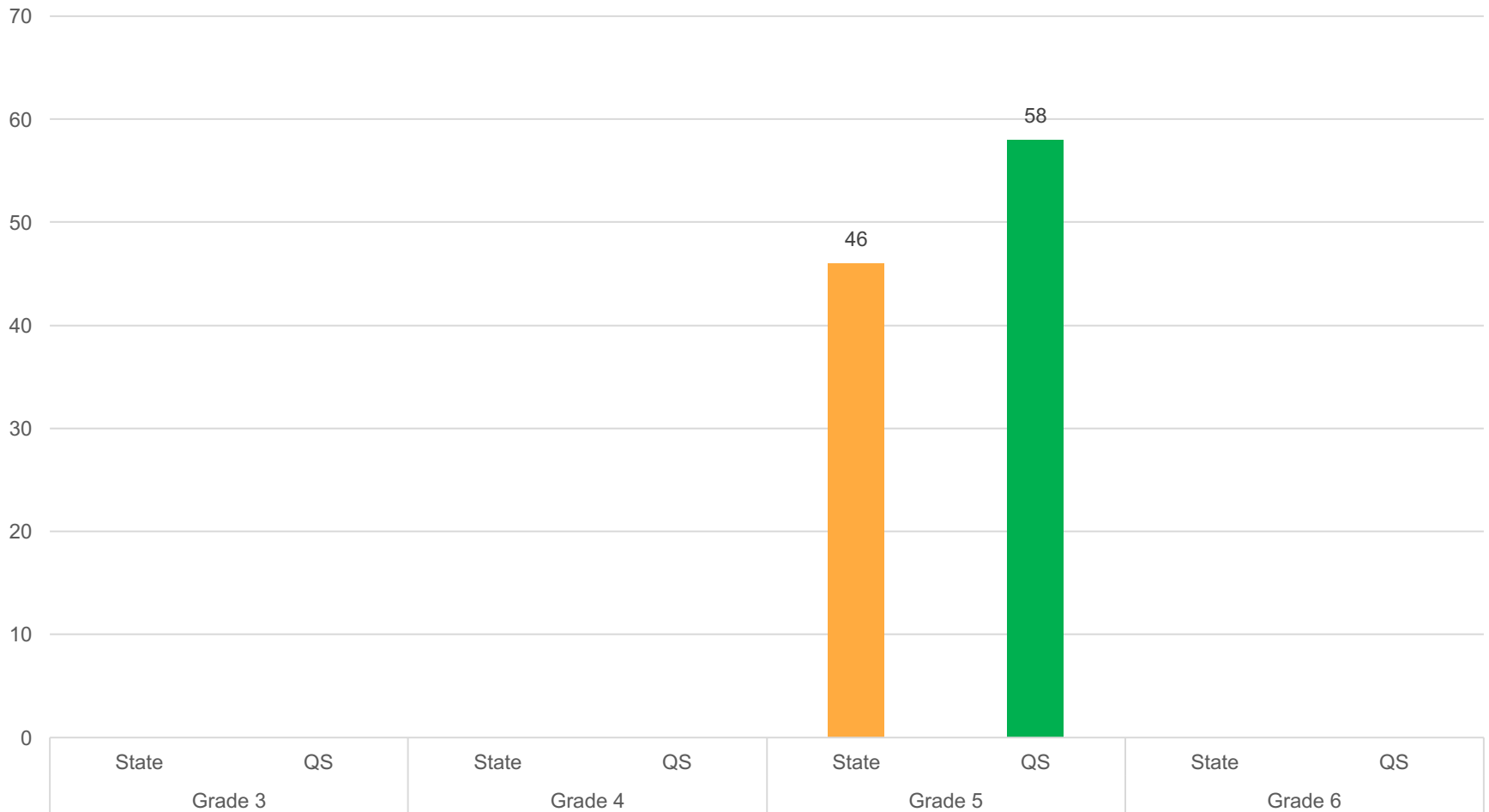
Quashnet School Math Data 2017

District/State Comparisons



Quashnet School Science Data 2017

District/State Comparisons



Implementation of MTSS: Highlights and Next Steps

Mashpee Middle High School--Principal Mark Balestracci

46--MB



Mashpee Middle/High School 3-Year Data Comparison

2015 Before MTSS	2016 MTSS Year 1	2017 MTSS Year 2
<u>Grade 10 ELA</u> 6% NI/Failing	<u>Grade 10 ELA</u> 5% NI/Failing	<u>Grade 10 ELA</u> 97% Prof/Adv; 100% Pass
<u>Grade 10 Math</u> 23% NI/Failing	<u>Grade 10 Math</u> 18% NI/Failing	<u>Grade 10 Math</u> 89% Prof/Adv 1% Fail (1 student)
<u>Grade 10 Science</u> 23% NI/Failing	<u>Grade 10 Science</u> 11% NI/Failing	<u>Grade 10 Science</u> 89% Prof/Adv-Biology 100% Prof/Adv Chemistry 100% Prof/Adv-Physics

Mashpee Middle/High School 3-Year Data Comparison Subgroups (Grade 10)



Student Group	2015 Before MTSS	2016 MTSS Year 1	2017 MTSS Year 2
Students with Disabilities % Proficient/Advanced	English 81%	English 85%	English 91%
	Math 29%	Math 46%	Math 64%
Economically Disadvantaged Students % Proficient/Advanced	English 87%	English 92%	English 96%
	Math 67%	Math 67%	Math 82%

Mashpee Middle-Mashpee Middle-High School Graduation Rates (4-Year Cohort)



	2015	2016	2017 Estimated
All Students	88.3%	90.2%	95%
Students with Disabilities	64.7%	76.9%	85.5%
Economically Disadvantaged Students	78.3%	87.8%	91%

Implementation of MTSS – Behavior Year 3 and Beyond



- ❑ A *shift* from a reactive to a proactive approach
- ❑ Integration of academics and behavior
- ❑ Utilize 4 step Problem Solving Protocol
- ❑ Building capacity of all staff members
- ❑ Consider Instruction, Curriculum & Environment
when problem-solving around behavior

Mashpee Mind *Shift*...



When a student is struggling, academically or behaviorally, adjustments in

Instruction, Curriculum, & Environment
must take place **before** we look at the
LEARNER.

(It's not about adjusting the student.)


Implementation of MTSS – Behavior Year 3 and Beyond

- ❑ Decrease in suspensions
- ❑ Decrease in visits to the Nurse
- ❑ More appropriate referrals for special education
- ❑ Decrease in referrals for special education



District-Wide Data: Active IEPs



	May, 2014	May, 2015	May, 2016 MTSS-1	May, 2017 MTSS-2
Coombs School (PreK – 2)	88	95	85	78
Quashnet School (Gr. 3 – 6)	115	111	95	86
Mashpee MS/HS (Gr. 7 – 12)	128	125	122	112
	331	331	302	276
Change since MTSS			8.8%	8.6%
Overall chg since MTSS				16.6%
91% of our 10th graders with disabilities achieved <u>advanced</u> or <u>proficient</u> on their 2017 ELA MCAS, compared to 69% at the state level.				
53—HH, JC, LK				

91% of our 10th graders with disabilities achieved advanced or proficient on their 2017 ELA MCAS,

MTSS Years 3, 4, 5 and Beyond



We will continue to focus on and value doing well the six essential elements for the implementation of MTSS:

- ❑ Multi-Tiered Instruction
- ❑ Data-Based Problem Solving
- ❑ Data Evaluation
- ❑ Communication and Collaboration
- ❑ Capacity Building and Infrastructure
- ❑ Leadership



*For every day of teaching and learning,
adopt a field trip mindset:*

***WE WILL NEVER
LEAVE ANYONE BEHIND!***



VIDEO



It's GREAT to be in MASHPEE--A Connected Community

