



Multi-Tiered Systems of Support (MTSS) Standing Committee
December 18, 2024

Location: District Office for Bellingham Public Schools, 1985 Barkley Blvd.

Time: 4 - 5:30 p.m.

Presenters: Mike Copland, deputy superintendent; Jessica Wallace, teacher on special assignment; Analisa Ficklin, director of special education; and Arionda Feeney, assistant superintendent.

Members present: Mike Copland, deputy superintendent; Jessica Wallace, teacher on special assignment; Analisa Ficklin, director of special education; Arionda Feeney, assistant superintendent; Craig Baldwin, principal at Cordata elementary school; Laura Burke, mental health specialist; Anna Burns, special education teacher at Shuksan middle school; Erin Connolly, special education teacher at Fairhaven middle school; Nicole Cook, assistant principal at Wade King elementary school; Kacey Emerson, teacher at Roosevelt elementary school; Melanie Flink, teacher at Happy Valley elementary school; Rachel Frye, instructional coach at Carl Cozier and Lowell elementary schools; Jodi Haggen, special education teacher at Silver Beach elementary school; Molly Hayes, teacher at Bellingham high school; Breann Hulford, assistant principal at Whatcom middle school; Alex Johnson, dean of students at Carl Cozier elementary school; Yana Mansfield, instructional coach and teacher on special assignment; Clare Martin, teacher at Birchwood elementary school; Matt Neisinger, school nurse; Kaylee Nelson, teacher at Geneva elementary school; Jennifer Newbauer, counselor at Kulshan middle school; Pam Pottle, principal at Northern Heights elementary school; Shala Poulsen, speech language pathologist at Wade King elementary school; Andrea Quigley, teacher on special assignment; Doug Ray, school support team; Stacia Reid, school psychologist at Alderwood elementary school; Kari Sachs, intervention specialist; Rebecca Sauter, school support team lead; Sam Slider, school psychologist at Kulshan middle school; Dana Smith, assistant director of communications; Lara Stark, literacy specialist at Parkview and Lowell elementary school; Dionte Thomas, campus monitor at Squalicum high school; Alexa Tucker, teacher at Shuksan middle school; and Brooke Wertz, teacher at Bellingham family partnership program.

Welcome: Mike welcomed the group and thanked everyone for being there. Mike led the activator, asking members to take a couple of minutes to share at their table a bright spot of a student experience in our district and ask what can we learn from that bright spot.

Agenda

- Review and Goals
- Learning Together
- PPOP Reflection
- December Task

November Meeting Review

Analisa provided a summary of the November meeting, which included:

- A review of the state MTSS system and what that looks like as a system of supports, family community engagement, team driven shared leadership, data-based decision making and evidence-based practices.
- Review of a scenario using the Plan, Do, Study, Act cycle of inquiry.
- Review of the MTSS Cycle of Inquiry to apply to the learning at the meeting.
- The November task was to identify an existing or next problem or possibility of practice and bring to the December meeting.
- Feedback: Prior to the end of the meeting, the committee provided feedback. The feedback received was clear outcomes and asked how we transition the work we are doing at these MTSS meetings back to the buildings.

Reviewed MTSS Committee Goals

- Establish a vision for how to implement a strong, evidence-based MTSS for all students in Bellingham Public Schools
- Use collective expertise of the committee to develop a curated list of resources that demonstrate best practices.
- Investigate, review, and recommend professional learning experiences that can be accessed by district employees in support of growing our work in inclusive instructional strategies.
- Focus on growing inclusive strategies and increasing the scope of inclusion over time, beginning with the early grades.

Outcomes

- Strengthen our data-driven teams in every building to have the tools and understanding to implement a strong, evidence-based MTSS framework.
- Develop a system-wide culture of using data to drive our equitable decision-making.
- Provide a solid foundation to service all our goals.

Begin by looking at the state MTSS with team driven shared leadership that includes expert professionals, building leadership team, district leadership team and students and families. Members talked to their table group and were asked to fill in the blanks “I am a ____ and I support the work on these teams: _____.” Committee members’ responsibility is to share and gather feedback about our committee meeting topics to support our committee goals within each of your school-based teams.

Learning Together

What are some types of data? Surveys, assessments, intervention, quality/quantitative, etc. Data ranges from big picture data to individual student data through intervention.

Analisa discussed the purpose of data within MTSS.

- How to use data to make decisions?
- Key elements to making equitable decisions.
- Four purposes of the data today
 - Screening – Identify students’ level of risk and evaluation the effectiveness of care instruction.
 - Diagnostics – determine student strengths and skill gaps, as well as factors within the instruction, curriculum, and environment that impact learning.
 - Progress Monitoring – measure student responsiveness, quantify a students growth rate, and evaluate the effectiveness of interventions.

- Fidelity – Measure the extent to which practices and assessment are used as intended.

Members met in groups of four and followed a reading protocol to discuss a common reading.

The goal of the reading and protocols were to:

1. Learn about the different purposes of data that can be collected within MTSS.
2. Discuss data being used in your PPOP (claim or question)
3. Share this information with teams at your building.

PPOP Reflection

There are types of data and purpose of data.

Ari presented the levels of data. Levels of data source from *Street Data* by Shane Safir and Jamila Dugan; an equity focused approach. Discussing when and why we collect data, different purposes, need all levels and different types of data.

Three levels of data

1. Satellite data – Broad-brush quantitative measures like test scores, attendance patterns, and graduation rates.
 - Strengths can illuminate trends and point our attention towards underserved groups of students.
 - Limitations are lagging data; removed from the focus of learning; does not account for bias and does not center the human experience of young people.
2. Map Data – Can provide closer group data of social-emotional, cultural, and learning trends within a school community or grade level.
 - Strengths can give context across a grade level or school building; can help predict future trends and can support systems level work in alignment of practices.
 - Limitations lack the specificity required to transform instructional and leadership decisions; does not center on the humanity needed for an equity-driven change process.
3. Street Data – The process of observing, listening, and gathering artifacts from the lived experiences of the humans being served. These data are qualitative and experiential data that are asset based. It builds on the tenants of culturally responsive education by helping educators look for what is right with our students, school, and communities.
 - Strengths centers the human experience; collection of systematic information about student learning – how students are performing, feeling and what might be impeding them; highlights relationships.
 - Limitations require self-reflection as an instructional leader; may challenge historically relied upon sources of information.

Showed a two minute introduction video from Street Data: A mini-series.

Reviewed the three types of street data: artifacts, stories/narratives, and observations.

1. Artifacts can include student work, video of a performance-based assessment, teacher designed task, professional learning agenda and instructional coaching conversation plan.
2. Stories/Narratives can include empathy interviews, focal student case study, oral histories, identity maps, writing journals and staff meeting comment cards.
3. Observations can include equity participation tracker, nonverbal observation transcript, meeting observation notes, instructional coaching transcript, and sketch of classroom walls.

The team met in groups to discuss and think about your own possibility or problem of practice (PPOP) and how a street data strategy might help you learn more.

We are working together to gather a robust understanding of data collection to inform data-driven decision-making and teaming for multiple purposes, levels, and types of data to drive our equitable decision-making.

December Task

With your principal and/or building team, use the Data with MTSS template to

1. Identify the current data being used to support your possibility/problem of practice.
2. What other data might be collected to support your building leadership team to drive equitable decision-making?
3. Consider one additional data source (purpose or level) to strengthen your Plan-Do-Study-Act process.

Jessica shared that she is available to come to your building and assist you with any questions.

Requested feedback. Notecards provided.

1. What resonated with you today?
2. What would be helpful next?

Next meeting: January 15, 2025, 4-5:30 p.m., Bellingham Public Schools District Office