Smarter Not Harder
Using MTSS & Data to Improve Outcomes for PreK-Third Grade Children and Families

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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)

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)*
Earlier is better

What we know from EBP...
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
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 RtI

Tier 3/Tertiary Interventions  
- Individual students  
- Assessment-based  
- High intensity

Tier 2/Secondary Interventions  
- Some students (at-risk)  
- High efficiency  
- Rapid response  
- Small group interventions  
- Some individualizing

Tier 1/Universal Interventions  
- All students  
- Preventive, proactive
Supports and Strategies are in tiers...not students

- RtI Kids
- RtI Rooms
- Tier 1 student
- Tier 2 student
- Tier 3 student
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.
RtI Historical Data Components

Tier 3 (1-5%)
Tier 2 (5-10%)
Tier 1 (80-90%)
MTSS Historical Data Components

• Tier 3 (1-5%)

• Tier 2 (5-10%)

• Tier 1 (80-90%)
Historical Data Components

Tier 3 (1-5%)
Tier 2 (5-10%)
Tier 1 (80-90%)
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
IL Birth-to-Third Grade (B-3) Continuity
IL B-3 Strategies

B-3 Continuity Project
# Data-Driven Improvements in a B-3 System

## Data Can...

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
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<tbody>
<tr>
<td>Make Connections</td>
<td>Help communities identify needs and possible solutions</td>
</tr>
<tr>
<td>Make an Impact</td>
<td>Appropriate data can inform instruction and learning environments</td>
</tr>
<tr>
<td>Understand What’s Happening</td>
<td>Descriptions of policies, programs, implementation status, data trends</td>
</tr>
<tr>
<td>Community Description/Profile</td>
<td>Overview of findings to communicate data and attract stakeholders</td>
</tr>
<tr>
<td>Engage Families</td>
<td>Help parents and caregivers understand their student’s progress</td>
</tr>
<tr>
<td>Accountability</td>
<td>Provide measurable to help hold participating stakeholders accountable</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Timely data to inform instruction and support services</td>
</tr>
<tr>
<td>Strategic Tool</td>
<td>Strategic planning tool to help in planning, gathering, analyzing or reporting of data</td>
</tr>
</tbody>
</table>
Readiness data reflects students rated within the first 40 days of school on the required 14 State Kindergarten Readiness Measures.

- **Math**: 30%
- **Language & Literacy**: 44%
- **Social & Emotional Development**: 49%

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

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

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

www.isbe.net/KIDS
## Crosswalk of Common Assessments

<table>
<thead>
<tr>
<th>KIDS Measure</th>
<th>Required 14 State Readiness Measures</th>
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<tbody>
<tr>
<td>Teaching Strategies GOLD Objectives, Dimensions, and Indicators</td>
<td>Early Learning Scale Item, Strand, and Indicators 4-5</td>
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https://www.isbe.net/Pages/KIDSAdminandTeachers.aspx
More Information & Resources

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

<table>
<thead>
<tr>
<th>Preschool &amp; Kindergarten</th>
<th>Kindergarten – Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a continuum, across multiple domains</td>
<td>Literacy &amp; Math</td>
</tr>
<tr>
<td>Observational</td>
<td>On-Demand</td>
</tr>
<tr>
<td>Programs held accountable as a whole</td>
<td>School or classroom held accountable</td>
</tr>
</tbody>
</table>
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/