Expanding the Evidence Base for Personalized Learning through a Multi-tiered System of Support (MTSS) Program

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What is MTSS?

- MTSS is a system-wide approach to provide instruction and intervention at varying levels of intensity based on individual student needs.
  - A *layered* 3-tier model
  - Holistic approach supporting academics, behavioral, and social-emotional needs
  - Data driven, problem solving practice
Evidence-based core instruction

Screening for at-risk students

Support plans based on level of student need

Continual monitoring of progress

Adjustment of plan based on student response and need

MTSS Framework

Identify the Problem

Analyze the Problem

Develop a Plan

Provide Support + Monitor Progress

Evaluate + Plan Outcomes
Branching Minds Web Application

- **Streamline and scaffold MTSS practice**
  - Use data to ID who needs support
  - Find evidence-based interventions
  - Create academic/behavior/sel plans guided by best practices
  - Monitor implementation and progress
  - Streamline communication across colleagues and families
Normed assessment data, student demographics, support plan details

Data from 16 districts across 6 states, ranging in locale and poverty level

300,000 students with pre- and post-test assessment data (NWEA MAP given approximately 3.5 months apart)

58,600 students had a learning plan for a consistent 3 weeks between assessment periods

Branching Minds Web Application

allows us to collect a rich data set on student plans within a MTSS model
Questions we sought to examine

- Are we seeing a positive impact of learning plans on student academic achievement?
  - Yes (correlational data)

- Are we seeing equitable student achievement?
  - Yes, equivalent rates of growth across demographics

- Are we seeing equitable implementation of plans?
  - No, minority students are less likely to receive a plan

- Is there a difference in student achievement for plans with online-adaptive programs vs student- and teacher-lead supports/strategies?
  - No, equivalent rates of growth between adaptive PL and student/teacher strate
What we’re seeing on BrM

➢ Students with learning plans are showing growth