



Improving the Equity in Personalized Learning through a Multi-Tiered System of Support (MTSS) Approach

October 8, 2020





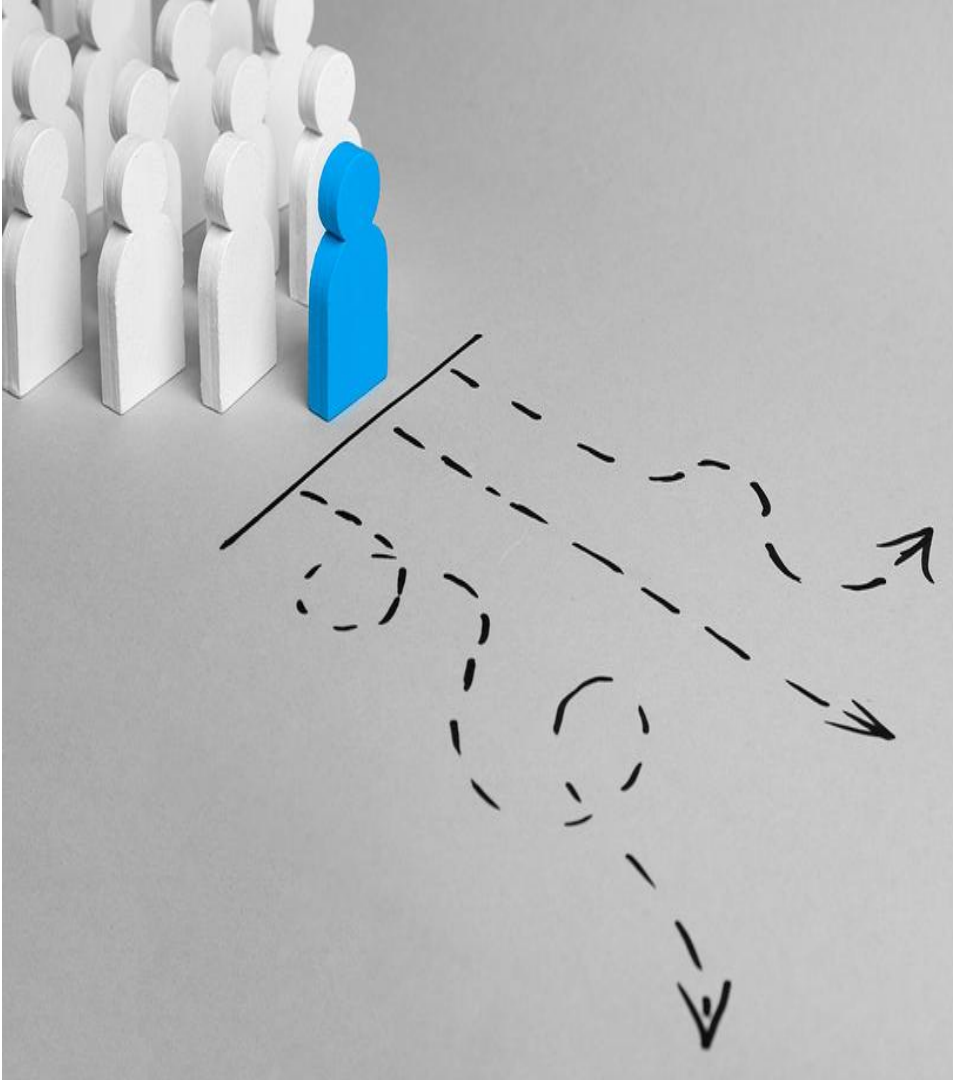
Welcome

- **Introduce yourselves.**
 - Share who you are, where you are from, and one hope you have for this school year.
- **Ask and answer questions.**
 - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
 - We will leave time for our panelists to answer questions.
- **Share your learning.**
 - Tell your colleagues what you are learning. Use #Aurora2020 on Twitter and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
 - The slides and video will be available on aurora-institute.org.



Dr. Eva Dundas
Chief Learning Officer

BRANCHING MINDS



Agenda



Personalized Learning and Equity



Research Findings on inequity of personalized support



Approach SAISD has taken to improve equity through a MTSS framework



Ways to evaluate and avoid inequity at K12 institutions

What is personalized learning (PL)?

“Learners are active participants in setting goals, planning learning paths, tracking progress and determining how learning will be demonstrated. At any given time, learning objectives, content, methods and pacing are likely to vary from learner to learner as they pursue proficiency relative to established standards.”

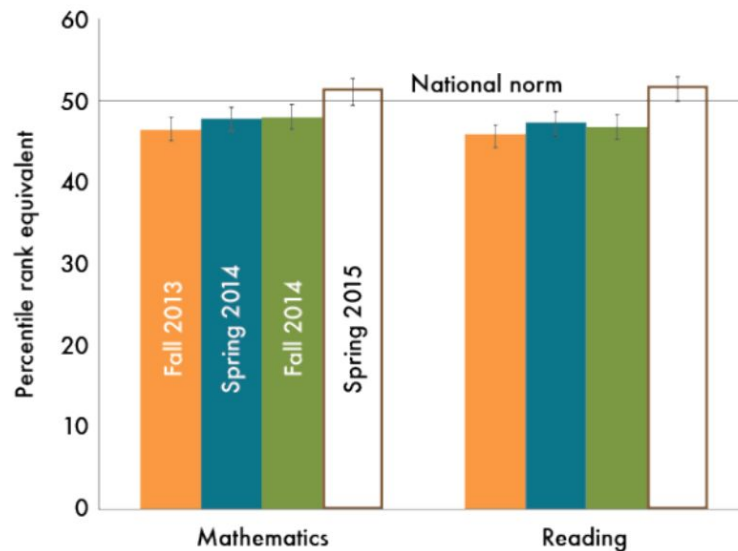
- Institute for Personalized Learning

What are different PL approaches?

- Flexible learning environments
- Competency based progression and assessment
- Learner driven content and pacing
- Project-based learning
- Blended learning
- Learner profiles
- Individual learning plans

Evidence for PL having a positive impact

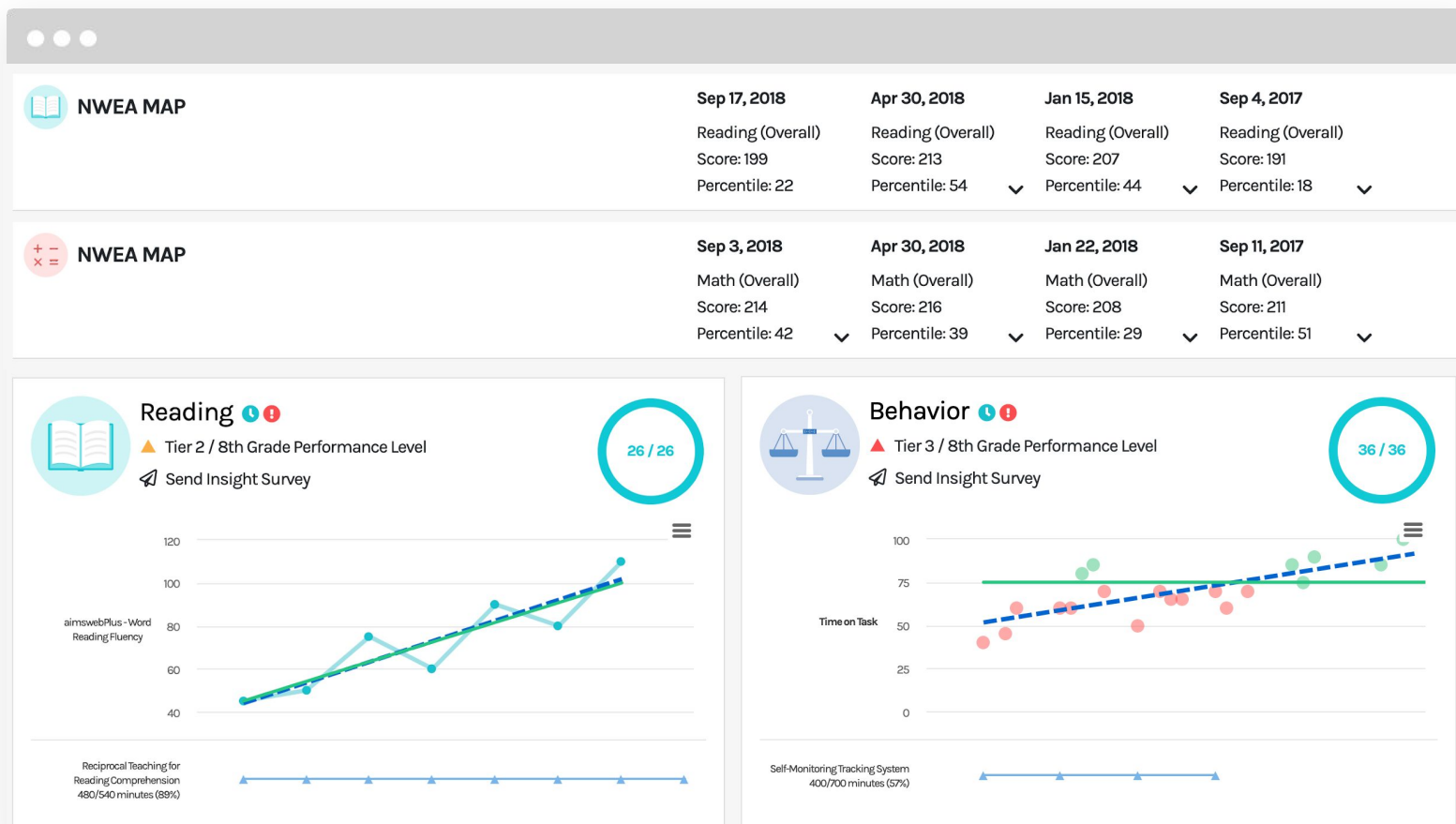
- Plethora of evidence supporting the components and approaches of PL
- Some quantitative evidence that it can be impactful at scale



Note: Solid bars indicate statistically significant differences from national norms ($p < 0.05$) after adjustment for multiple hypothesis tests.



(Pane et al, 2017)

Expanding the Evidence- base for PL





Branching Minds Support Plans





Goals

Achieve By	Status	Description	Evaluated by	Progress Measured by	Notes
08/12/19		Francis will work on developing self-monitoring skills in order to improve reading comprehension.	Eva Dundas	aimswebPlus - Reading Comprehension (Goal Score: 100)	 


Progress Monitors



aimswebPlus - Reading Comprehension








 

 Assigned to Eva Dundas  Goal Score: 100  5/13/19 - 8/12/19 

Interventions & Accommodations

Directed Reading Thinking Activity  Strategy

 Assigned to Eva Dundas  One on One  4x/week  20min  7/01/19 - 8/12/19 
480/560 planned minutes 

Concerns over PL and equity

Barriers to Personalized Learning for Historically Underserved Students

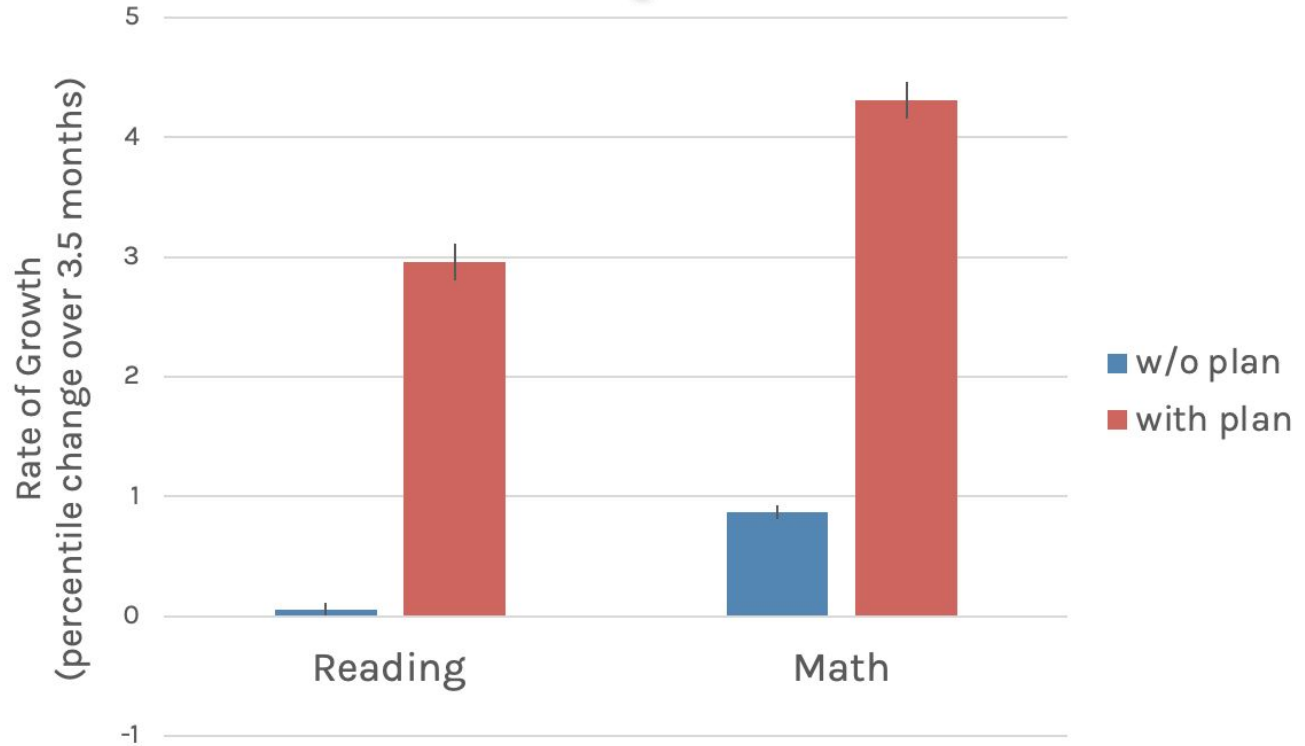
- Policymaker Awareness (read: lack thereof)
 - Technology Access/Inadequate Assistance with New Technology
 - Access to Rigorous Instruction and High-Quality Resources
 - More likely to be placed in unchallenging class
 - Implicit bias for being less capable of rigorous work
- Equity and Personalized Learning: A Research Review, Council of Chief State School Officers, 2017

Findings - Overall Achievement

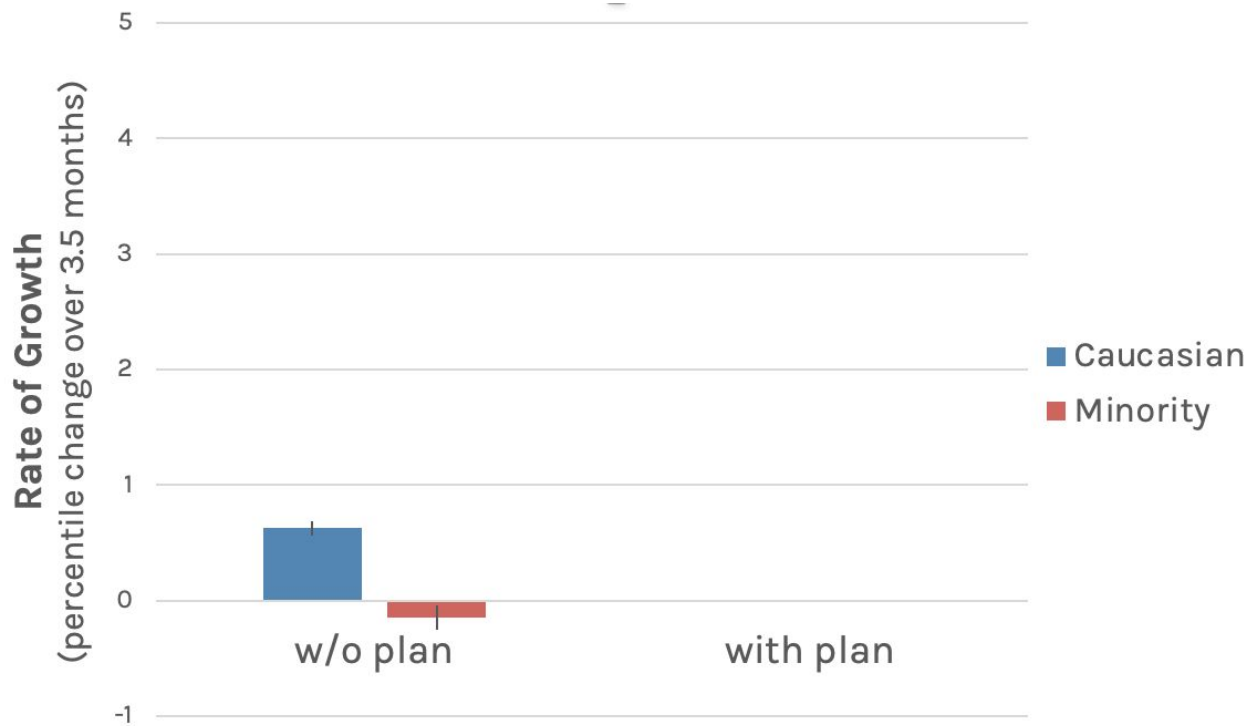
Rates of growth on NWEA
MAP assessment

300,000 students from
16 districts across **6** states

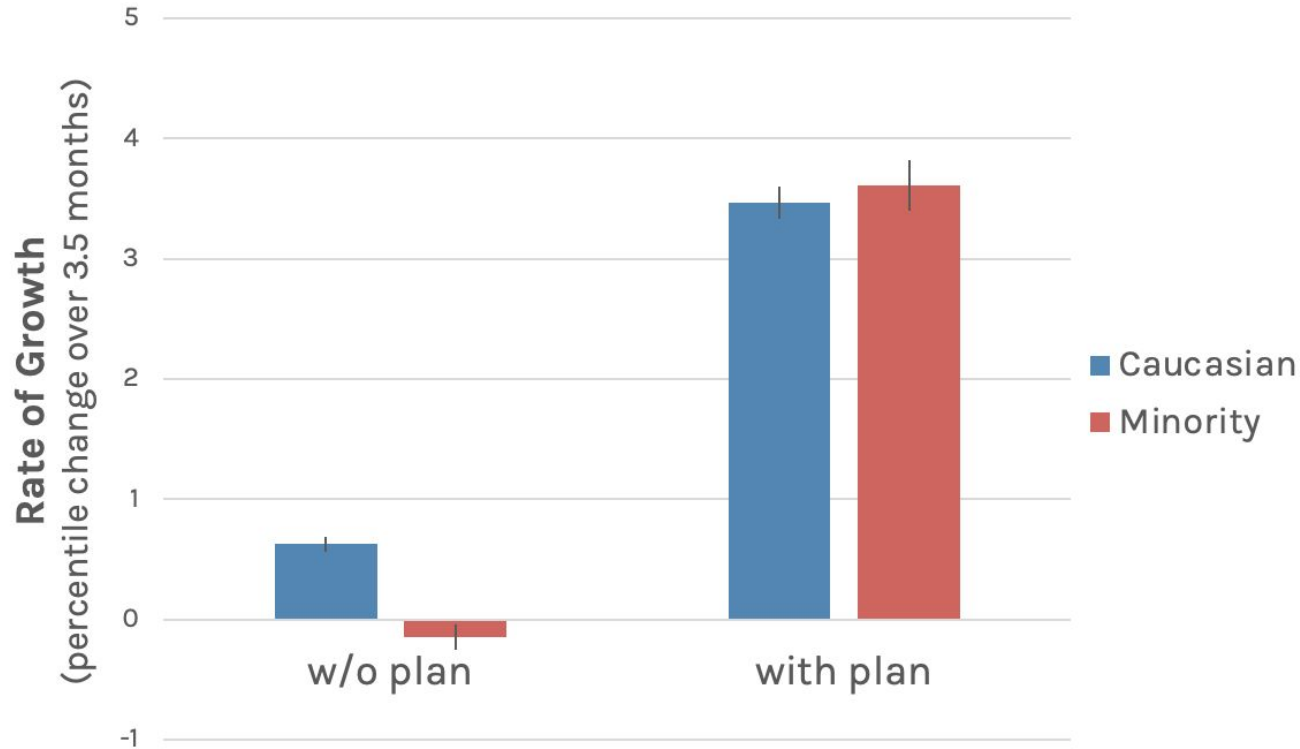
58,600 students had
learning plans



Findings - Achievement by Race



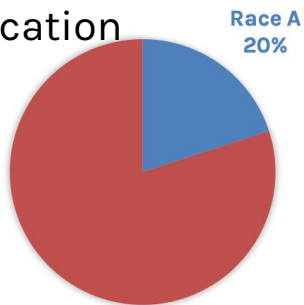
Findings - Achievement by Race



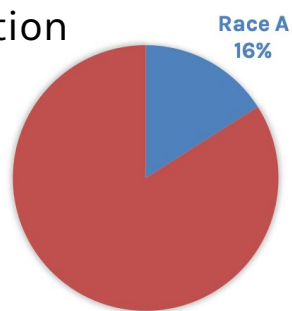
Disproportionality

An over- or underrepresentation of a particular group in special education relative to their representation in the school or district

Special Education
Placement



Population



—

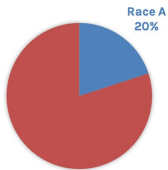
=

4%

Disproportionality of Support Plans

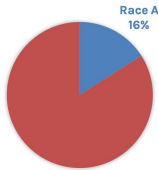
CALCULATION METHODOLOGY

Students
with Plans



-

Students who
Need a Plan



=

?

Caucasian
Students

+ 4.6%

African American
Students

- 3.3%



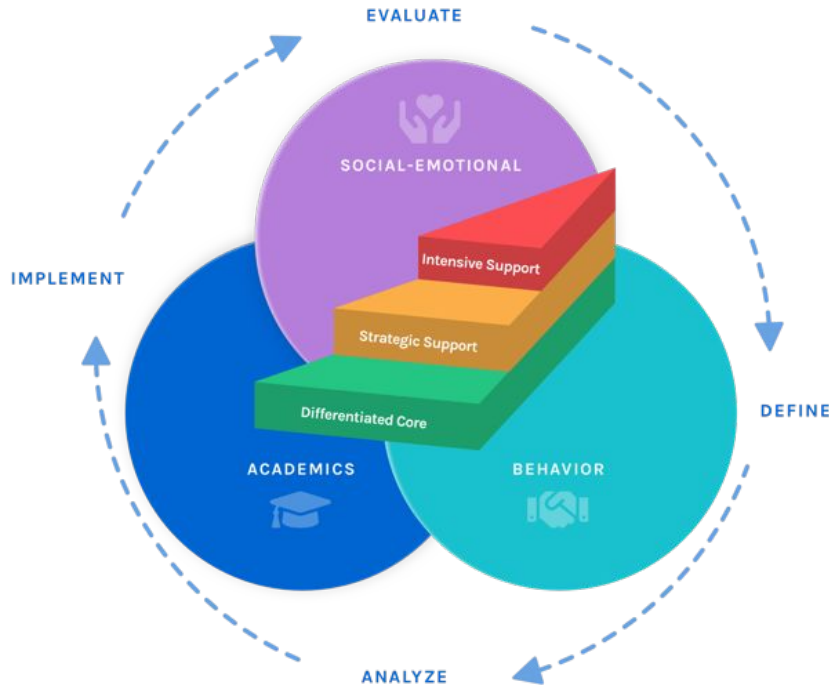
4 Districts with
support discrepancy
of **over 20%**

Bright Spot: San Antonio ISD

- Equity focused staffing model
- Non-colorblind approach
- Extensive family and community outreach
- Commitment to achieving a high fidelity, data-driven
Multi-tiered system of support (MTSS) practice

What is MTSS?

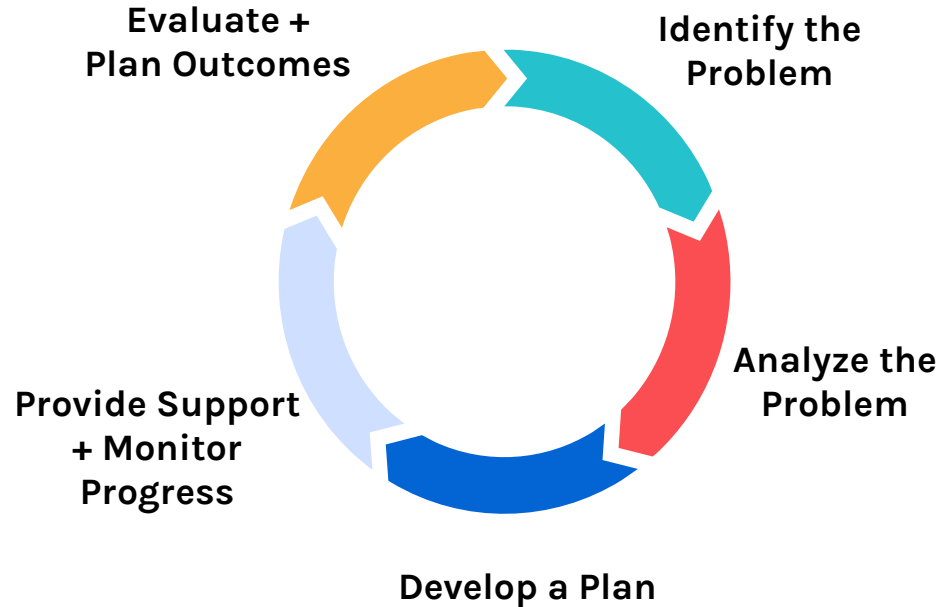
MTSS is a system-wide approach to provide to provide instruction and intervention at varying levels of intensity based on individual student needs.



- A *layered* 3 - tier model
- Holistic approach supporting academics, behavioral, and social-emotional needs
- Data driven, problem solving practice

MTSS Framework

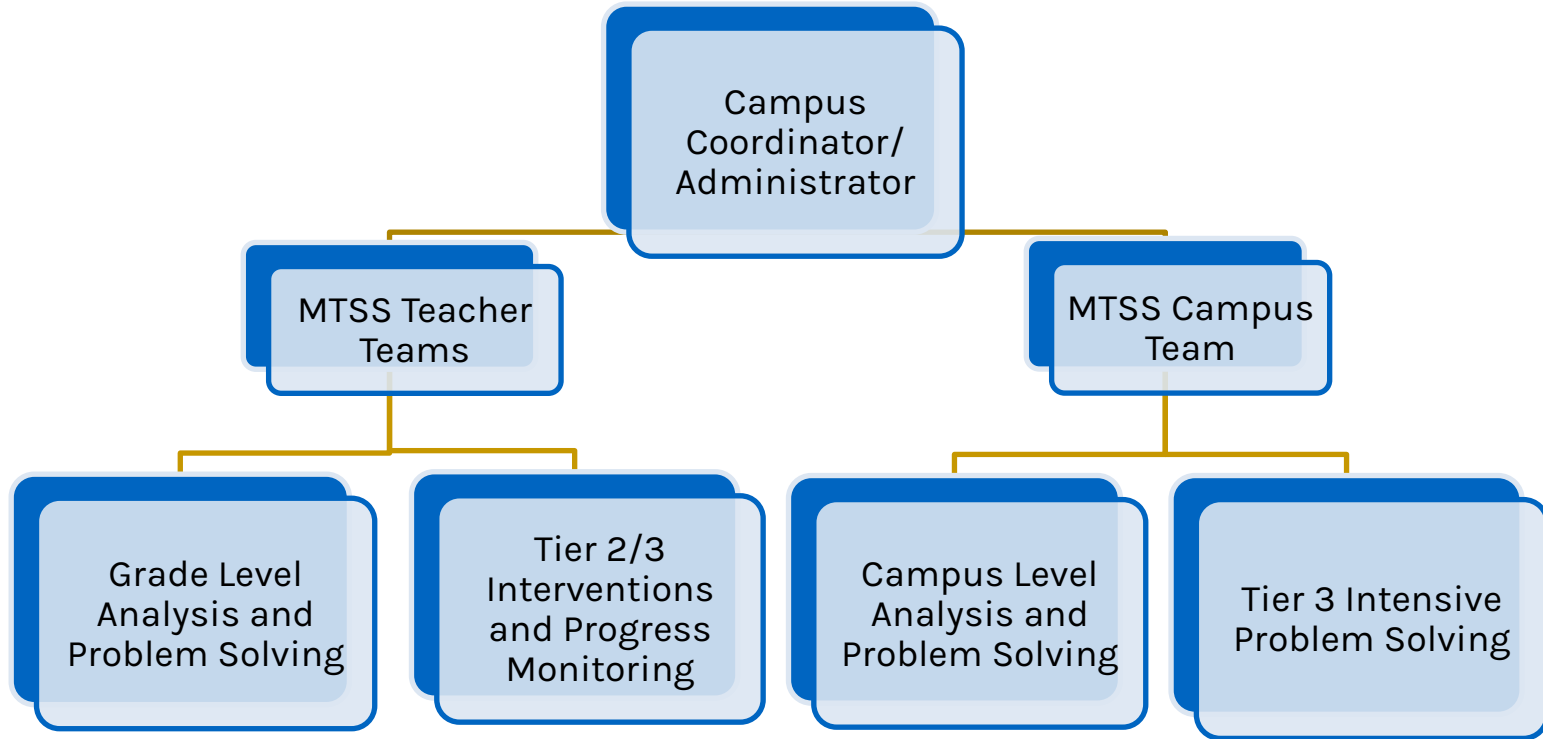
- Evidence-based core instruction
- Screening for at-risk students
- Support plans based on level of student need
- Continual monitoring of progress
- Adjustment of plan based on student response and need



MTSS at SAISD

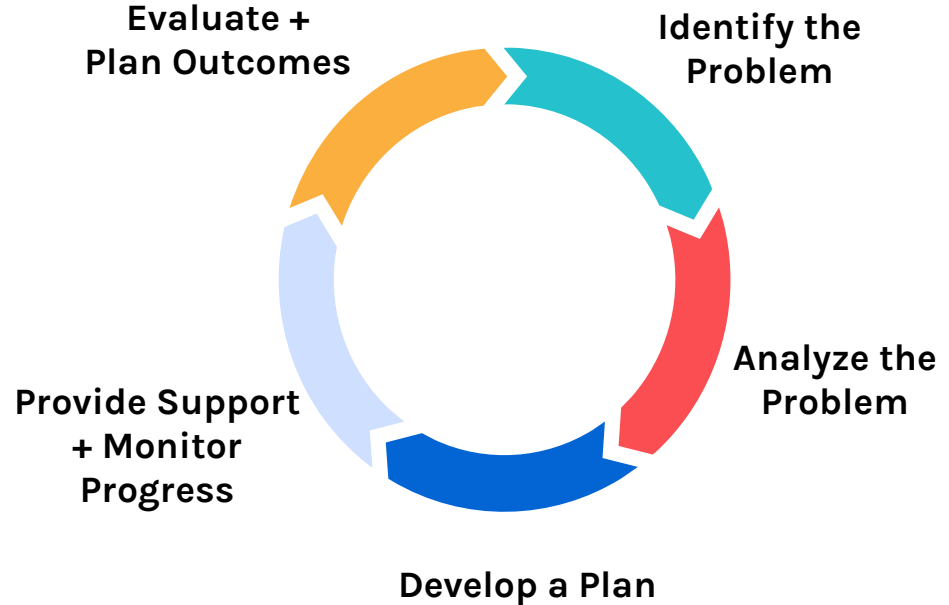
- **District Level MTSS Coordinator**
 - Established systems and structures
 - Support campus leadership
- **MTSS Coordinator at each campus/school**
 - Expert in best-practice implementation
 - Guides campus MTSS team, oversees practice
- **MTSS Lead Teacher at each campus**
 - Works with coordinator to develop model classroom
 - Guides teacher teams

Campus Level MTSS Problem-Solving Groups



MTSS Framework

- Evidence-based core instruction
- Screening for at-risk students
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Best Practices in Screening

1. Use a good screening assessment
 - a. Valid and reliable
 - b. Sensitive and specific
 - c. Evaluated for bias
2. Use consistent, predetermined “cut scores”
 - a. Based on national norms
 - b. Reflect level of need, not school capacity
3. Verify need for learning plan with additional data

What's considered “additional data”?!

- Follow-up diagnostic or curriculum-based measurement (CBM) assessment
- Recent benchmark or competency-based assessment
- Previous performance on screening or state assessment
- Grades
- Class performance
- Teacher judgement

Guiding questions for verifying need

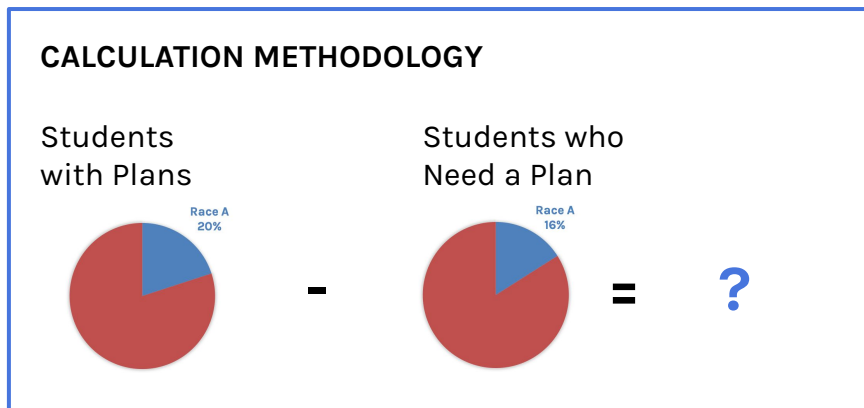
- How objective are my additional data?
- Am I holding this student to the same standards as all others?
- What other factors are influencing my judgement?

Screening Process at SAISD

- All students are given NWEA MAP Growth assessment 3x a year
- Consistent “cut-scores” set at district level
- Prior screening data, state assessment, and grades considered in verification
- Decisions made in problem-solving teams
- External factors are not exclusionary but are addressed as part of the plan

Creating your own plan

- What is our criteria for determining who needs support?
- What are our guiding questions to improve our decision making process?
- How will we evaluate and monitor the equity of implementation?



MTSS Framework and “Pure” PL

- MTSS aims to develop a system to provide students the support they need, when they need it, at the intensity they need it
- “Pure” vision for PL means that all students are active agents in their learning path and have a plan to achieve their goals
- Developing a strong MTSS practice provides the structure and systems to be able to achieve “pure” PL in an efficient, effective, and *equitable* way

Evidence that it's possible...

Districts are moving beyond support plans for typical tier 2 & 3 population (15%)



Waco ISD 88%



San Antonio ISD 52%



Burbank D111 69%



Buckeye Schools 74%

Thank you!!

The Leon Lowenstein
Foundation

Dawn Kulpa & Tori Austin



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Q&A



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2. **Lessons from COVID-19: How Competency-Based Education Provided for Continuity of Learning in Three North Carolina Schools and Is Shaping the Path Forward** | October 15, 2020 | 2 pm ET
3. **High School Internships in the Time of COVID-19: Mentorship, Connections, and More in Virtual Work-Based Learning** | October 19, 2020 | 2 pm ET
4. **Choice in Learning: Examination of Students' Use of Flex Time in High School** | October 22, 2020 | 2 pm ET
5. **Competency-Based Education Systems: Performance Assessment Using Proficiency Scales** | November 5, 2020 | 2 pm ET
6. **Deeper Competency-Based Learning: Making Equitable, Student-Centered, Sustainable Shifts** | November 10, 2020 | 2 pm ET
7. **Designing Engaging, Purposeful, Rigorous Tasks for Remote and In-Person Learning** | November 12, 2020 | 2 pm ET
8. **Supporting the Learner Throughout Their Competency-Based Journey: Examining Tech Standards** | November 17, 2020 | 2 pm ET

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