



# SCUSD BOARD OF EDUCATION MTSS High Quality Instruction Strategic Planning

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# Every system is perfectly designed to get the results it gets

## SCUSD CORE VALUES

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

## SCUSD GUIDING PRINCIPLE

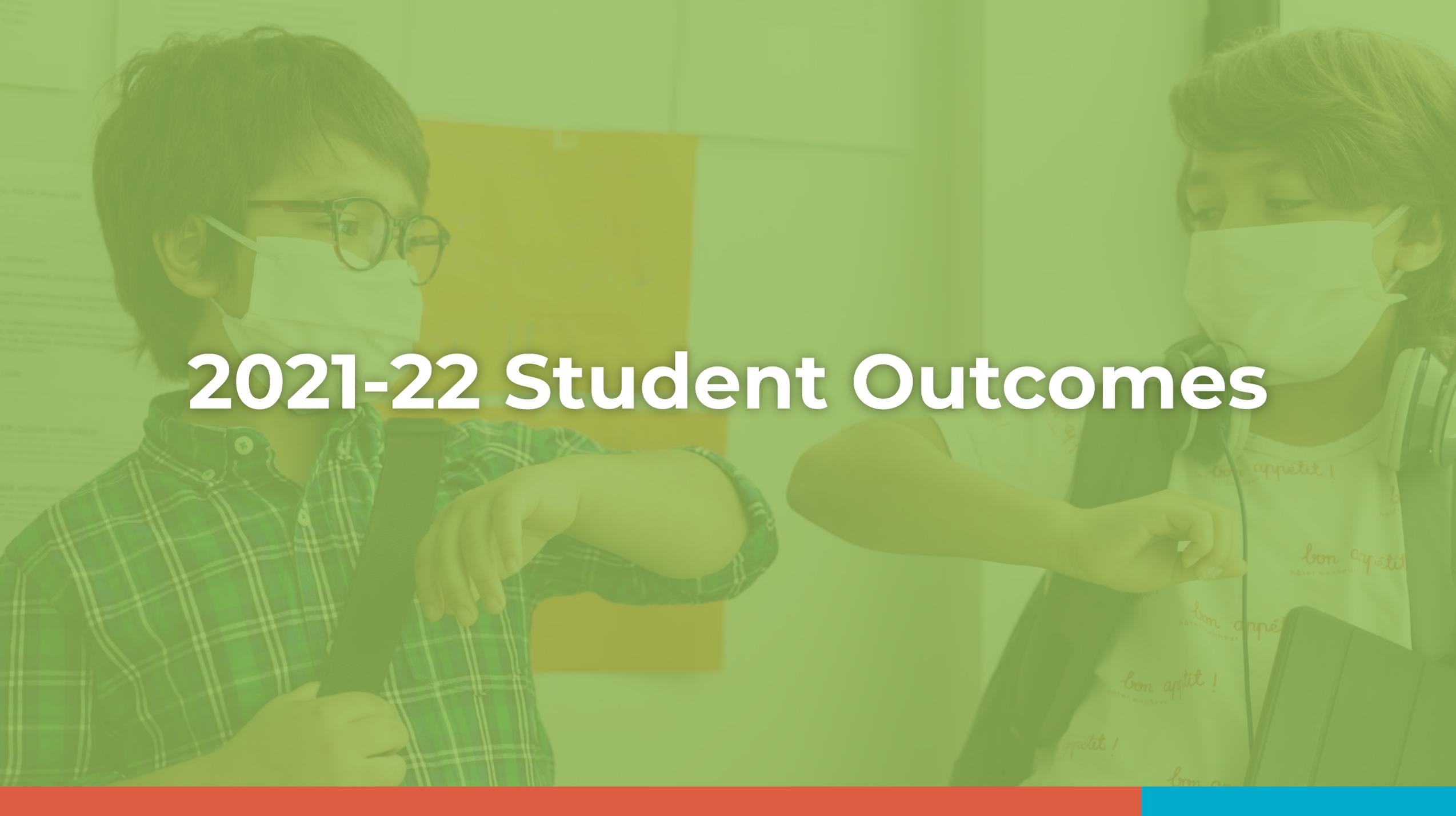
All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

# Desired Takeaways

1. Consider how our student outcomes require that we reevaluate the ways we serve our students and families
1. Be introduced to the 2022-23 SCUSD Strategic Problem of Practice (POP) and how it is anchored in our MTSS framework
1. Share conditions and supports needed to foster our collective accountability

# Acronym Glossary

- MTSS = Multi-Tiered System of Supports
- HQI = High Quality Instruction
- SBAC = Smarter Balanced Assessments
- PELP = Harvard's Public Education Leadership Project
- POP = Problem of Practice
- CCEE = California Collaborative for Educational Excellence
- SPSA = Single Plan for Student Achievement

A photograph of two students in a classroom or kitchen setting. The student on the left is wearing a green and white plaid shirt, glasses, and a white face mask. The student on the right is wearing a white apron with the text 'bon appetit!' and a white face mask. They are both looking at a laptop screen, with the student on the right pointing at it. The background is a light-colored wall with a yellow poster. The entire image has a green tint, and the text '2021-22 Student Outcomes' is overlaid in white.

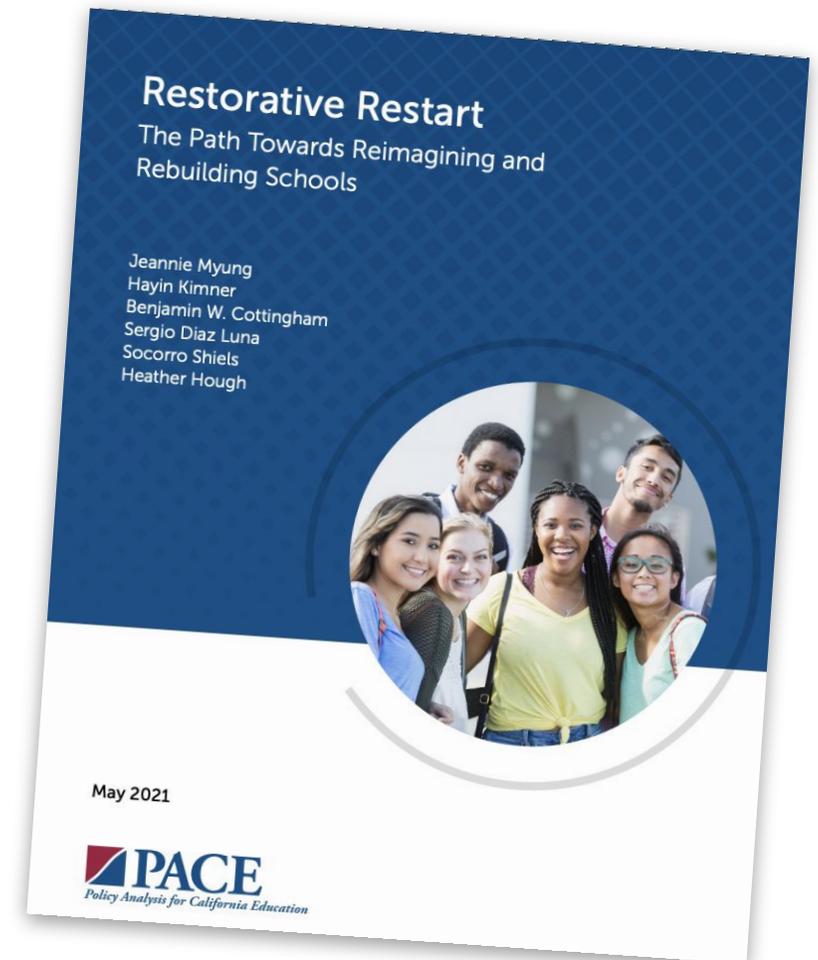
# 2021-22 Student Outcomes

# Policy Analysis for California Education

Improving Education Policy and Practice and Advancing Equity Through Experience

“ At its foundation, an MTSS model provides all students with high-quality, evidence-based instruction and support in core content, behavior, and social-emotional learning, known as Tier 1. **Approximately 80 percent of students should be able to meet benchmark targets through Tier 1 instruction and support. If fewer than 80 percent meet the established goals, Tier 1 approaches should be reconsidered and refined (Hoover, 2011).**

[PACE Restorative Restart, 2021](#)



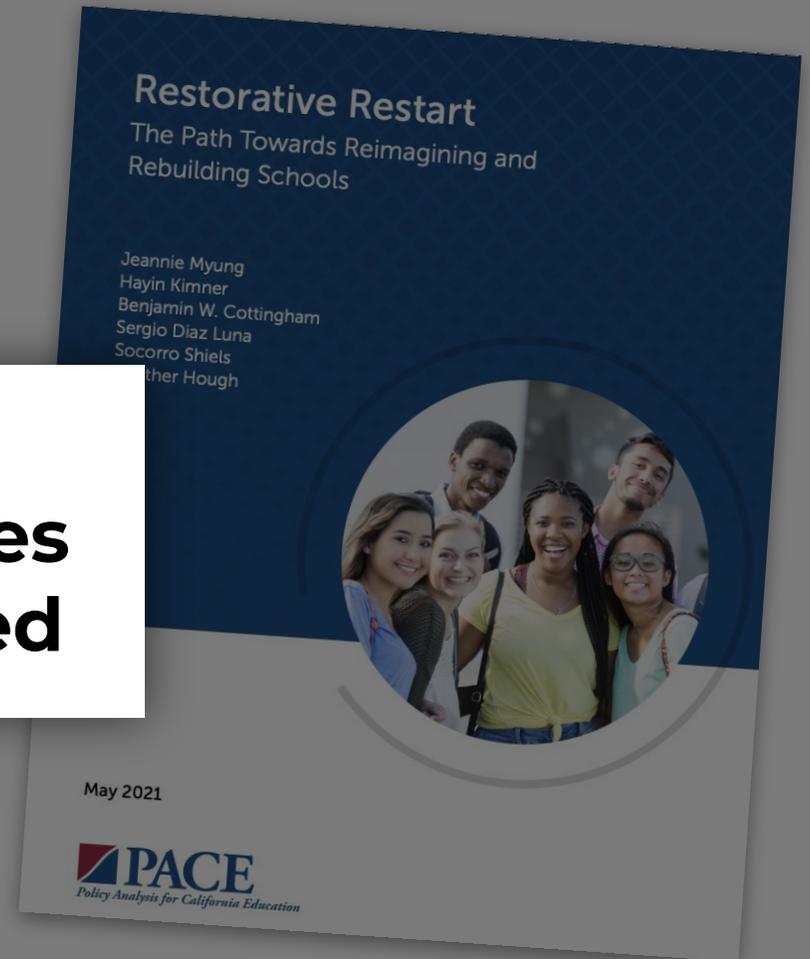
# Policy Analysis for California Education

Improving Education Policy and Practice and Advancing Equity Through Experience

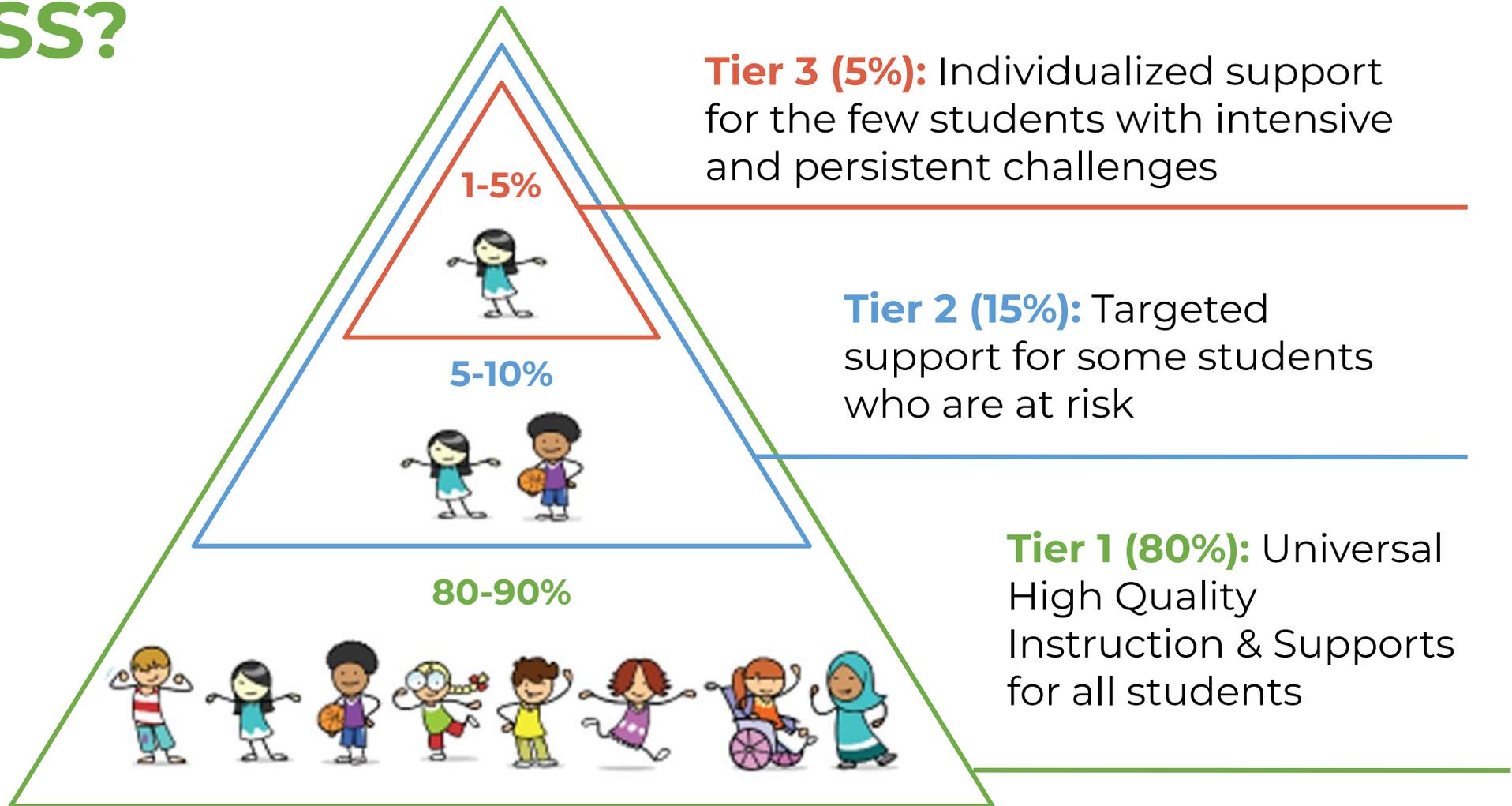
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[PACE Restorative Restart, 2021](#)



# What is MTSS?



# Why MTSS? Academics

Spring 2022 SBAC: ELA

Ethnicity/Race	Students at PL 1 - Standards Not Met	Students at PL 2 - Standards Nearly Met	Students at PL 3 - Standards Met	Students at PL 4 - Standards Exceeded	# Standards Met/ Exceeded	% Standards Met/ Exceeded	2018-19 % Standards Met/ Exceeded	Percentage Point Diff. in Standards Met/ Exceeded 2018-19 and 2021-22
White	708	598	926	1060	1986	60%	66%	(6)
Filipino	56	52	68	59	127	54%	60%	(6)
Asian	1215	812	948	695	1643	45%	49%	(4)
Hispanic	3626	2102	1663	788	2451	30%	35%	(5)
American Indian or Alaska Native	58	22	21	9	30	27%	28%	(1)
Native Hawaiian or Other Pacific Islander	268	100	66	25	91	20%	27%	(7)
Black or African American	1403	526	359	97	456	19%	24%	(5)
Two or More Races	462	292	427	396	823	52%	54%	(2)
Grand Total	7796	4504	4478	3129	7607	38%	43%	(5)

Program Participation	Students at PL 1 - Standards Not Met	Students at PL 2 - Standards Nearly Met	Students at PL 3 - Standards Met	Students at PL 4 - Standards Exceeded	# Standards Met/ Exceeded	% Standards Met/ Exceeded	2018-19 % Standards Met/ Exceeded	Percentage Point Diff. in Standards Met/ Exceeded 2018-19 and 2021-22
Socioeconomically Disadvantaged	5913	2771	2119	880	2999	26%	34%	(8)
Received Special Education Services	1958	457	244	113	357	13%	14%	(1)
English Learner	2552	910	351	53	404	10%	9%	1

# Why MTSS? Academics

Spring 2022 SBAC: Mathematics

Ethnicity/Race	Students at PL 1 - Standards Not Met	Students at PL 2 - Standards Nearly Met	Students at PL 3 - Standards Met	Students at PL 4 - Standards Exceeded	# Standards Met/ Exceeded	% Standards Met/ Exceeded	2018-19 % Standards Met/ Exceeded	Percentage Point Diff. in Standards Met/ Exceeded 2018-19 and 2021-22
White	929	759	768	834	1602	49%	54%	(5)
Filipino	78	63	41	52	93	40%	50%	(10)
Asian	1510	957	629	634	1263	34%	42%	(8)
Hispanic	4671	1996	1014	521	1535	19%	25%	(6)
American Indian or Alaska Native	73	25	11	4	15	13%	18%	(5)
Native Hawaiian or Other Pacific Islander	303	101	43	17	60	13%	15%	(2)
Black or African American	1735	429	155	56	211	9%	13%	(4)
Two or More Races	622	338	292	321	613	39%	42%	(3)
Grand Total	9921	4668	2953	2439	5392	27%	33%	(6)

Program Participation	Students at PL 1 - Standards Not Met	Students at PL 2 - Standards Nearly Met	Students at PL 3 - Standards Met	Students at PL 4 - Standards Exceeded	# Standards Met/ Exceeded	% Standards Met/ Exceeded	2018-19 % Standards Met/ Exceeded	Percentage Point Diff. in Standards Met/ Exceeded 2018-19 and 2021-22
Socioeconomically Disadvantaged	7248	2646	1220	636	1856	16%	24%	(8)
Received Special Education Services	2125	355	164	116	280	10%	11%	(1)
English Learner	2865	799	234	85	319	8%	10%	(2)

# Why MTSS? Chronic Absenteeism

Year	Total
17/18	17.7%
18/19	18.4%
19/20	16.5%
20/21	22.8%
21/22	40.0%

Ethnicity/Race	21/22
American Indian	59.8%
Asian	24.9%
Black or African American	58.5%
Hispanic	44.7%
2 or more races	39.6%
Pacific Islander	56.2%
White	28.3%

Student Programs	21/22
Socioeconomically Disadvantaged	48.4%
Received Special Education Services	48.9%
English Learner	37.4%

# Why MTSS? Suspension

Year	1+ More Suspension (all students)	# students
2022	4.6%	1969
2021	0%	0
2020	3.6%	1611
2019	5.4%	2500
2018	5.7%	2659

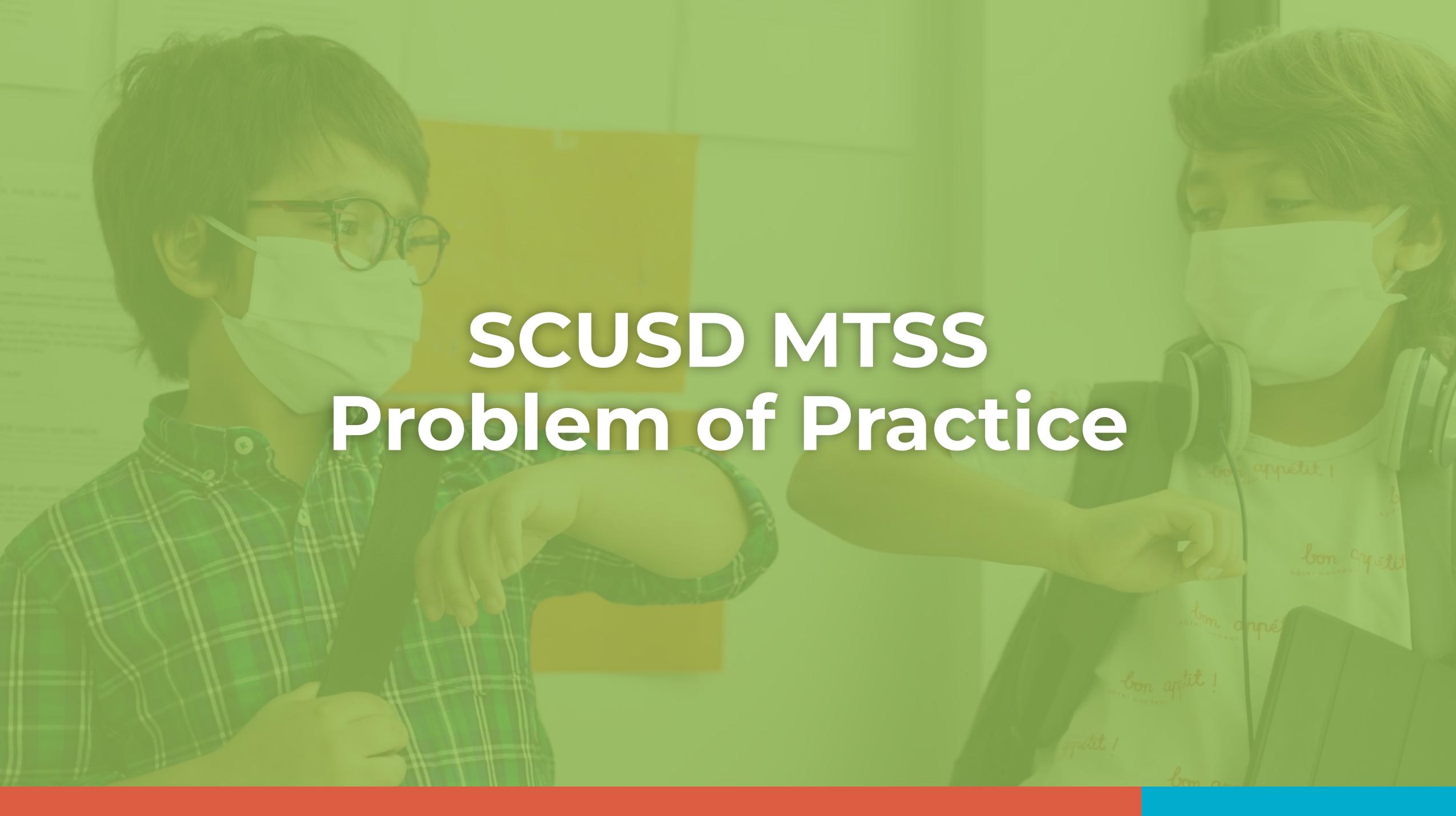
Year	1+ More Suspension (Black/African American students)	# students
2022	11.5%	635
2021	0%	0
2020	10.0%	628
2019	13.7%	944
2018	15.4%	1074

# Why MTSS? Suspension

Year	% of All Student Suspensions who Identify as Black/African American
2022	32%
2021	0%
2020	39%
2019	38%
2018	40%

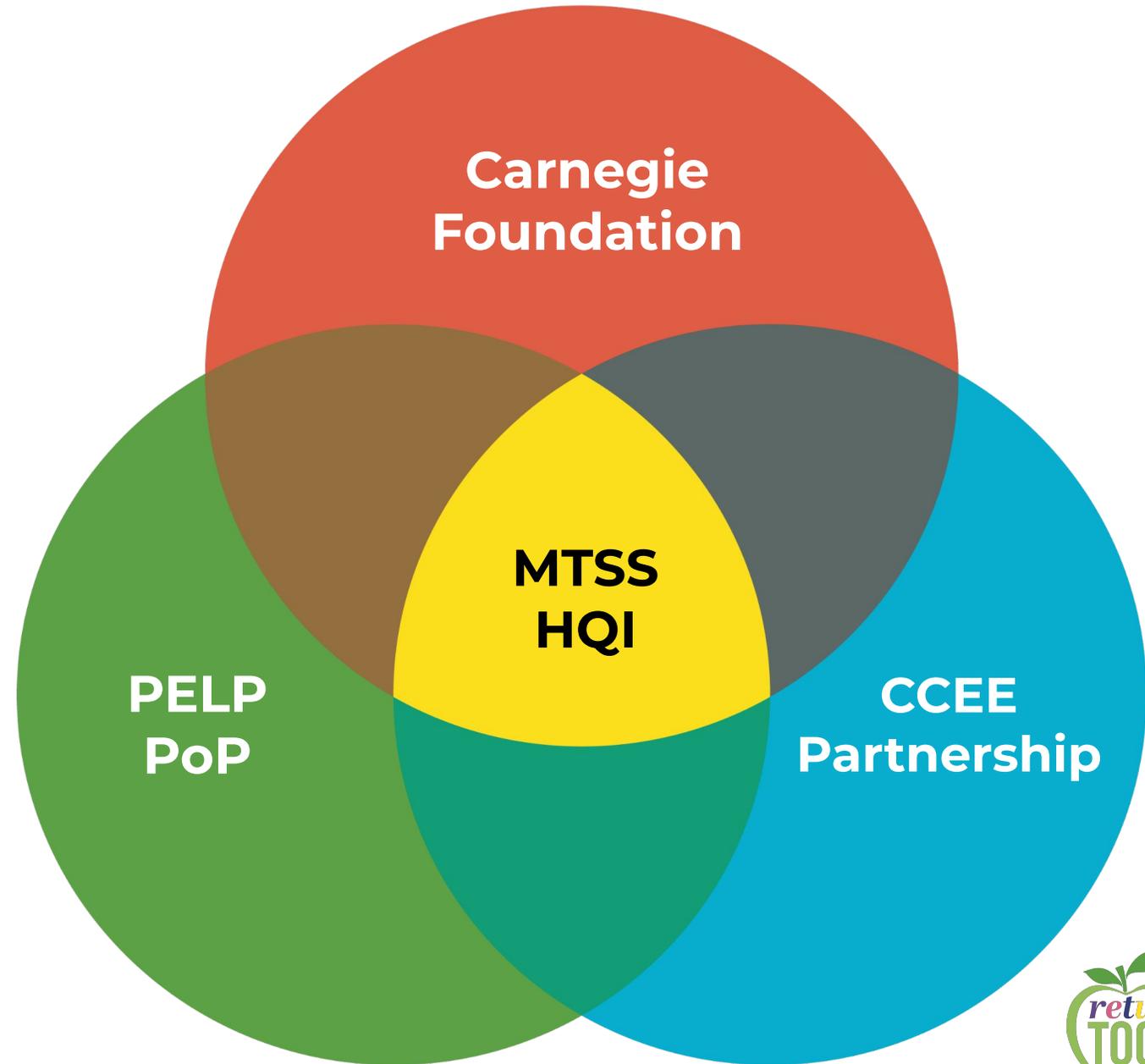
# THE INTENT OF MTSS IN SCUSD

Multi-Tiered Systems of Support will permeate our system as the **foundation** for all practices and decision-making to ensure **high quality tier one instruction** matched with effective, evidence-based interventions and supports for **ALL students.**

The image shows two young people, likely students, in a classroom or office setting. They are both wearing white face masks and large headphones. The person on the left is wearing a green and white plaid shirt and glasses. The person on the right is wearing a white t-shirt with the phrase "bon appétit!" repeated in a cursive font. They appear to be engaged in a collaborative activity, with the person on the right pointing at a laptop screen. The background is slightly blurred, showing a wall with some papers or posters. The entire image has a green tint, and the text "SCUSD MTSS Problem of Practice" is overlaid in the center in a bold, white, sans-serif font.

# SCUSD MTSS Problem of Practice

# MTSS Strategic Planning



# MTSS Strategic Planning

## Problem of Practice V9.0

We have failed to define and implement a coherent professional learning model focused on **high-quality tier-one instruction (HQI) within a multi-tiered system of supports (MTSS)** for all students, resulting in unacceptably low achievement rates of 27% of students meeting standards in Math and 38% in ELA, and even lower among our most vulnerable students with significant racial disproportionality.



# Theory of Action

## MTSS High Quality Instruction

### If we...

1. **develop** and implement a district-wide, strategic, three-year professional learning plan *that*
2. **define** high-quality, tier-one instruction for black and brown students within a multi-tiered system of supports *and*
3. **empower** site leaders to engage staff in creating site-based, district-aligned instructional frameworks tied to the School Plan for Student Achievement

### then...

site leaders will have the support and capacity to implement and monitor effective tier-one instruction practices within our MTSS structure.

# 2022-23 Implementation Strategy

PHASE	ACTION	PROPOSED COMPLETION DATE
<b>1: Design</b>	Design Initial MTSS HQI Strategic Plan	August 2022
<b>2: Research &amp; Development</b>	Define SCUSD HQI and create a multi-year professional learning plan	September 2022 - December 2022
<b>3: Alignment</b>	Design Site-Based Instructional Frameworks aligned with SCUSD HQI	January 2023 - March 2023
<b>4: Coherence</b>	Align Site Achievement Plans (SPSA) with SCUSD HQI based on the Site Instructional Frameworks	April 2023 - May 2023

# How do we collectively promote and protect this work?

**Create the conditions for our fostered accountability through an integrated, cross-departmental & cross-functional effort that includes:**

- Goal & Role Clarity - all departments
- Supports - structural & cultural
- Freedom - participate in and own the work
- Information - access and decision making
- Resources - aligned and available

A photograph of a classroom with several students sitting at desks. The foreground student is a young woman with curly hair, wearing a black face mask and a red shirt, focused on writing in a notebook with a pen. Other students in the background are also working, some wearing masks. The entire image has a semi-transparent green overlay.

# Questions & Discussion