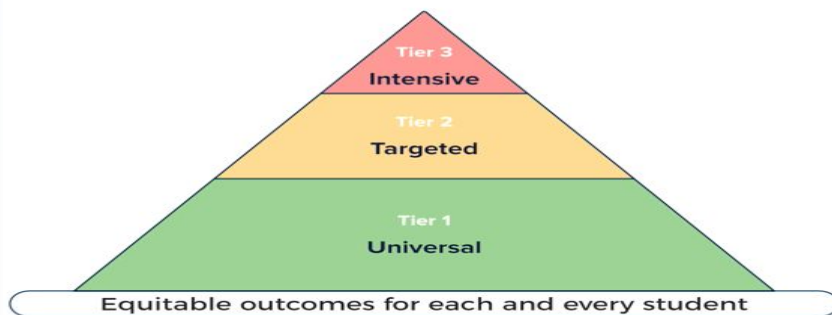


# MTSS: Social Emotional and Academic Learning

## First Semester Analysis



School Board Presentation  
February 18, 2021

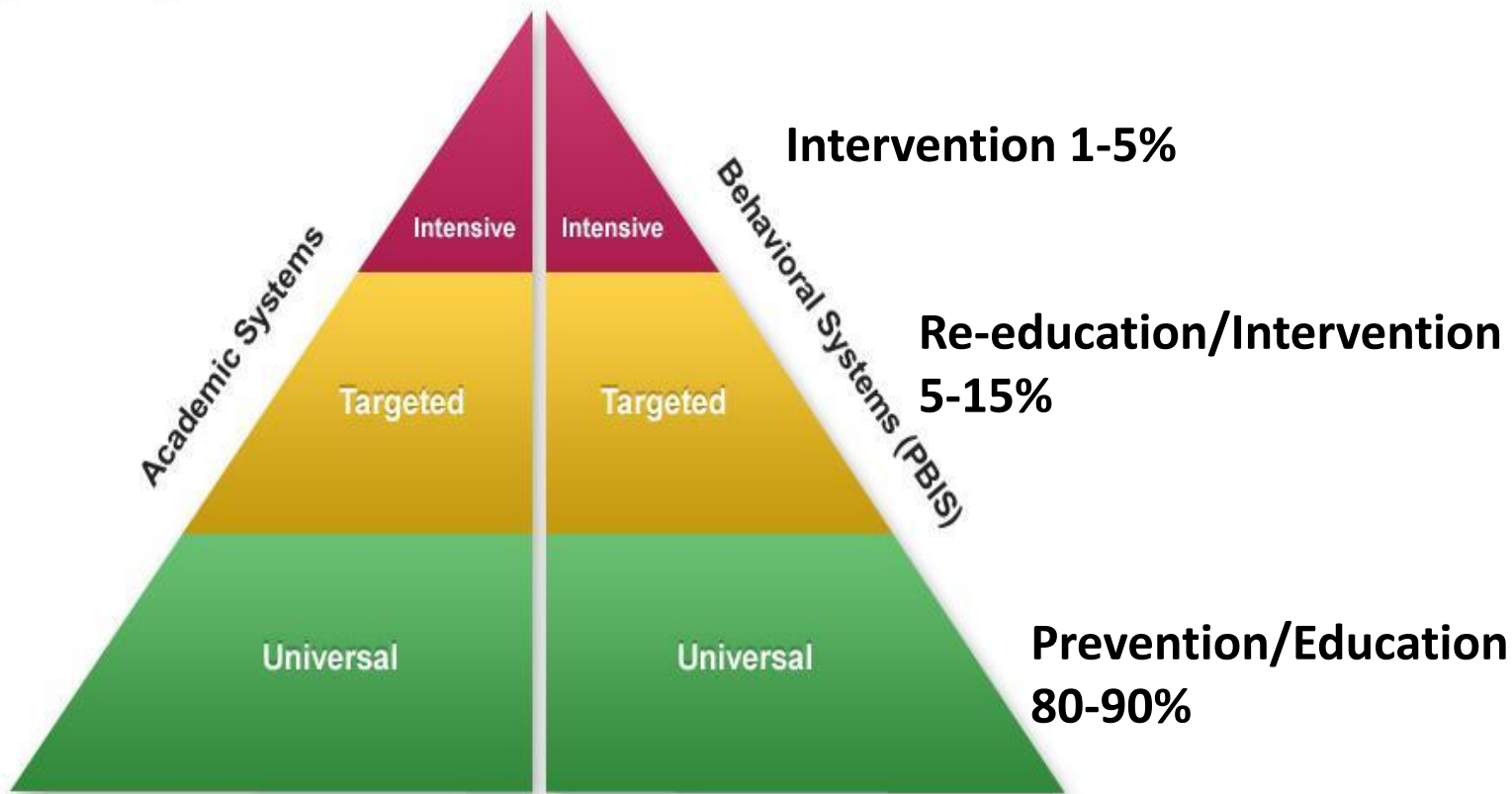
# Essential Question

How do schools support students' SEAL progress through the MTSS lens from Q1 to Q2?

2025

EQUITY FOR ALL

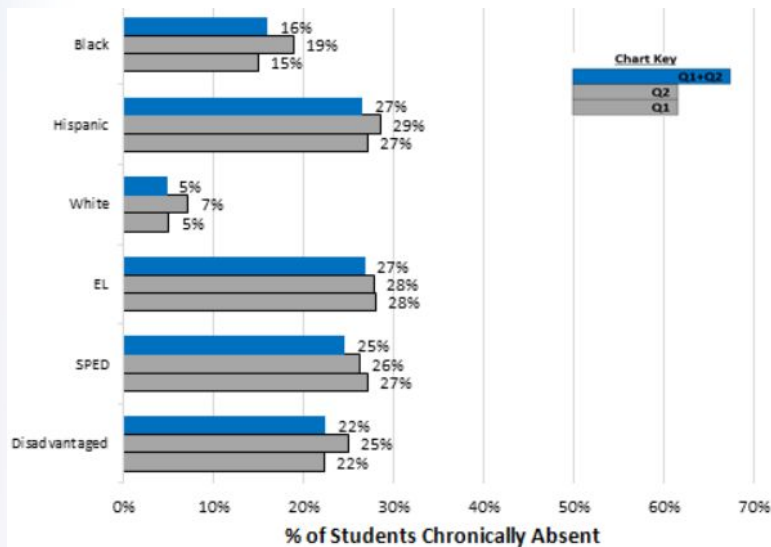
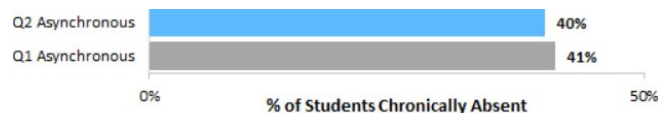
# MTSS Structure



# Chronic Absenteeism Analysis

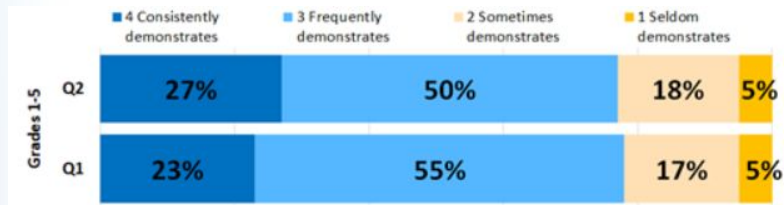
Rates of chronic absenteeism increased slightly between first and second quarter.

Asynchronous days was still a driver of overall chronic absenteeism in the second quarter.



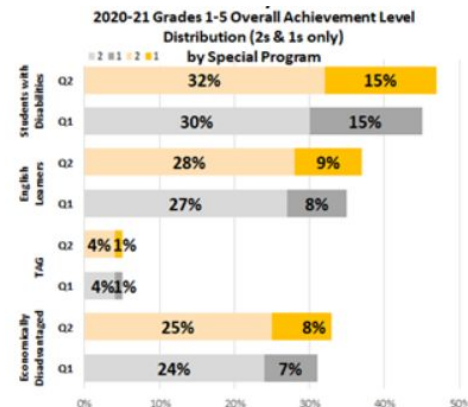
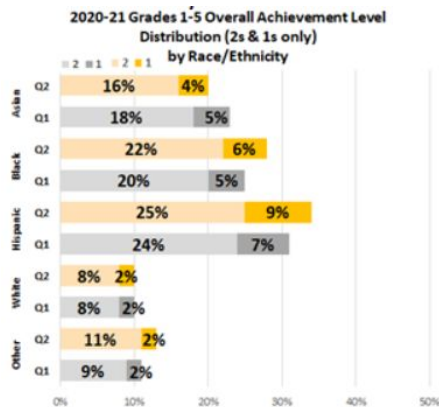
Disparities remained with English Learner, Hispanic, and Special Education student groups having the highest rates of chronic absenteeism.

# Elementary Grades Analysis



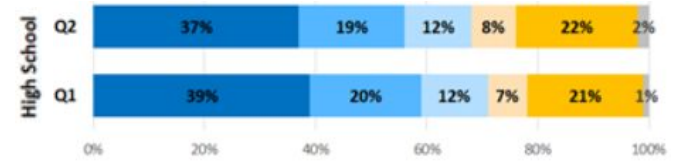
Elementary grade distributions remained relatively stable between first and second quarter.

Disparities remained with Special Education, English Learner, Hispanic, and Black student groups receiving the greatest ratios of 1's and 2's within student groups.



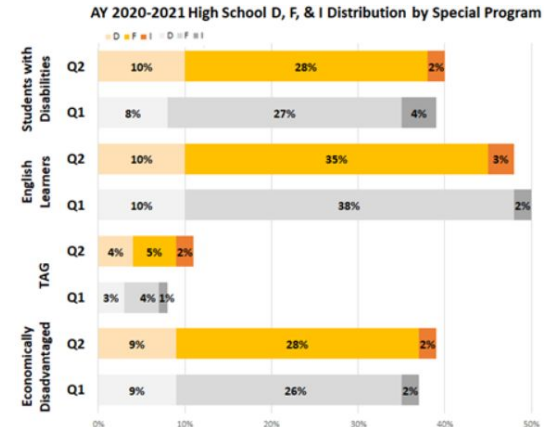
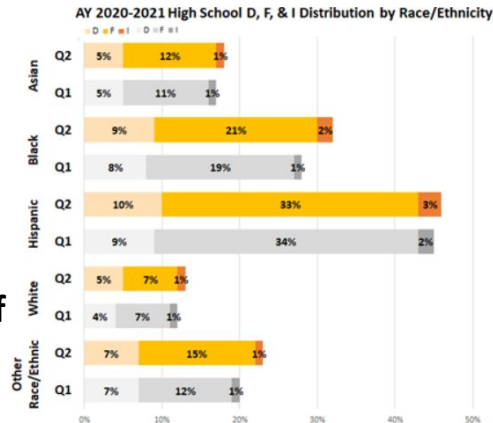
# Secondary Grades Analysis

High and Middle School grade distributions remained relatively stable between first and second quarter.



Middle schools did see an increase in Incompletes in Q2 which decreased the ratio of F's.

Disparities remained with English Learner, Special Education, Hispanic, Economically Disadvantaged and Black student groups receiving the greatest ratios of D/F/Is within student groups.



## Division Results: COVID-19 Brief Screener

- 69% of eligible students completed the UCLA COVID-19 Brief Screener
  - 7,855 out of 11,367 students (grades 3-12)
  - Opt-outs and other factors
- Two elevated areas across the division:
  - Avoidance of Reminders
  - Arousal and Reactivity Symptoms
- 3.5% of students had scores of 30+/44
  - 13.4% of students had scores of 21-29/44
- Response from the division and schools

# Social Emotional Academic Learning

SEAL is the process through which children and adults understand and manage emotions and acquire positive relationship and decision making skills.

-Collaborative for Academic, Social, and Emotional Learning (CASEL)





# SEAL: How are we supporting?



Building Emotionally Literate Schools

## Implementation Timeline:

- 2019-20 SY: 3 schools
- 2020-21 SY: 5 schools
- 2021-22 SY: All additional schools/programs

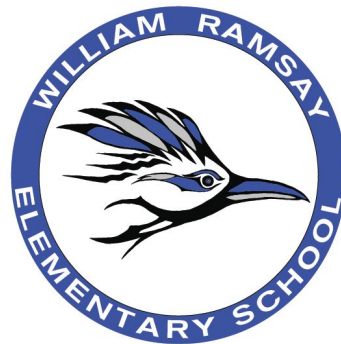
*\*Train the trainer model*

*\*Start w/faculty and staff first*

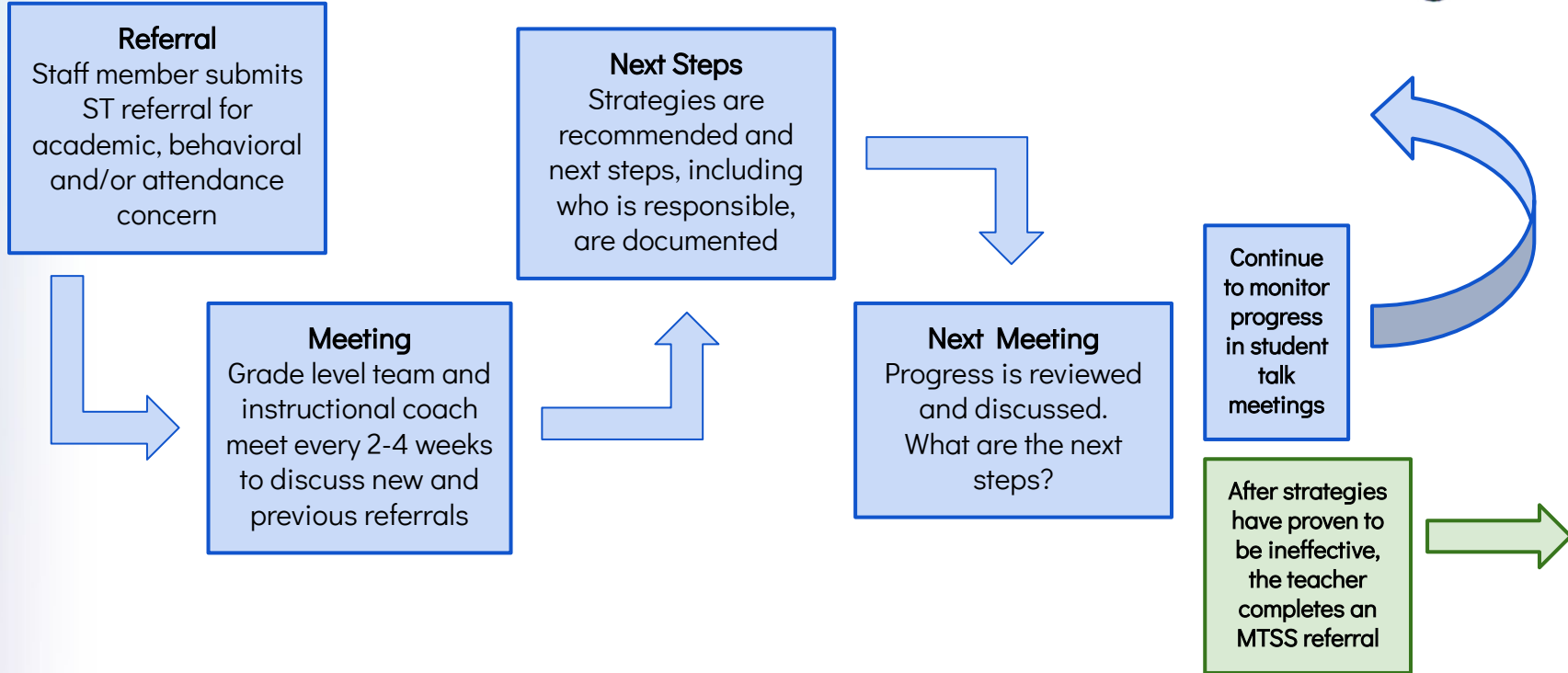
## SEAL Calendar

- Provided monthly to schools to support curriculum development
- Includes topics and resources
- Includes PBIS, Restorative Practices/Community Circles
- Includes curriculum to support trauma responses

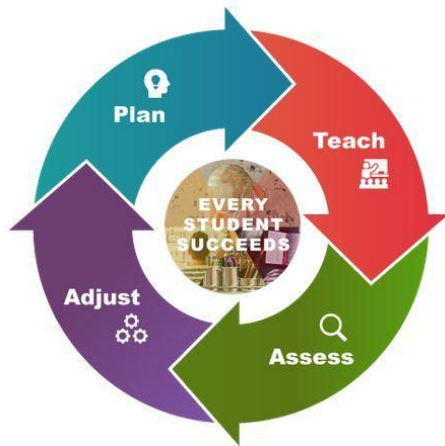
# Welcome Principals



# Tier I Problem Solving: Student Talk Meetings



# Data Analysis and Application: at William Ramsey ES



## 1

### Benchmark Assessments

Students in K-5 take reading and math assessments during the first month of school.

## 2

### Compile Data

Teachers compile data in one central data spreadsheet by grade.

## 3

### Identify Tier 2 & 3 Students

Based off certain criteria for both math and reading

## 4

### Analyze Data

Use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students.

## 5

### Progress Monitoring

Use a monitoring process to review student intervention outcome data for targeted intervention students to ensure fidelity and effectiveness.

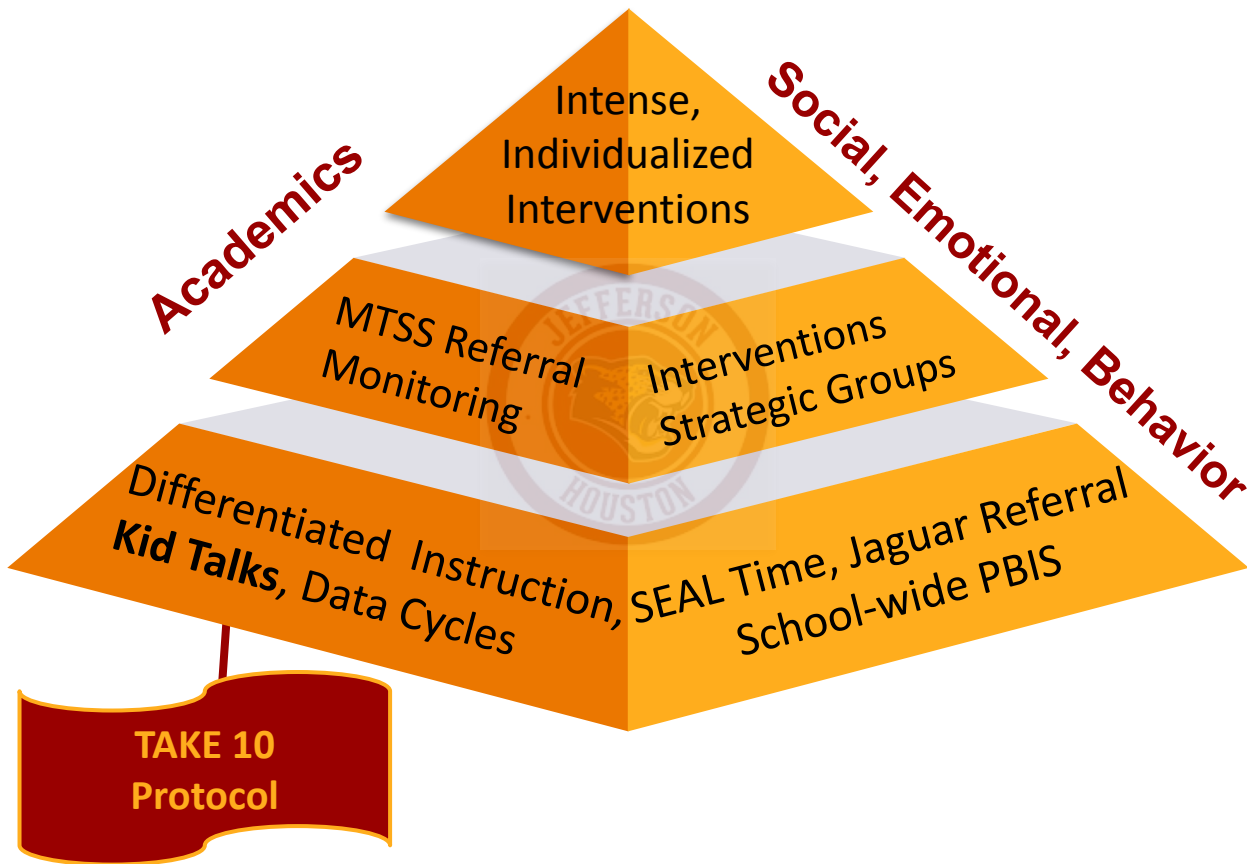
## 6

### Reassess

Based on student progress, we will make instructional decisions to implement changes to the interventions.

E	F	G	H	I	L	M	N	O	P	T
Race Code	ELL Level	SPED	Q1 Tier	Q2 Tier	MAP Re	MAP Re	MAP Qi	Q1 F & P	Q2 F	Q4 F & P
H			1	1	205	195	-10	P	R	S
H	5.3		1	1	185	182	-3	N	S	U
B	5		2	1	177	177	0		N	P
H	4.9		2	1	190	181	-9		N	P
NA	3.9		3	2	175	160	-15	M	K	L
B			1	1	215	224	9	S	U	Withdrawn
H	5.3		1	1	211	201	-10		W	Y
H	4.7		3	2	179	192	13	N	O	P
H	5.8		1	1	203	196	-7	P	R	S
B							0		Q	T
H	4		1	1	186	185	-1	O	Q	R
P	3.7	7	3	3	179	178	-1	I	I	J
B			1	1	210	217	7	O	P	R
H	5.3		3	3	188	180	-8	L	M	N

# Tier I Discussion Protocol: Jefferson-Houston



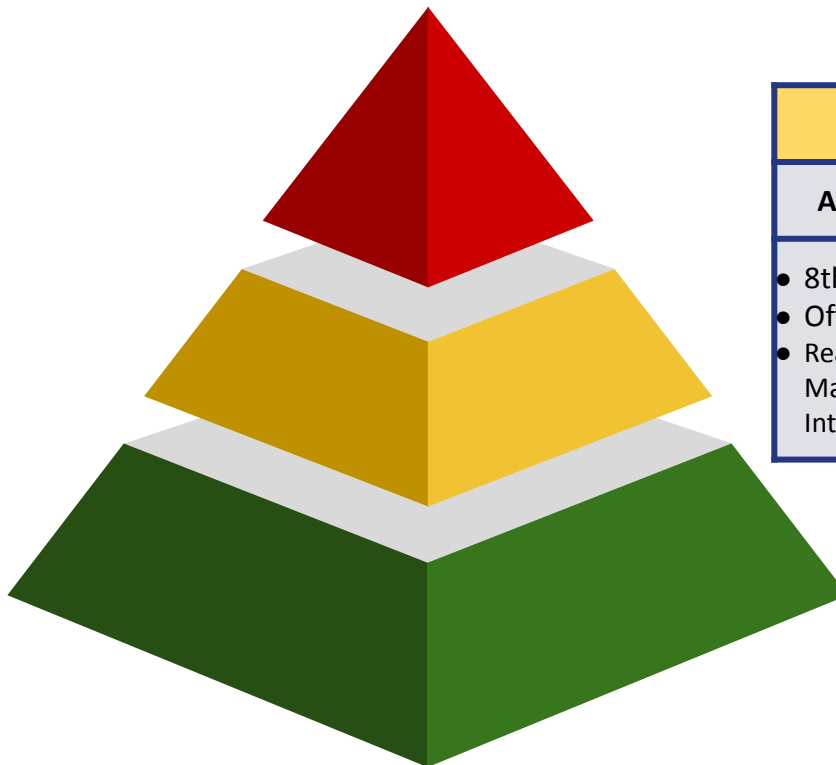
Giving Students What They Need to Succeed

# Tiered Interventions: Francis C. Hammond Middle School



Tier 3	
Academic	Behavioral
<ul style="list-style-type: none"> <li>• 8th Block</li> <li>• Office Hours</li> <li>• Intensive, individualized Interventions</li> </ul>	Individualized School Counseling

Tier 1	
Academic	Behavioral
<ul style="list-style-type: none"> <li>• 8th Block</li> <li>• Office Hours</li> </ul>	<ul style="list-style-type: none"> <li>• SEAL Advisory</li> <li>• 8th Block</li> </ul>



Tier 2	
Academic	Behavioral
<ul style="list-style-type: none"> <li>• 8th Block</li> <li>• Office Hours</li> <li>• Reading, Math Interventions</li> </ul>	School Counseling Groups

# Schoolwide MTSS Team: Process for Tier 2 and Tier 3



Refer to Schoolwide MTSS

## Schoolwide MTSS Team

1. Review student referrals with student data and anecdotes presented by academy/team
2. Provide academy/team with more intensive service recommendations and additional intervention and supports
3. Approval of tier 3 placement like the Individual Student Alternative Education Plan (ISAEP Program)

## Academy/Team Intervention Staff

1. Collect, analyze, and monitor student data
2. Communicate and collaborate with intervention staff and community agencies
3. Implement Student Support Plan and monitor progress

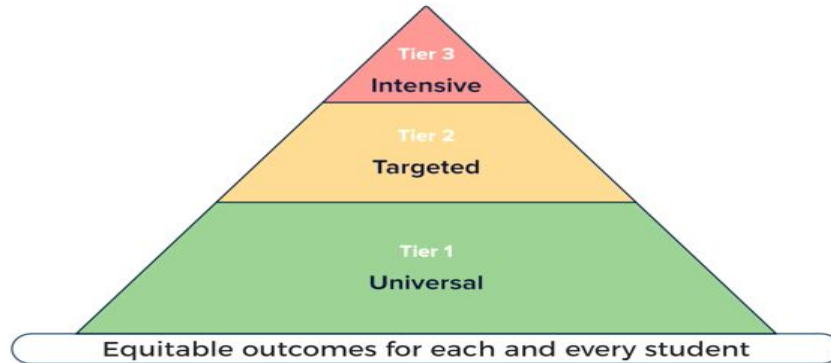
## Schoolwide MTSS Members

1. Campus Administrator
2. School Psychologist
3. Truancy Outreach and Attendance Specialist (LCSW)
4. Family Engagement Specialist (LCSW)
5. School Nurses
6. Special Education Department Chair
7. School Counseling Department Chair
8. International Academy Social Workers

# Summary

## Schools...

- Systematic structures
- Tiered continuum
- Data collection and analysis
- Data informed decisions



# Next Steps

## The MTSS process...

- Ongoing professional learning, guidance, and support
- Phase II includes
  - Consistency and refinement
  - Division-wide progress monitoring





## Presented by:

The Department of Accountability and Research  
The Department of Student Services and Equity  
The Department of Teaching, Learning and Leadership



**Superintendent**  
Dr. Gregory C. Hutchings, Jr.

**School Board**  
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