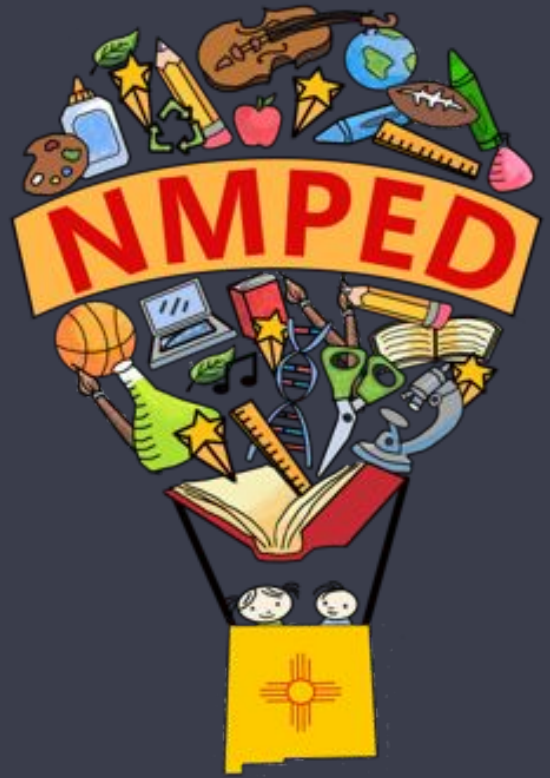
New Mexico Multi-Layered System of Supports

MLSS



New Mexico's Multi-Layered System of Supports

An Overview for Building Successful Schools

Presenter:

Kenneth Stowe

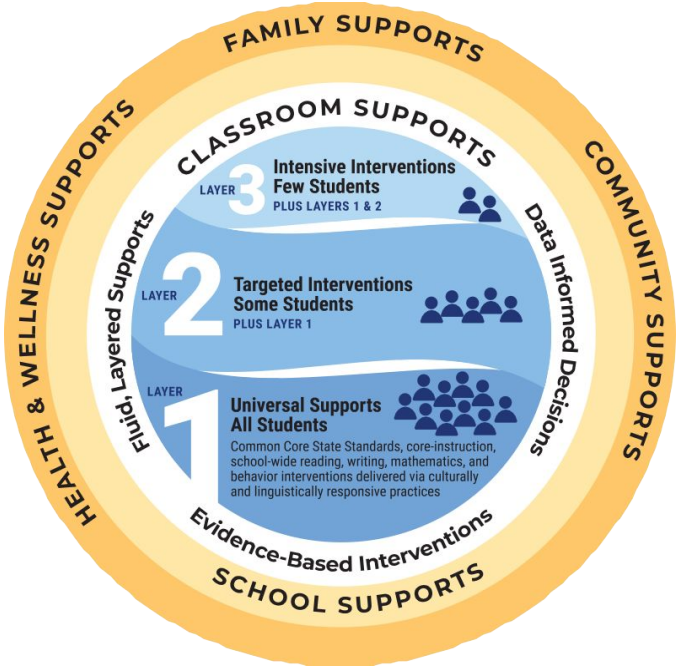
Assistant Division Director of Curriculum & Instruction

Division of Curriculum and Instruction

Investing for tomorrow, delivering today.

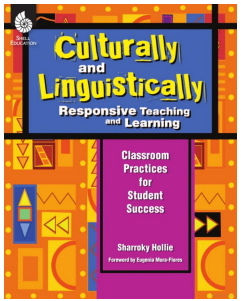
Session Objectives

- By the end of this session you will be able to:
  - recognize the seven core elements of MLSS and be able to explain them to another educator;
  - understand and be able to describe the MLSS graphic components and how each component is coordinated to aid all students in being ready for college, career, life, secure in their identity and healthy;
  - identify student health and wellness supports and how they contribute to holistic student success; and
  - make connections to the positive work of New Mexico educators.



Where were you?
Equity and Education

- Think about the first time you realized not all students receive an equitable education.
  - Year
  - Place
  - Your role
  - Brief context: 2-3 sentences
    - ✔ You can apply it to your own experience, education or discuss a specific instance



Author: Sharroky Hollie

Culturally and Linguistically Responsive Teaching and Learning (2nd Edition)(2017)

What is the MLSS?

- New Mexico's **adaptation** of the Response to Intervention (RtI) framework.
- This support is accomplished by **identifying and supporting** students' learning and behavioral needs, and by recognizing and providing the resources teachers, health and wellness personnel and school administrators require for full implementation and long-term sustainability of MLSS.

What is in NMAC?

- Updates the instructional framework and guidance on the response to intervention (6.29.1.9 NMAC) process in New Mexico to be **less burdensome, more comprehensive, and to include resources available at each layer of support**.
  - All students shall have access to layer 1, 2, and 3 interventions without a need to convene a SAT team or a referral to special education or related services.
  - At any layer, a parent may request initial evaluation to determine whether a student is a child with a disability requiring special education and related service.
  - There are no additional documentation requirements under the MLSS outside of what is already required for education professionals.

Seven Core Components of MLSS
DASH Aligned

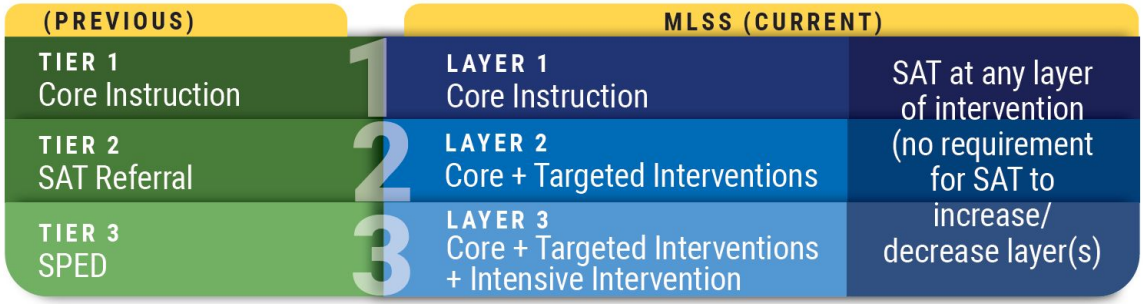
- **Classroom Supports**
  1. Data-driven Instruction and Data-informed Decision Making
  2. High-Quality Core Instruction and Intervention
- **School Supports**
  3. Informed and Effective School Leadership and Systems
  4. Collaboration and Processes for Providing Layered Supports
  5. Positive School Culture and Climate
- **Health and Wellness Supports**
  6. Student Wellness
- **Family and Community Supports**
  6. Family and Community Engagement

Why MLSS?

- The MLSS model will **provide support to ALL students** including students who are migrant, in foster care, experiencing homelessness, and students with disabilities. MLSS will allow teachers and health and wellness staff to intervene quickly when students are struggling academically or behaviorally by providing immediate support to those students in an educational crisis.
  - Dufour discusses the need to get away from the "if" that determines success
    - ✔ If you have: a good home, an IEP, good behavior, etc.
- MLSS **empowers teachers** to use their professional judgement and make data-informed decisions regarding the students in their classrooms.
- Decisions regarding layered interventions are made by the classroom teachers and support personnel closest to the students.
- MLSS reinforces the fact that **ALL students are general education students first**.

How is MLSS different from RtI?

- Some of the differences between MLSS and the former Response to Intervention (RtI) model:
  - Layer 3 is not Special Education. Layer 3 intensive supports are for **ANY** student who needs them.
  - There is **no specified minimum amount of time** for a student receiving a layer of supports to wait before determining the effectiveness, or lack thereof, of the interventions.
  - Students may **move up and down the layers of supports as data indicate**.



The Efficacy of RtI

	Tier 2 Reading Academic Interventions					Tier 2 Math Academic Interventions					Tier 2 Behavior Interventions				
	# Students Participating in Tier 2	# Students who remained in Tier 2	# Students Who moved Tier 2 to Tier 1	# Students who were referred for Tier 3 testing (not to include Gifted)	# Students who were referred for testing who qualified for Special Education Services (not to include Gifted)	# Students Participating in Tier 2	# Students who remained in Tier 2	# Students Who moved Tier 2 to Tier 1	# Students who were referred for Tier 3 testing (not to include Gifted)	# Students who were referred for testing who qualified for Special Education Services (not to include Gifted)	# Students Participating in Tier 2	# Students who remained in Tier 2	# Students Who moved Tier 2 to Tier 1	# Students who were referred for Tier 3 testing (not to include Gifted)	# Students who were referred for testing who qualified for Special Education Services (not to include Gifted)
Total	473	327	69	29	11	393	108	29	16	11	67	44	4	8	2

ALL MEANS ALL

- **Under the previous RtI model:**
  - students with disabilities could not get services until they reached Tier 3;
  - once a student was moved to Tier 3, a student would no longer receive Tier 1 & 2 interventions;
  - Students with disabilities who were also identified as English Learners (EL) would no longer receive Tier 1 & 2 interventions.
- MLSS directly confronts structures that stifle equity and limit opportunities for ALL subgroup populations identified in ESSA **by making intensive intervention systems available to ALL struggling learners** and reducing the number of harmful pullout situations.

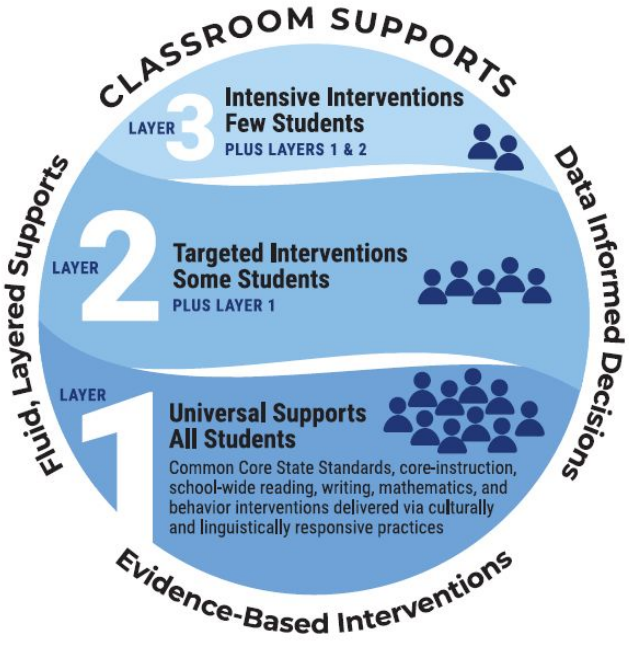
Core Component Activity (10min)

- Read the Core Components descriptions for each listed below on pages 5-7.
- As a group, come to a consensus on which of the Core Components you believe your schools are doing well. In the first space provided, discuss what (programs, policies, procedures) your schools are doing to meet the guidance provided in that section.
- As a group, come to a consensus on which of the Core Components you believe your schools could improve upon. In the second space provided, discuss what (programs, policies, procedures) your schools could implement to ensure alignment with the guidance provided.
- If you have any remaining questions, please record them in the last space provided.

Classroom Supports

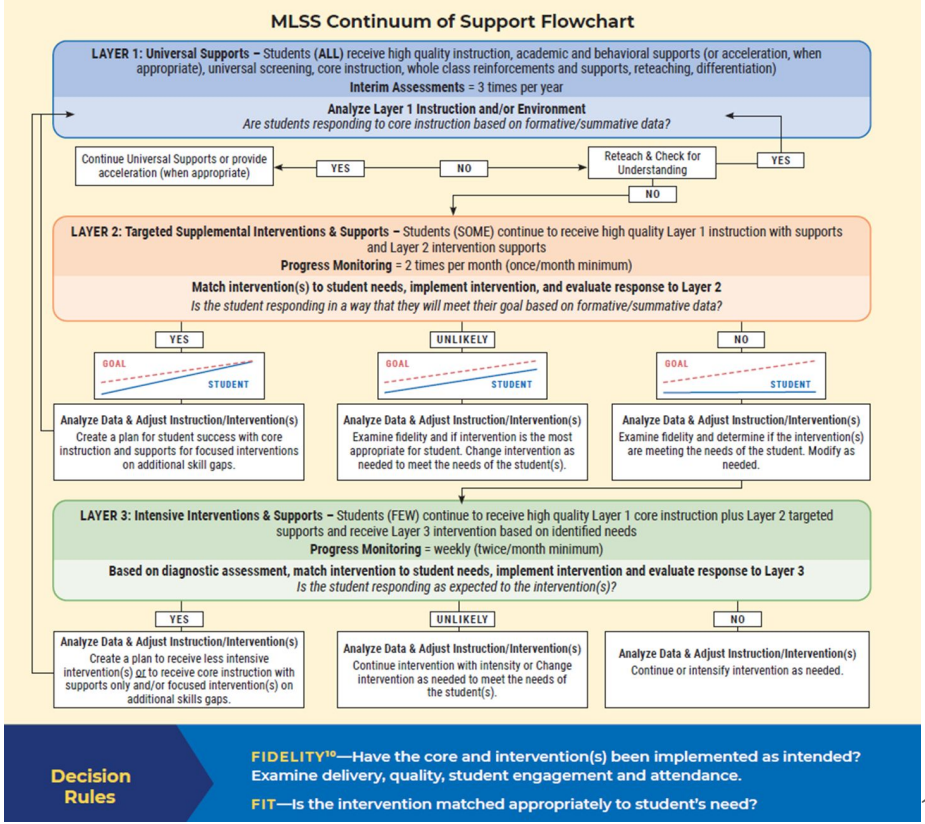
- Classroom supports are provided by the instructor in a responsive, data-driven, and efficient manner. Each of the three-layers of the MLSS takes part in the classroom.
  - High-quality core instruction and interventions
  - Data-driven instruction and data-informed decision making

Note: All supports and interventions that live inside the classroom are supplemented by the school, health & wellness, community, and family supports in a fluid and consistent manner.



Moving Through the Layers

- As educators see a need for more intensive academic and behavioral supports it is essential to remember that:
  - students may now move up and down through the layers without having to "live" in one area;
  - though our students are diverse and have a variety of strengths and needs, they all have a right to access universal, Layer 1, interventions;
  - at each layer, interventions must have evidence to support their effectiveness.



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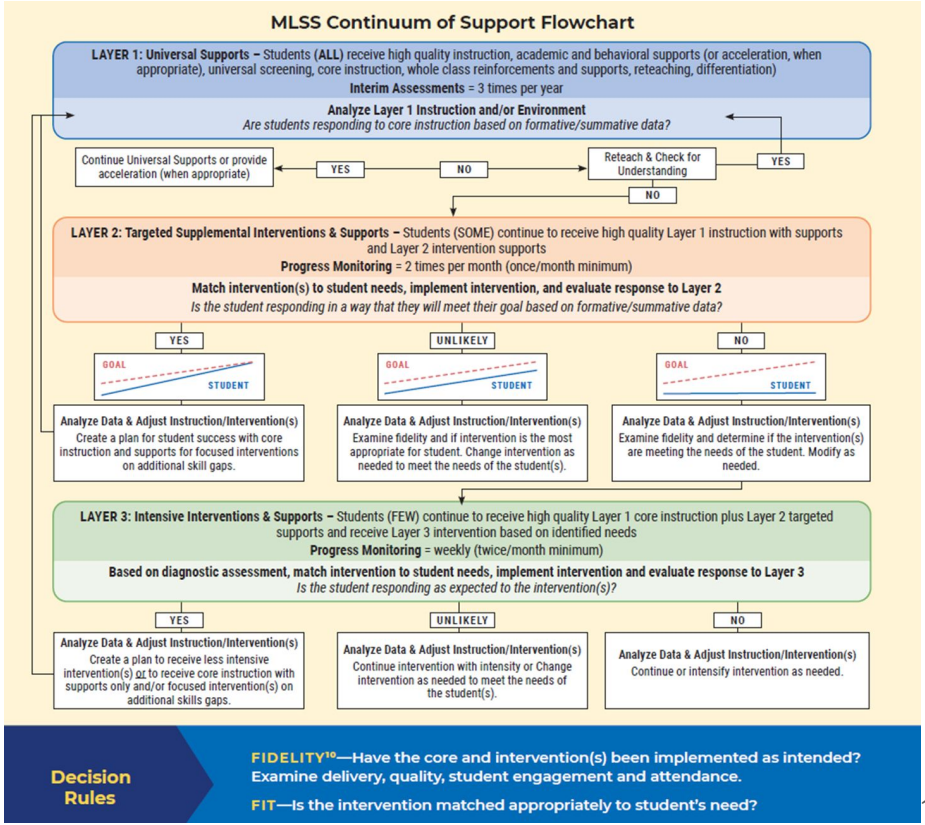
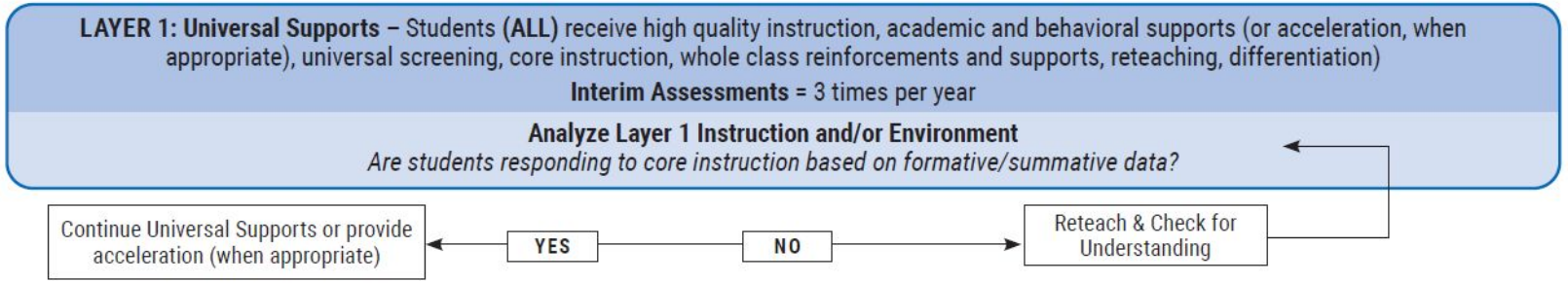


Layer 1: Supports for ALL students

6.21.1.9 (E) (1): In layer 1, the school and school district shall ensure that adequate universal screening in the areas of general health and well-being, language proficiency status, and academic levels of proficiency has been completed for each student enrolled. If data from universal screening and progress monitoring suggests that a particular student is in need of additional behavioral and academic supports, then teacher teams shall make a determination on whether or not the student would benefit from layer 2 interventions. Teacher teams, when making a determination for moving a student up or down a layer may consult with non-teacher staff such as counselors, paraprofessionals, administrators, and ancillary personnel to inform the teacher team on how to plan and implement relevant learner interventions in the general education environment.



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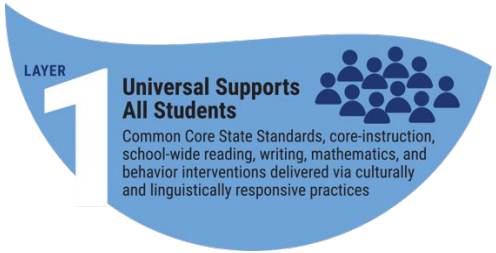


Intervention Type	Intervention
Academic	High quality differentiated core instruction
	High quality differentiated materials
	Differentiating work products to better meet student need
	Smaller group instruction
Behavior	5:1 positive reinforcement to corrective feedback
	Effective anti-bullying policies and messaging
	Positive social interaction with each student each day
	Processes and procedures for common classroom functions
	Social contracts
	Character development curriculum
	Explicit behavior expectations for common areas

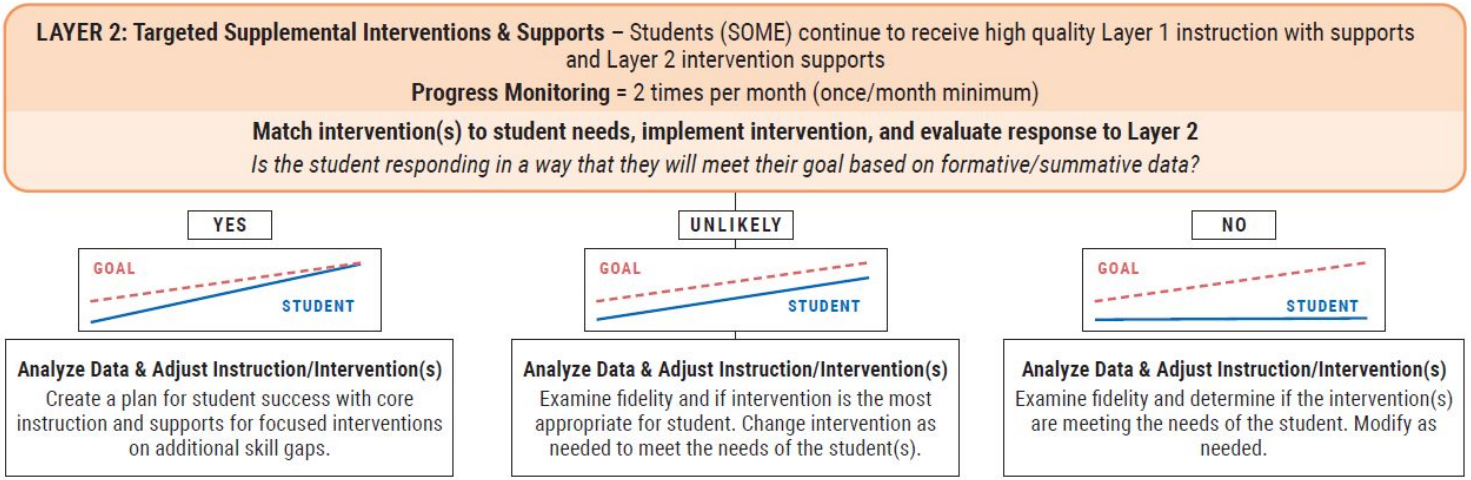
Layer 1: Supports for ALL students

- All levels of educator leadership have a direct part in ensuring that Layer 1 (Universal) supports are provided to ALL students, especially students with IEPs, BIPs and AIPs

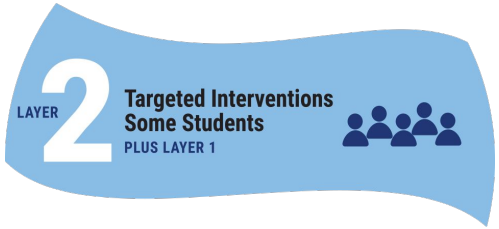
WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Plan and provide training for classroom teachers and school leaders in the areas of high-quality instruction, elements of a good lesson, reteaching, and other reinforcements • Assist school leaders in articulation and implementing appropriate, evidence-based Layer 1 reinforcements and supports with staff	• NMPED High Quality Instructional Materials Department • Florida Center for Reading Research
School Leader	• Establish expectations for elements of high-quality instructional lessons • Assist grade level/department teams in identifying, understanding, and articulating appropriate Layer 1 reinforcements and supports • Provide non-evaluative feedback and support to teachers	• NM Statewide Literacy Framework School Leadership Implementation Checklist (pps. 56-57) • Planning for Effective Instruction
School Leadership Team	• Support expectations for the elements of high-quality instructional lessons • Assist grade level/department teams in identifying, understanding, and articulating appropriate Layer 1 reinforcements and supports • Create a bank of Layer 1 reinforcements and supports	• NM Statewide Literacy Framework School Leadership Implementation Checklist (pps. 56-57) • Tools • Planning for Effective Instruction • Reinforcements (examples of)
Classroom Teacher PLCs	• Identify and utilize effective whole group teaching skills • Ensure high levels of engagement for all students • Review, practice, and implement elements of high-quality instructional lessons • Provide the best, first instruction • Identify, understand, articulate, and implement appropriate Layer 1 reinforcements and supports • Collaborate with teams to identify what is working	• CAST–Universal Design for Learning Tool(s) • Reinforcements (examples of) • Planning for Effective Instruction • Florida Center for Reading Research

Layer 2: Targeted Interventions for SOME students

6.21.1.9 (E) (2): In layer 2, a properly-constituted teacher team shall conduct the student study process and consider, implement, and document the effectiveness of appropriate evidence-based interventions utilizing curriculum-based measures. As part of this process, the teacher team shall address culture and acculturation, socioeconomic status, possible lack of appropriate instruction in reading or math, teaching and learning styles and instructional delivery mechanisms in order to rule out other possible causes of the student's educational difficulties.



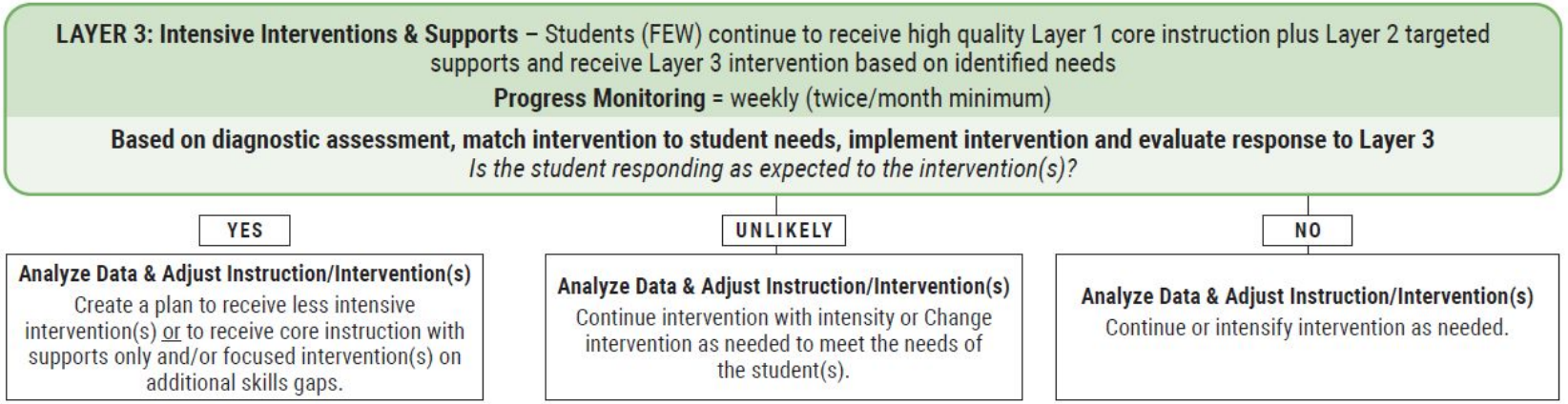
Layer 2: Targeted Interventions for SOME students



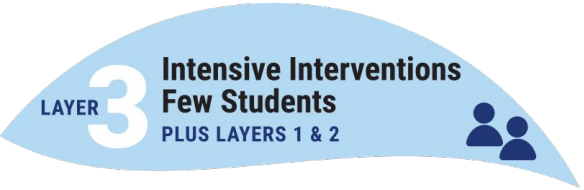
Intervention Type	Intervention
Academic	High quality supplemental instructional programs or curricula
	Push in staff supports to provide smaller group instruction, more time in small group or more frequent small group instruction
Behavior	Self-monitoring
	Token economies
	Counseling
	Small groups focused on social issues that may precipitate changes in behavior (e.g. divorce, grief, body image issues, anger management, etc…)
	Daily behavior logs
	Behavior contracts
	Sensory tools
	Organizational tools

Layer 3: Interventions for FEW students

6.21.1.9 (E) (3): In layer 3, students are provided with intensive academic and behavioral supports that are progress monitored on a bi-weekly basis. At the end of each progress monitoring cycle, the teacher team shall evaluate the efficacy of the supports provided using all available data. At that time, the teacher team may decide whether to continue with the current support, change the intensity, or nature of support. If progress monitoring data suggests that the learner has benefited from provided layer 3 supports and does not show concern for recidivism, than the teacher team may decide to move the student out of receiving layer 3 supports.

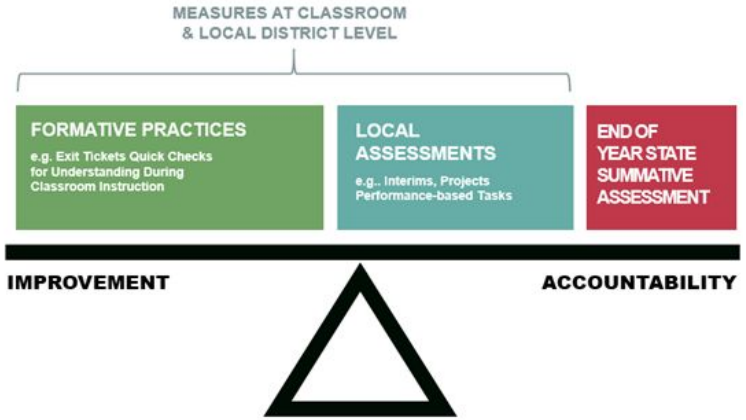


Layer 3: Intensive Interventions for FEW students



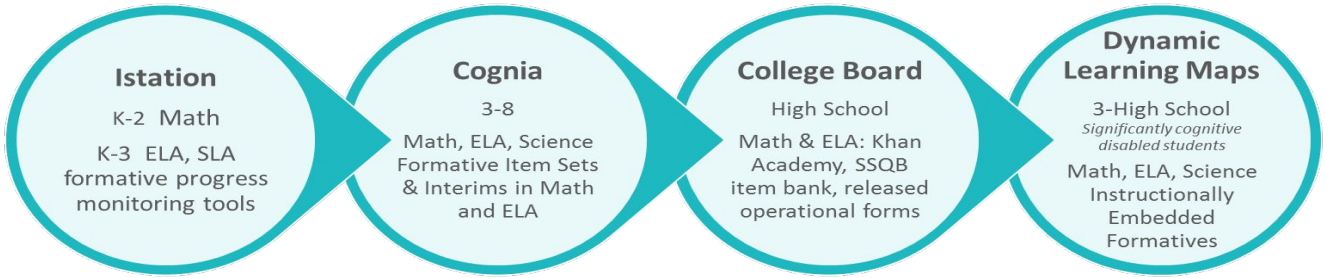
Intervention Type	Intervention
Academic	Pull out services to meet individualized needs
	Longer, more frequent, smaller group, or otherwise more intensive interventions
Behavior	Continuous adult supervision
	Social stories
	Individual schedule
	Structured breaks
	Communication log with family
	Proximity control
	Behavioral Contract

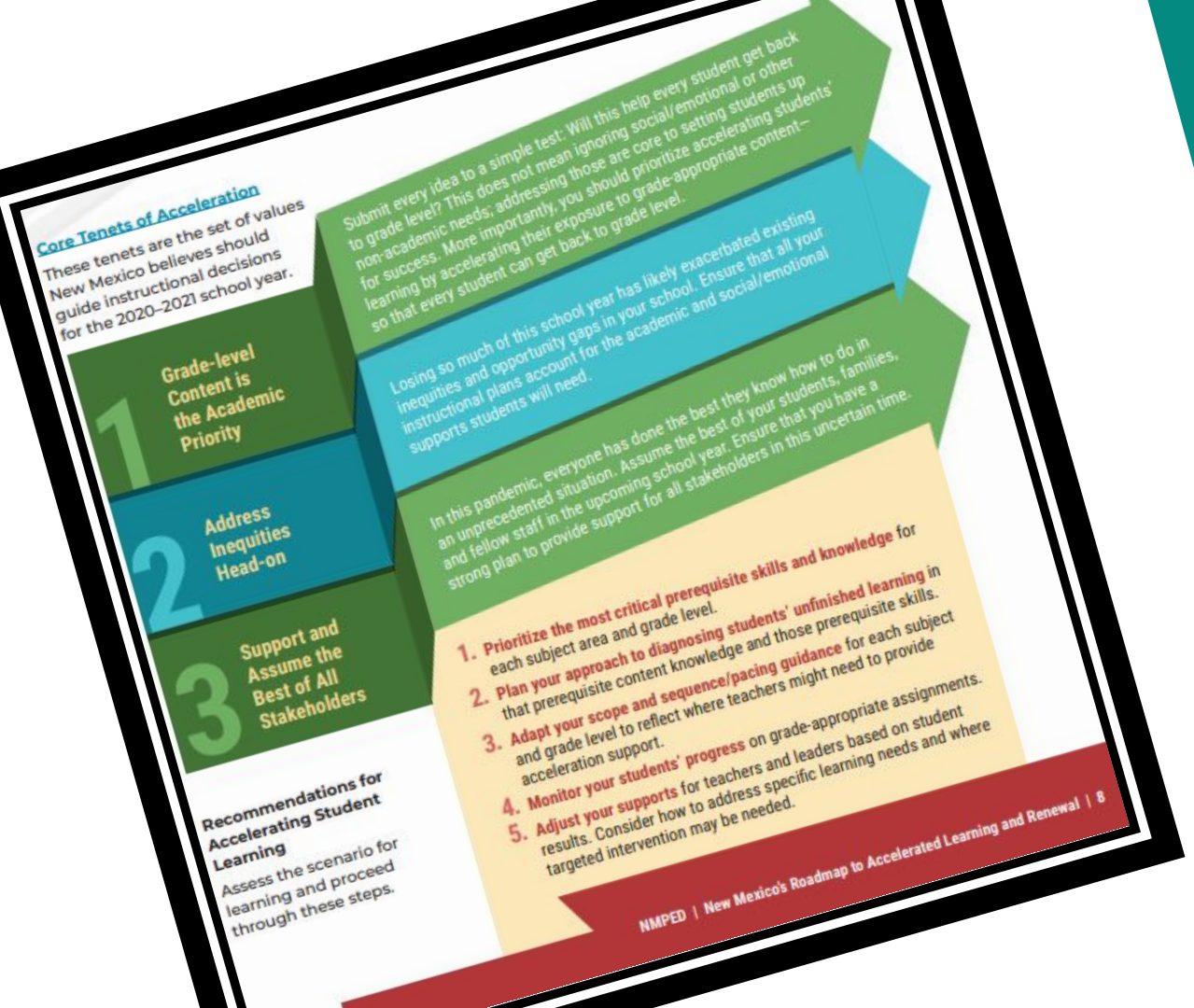
Balanced Assessment System



- Gauge current status of student achievement status by using multiple measures / sources of evidence
- Assessments should not be used to withhold grade-level content.

Assessment Resources



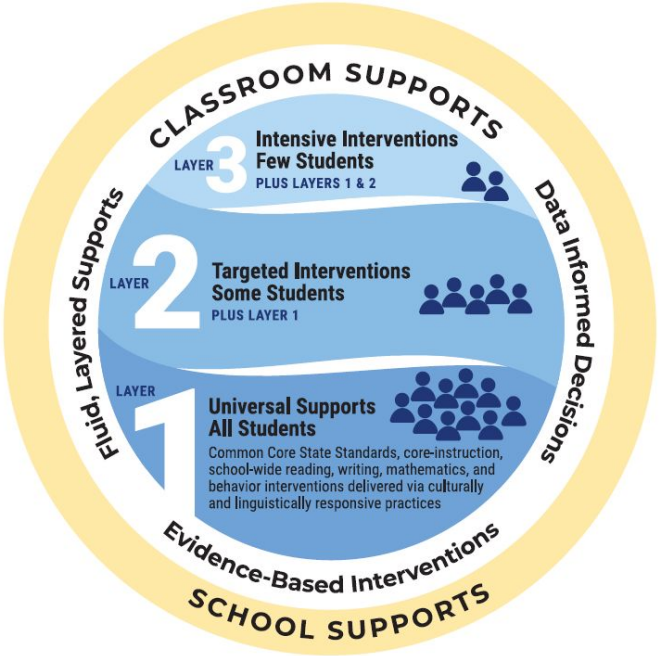


NEW MEXICO INSTRUCTIONAL SCOPE

NM Instructional Acceleration Guidance: https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NMPED_SupportDoc_InstructionalAcceleration-1.pdf

School Supports

- School supports provide educational professionals with the climate and systems necessary to address student needs within the classroom:
  - Informed and effective school leadership and systems
  - Collaboration and processes for providing a layered continuum of supports
  - Positive school culture and climate



School Supports – PLCs

- Teachers and other team members, such as a school counselor and specialists in different areas, meet to identify students in need of interventions and determine what interventions should be used.
- This helps make support for individual students part of every classroom, rather than instructional interventions taking place only in isolated environments.
- As teachers systematically apply supports, collect data, and monitor results, a team meets regularly to discuss student progress.
- ***Dufour:*** The school should be a PLC, not just have PLCs

School Supports – PLCs

- Collaborative teacher meetings are purposeful, data-driven, and supported by district and school administrators.
- PLCs are inclusive of support staff and meet to identify students in need of interventions and determine what interventions should be used.
- As teachers systematically apply supports, collect data, and monitor results, a team meets regularly to discuss student progress.

WHO	RESPONSIBILITIES	RESOURCES/TOOLS
District Leadership	• Demonstrate commitment to continuous improvement through participation in training and data-driven action to improve instructional practice • Align expectations and requirements across the district to improve efficiency, consistency, and effectiveness of instruction • Provide a framework for collaborative teacher teams that serves as the district model for schools	
School Leader	• Promote a culture of continuous improvement and collaboration • Establish expectations and designate specific time for teachers to collaborate, review student data, and plan for instructional strategies/ preventions/interventions • Ensure agendas are focused on student monitoring with actionable outcomes to guide teacher decision-making • Participate in the data meeting (at least twice per month)	• Template for PLC Meeting
School Leadership Team	• Review data regularly to ensure effectiveness of Layers 1, 2 and 3 and evaluate effectiveness of school's systems • Discuss data and monitor student progress (at least twice per month) • Ensure there is guidance and support on the use of data for teachers • Develop an agenda that can be used by grade level/PLC teams • Support classroom teachers with solutions for struggling students	• Intensive Intervention • Sample Agenda • Template for PLC Meeting
Classroom Teacher PLCs	• Determine instructional practices/interventions that are aligned to NM Content Standards and have high yield outcomes • Collaborate with teams to identify best practices • Implement instructional practices that are culturally and linguistically responsive for ALL learners • Discuss, monitor, and record student progress at least twice monthly • Provide feedback to SLT on effectiveness of PLC structure	• Template for PLC Meeting

Wrap Around Supports

- Students often require supports that exist outside of the school walls. Therefore, when addressing the academic and behavior needs of students, it is imperative that we consider the following:
  - Health and Wellness Supports
  - Family Supports
  - Community Supports

- **Note:** It is important to remember that these are SUPPORTS to the interventions that we provide in the classroom. The responsibility to address a student's needs lives within the walls of the school.

Health and Wellness Supports

- Coordinated school health programs provide a collaborative framework for linking health and education:
  - Partnerships with community-based organizations to enhance learning
  - Health education and life skills
  - Healthy and safe environment
  - Social and emotional wellbeing
  - Staff wellness
  - Family, school, and community partnerships
  - Health services
  - Physical education and activity
  - School-based and school-linked health care services

Family Supports

- Family support and engagement supports student success by providing parents with strategies and skills to support their children in meeting learning targets:
  - Quiet time at home
  - Volunteering at school
  - Reading to students
  - Communicating with teachers
  - Parent teacher conferences
  - Family stability
  - Case management

Community Supports

- Community schools address the holistic needs of the student and the community at large:
  - Integrated student supports
  - Expanded and enriched learning time and opportunities
  - Active family and community engagement
  - Collaborative leadership and practice

SAT Overview

- What is staying the same?
  - All of the requirements for SAT in NMSA & NMAC
- What has changed?
  - What has changed is the method to which students get to SAT:
    - ✔ PLC Referrals: PLCs are the first line of defense against of the over-referral of students to SAT and Special Education
- Are NMPED approved forms required for SAT?
  - No. LEAs (districts & state-authorized charters) may use whichever forms they have developed that best meet the needs of their students and teachers.
  - Sample forms are provided in the Supplemental SAT Guide (MLSS Webpage)

SAT within MLSS

SAT is only required for the situations specified by law:
- » Obvious disability
- » Gifted referral
- » Student has been retained
- » Student is in danger of being retained (must follow NMAC requirements)
- » Student has been exited from Special Education
- » Student has been restrained two or more times in a 30-day period

A parent who requests his/her child be in SAT or referred for an evaluation of a learning disability

A student can be referred to SAT at any layer in MLSS

Targeted interventions can be accessed at any layer

Based on data, a teacher can adjust or change an intervention that is not effective at any time

Accommodations and interventions can be included in the Student Support Plan (Academic Improvement Plan or Behavior Intervention Plan)

Teacher PLCs collaborate weekly/biweekly to study student performance and create school-wide supports for interventions instead of just a SAT team doing this

Highlights from 2021-2022

- 809 schools worked to submit the MLSS Self-Assessment
- 287 LEA coaching reports generated
- 2,738 LEA coaching hours provided
- NEW SAT Forms & Process released

Looking Forward to 2022-2023
Principles of Practice

- Building teacher collaborative teams (PLC) to act as the first line of defense against the over-referral of students to SAT and Special Education
- Focus on accelerated learning practices to ensure equitable access to grade-level instruction and resources
  - "Grade-level standards are the floor, not the ceiling"
- Implementation of high-dosage tutoring to support Layer 2 & Layer 3 interventions
- Use of the New Mexico Instructional Scope (NMIS) to ensure that instructional planning utilizes the principals of the Universal Design for Learning (UDL)

Updated Resources

- Resources available on our updated webpage:
  - Manuals and Guidance:
    - ✔ NEW MLSS Manual
    - ✔ NEW MLSS Implementation Guide
    - ✔ SAT Forms & Process
  - Trainings, Resources and Tools:
    - ✔ Four MLSS Canvas Courses
      - Designed for all stakeholders and educators
    - ✔ Updated MLSS Self-Assessment
    - ✔ MLSS Continuum of Support Flowchart
    - ✔ Updated MLSS Implementation Rubric

Requirements for Districts/Charters:

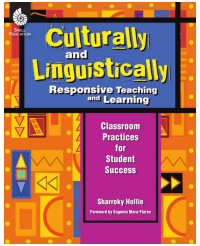
- *Each LEA (district/state-authorized charter) is required to:*
  - *Assign a team member to act as the MLSS POC*
  - *POC attends monthly statewide webinars*
  - *POC ensures that all schools have submitted the MLSS Self-Assessment*

Services Available to ALL

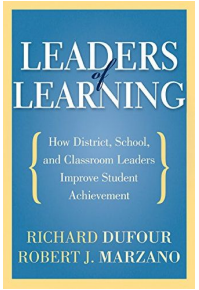
- Coaching hours (3hr/month)
  - Clarifying guidance
  - Assisting schools with submitting the MLSS Self-Assessment
  - Developing PLC's across districts/charters
  - Attending leadership meetings
  - Analyzing data and creating implementation plans
  - Call your coach and ask!

Resources for POCs and Principals

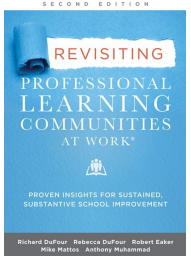
- Culturally and Linguistically Responsive Teaching and Learning (2nd Edition)(2017)



- Leaders of Learning: How District , School, and Classroom Leaders Improve Student Achievement (2011)



- Revisiting Professional Learning Communities at Work: Proven Insights for Sustained, Substantive School Improvement (2nd Edition)(2021)



Thank you!

- **Resources:**
  - Please access the MLSS Webpage (link below) for the most up-to-date guidance on MLSS and related programs:
    - ✔ https://webnew.ped.state.nm.us/bureaus/multi-layered-system-of-supports-mlss/
- **Contact:**
  - Kenneth Stowe
    - ✔ 505-412-9979
    - ✔ kenneth.stowe@state.nm.us

Participation Survey