Multi-tiered Interventions and College and Career Readiness: What Does it Mean for High Schools?
Dr. Mary E Morningstar
mmorningstar@ku.edu
www.transitioncoalition.org
Utah MTSS Conference
June 23, 2015

Questions to Consider....

1. Is the current implementation of MTSS in secondary schools effective in engaging students and promoting post-school outcomes?
2. How do we merge academic and behavioral systems w/in a CCR approach that takes into consideration adolescent engagement?
3. How do we realign secondary schools to ensure students are college and career ready?
4. How do we develop a system to track students post-school outcomes?

What are the COMMON FEATURES of a Multi-Tiered Model?
Common Features of Multi-Tiered Models

- **Tiered system** of matching interventions to meet academic and behavioral needs
- **Systematic screening** of students using scientifically acceptable measures
- **Interventions** are evidence-based & aligned with standards
- **Progress monitoring** of students to make informed decisions and track progress
- **Data-based decision** making concerning levels of support (Tiers)
- **Shared ownership** among school staff in assessment and instruction
- **Parent engagement**

MTSS vs Transition

<table>
<thead>
<tr>
<th>Tiered systems of support:</th>
<th>Transition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires collaboration among multiple systems (general, special ed; community, families, etc.)</td>
<td>Requires collaboration among multiple systems (general, special ed; community, families, postschool systems)</td>
</tr>
<tr>
<td>Relies on data-based decisions &amp; evidence-based interventions (academic &amp; behavior)</td>
<td>Relies on data-based decisions &amp; evidence-based interventions (academic &amp; behavior + postschool outcomes)</td>
</tr>
<tr>
<td>Systematic approach to ensure secondary school success</td>
<td>Systematic approach to ensure postschool success</td>
</tr>
</tbody>
</table>

Multi-Tiered Models of School Reform

- **Tier 1: Core Instructional Interventions**
- **Tier 2: Targeted Group Intervention**
- **Tier 3: Intensive & Individualized**

Features of Transition-focused MTSS model:

- Integrated school resources
- In- & Post-school Progress monitoring
- Greater levels of intensity
- Interventions ensure student engagement

What’s Different about Secondary Schools?

- **Developmentally different learners**
  - Student engagement in learning
  - Youth literacy – student interest + out of school discourse

- **Demands of curriculum and environment**
  - Sophisticated language to obtain information and concepts
  - Structure and culture of schools
  - Sense of urgency
  - Teacher roles = content specialists (tier 1)
  - High stakes for graduation

- **Postschool outcomes for youth**
  - ~80% graduation rate among HS freshmen
  - Societal costs of dropouts
  - Poor readers drop out (3.5-20 times greater risk)
  - College to Career Readiness
MTSS and CCR: Are we ready?

Assessment for Student-focused Planning
Tier 1: All Students = Universal

Early & ongoing assessment for career & graduation plans
“Emphasize rigor, relevance & engagement”
Focused on engagement and student-directed planning
Planning for college and career readiness

Examples
- Early Career Assessments
- Student-directed Progress Monitoring
- Personal Plans of Study
- State Assessments + SAT/ACT tests
- College Planning (including documentation needs)
- “Advisories” throughout HS w/ same mentor
- Post-school tracking systems for ALL students – longitudinal
- Early Warning System Screening
- Student engagement behaviors (attendance, productivity, work habits)

Assessment for Student-focused Planning
Tier 2: Some Students = Supplemental

Assessment & supplemental planning and support for school engagement
Progress monitoring & expectations for college and career readiness
Ensure linkages to appropriate postschool settings: postsecondary education, employment, community engagement

Examples
- Early Warning Systems (performance & attendance)
- Expanded AP Courses & Academic monitoring
- Additional supports & assessments as needed (GEAR UP, Talent Search, Upward Bound)
- Individualized career planning/Career Academies
- Expanded practice with college placement exams
- Documentation of accommodations for postsecondary settings
Assessment for Student-focused Planning

Tier 3: Few Students = Intensive

Intensive assessment, preparation and supports for:
- Graduation
- Postsecondary education and training
- Employment
- Independent and community living
- Social engagement & relationships

Examples
- Wrap-around models (mental health, adjudicated youth)
- Check & Connect monitoring
- Person-centered Planning
- Self-directed planning
- Specific assessments to guide planning
- Planning for 18-21 programs in postsecondary settings
- Documentation needs for external agencies

What Are you Doing?

Curriculum Focused on Postsecondary Outcomes

Tier 1: Curriculum Focused on Postsecondary Outcomes

- College and Career goals and interests
- Academic and technical knowledge contextualized
- Electives/pathways = CCR opportunities and coursework

- Service learning
- Success 101/Freshman Focus
- Career report in language arts
- Budgeting & Finances (Wells Fargo...Jumpstart)
- Tech Prep
- Critical Thinking skills

- Civic responsibility
- Sense of belonging (extracurricular)
- Ownership of learning
- Perseverance
- School-wide Models:
  - 21st Century schools
  - High Schools That Work
  - Career Academies
  - Talent Development HS’s
MTSS and CCR: Are we ready?

**Tier 2: Curriculum to Supplement Transition**

Supplemental Curriculum for Student Engagement:
- CCR
- Academic
- Behavior

Requires changing school structures

- Dropout Prevention (Check & Connect, CICO)
- Wilson Reading
- Algebra ½
- Online courses
- Self-determination embedded
- Study skills (learning processes)
- Summer Youth Programs
- Career Internships
- Intensive Behavior interventions
- Interpersonal engagement (self, others, understanding)
- Adult Roles & Responsibilities

**Tier 3: Curriculum Individualized for Transition**

- Individualized & focused on transition to adulthood
- Modifications to academic curricula
- Not just students w/ disabilities

- Independent living skills
- Work-based Learning
- Community-based transition programs
- Curricular modifications
- Vocational/Careers Class
- Check & Connect
- Social stories
- WAGES

**Tier 1: Instruction Promotes Independence & Engagement**

- Emphasizing choice & application
- Community of learners
- Self-regulating behaviors
- Restructure how we teach

- Universal Design for Learning
- Differentiated instruction
- Technology (Flipped classrooms)
- Learning processes
  - accessing content
  - engagement in learning
- 21st Century skills (CCCR)
- Peers tutoring, critiquing, mentoring
- Active & cooperative learning
- Career & Tutoring Centers
- Growth Mindsets
  (deeperlearning.org)

Instruction that Promotes Independence & Engagement

- Few
- Some
- All

Instruction emphasizing choice & application

Supplemental small group instruction and support

Individualized Community-based Instruction
MTSS and CCR: Are we ready?

**Tier 2: Instruction to Supplement**

Supplemental small group strategy-based instruction & instructional support

- Co-teaching
- Instructional accommodations
- Transition or Job club
- Tutoring
- Self-Determined Learning Model of Instruction
- Assistive technology integrated within instruction
- Ongoing progress monitoring for academics, behavior, CCR
- AVID
- SIM and Content Enhancement Routines

**Tier 3: Intensive & Individualized Instruction**

- Instructional modifications
- Assistive technology
- Generalization of skills to multiple settings
- Small group instruction or 1:1
- Reading Apprenticeships
- Dedicated support from trained personnel
- Customized Interventions

**Family Involvement Supporting Postschool Outcomes**

- Parent involvement in secondary academic & career planning
  - PTA Standards for Family School Partnerships
  - The Family Involvement Network of Educators (FINE)
  - Communication with parents (newsletters, online grades)
  - School events (e.g., job fairs, college fairs) involve parents
  - Parents collaborate to develop graduation plans
  - Parent advocate models

2015© Mary E. Morningstar, PhD.
MTSS and CCR: Are we ready?

Tier 2: Supporting Parents as Partners in Education

Working directly with “hard to reach” families

Examples
• School outreach to hard-to-reach families
• Parent Information Resource Centers (PIRCs)
• Parent Involvement Specialists in Schools

Tier 3: Active Family Involvement

Active family involvement in planning for transition to postsecondary and employment settings
• Parent engagement in transition planning and IEPs
• Parent Training and Information Centers
• Cultural community liaisons for CLD families
• Systematic support for families (e.g., parent transition & educational advocates)
• Community schools

Tier 1: Collaboration within the School and Community

- Employers, colleges, families, and school staff review outcomes and gaps
- Data-driven process
  - P-16 Models
  - School-Business Partnerships
  - Job Fairs, College Fairs for all Students
  - Integrating of school/district wide improvement plans
  - School/District Mission Statement
  - Suicide Prevention
  - School Resource Officers co-funded
  - Alcohol and Drug Prevention

Collaboration within the School and Community

- Broad-based Collaboration with Adult Agencies, Families, Employers, & Community Resources
- Collaboration within school and community targeted for groups
- Inter-agency Collaboration for transition
- Few
- Some
- All

2015© Mary E. Morningstar, PhD.
MTSS and CCR: Are we ready?

**Tier 2: Collaboration In School**

In-school collaboration among diverse staff providing services
- Screening Teams
- Social Worker/Guidance Counseling
- Community Transition Team Model for At Risk Youth
- Participation of school staff in community organizations
- Community Resource Mapping
- Wrap Workers
- Co-funded staff for At-risk Students (e.g., VR or MH + District $)

**Tier 3: Linking Outside of School**

Schools link with outside agencies to develop linkages for post-secondary outcomes
- Collaboration w/ Related Services
- Community-based 18-21 Program
- Community Transition Teams
- Building Relationships with:
  - Vocational Rehabilitation, Independent Living Centers, One Stop Centers, Developmental Disability Organizations, Healthcare organizations, Employers and Employment Service providers

**Questions to Consider....**

1. Is the current implementation of MTSS in secondary schools effective in engaging students and promoting post-school outcomes?
2. How do we merge academic and behavioral systems w/in a CCR approach that takes into consideration adolescent engagement?
3. How do we realign secondary schools to ensure students are college and career ready?
4. How do we develop a system to track students post-school outcomes?