

Using Data to Move Students Through MLSS

Presented by Ada Vasquez & Brittany Summerhays

March 8th, 2024



Objectives & Agenda:

01

Participants will have a common understanding of the NMPED frameworks for MLSS and Structured Literacy

02

Participants will analyze the alignment between student data points and structured literacy

03

Participants will create tools and reflect on implementation of literacy instruction between Layers



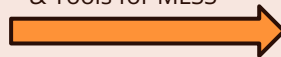
1. Overview of MLSS
2. Assessing Sources of Data in Structured Literacy
3. Aggregating Data Successfully
4. Using Data to inform MLSS
5. Wrap Up/Reflection

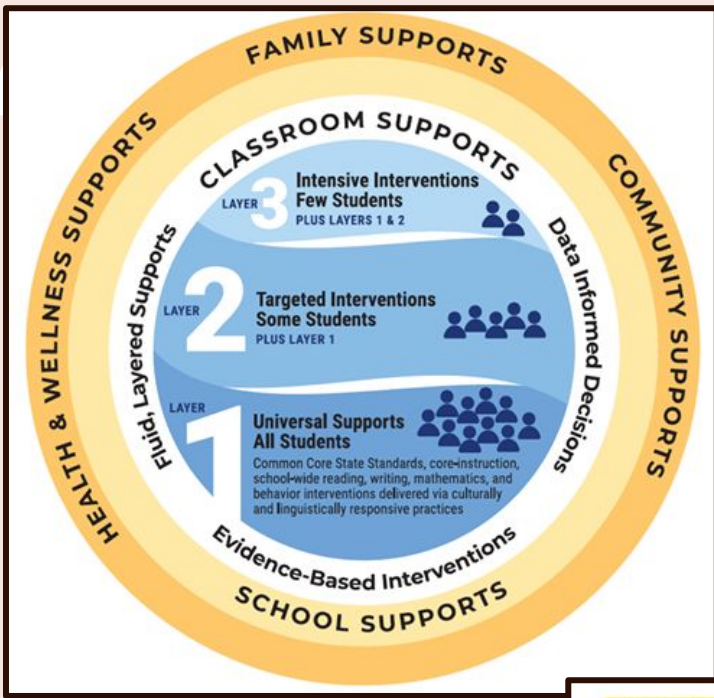


01

Overview of MLSS

NMPED Guidance
& Tools for MLSS





What do these graphics mean?

Taken from NMPED MLSS Manual - 2021

RTL (PREVIOUS)		MLSS (CURRENT)	
TIER 1 Core Instruction	1	LAYER 1 Core Instruction	SAT at any layer of intervention
TIER 2 SAT Referral	2	LAYER 2 Core + Targeted Interventions	(no requirement for SAT to increase/
TIER 3 SPED	3	LAYER 3 Core + Targeted Interventions + Intensive Intervention	decrease layer(s))

A Framework for Supporting ALL Students

- MLSS is a **framework** for school personnel to support students by delivering a range of layered interventions based on **data-driven** and **data-informed** student needs.
- MLSS includes **high- quality instruction and interventions** with progress monitoring for impact.
- MLSS provides students with the interventions and supports needed to succeed in the **general curriculum**.

Core Components:

1. Data-Driven Decision Making
2. High-Quality Core Instruction and Interventions
3. Informed and Effective School Leadership and Systems
4. Collaboration and Processes for providing a Layered Continuum of Supports
5. Positive School Culture and Climate
6. Student Wellness
7. Family and Community Engagement



<https://bit.ly/3V0dijn>

Layer 1	Layer 2	Layer 3

Differentiation of this layer as compared to others is that interventions are longer in duration, occur more frequently, and occur in smaller groups.

Interventions include pullout services, push-in services, counseling services, or 1:1 interventions.

Parental notice and consent is required if data is being collected for evaluation of a disability or student retention

Eligible students are those experiencing educational crisis, or students receiving Layer 2 interventions and not making expected progress

Differentiation with the teacher occurs during core instruction for all content and elective areas.

Parental notice and consent of intervention is recommended but not required

provides supplemental, strategic, and targeted support to students for whom universal reinforcements are not sufficient

Progress Monitoring on a weekly basis is recommended

Progress Monitoring is done 2x per month

Interventions include small group instruction, reading interventionist instruction, and behavioral contracts.

Interventions include re-teaching, Check for Understanding, and Opportunities to respond.

Progress Monitoring is done through interim assessments

PLCs meet to review data and support student achievement through differentiation

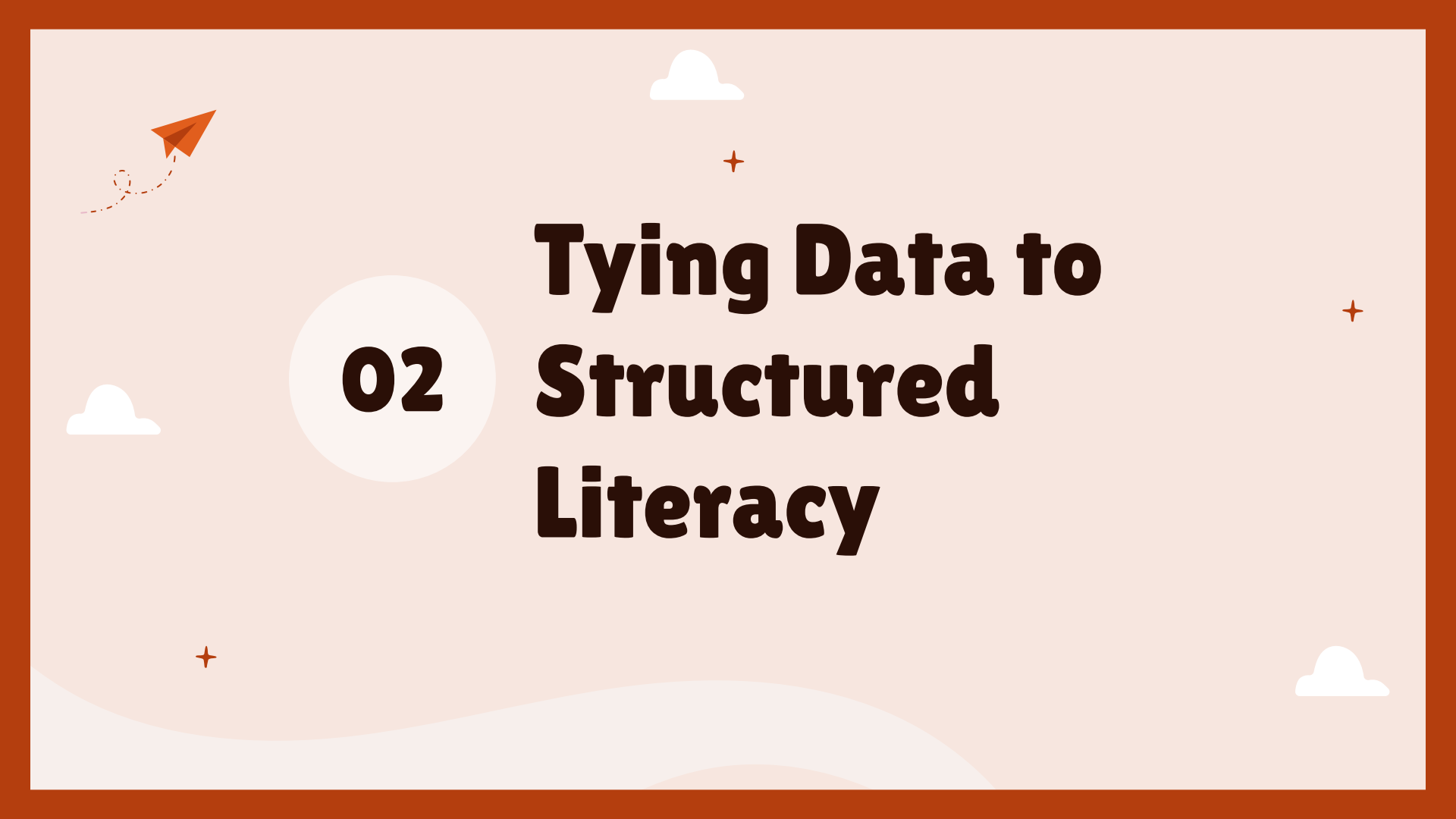
High-quality differentiated core curriculum and instruction for all content and elective areas at all grade levels.

All Students Eligible

Students receiving this layer of support should also be receiving high quality layer 1 instruction and targeted layer 2 interventions.

Layer 1	Layer 2	Layer 3
All Students Eligible Differentiation with the teacher occurs during core instruction for all content and elective areas. Progress Monitoring is done through interim assessments PLCs meet to review data and support student achievement through differentiation Interventions include re-teaching, Check for Understanding, and Opportunities to respond. High-quality differentiated core curriculum and instruction for all content and elective areas at all grade levels.	Progress Monitoring is done 2x per month provides supplemental, strategic, and targeted support to students for whom universal reinforcements are not sufficient Parental notice and consent of intervention is recommended but not required Interventions include small group instruction, reading interventionist instruction, and behavioral contracts.	Differentiation of this layer as compared to others is that interventions are longer in duration, occur more frequently, and occur in smaller groups. Interventions include pullout services, push-in services, counseling services, or 1:1 interventions. Parental notice and consent is required if data is being collected for evaluation of a disability or student retention Eligible students are those experiencing educational crisis, or students receiving Layer 2 interventions and not making expected progress Progress Monitoring on a weekly basis is recommended Students receiving this layer of support should also be receiving high quality layer 1 instruction and targeted layer 2 interventions.

Surprises or Comments?

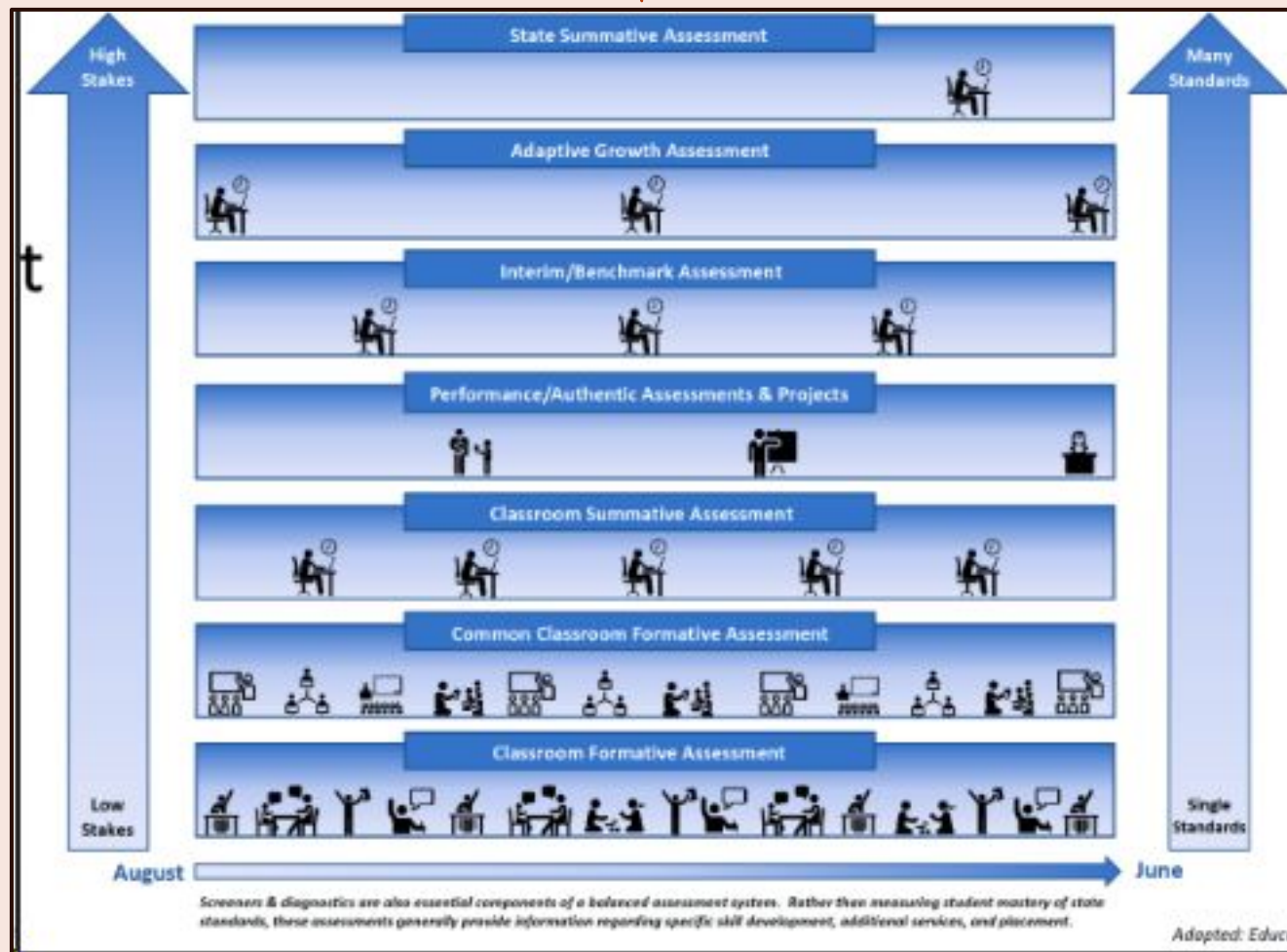


02

Tying Data to Structured Literacy

Successful Implementation of MLSS

Domain	Practices	Documentation/Examples
SLF1: Universal dyslexia screener	Timely, appropriate, systematic, scientific, evidence based interventions are in place and implemented for students displaying risk characteristics of dyslexia based on the data from the dyslexia screener. Teachers receive systematic professional development on students displaying characteristics of dyslexia.	Dyslexia screener tool Screener report
SLF2: Structured literacy framework	School is currently implementing the action steps of the LEA Literacy Plan for the current SY and continuously monitoring to achieve the outlined goals for the grade bands.	District-wide literacy plan PLC planning Grade-level intervention tracker
SLF3: Layered Literacy Interventions	The school has clearly identified and defined layered interventions for phonology, orthography, syntax, morphology, semantics, and organization. Teachers and wellness staff can explain the interventions they provide (time/frequency/type). Teachers receive training and feedback on implementing interventions. School administrators monitor interventions systematically. The school recognizes that stakeholders within the community have a vested interest in supporting student literacy. The school implements creative solutions to support literacy.	Teacher action plans Classroom walk-through forms and feedback Trainings and PD
SLF4: Interventions are Aligned with the Structured Literacy Framework	The school has a clearly defined outline of layered support using systematic, cumulative, explicit, diagnostic, and multi-sensory interventions that includes deep content knowledge and specific teaching expertise that focuses on the elements of phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels for the prevention of reading deficits.	Outline of layered SLF supports that are multi-sensory Professional learning plan for teachers to implement SLF interventions
SLF5: Gathering Data and Progress Monitoring for Literacy Development	Teachers analyze data from Dyslexia Screener with school literacy support team to make instructional decisions for each student. A Common Formative Assessment progress monitoring tool has been identified and is in regular use to monitor progress of students in Structured Literacy development. Instructional choices for each student are re-evaluated at least several times per year in consideration of progress monitoring data.	Notes and outcomes from data analysis Progress monitoring timelines Teacher lesson plans



MLSS Continuum of Support Flowchart

LAYER 1: Universal Supports – Students (ALL) receive high quality instruction, academic and behavioral supports (or acceleration, when appropriate), universal screening, core instruction, whole class reinforcements and supports, reteaching, differentiation)

Interim Assessments = 3 times per year

Analyze Layer 1 Instruction and/or Environment

Are students responding to core instruction based on formative/summative data?

Continue Universal Supports or provide acceleration (when appropriate)

YES

NO

Reteach & Check for Understanding

YES

NO

LAYER 2: Targeted Supplemental Interventions & Supports – Students (SOME) continue to receive high quality Layer 1 instruction with supports and Layer 2 intervention supports

Progress Monitoring = 2 times per month (once/month minimum)

Match intervention(s) to student needs, implement intervention, and evaluate response to Layer 2

Is the student responding in a way that they will meet their goal based on formative/summative data?

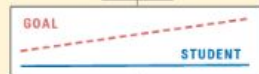
YES



UNLIKELY



NO



Analyze Data & Adjust Instruction/Intervention(s)
Create a plan for student success with core instruction and supports for focused interventions on additional skill gaps.

Analyze Data & Adjust Instruction/Intervention(s)
Examine fidelity and if intervention is the most appropriate for student. Change intervention as needed to meet the needs of the student(s).

Analyze Data & Adjust Instruction/Intervention(s)
Examine fidelity and determine if the intervention(s) are meeting the needs of the student. Modify as needed.

LAYER 3: Intensive Interventions & Supports – Students (FEW) continue to receive high quality Layer 1 core instruction plus Layer 2 targeted supports and receive Layer 3 intervention based on identified needs

Progress Monitoring = weekly (twice/month minimum)

Based on diagnostic assessment, match intervention to student needs, implement intervention and evaluate response to Layer 3

Is the student responding as expected to the intervention(s)?

YES

Analyze Data & Adjust Instruction/Intervention(s)
Create a plan to receive less intensive intervention(s) or to receive core instruction with supports only and/or focused intervention(s) on additional skills gaps.

UNLIKELY

Analyze Data & Adjust Instruction/Intervention(s)
Continue intervention with intensity or Change intervention as needed to meet the needs of the student(s).

NO

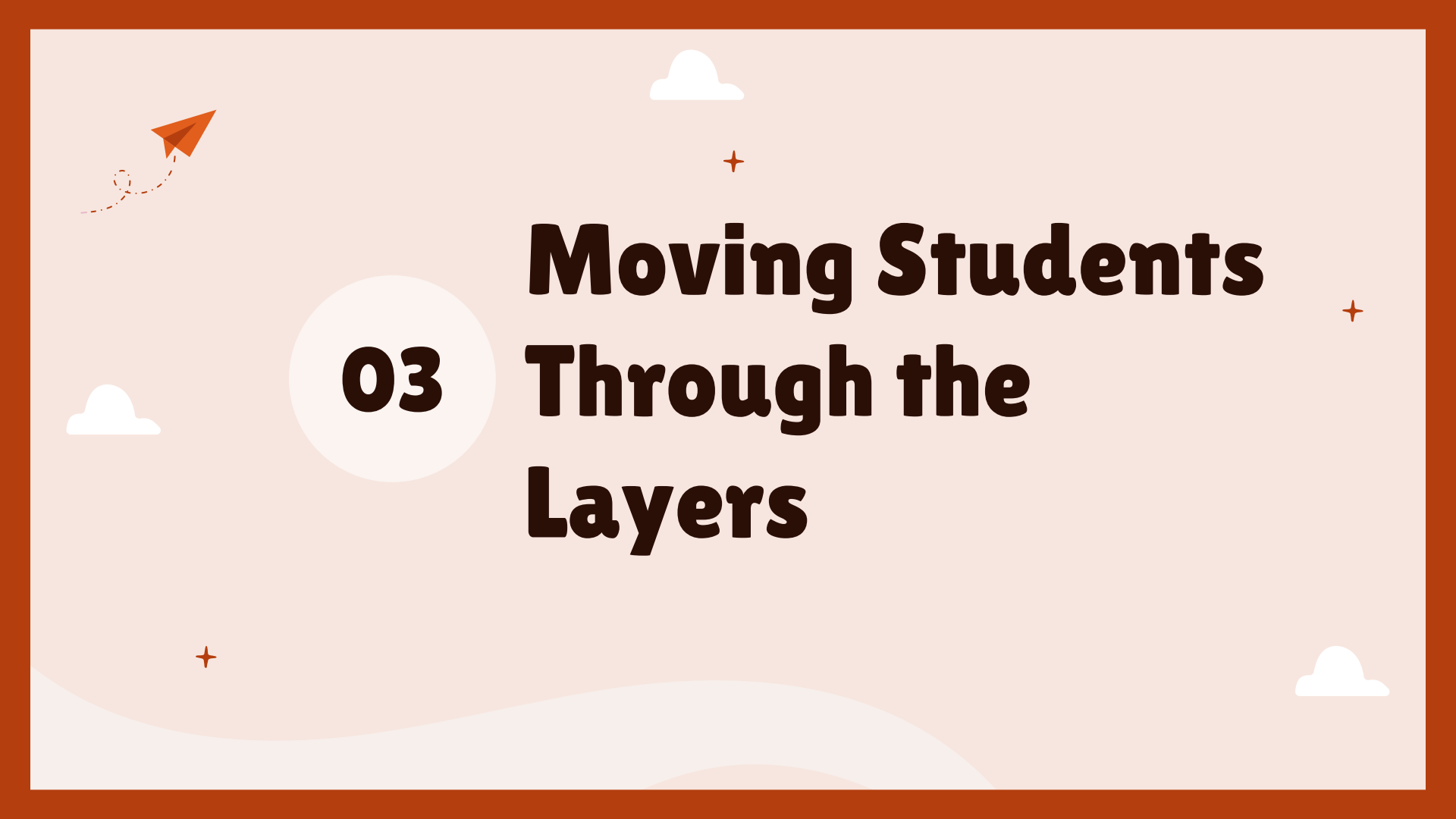
Analyze Data & Adjust Instruction/Intervention(s)
Continue or intensify intervention as needed.



<https://bit.ly/3uKdYP5>



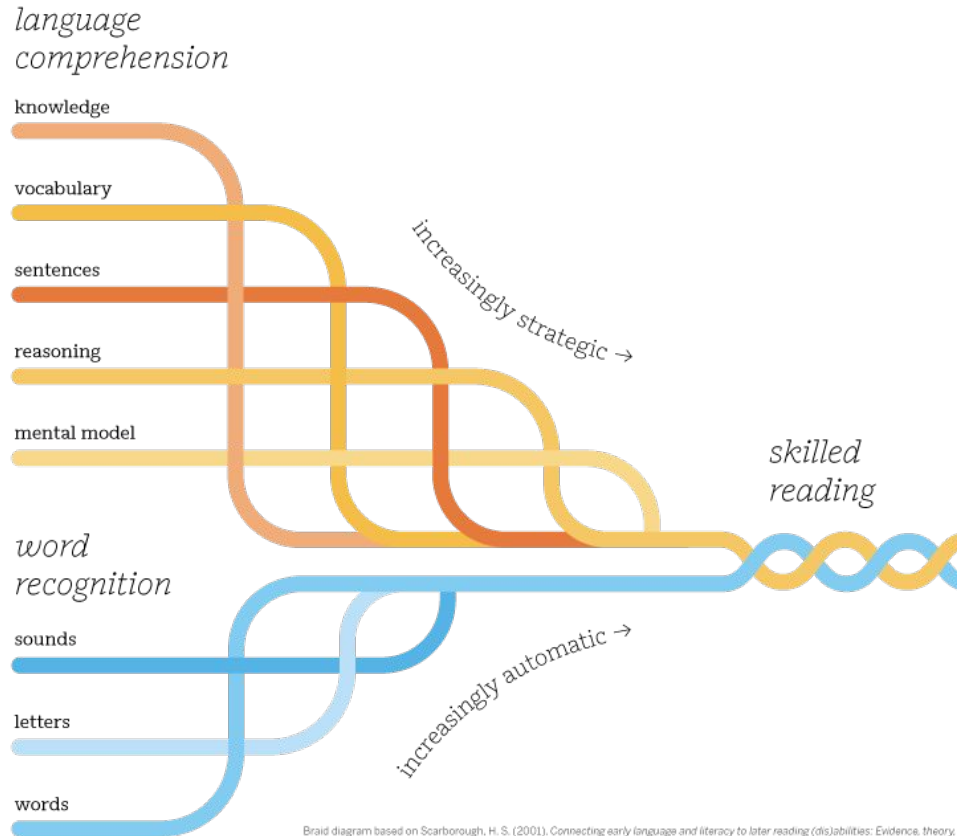
What are our data points for MLSS?



03

Moving Students Through the Layers

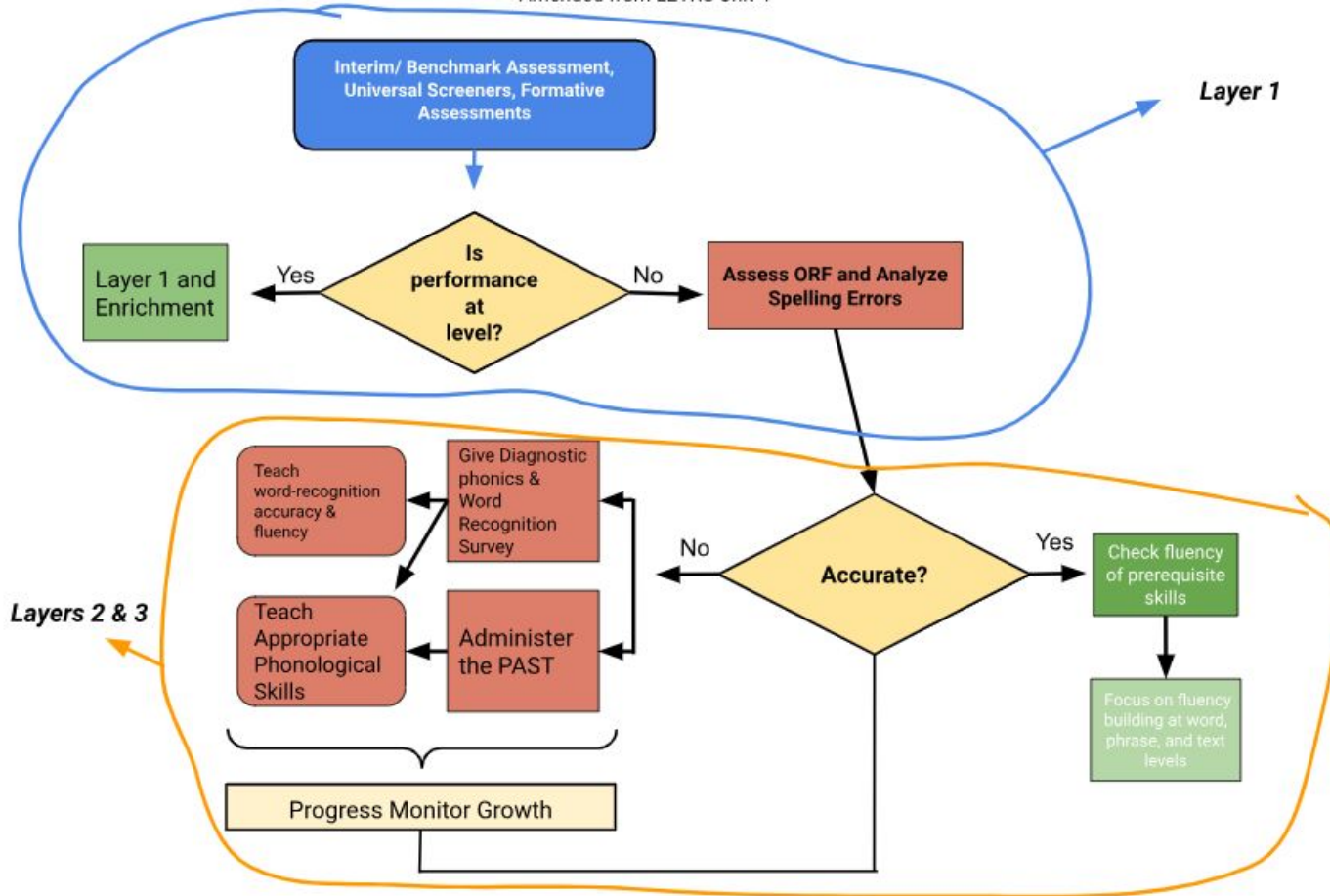
Remember:



Braid diagram based on Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for Research in Early Literacy* (pp. 97–110). New York: Guilford Press.

Assessing Word Recognition

Amended from LETRS Unit 4





Data Collection

- Are the results of the screener consistent with what you're seeing in the classroom during layer 1 instruction?
- Are there multiple skills to be addressed?
- Do you feel there is a clear process for deciding interventions for your students?

Levels

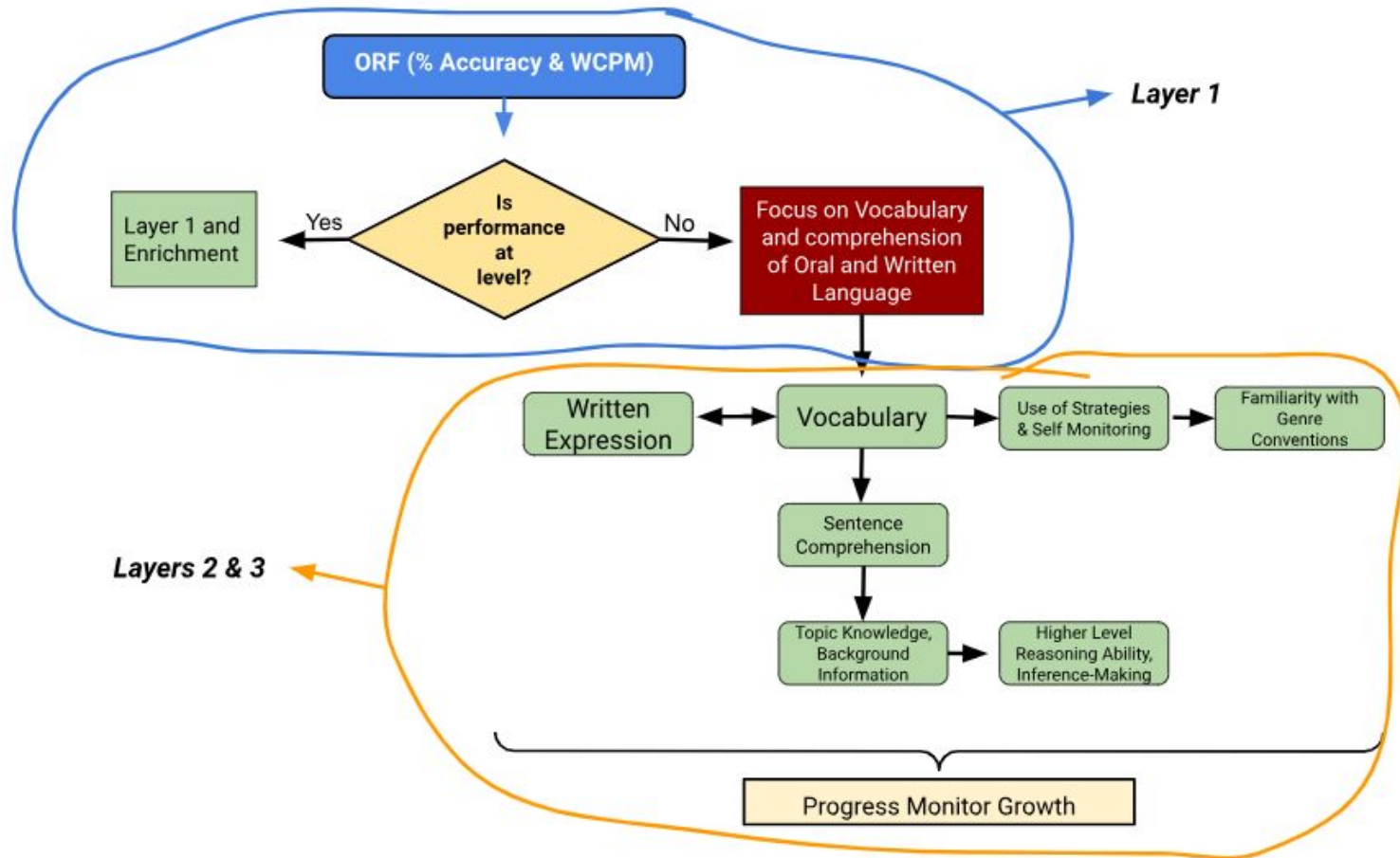
Five equally spaced ranges at all levels of performance.

Percentile Rank Ranges

Level 5	Above 80th
Level 4	At or Below 80th
Level 3	At or Below 60th
Level 2	At or Below 40th
Level 1	At or Below 20th

Assessing Language Comprehension & Writing

Amended from LETRS Unit 5



Case Study–Spelling, Phonics, Vocabulary

Using the following [Third Grade Class Data](#)

1. What do **ALL** students **need** to **know** and be able to **do/say**?
2. How will we **know** ALL students have shown mastery? (Look like/sound like)
3. How will we **respond** when some student(s) have not shown mastery?
4. How will we **extend** the learning for student(s) who have shown mastery?

What do ALL students need to know and be able to do/say? 	How will we know ALL students have shown mastery? 
LAYER 1	
How will we respond when some student(s) have not shown mastery? 	How will we extend the learning for student(s) who have shown mastery? 



Supporting **ALL** students at **ALL** Layers:

- Multiple modes/points of data collection and analysis
 - Teachers and interventionists meet to collaborate and discuss student success regularly
 - Use of reliable, valid assessments to drive instruction and intervention
 - Assessment is implemented and calibrated across the team/grade level/school
- 
- 

Thank You!

Reminders:

- All materials found in the shared folder 😊
- Coaches PLC @ 2:15pm
- Leave your questions, thoughts, comments in the parking lot!



Need anything? Reach out to:

Brittany - bsummerhays@swrecnm.org

Ada - avasquez@swrecnm.org

