



# Oak Park Elementary School District 97

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**To:** The Board of Education  
Dr. Carol Kelley, Superintendent

**From:** Dr. Amy Warke, Chief Academic and Accountability Officer  
Dr. Carrie Kamm, Senior Director of Equity  
Eboney Lofton, Senior Director of Special Education  
Emily Fenske, Director of Organizational Learning

**RE:** Multi-Tiered System of Supports (MTSS) and funding request

**Date:** January 23, 2018

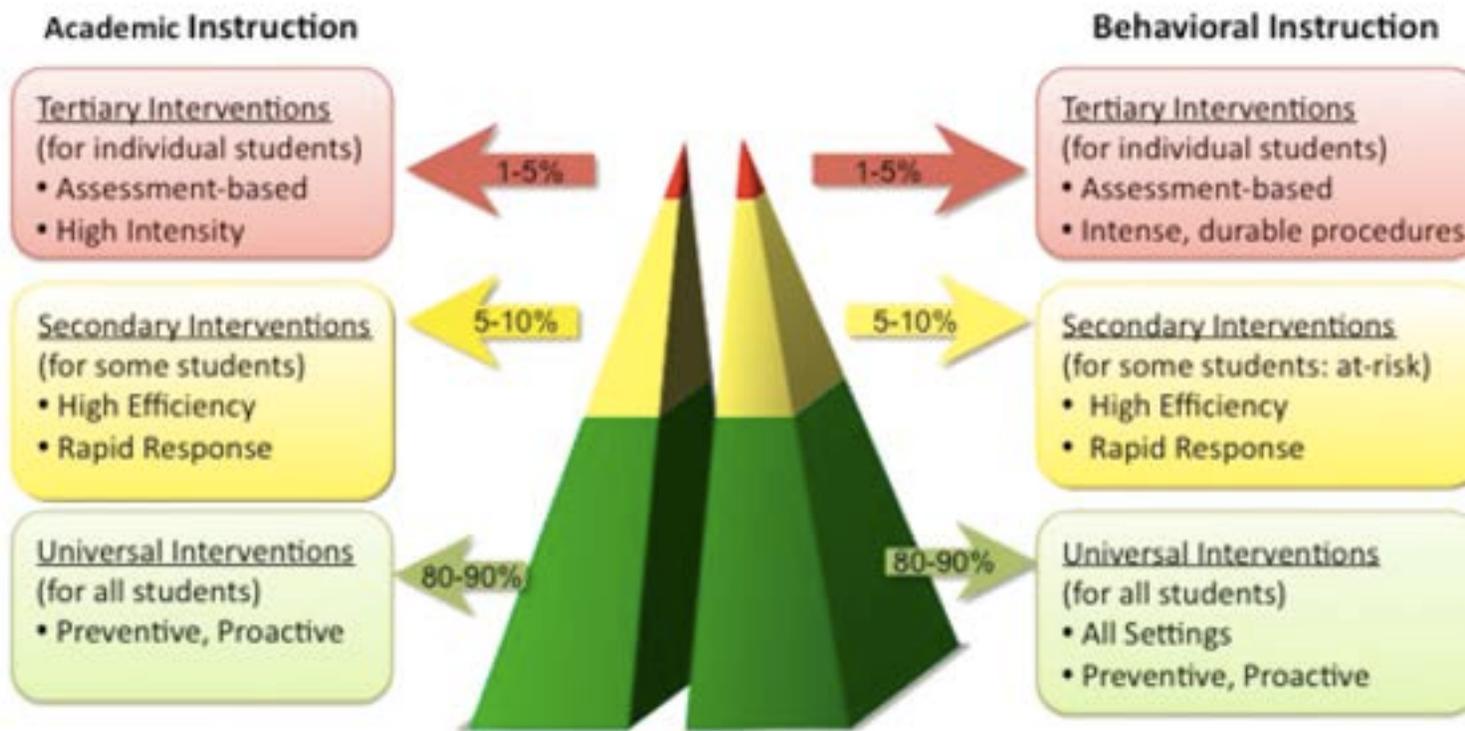
**Type of Report:** Informational-Pillar 1

**Budgetary Impact:** Estimate \$1,444,457.25

The purpose of this report is to provide an update to the Board of Education with an update regarding the current state of our Multi-Tiered System of Supports (MTSS), our recommendations for school year 2018-2019, and the budgetary impact of our recommendations.

## MTSS Best Practices

As we consider our district approach to MTSS, it is important to align our approach with best practices as outlined in current research. For those students who are not yet demonstrating proficiency with core/Tier 1 instruction, students are provided Tier 2 instruction. Tier 2 instruction occurs outside of core/Tier 1 instruction and not in place of it. The student group size is 5-8 students and instruction emphasizes additional learning opportunities related to skills and concepts from core instruction (McIntosh & Goodman, 2016) When Tier 2 instruction proves to be insufficient to meet student need, students are provided Tier 3 instruction. Tier 3 instruction is focused on skill remediation, is provided for a longer time duration (both in length of the intervention and scheduled minutes of instructional time), and is provided in group size of 1-3 students (McIntosh & Goodman, 2016) Given that our goal is to serve the majority of our students in core instruction and support more equitable outcomes for all of our students, it is imperative that we have a system with appropriate staffing levels to meet this goal. The graphic below illustrates the MTSS tiered system and the percentage of students that typically expected to meet the criteria for tiered academic or behavioral intervention:



There are common instructional factors that contribute to a Multi-Tiered System of Support that meets the needs of learners. Organizational factors, outlined in the table below, that support tiered instruction are critical if MTSS is to work effectively for students.

Factor	Tiers of Instructional Support	
	Tier 2	Tier 3
Organizational Factors		
Time allotted for instruction	30 minutes, 4-5 days/week	45-120 minutes, 5 days/week
Instructional grouping	5-8 students	1-3 students
Duration of intervention	8-15 weeks, <20 weeks	20+ weeks
Interventionist facilitating group	General education teacher, intervention specialist	Intervention specialist, content specialist, special education teacher

Harlacher, J.E., Sanford, A., Nelson Walker, N. (Retrieved December 5, 2017). *Distinguishing between tier 2 and tier 3 instruction in order to support implementation of RTI.*

An additional organizational factor is staffing ratios. Given the student ratios for tiered instruction, elementary reading specialist FTEs caseloads would be between 25-30 students.

It is imperative that students receive exposure to core content skills and have adequate time for remediation of missing or weak skills. Tier 2 and tier 3 instruction must complement and supplement core instruction without interrupting, or cutting instructional time from core, grade-level instruction. To support this, elementary master schedules have 30 minute "What I Need" blocks for reading and math 4 days per week.

## Status of Reading Intervention

Students receiving Tier 2 and Tier 3 support fluctuates throughout the school year. The following table shows the number of students at each tier (reading only) and our language arts specialist caseloads at each elementary school (our middle schools do not have language arts specialists). Our language arts specialists primary responsibility is to provide Tier 3 reading intervention to students who do not have IEPs that include reading goals. There are some language arts specialists who do provide support to Tier 2 readers via programs such as Passport to Reading at Beye School.

School	Reading # of Tier 2 Students & % of School Population	Reading # of Tier 3 Students & % of School Population	Language Arts Specialist Caseload
<b>Beye (Title I)</b> 369 students	N=28 8%	N=30 8%	30 students
<b>Lincoln</b> 690 students	N=47 7%	N=43 6%	43 students
<b>Hatch</b> 354 students	N=35 10%	N=22 6%	22 students
<b>Longfellow</b> 724 students	N=31 4%	N=45 6%	45 students
<b>Holmes (Title I)</b> 582 students	N=29 5%	N=57 10%	57 students
<b>Mann</b> 490 students	N=22 4%	N=19 4%	19 students
<b>Whittier (Title I)</b> 433 students	N=34 8%	N=61 14%	61 students
<b>Irving (Title I)</b> 490 students	N=55 11%	N=49 10%	49 students
<b>Brooks (Title I)</b>	N=147 15%	N=97 10%	No language arts specialist

964 students			
<b>Julian (Title I)</b> 1022 students	N=39 4%	N=45 4%	No language arts specialist

The table below shows the number of students currently performing at Tiers 2 and 3 for math. At this time we do not have an identified common resource for Tier 3 math intervention, nor do we have staff members who have the responsibility specifically for providing math intervention to students who do not have IEPs. Students performing at Tier 2 and Tier 3 receive differentiated instruction in the general education setting to meet their academic needs.

School	Math # of Tier 2 Students & % of School Population	Math # of Tier 3 Students & % of School Population
<b>Beye (Title I)</b> 369 students	N=25 7%	N=25 7%
<b>Lincoln</b> 690 students	N=36 5%	N=35 5%
<b>Hatch</b> 354 students	N=50 14%	N=30 8%
<b>Longfellow</b> 724 students	N=34 5%	N=29 4%
<b>Holmes (Title I)</b> 582 students	N=17 3%	N=31 5%
<b>Mann</b> 490 students	N=9 2%	N=17 3%
<b>Whittier (Title I)</b> 433 students	N=27 6%	N=39 9%
<b>Irving (Title I)</b> 490 students	N=23 5%	N=59 12%
<b>Brooks (Title I)</b> 964 students	N=142 15%	N=113 12%
<b>Julian (Title I)</b> 1022 students	N=92 9%	N=104 10%

### MTSS: Reading and Math Intervention Resources

Leveled Literacy Intervention (LLI) is a short-term reading intervention program designed to bring students up to grade-level performance in 18-24 weeks. It is intense, focused small group (3-5 students) instruction for Tier 2 and Tier 3 students. LLI includes instruction in phonemic awareness,

phonics, fluency, comprehension, and writing. LLI provides an opportunity for students to read at each lesson, building their confidence and fluency, and not “skill and drill” with worksheets or digital applications. Over the last few years, several of our elementary schools have purchased LLI kits. To have equity and consistency across schools, we want to purchase any remaining kits out of the 5 total elementary kits that schools do not have. We also will need to purchase the middle school system for both Brooks and Julian. An additional cost will be initial and ongoing training for our language arts specialists. The table below summarizes the estimated costs for the LLI kit purchase and training:

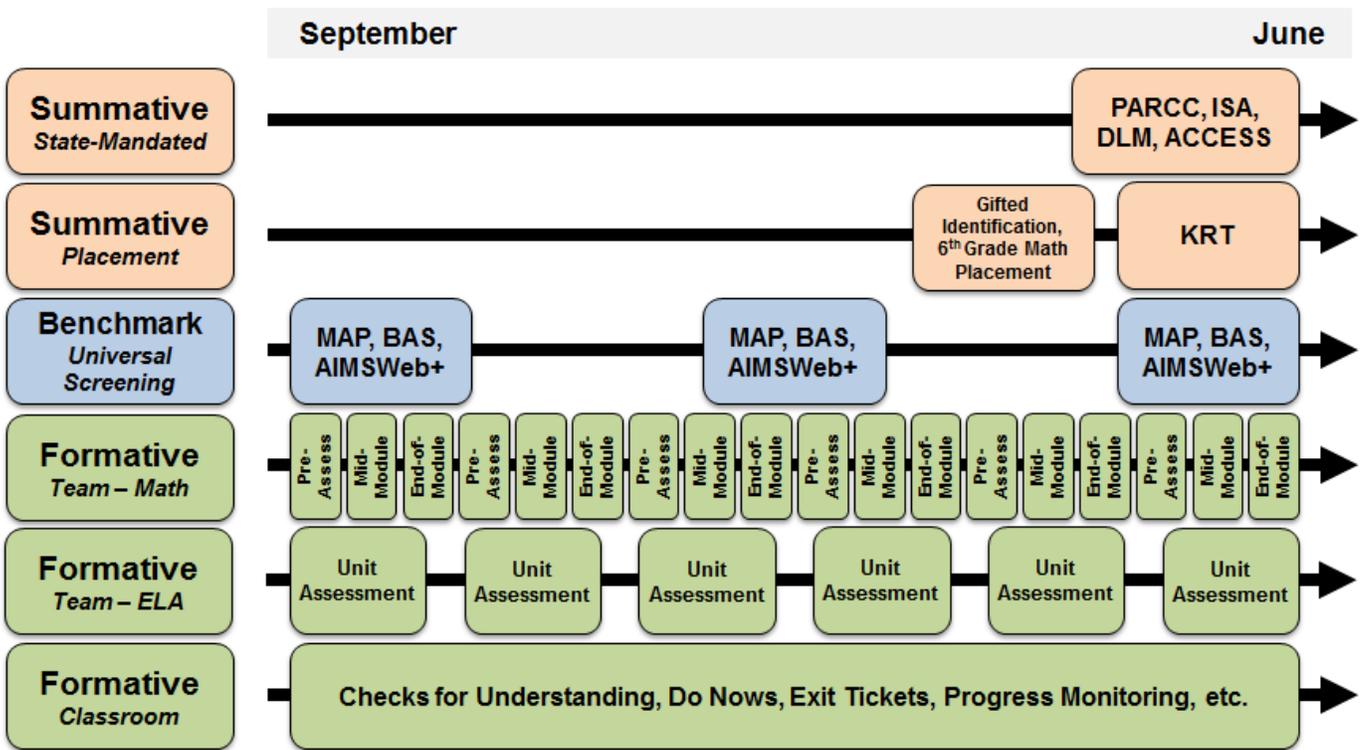
Item	Cost
Full sets of LLI kits for 8 elementary schools and 2 middle schools	\$197,879.38
LLI Training for Language Arts Specialists	\$12,250.00
<b>Total Estimated Cost</b>	<b>\$210,129.38</b>

In regards to math intervention resources, the MTSS Committee is still in the process of reviewing math intervention resources. Based on research and through discussion regarding our district context, the committee has determined the following criteria by which to evaluate math intervention resources:

- Have a whole numbers focus for grades K-5
- Have a rational numbers focus for grades 4-8
- Include explicit problem solving instruction
- Provide options for reteaching skills and concepts in a variety of ways
- Include visual representations of math ideas
- Connects with our assessment data streams (MAP, aimsweb Plus)
- iPad compatible
- Have a web-based component
- Include accessibility features (text-to-speech) with any digital components
- Easy to navigate for students and teachers
- Teacher can assign tasks/assignments to students (within digital components)
- Options for multiple languages

### MTSS Assessments

For our MTSS system to effectively identify students who are in need of academic support, it is important to have an assessment system in place that provides opportunities for data triangulation. Multiple screening assessments will allow our staff to compare student ability and knowledge different assessment types and allow for a more accurate determination of student needs ([Heimbaugh, 2011](#)). The table below outlines our proposed screening assessment calendar for 2018-2019, alongside other assessments (summative and formative) to illustrate a full picture of our assessment system.



NOTE: Number of Math Modules per year varies by grade level. Number of ELA Unit Assessments may change as the curriculum plan continues to develop.

### MTSS: Master Schedule

During the 2016-2017 school year, the Instructional Framework was developed for all staff in D 97 to share beliefs around best practices in curriculum, instruction, assessment, and data that support student learning. This starts with instruction delivered at the Tier 1 or the core. The district provides the Instructional Framework and the Master Schedule to allow for common structures that promote student learning. Given the instructional time demands for Tier 2 and Tier 3 (30 minutes, 4-5 days per week; 45-120 minutes 5 days per week; respectively) and the imperativeness of students participating in Tier 1 (grade-level; core) instruction, the master schedule needs to be such that all students have opportunity for tiered instruction (intervention or acceleration), but without missing Tier 1/core instruction. A master schedule that allows for this structure is imperative since it will maximize school personnel resources and provide for a high degree of collaboration among school staff. By creating daily, specific blocks for literacy and math tiered instruction, teachers and staff will be able to dedicate the necessary time to address students' academic needs. The sample first grade schedule below illustrates what a daily schedule looks like with reading and math intervention blocks built into the day.

First Grade Block
8:00-8:10 Morning Routine
8:10-8:55 Math
8:55-9:25 Math Intervention
9:25-10:10 Writing Workshop
10:10-10:25 Recess
10:25-11:15 Reading Workshop

11:15-12:10 Lunch
1:15-2:15 SPECIALS
10:45-11:10 SS/Science
1:20-1:45 Word Study
1:45-2:15 Reading Intervention Passport
2:15-2:45 Whole Group Reading

## Comparable Districts

To better understand our current MTSS staffing levels and how those relate to meeting our goals of 80% of our students reading at grade level by the end of 3rd grade and designing a master schedule that adheres to best practices of tiered instruction, we learned how comparable districts staff for MTSS. The table below shows MTSS staffing for Orland Park SD 135, Evanston D65, Barrington SD 220, and Elmhurst D 205.

School District	Student Population	% Low Income	Reading Intervention	Math Intervention
Orland Park D 135	5040	17	2.5-3.0 FTE at each school	.5 FTE at primary schools; 1.0 FTE at intermediate and junior highs; have determined they need dedicated math interventionists
Evanston D65	7959	39	1.0-3.0 FTE at each school FTE caseload=18-24 students	No math interventionists
Barrington D220	8768	29	1.0-1.5 FTE at each school FTE caseload <25 students Support Tier 2 & 3 students	No math interventionists
Elmhurst D205	8499	16	1.0-2.0 FTE at each school Support Tier 2 & 3 students	No math interventionists
Oak Park D97	6,146	18	1.0 FTE at elementary schools only FTE caseloads range from students	No math interventionists

## MTSS Recommendations

To support our MTSS efforts and create more direct support to students who are in need of tiered support in reading and math, the district is recommending staffing increases to support those students who are our most academically vulnerable. These staffing recommendations are based on the assumption that within any given school year at least 5% of the student body will perform significantly below grade level, in both reading and math, and will benefit from instruction in groups of 1-3 students. In order to support system coherence, fidelity of implementation, and school-level MTSS needs we request two MTSS coordinators who will work directly with school as they implement MTSS.

School	Enrollment	5% of Enrollment	FTEs/Subject (Assuming 30:1)	Total FTEs (hold harmless 1 LAS per elementary; rounding)	Change in Current FTE Levels
Brooks	964	48	1.6	3.0	3.0
Julian	1022	51	1.7	3.0	3.0
Lincoln	690	35	1.2	2.0	1.0
Longfellow	724	36	1.2	2.0	1.0
Holmes	582	29	1.0	2.0	1.0
Irving	490	25	0.8	2.0	1.0
Mann	490	25	0.8	2.0	1.0
Whittier	433	22	0.7	1.5	0.5
Beye	369	18	0.6	1.5	0.5
Hatch	354	18	0.6	1.5	0.5
MTSS Coordinators (2)				2.0	2.0
				<b>22.5</b>	<b>14.5</b>

The estimated cost to adding 14.5 FTEs to support MTSS is \$1,234,327.87. We also recommend purchasing additional LLI kits for our elementary and middle schools to insure that we have the resources needed to provide Tier 2 and Tier 3 reading intervention. We anticipate having a math intervention to recommend in April and that cost is to be determined. The current estimated total cost to further develop our MTSS is in the table below:

Addition of 14.5 FTEs to support MTSS	\$1,234,327.87
Purchase of LLI Kits	\$197, 879.38
LLI Training & Coaching for Language Arts Specialists	\$12,250.00
<b>Estimated Total Cost (excluding math intervention program)</b>	<b>\$1,444,457.25</b>