

EMPOWERED EFFICACY

Leveraging federal SPDG* funds to implement equity-centered MTSS and improve academic outcomes for ALL students



Project Design & Descriptive Stats

- 3 Districts
- 6 Schools
- 3 Cohorts (over 5 years)
- Participants:
 - Superintendents, Principals, Curriculum Coordinators, Classroom Teachers, Special Educators, and interventionists
 - Grade K-12



"It is helpful and validating to hear from the other districts."



Data



Year 1 Findings

- Educators want and need to collaborate across districts to make coherent statewide change
- Patience and deep learning are essential in building a sturdy foundation for change
- Building a foundation of knowledge of MTSS and improvement science to operationalize change ideas
- Schools and districts have a lot going on! Deculturating systems and leveraging those that are assets is essential for progress.
- Supporting interdistrict communication with all participants is key

Aim

At PLL we believe that ALL students can learn and should be served and supported by a thoughtfully articulated multitiered systems of support (MTSS) that creates a roadmap for student achievement. We aim to advance thinking around the implementation of MTSS specifically within systems of universal instruction and targeted intervention. To do this, we have worked with school leaders to leverage improvement science approaches, disrupt preexisting inequities, and reframe systems that evolved by consequence and not a coherent and collective vision.

