

Demonstration Classroom: Multi-Tiered Systems of Support



Demonstration classrooms (“demos”) are re-envisioned professional development platforms and tools that offer educators a chance to observe evidence-based instructional practices in real-time, with an opportunity to debrief what they saw and discuss how they can incorporate the practices into their own classrooms. The Co-op is building a network of demos across the District of Columbia, each highlighting an evidence-based practice, serving as models for schools striving to improve outcomes for students with disabilities.

Demo Discovery: Multi-Tiered Systems of Support (MTSS)

MTSS is a framework and data-driven process designed to lead to early identification and support of students with learning and/or social-emotional-behavior needs. The goal of the MTSS process is to close existing gaps, provide support, and keep struggling students from falling further behind. While the MTSS process can help identify students who are in need of special education services, one goal of MTSS is to remediate difficulties before a student requires special education.

This Demonstration project highlights the ways in which the Washington Latin Public Charter School Cooper campus’ MTSS ensures that the needs of ALL students are met. Students participate in a class based on data about their levels and need: an evidence-based intervention targeting foundational academics (Read 180 or Math 180); support with mastering the Latin language requirement, Executive Functioning support, or an advanced book club for students who benefit from extension activities.

Demo Details

- **Data:** Latin’s Administrative team reviews data from multiple sources at the start of the year, including MAP data, Reading Inventory and Math Inventory for identified students, and anecdotal/observational data to determine student needs. Data is reviewed to adjust groupings as needed.
- **Training:** Staff are assigned to lead Intervention classes based on identified expertise. Reading and Math Intervention teachers receive ongoing training and coaching from expert Read and Math 180 coaches, as well direct support from the Co-op and its partners at Houghton-Mifflin Harcourt in data collection and analysis.
- **Infrastructure:** Every grade level has an Intervention Block that meets 4x/week for 50 minutes, during which all students receive targeted instruction based on instructional data. Directly embedding an Intervention Block into the school's master schedule ensures consistency in application and implementation.

Demo Data

Students’ participation in the intervention programs had significant impacts on academic achievement. In math, participants grew 1.3 years on average, with 6th graders growing an average of 1.6 years. In reading, students gained an average of 1.5 years growth. Sixth graders in particular demonstrated an average growth rate of 2.0 years, with 78% of students exceeding the average growth rate. Among the students who grew, the majority met, exceeded, or even doubled their expected growth targets.

Learn more about the Co-op’s demo classrooms: www.specialedcoop.org