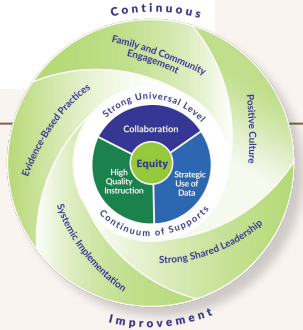
ADDRESSING SIGNIFICANT RACIAL DISPROPORTIONALITY THROUGH AN EMLSS



-Dr. Barb Novak, *Director, Wisconsin Office of Literacy*
-Sarah Nelson & Amanda Trautt, *WI EMLSS Project Team*

Outcomes

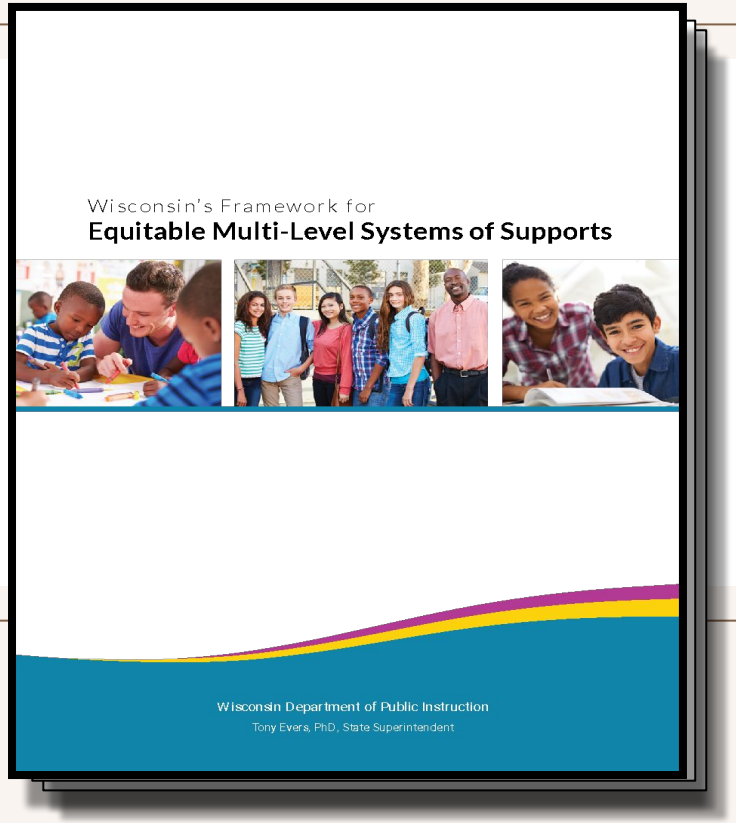
01 Review the purpose of an EMLSS

02 Understand Educational Equity

03 Identify Qualities of Strong Universal

04 Articulate System Practices Within a District's Continuum of Support

Equitable Multi-level System of Support



HANDOUT 1.2a

Key System Features of an Equitable Multi-Level System of Supports

Equity

Every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, ability, sexual orientation, family background and/or family income.

High Quality Instruction

Curricula, teaching practices, and learning environments are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven.

Strategic Use of Data

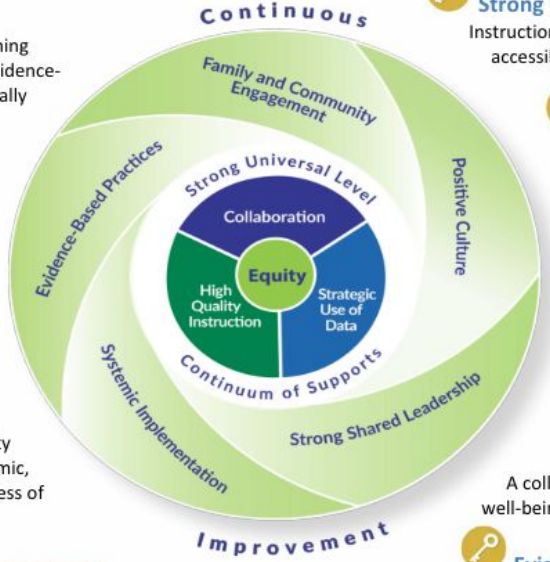
Ongoing, reflective, and collaborative analysis of implementation and outcomes data in a problem-solving process to inform improvement and achieve equity.

Collaboration

A systematic process of learners, families, educators, and the community working together to ensure the academic, behavioral, social, and emotional success of every learner.

Family and Community Engagement

Families and communities are active partners and key collaborators in achieving the goal of success for every learner.



Continuum of Supports

High quality instruction, collaboration, and strategic use of data of varying intensity equitably address the needs of every learner.

Strong Universal Level of Support

Instruction, assessment, and collaborative systems and practices are accessible, effective, and reflective of every learner.

Systemic Implementation

Programs, practices, roles, and expertise aligned and coordinated into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district.

Strong Shared Leadership

Representative teams with responsibility to lead and oversee implementation of an equitable multi-level system of supports at the school and district levels.

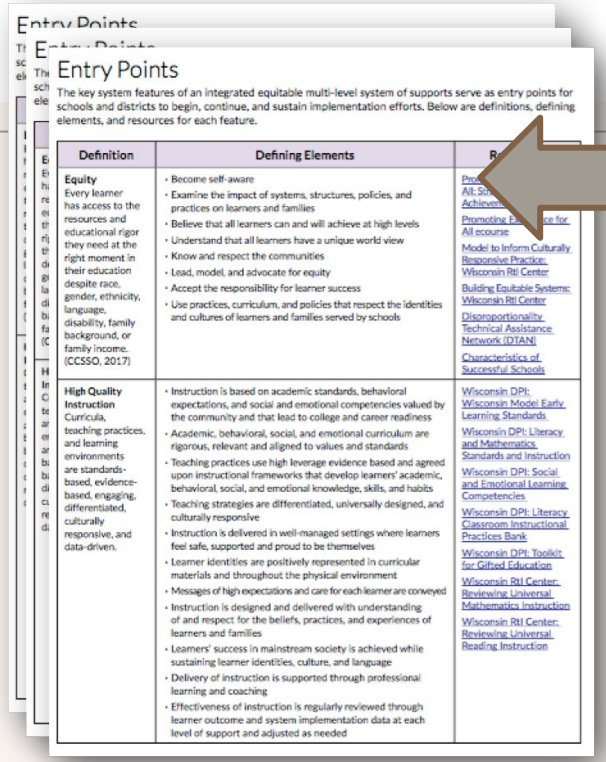
Positive Culture

A collective sense of purpose and commitment to ensure the well-being, sense of belonging, safety, and success of every learner.

Evidence-Based Practices

Use of programs, practices, and procedures with the best available evidence balanced with the fit to the school's and district's population and values.

Key System Features


Entry Points

The key system features of an integrated equitable multi-level system of supports serve as entry points for schools and districts to begin, continue, and sustain implementation efforts. Below are definitions, defining elements, and resources for each feature.

Definition	Defining Elements	R
Equity Every learner has access to the resources and educational rigor they need at the right moment in their education despite race, gender, ethnicity, language, disability, family background, or family income. (CCSSO, 2017)	• Become self-aware • Examine the impact of systems, structures, policies, and practices on learners and families • Believe that all learners can and will achieve at high levels • Understand that all learners have a unique world view • Know and respect the communities • Lead, model, and advocate for equity • Accept the responsibility for learner success • Use practices, curriculum, and policies that respect the identities and cultures of learners and families served by schools	Pro… Alt-Sc… Achievem… Promoting E… ce for All ecourse Model to Inform Culturally Responsive Practice: Wisconsin RtI Center Building Equitable Systems: Wisconsin RtI Center Disoroportionality Technical Assistance Network (DTAN) Characteristics of Successful Schools
High Quality Instruction Curricula, teaching practices, and learning environments are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data-driven.	• Instruction is based on academic standards, behavioral expectations, and social and emotional competencies valued by the community and that lead to college and career readiness • Academic, behavioral, social, and emotional curriculum are rigorous, relevant and aligned to values and standards • Teaching practices use high leverage evidence based and agreed upon instructional frameworks that develop learners' academic, behavioral, social, and emotional knowledge, skills, and habits • Teaching strategies are differentiated, universally designed, and culturally responsive • Instruction is delivered in well-managed settings where learners feel safe, supported and proud to be themselves • Learner identities are positively represented in curricular materials and throughout the physical environment • Messages of high expectations and care for each learner are conveyed • Instruction is designed and delivered with understanding of and respect for the beliefs, practices, and experiences of learners and families • Learners' success in mainstream society is achieved while sustaining learner identities, culture, and language • Delivery of instruction is supported through professional learning and coaching • Effectiveness of instruction is regularly reviewed through learner outcome and system implementation data at each level of support and adjusted as needed	Wisconsin DPI: Wisconsin Model Early Learning Standards Wisconsin DPI: Literacy and Mathematics Standards and Instruction Wisconsin DPI: Social and Emotional Learning Competencies Wisconsin DPI: Literacy Classroom Instructional Practices Bank Wisconsin DPI: Toolkit for Gifted Education Wisconsin RtI Center: Reviewing Universal Mathematics Instruction Wisconsin RtI Center: Reviewing Universal Reading Instruction

Defining Elements

The Key system features of an integrated equitable multi-level system of supports serve as entry points for schools and districts to begin, continue, and sustain implementation efforts.

Reflect on Your System

In your current continuous improvement process for addressing racial disproportionality, are these key features present?

- EMLSS Entry Points

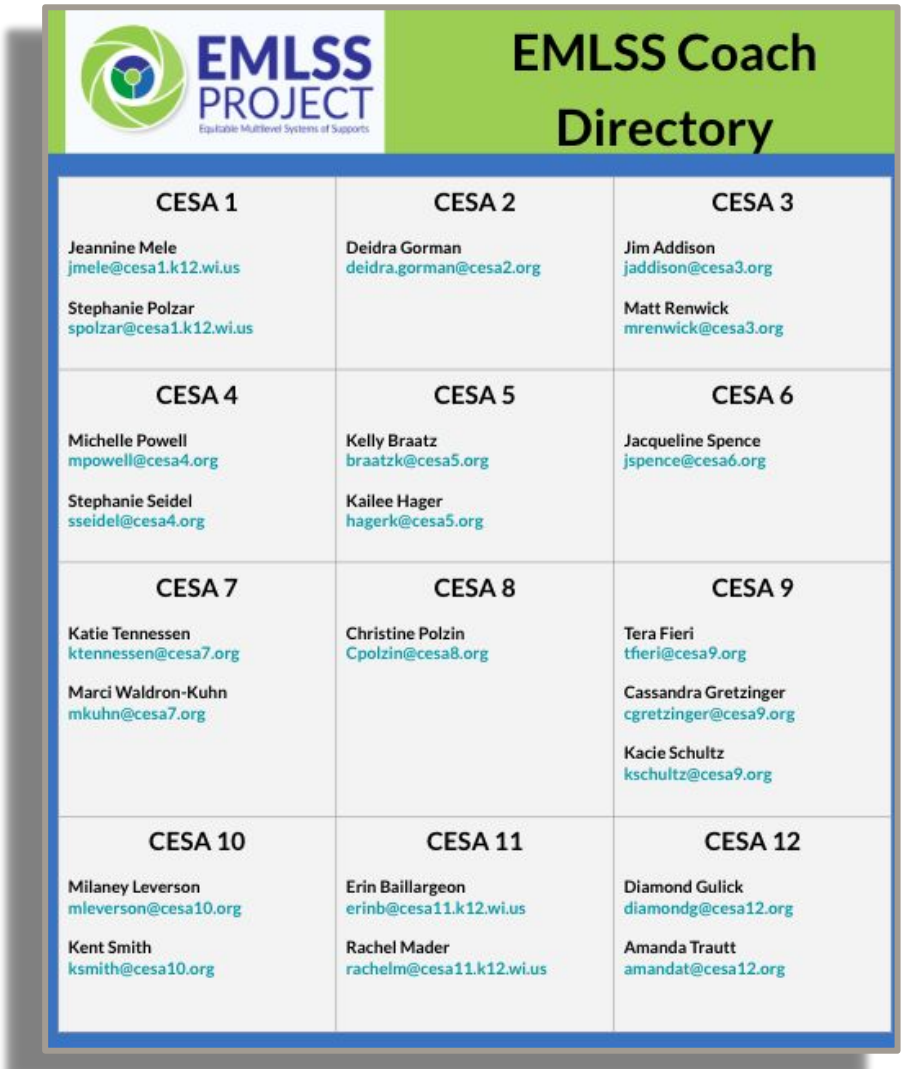
EMLSS Coaching Partnership

*Disaggregating Student Outcome Data

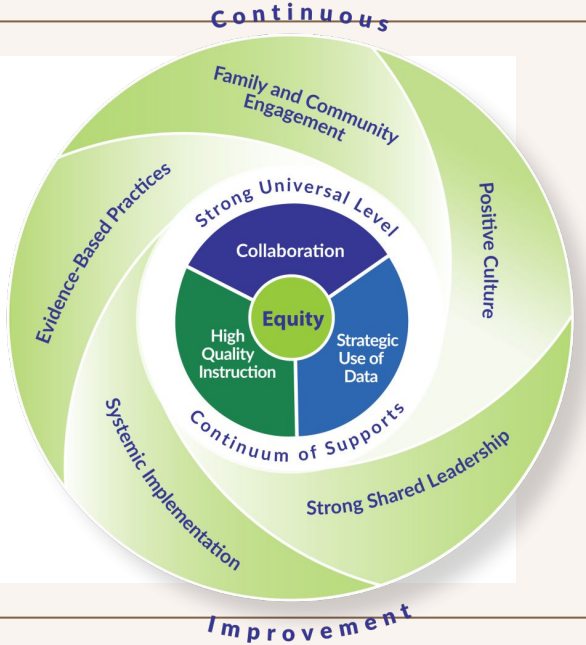
*Mapping Systems to Identifying Inequities

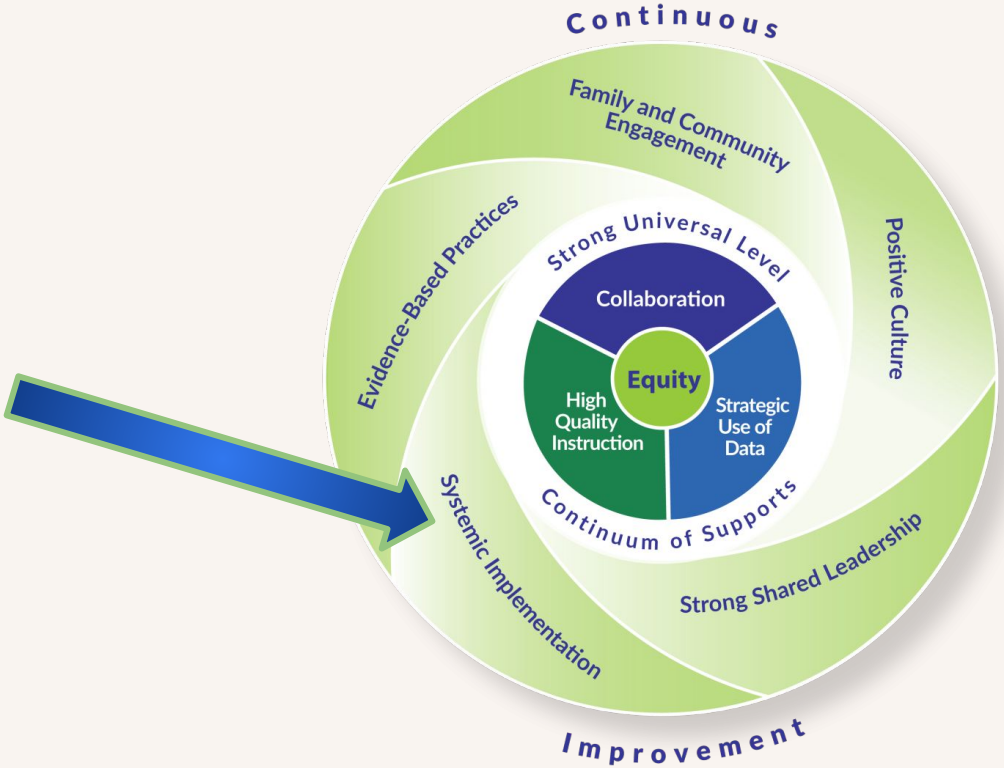
*Assessing System Practices

*Implementation Mapping



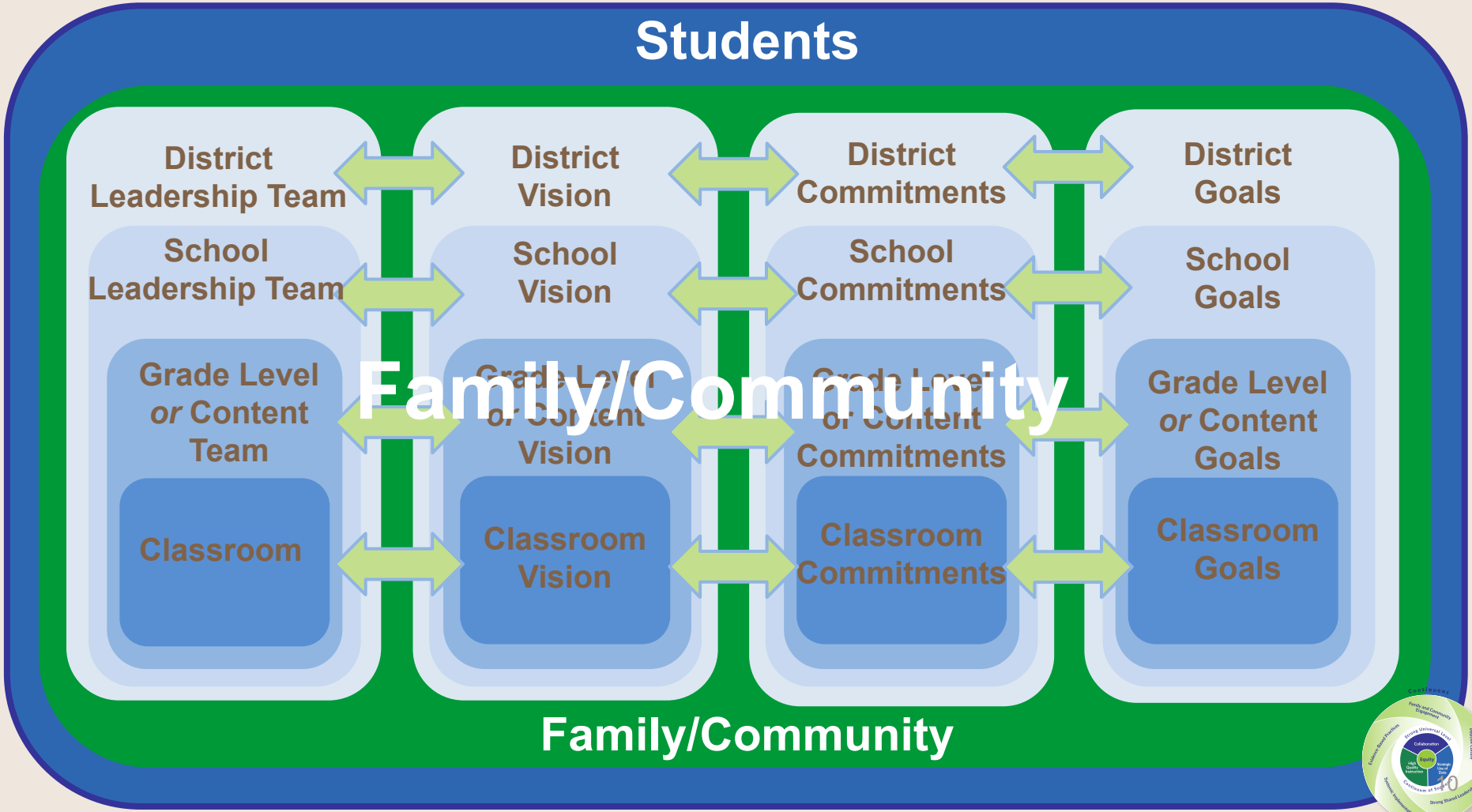
01 Equitable Multi-Level System of Support





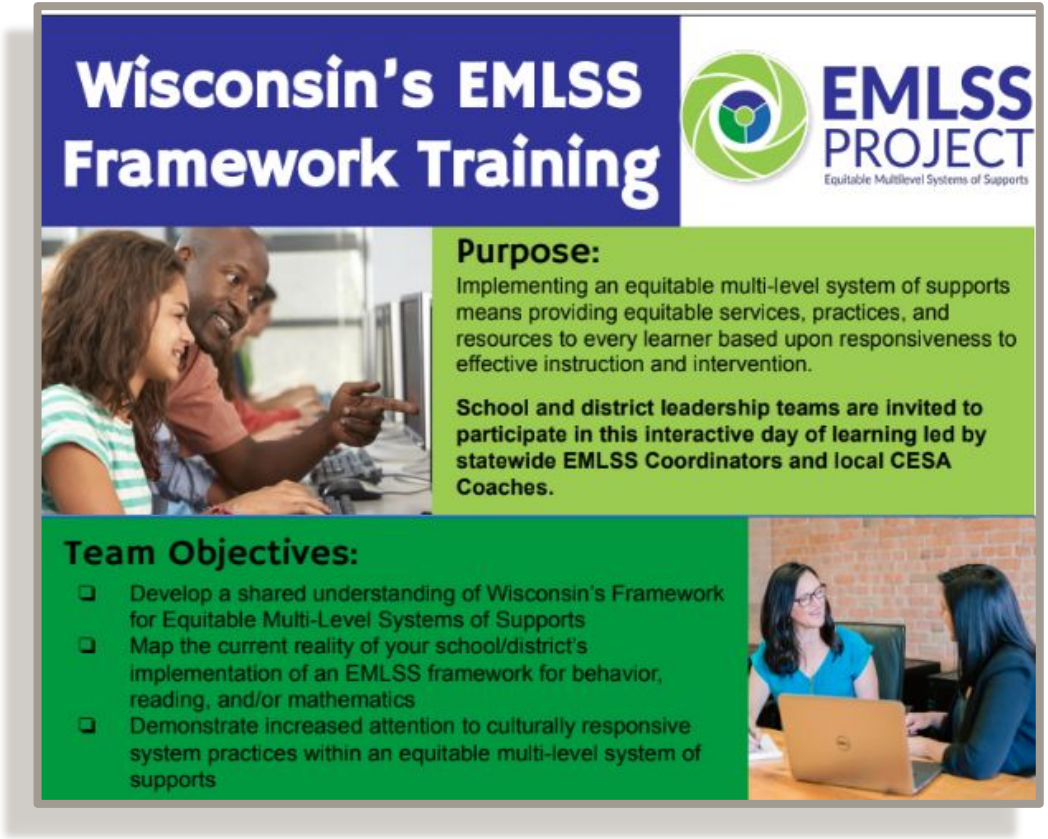
Providing **EQUITABLE** services, practices, and resources to **EVERY LEARNER** based upon responsiveness to effective instruction and intervention.

Implementing an EMLSS integrates system practices

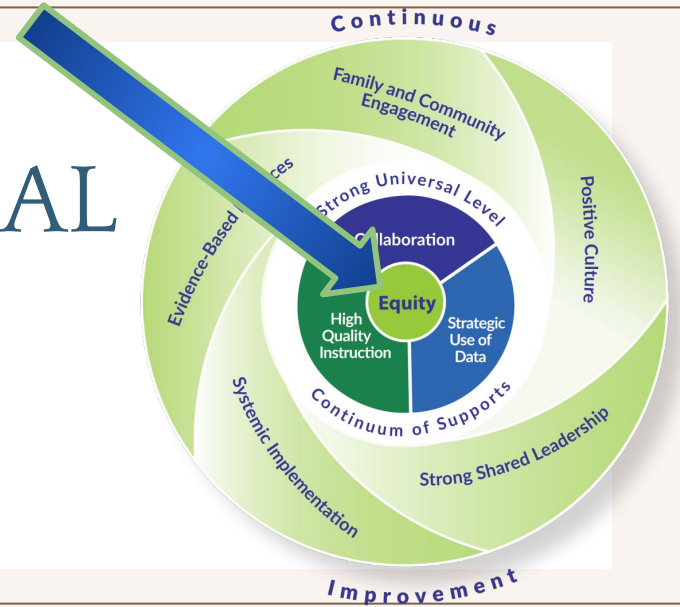

Students
District Leadership Team
School Leadership Team
Grade Level or Content Team
Classroom
District Vision
School Vision
Grade Level or Content Vision
Classroom Vision
District Commitments
School Commitments
Grade Level or Content Commitments
Classroom Commitments
District Goals
School Goals
Grade Level or Content Goals
Classroom Goals
Family/Community
Family/Community

EMLSS

*FRAMEWORK TRAINING

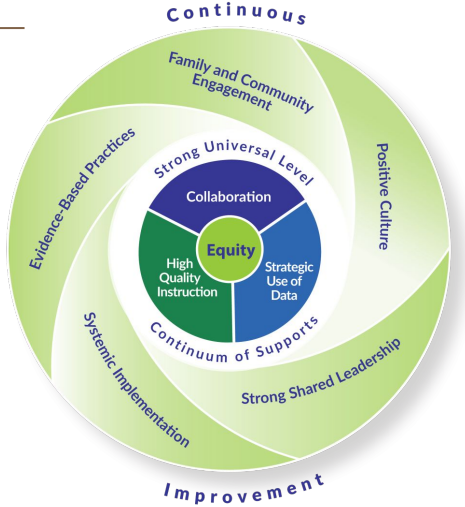


02 EDUCATIONAL EQUITY



Equity

Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.



WI DPI

Defining Elements of Educational Equity

- Become self-aware
- Examine the impact of systems, structures, policies, and practices on learners and families
- Believe that all learners can and will achieve at high levels
- Understand that all learners have a unique worldview
- Know and respect the communities
- Lead, model, and advocate for equity
- Accept the responsibility for learner success
- Use practices, curriculum, and policies that respect the identities and cultures of learners and families served by schools

EMLSS

*EQUITY SERIES

Equity Inside a Multi-Level System of Support

EMLSS PROJECT
Equitable Multilevel Systems of Supports

Description:
This multi-day training is designed to encourage individual and team reflection related to their current system's impact on learners and families. Teams will learn about important equity concepts that impact outcomes, so that they are better equipped to identify, disrupt, and dismantle systemic barriers. The training sessions will spread out over a number of months with your local CESA EMLSS Coach(es) providing team support as you engage in follow up planning to begin the work of systems change.

Intended audience:
This is a TEAM based training for a building or district team of up to 6 people. This same team should also have previously attended, or will plan to attend, the EMLSS Project Framework Training. Priority will be given to districts with required improvement in the area of significant racial disproportionality.

Special note:
This training is focused on your **delivery system** and not on specific cultural information; it is intended to connect to other offerings in the state such as professional learning opportunities offered by Educational Equity Network, etc.

Program Format:

3 Day Series
Select from one of two locations

Madison, WI
September 25, 2024; January 22, 2025; & May 7th, 2025
REGISTER HERE

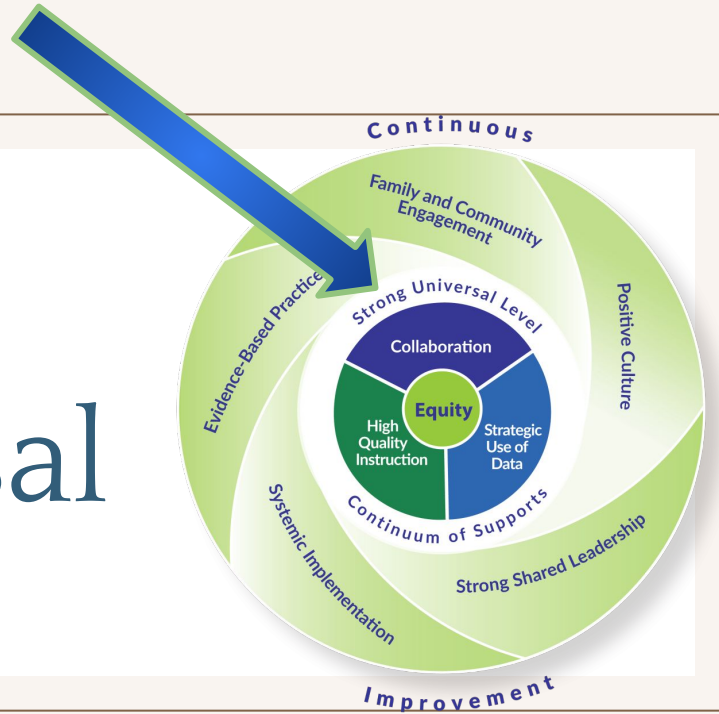
or

Hayward, WI
November 14, 2024; March 26, 2025; & June 10, 2025
REGISTER HERE

$900 Team of 6

$150/each additional team member.

03 Strong Universal



Strong Universal

Instruction, assessment, and collaborative systems and practices are accessible, effective, and reflective of every learner.

As we read the definition of ***strong universal,*** jot down words or phrases that resonate with you.

Strong Universal

· Every learner experiences good first teaching based on high academic and behavioral expectations in an environment conducive to learning

· Educators use agreed-upon evidence-based and culturally responsive classroom management, curriculum, instruction, and assessment practices with fidelity

· Practices are supported and refined through coaching and by reviewing data in collaboration with learners, families, and peers

· Academic, behavioral, social, & emotional wellness are proactively promoted for all

· Meets the needs of at least 80% of learners (both overall and for disaggregated populations)

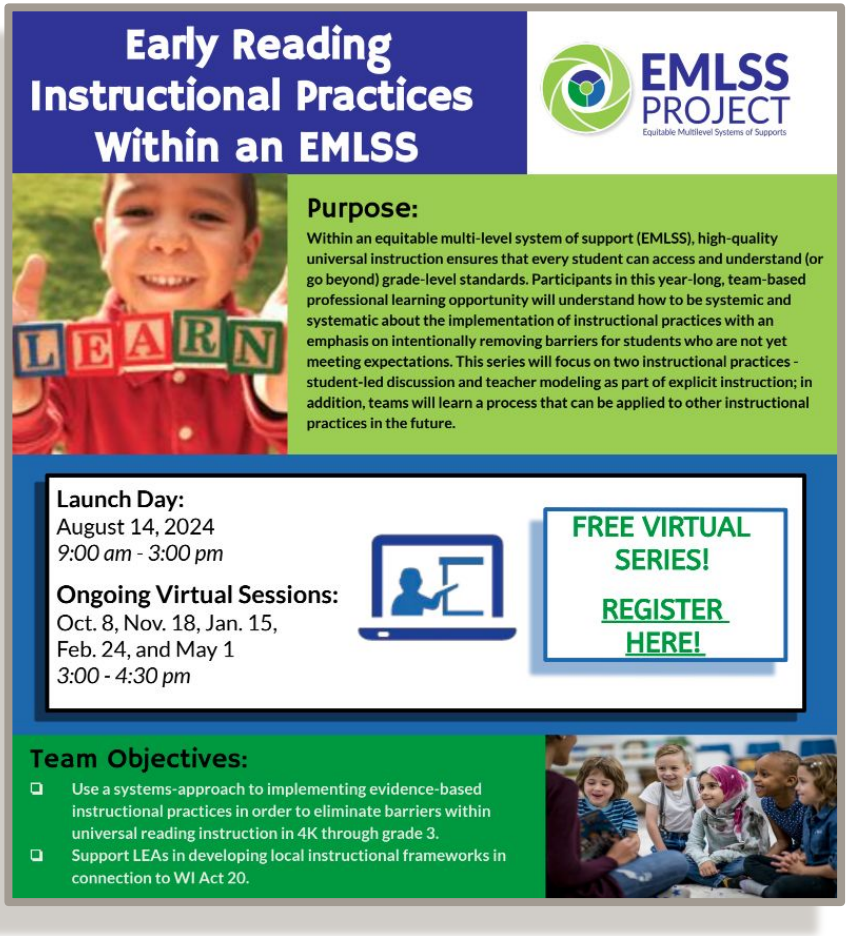
Collaboration Within Instruction

- Utilize **reading teachers** to provide or support specially designed instruction for students with IEPs
  - Helps to ensure effective intervention
- Establish effective **co-planning and co-teaching** models between general and special education teachers

EMLSS-A

(ACADEMICS)

*EARLY READING



EMLSS-A

(ACADEMICS)

*UNIVERSAL MATH

K - 12 EMLSS-Academics Strong Universal Mathematics Workshop

EMLSS PROJECT
Equitable Multilevel Systems of Supports

Purpose:

The one-day offering will use a process to help math leadership teams determine the health of their math system for universal instruction through the key features of the EMLSS framework.

School and district leadership teams are invited to participate in this interactive day of learning led by statewide EMLSS Coaches, DPI Math Consultants, and local CESA Coaches.

Choose a Location:

Madison, WI
September 24th, 2024
Registration

CESA 10, *Chippewa Falls*
October 15th, 2024
Registration

$300
Team of up to 6
$50 each additional team member.

9:00 AM - 3:00 PM

CESA 1, *Pewaukee*
October 29th, 2024
Registration

CESA 9, *Tomahawk*
November 7th, 2024
Registration

Team Objectives:

- Develop a shared understanding of Wisconsin's Framework for Equitable Multi-Level Systems of Supports with a math lens
- Use multiple protocols to pinpoint areas of strength and opportunities for growth within the universal math system
- Learn a multitude of strategies to implement mathematical discourse and elicit and use evidence of student thinking
- Discover a collaborative learning walk process to monitor math implementation trends across the grade band, building, or district

EMLSS-B

(BEHAVIOR)

*UNIVERSAL (TIER 1)

Training

EMLSS-Behavior Universal Series 2024-2025

EMLSS PROJECT
Equitable Multilevel Systems of Supports

Description

This 4-day training series is intended for school leadership teams that represent all areas of the school. Team members should include a building administrator (required), and a combination of instructional staff, pupil services staff, and paraprofessional representation. This training is designed for teams that have never been trained, teams or buildings that have had significant staff turnover, or teams that were trained prior to 2018 and want to update their training and implementation knowledge. Ideal teams have 6-10 members who are committed to working together for at least a full year and who are prepared to engage families, community members, and students in decision-making.

Day 1 Register Leadership (Virtual)	Day 2-3 Register Leadership AND Full Team (In-Person: 8:30 a.m. - 3:30 p.m.)		Day 4 Register Leadership AND Full Team (Virtual)
	Dates	Location	
August 1, 2024	August 8-9, 2024	Baraboo, WI Registration	October 2, 2024
October 14, 2024	October 22-23, 2024	Milwaukee, WI Registration	December 10, 2024
February 18, 2025	February 26-27, 2025	Location TBD (CESA 7, 8, 9) Registration Coming Soon	April 2, 2025
May 20, 2025	June 11-12, 2025	Ashland, WI Registration	June 18, 2025

Registration: $600 per team of six, $100 each additional team member

Team Objectives:

-Learn the evidence base and understand the critical features necessary for successful implementation of an EMLSS-Behavior (PBIS) framework.
-Create systems that prioritize the development of positive environments to foster a strong sense of community, identity, and belonging for all stakeholders.
-Examine and refine adult practices related to student behavior including prevention, teaching, and response strategies.
-Create a plan to lead, build purpose, train, and support staff and stakeholders to ensure sustained implementation.
-Model systems-level discussions about data including problem identification and solution development.

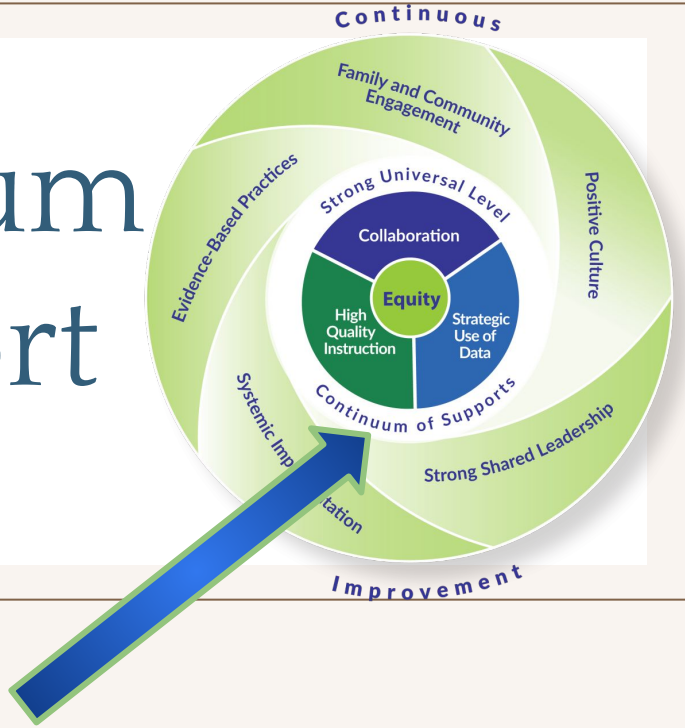
EMLSS-B

(BEHAVIOR)

*UNIVERSAL

BOOSTER TRAINING

04 Continuum of Support



What is a continuum of support?

High quality instruction, collaboration, and strategic use of data of varying intensity to **equitably address the needs of every learner**.

A range of supports that are:

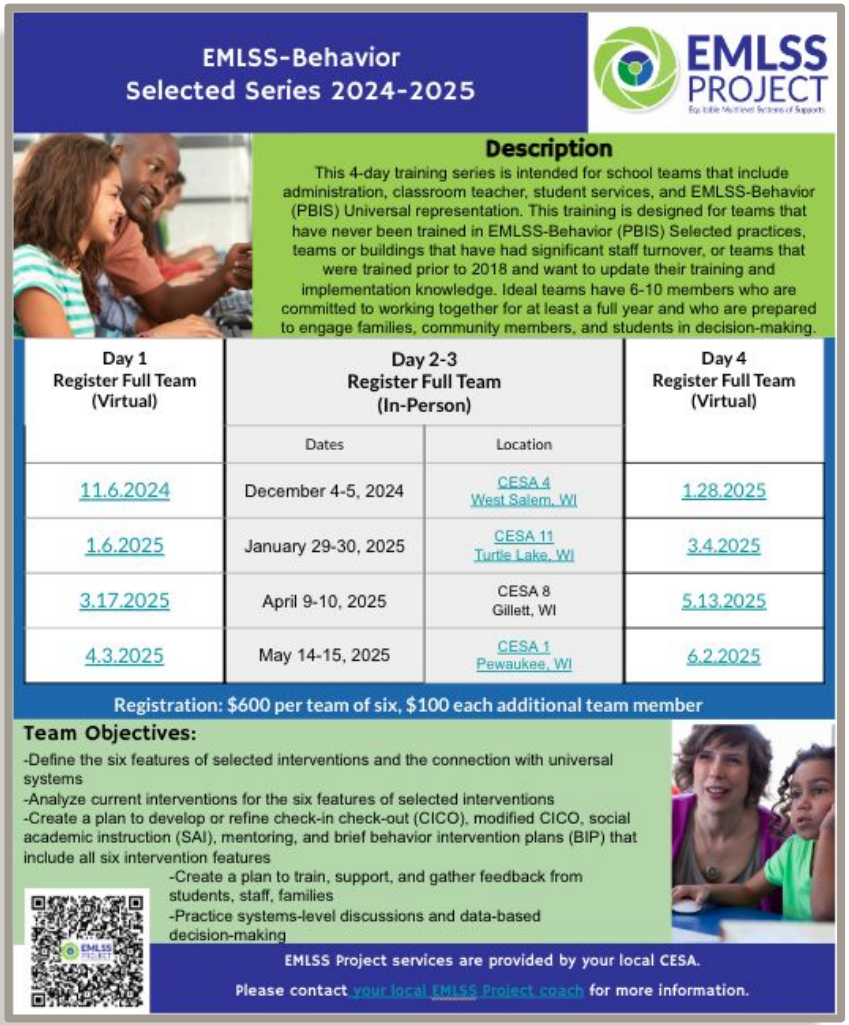
- Proactive
- Provided in a timely way ·
- Responsive to learners' academic, behavioral, social, and emotional needs
- Culturally responsive
- Coherently aligned across levels of supports
- Selected and implemented through staff, learner, family, and community engagement
- Modified and adjusted fluidly based on data

EMLSS-B

(BEHAVIOR)

*SELECTED LEVEL

(TIER 2) TRAINING



Network

Find someone outside your district

*"From today's learning, what's coming up for you about addressing significant racial disproportionality within your **EMLSS**?"*

The Role of Special Education Services in an

Equitable Multi-Level System of Supports

Designing and Delivering Support **Within an EMLSS**

THANKS!

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Dr. Barb Novak: barb.novak@dpi.wi.gov

Amanda Trautt: amandat@cesa12.org

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon and infographics & images by Freepik

Resources

- Wisconsin's EMLSS Framework
- EMLSS Entry Points (p. 18)
- CESA EMLSS Coaches
- DPI Memo on SDI--updated 9/14/23