Changes in Early Elementary Curricula Selection Following MTSS Trainings

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Introduction

- The Nebraska Department of Education (NDE) trains district educators to implement the Nebraska Multi-Tiered Systems of Support (NeMTSS) framework with fidelity to address academic, behavioral, and social-emotional needs of K-2 students.
- Many factors, such as selection of evidence-based curricula are key components of effective MTSS implementation.
- NeMTSS training emphasizes the importance of selecting these curricula and evaluating their quality.
- This study examines the impacts of NeMTSS training on evidence-based curricula selection in early elementary school, specifically for K-2 English Language Arts (ELA) and Math curricula.

Methods

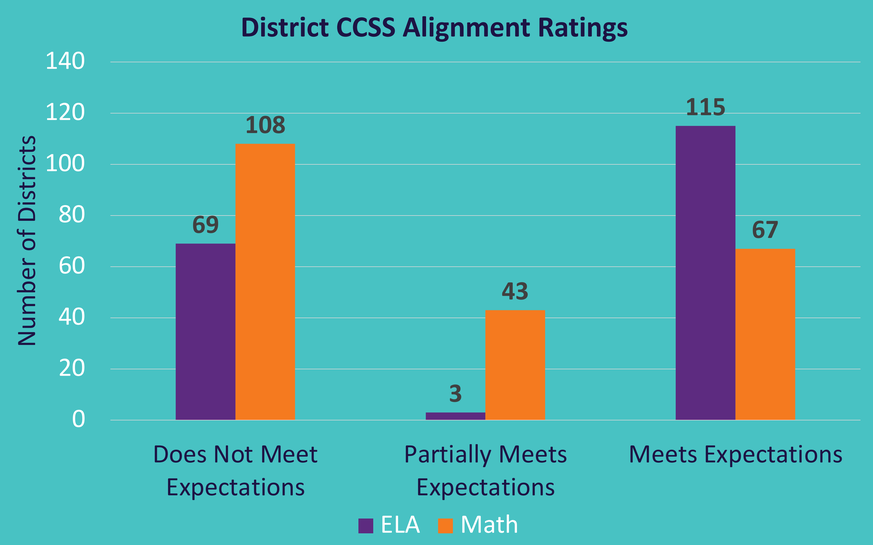
- Data was gathered from 244 Nebraska school districts, including 226 districts reporting curricula for K-2 ELA and Math.
- The NeMTSS team records dates school districts attend **NeMTSS training**. Data is coded:
  - Single-level Codes: 0 (*No Training*) and 1 (*Attended Training*).
  - Multi-level Codes: 0 (*No Training*) to 4 (*Attended 4 days of training*).
- District K-2 curricula from the 2020-2021 school year were drawn from sources within the NDE:
  - Instructional Materials Questionnaire (IMQ): reports **curricula** used by school districts each year. Curricula for (ELA) and Math were coded based on alignment with Common Core State Standards (CCSS) designated by EdReports.org: 1 (*Does Not Meet Expectations*) to 3 (*Meets Expectations*).

Analyses

- Descriptive statistics, independent samples t-tests, and bivariate correlations were run to analyze the relationship between NeMTSS training and CCSS alignment for districts across the state of Nebraska.

Research Questions:

(1) Does participation in NeMTSS training predict use of evidence-based curricula?
(2) Is there a relationship between the number of NeMTSS trainings attended and CCSS alignment?



Independent Sample T-Test Results

	No Training		Training					
	M	SD	M	SD	Df	t	p	Cohen's d
ELA	1.83	1.262	1.89	1.185	224	-.373	.154	-.050
Math	1.69	.903	1.84	.923	222	-1.237	.532	-.165

Pearson Correlation Coefficients

	MTSS Training	ELA CCSS Alignment	Math CCSS Alignment
MTSS Training	1		
ELA CCSS Alignment	-.042	1	
Math CCSS Alignment	.025	-.028	1

Note. No correlations were significant.

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Results

(1) Out of the 244 Districts in the state of Nebraska, 129 Districts (52.9%) have participated in at least one day of NeMTSS Trainings since 2017.

(2) Descriptive statistics indicate that more districts have CCSS aligned curricula for ELA compared to Math for early elementary students.

(3) For ELA curricula, there were no significant differences in CCSS alignment scores between districts who have attended NeMTSS trainings (M=1.89, SD=1.19) and districts who have not attended trainings (M=1.83, SD=1.26).

(4) For Math curricula, there were no significant differences in CCSS alignment scores between districts who have attended NeMTSS trainings (*M*=1.84, *SD*=.92) and districts who have not attended trainings (*M*=1.69, *SD*=.90).

(5) Correlations between the number of trainings attended and CCSS alignment were not significant.

Discussion

- Due to lower CCSS alignment of math curricula, particular attention should be paid toward selection of evidence-based math curricula for early elementary education.
- Previous research has demonstrated that outcomes associated with transitioning to an MTSS framework can take 2-4 years or more to be observed. Thus, implementation is a multi-year process and significant outcomes may take several years to be observed. It is essential to continue to evaluate the impacts of NeMTSS trainings over time.