

NSSA 2026 CONFERENCE

*From Fragmented to Coherent: Embedding High-Impact Tutoring
Within a Unified MTSS Framework*



Welcome



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Oakland Unified School District*



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Our North Star:

Strong Foundational Skills for Every Student

All OUSD students will
“break the code” and
**read fluently by 3rd
grade**





**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



2023-2024

Launch of Tier 3

Strategy: 1:1 High Impact
Tutoring

2025-2026

Pilot of Elevate

Small group instruction
aligned with UFLI

2025-2026

**Adoption of new Phonics
Curriculum Tier 1**

UFLI

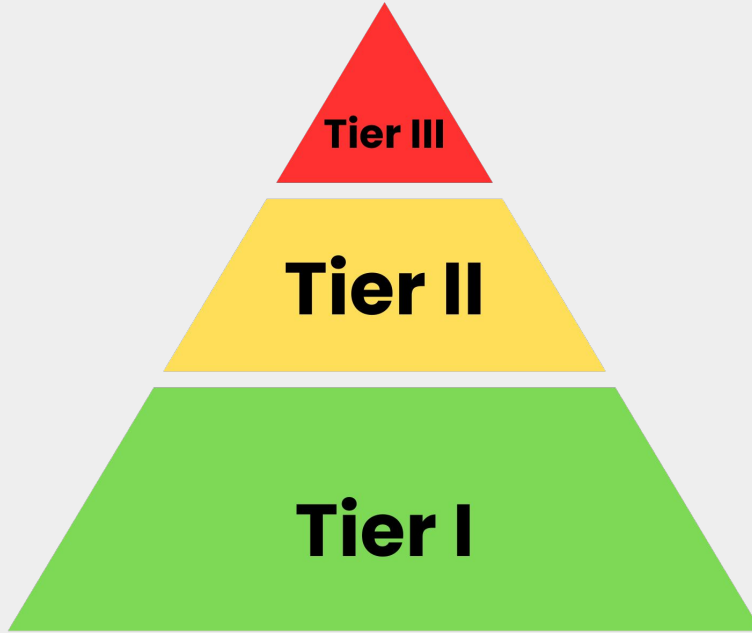


STEPHEN & AYESHA CURRY'S
EAT.LEARN.PLAY.

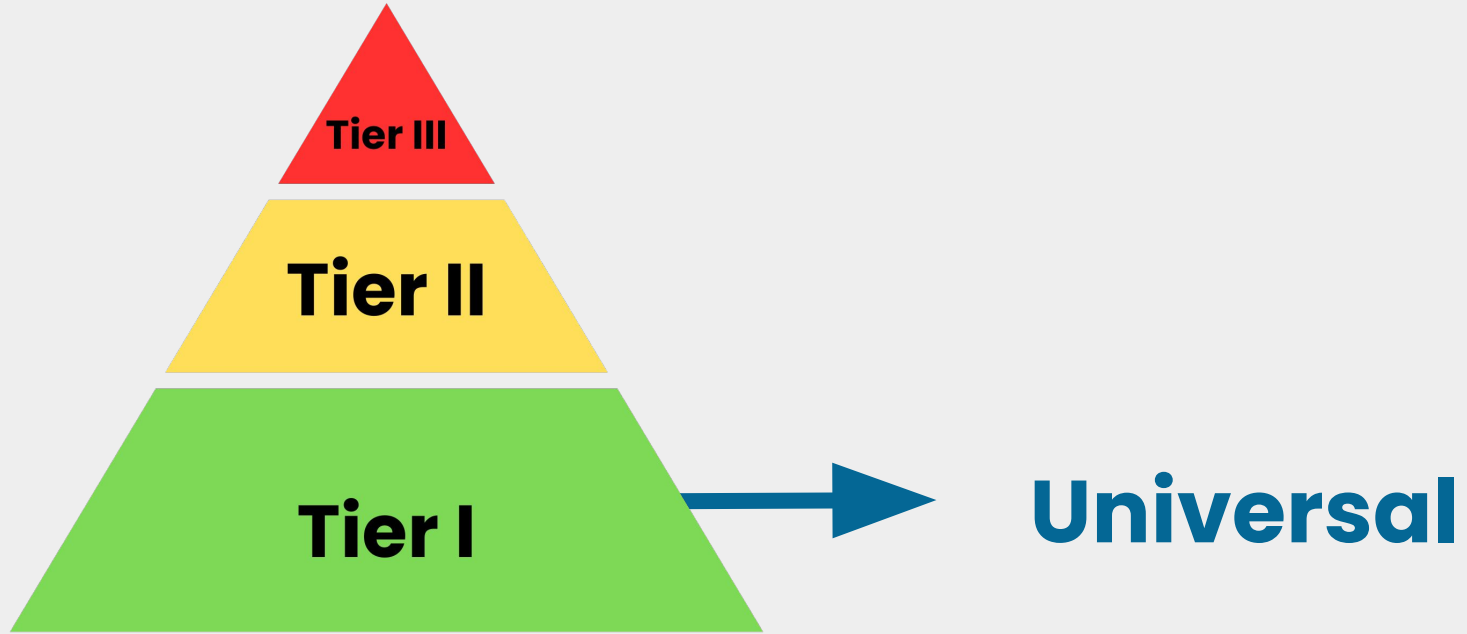
1 | Systems Design as the Problem to Solve



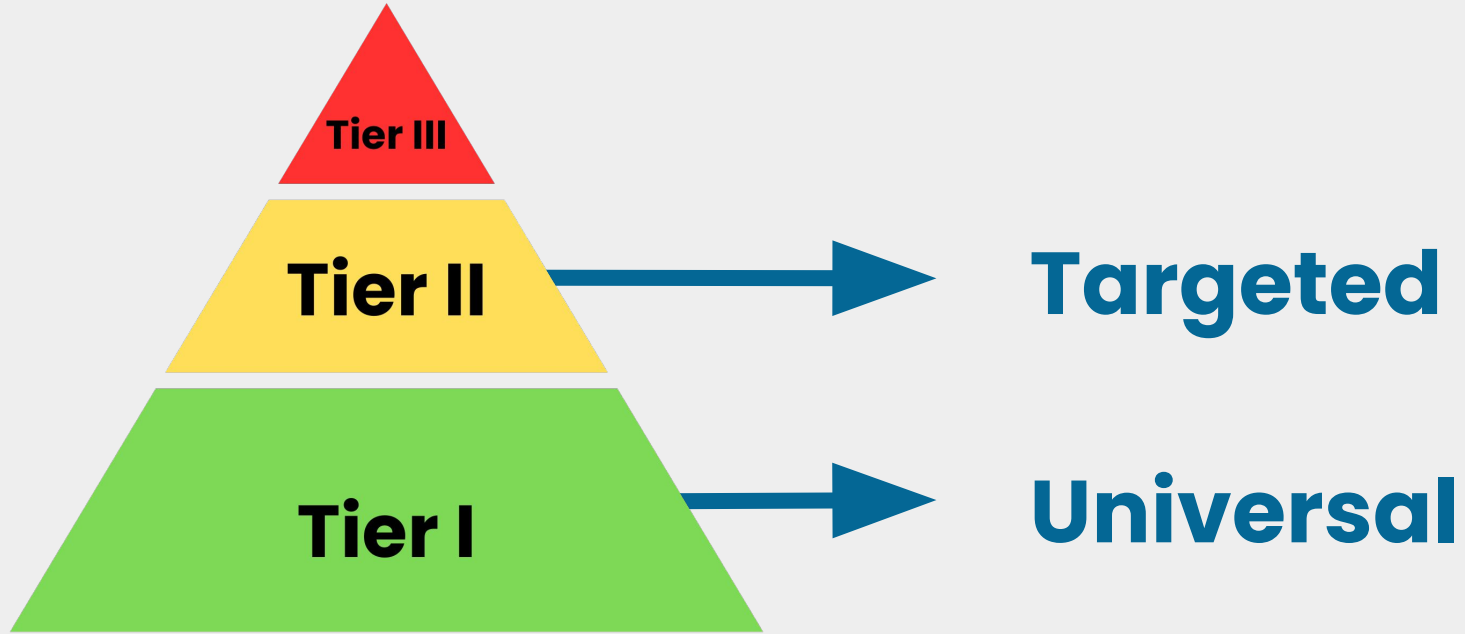
MTSS Systems



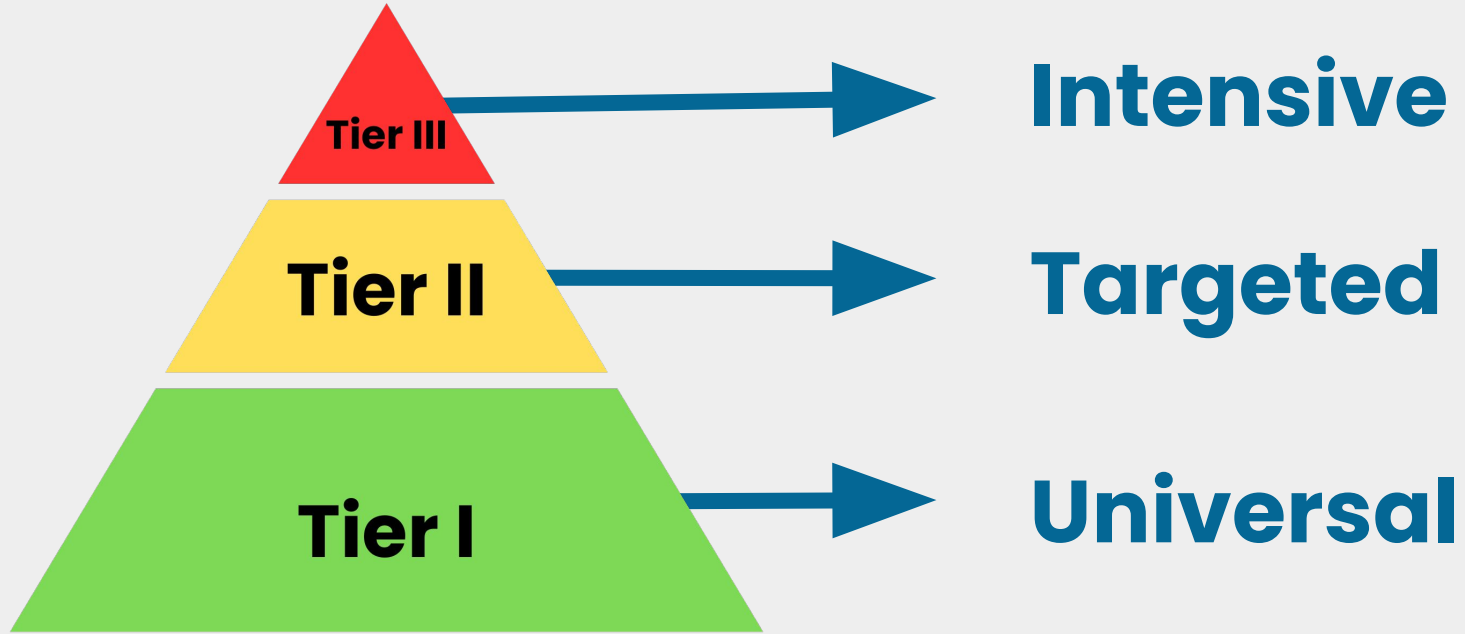
MTSS Systems



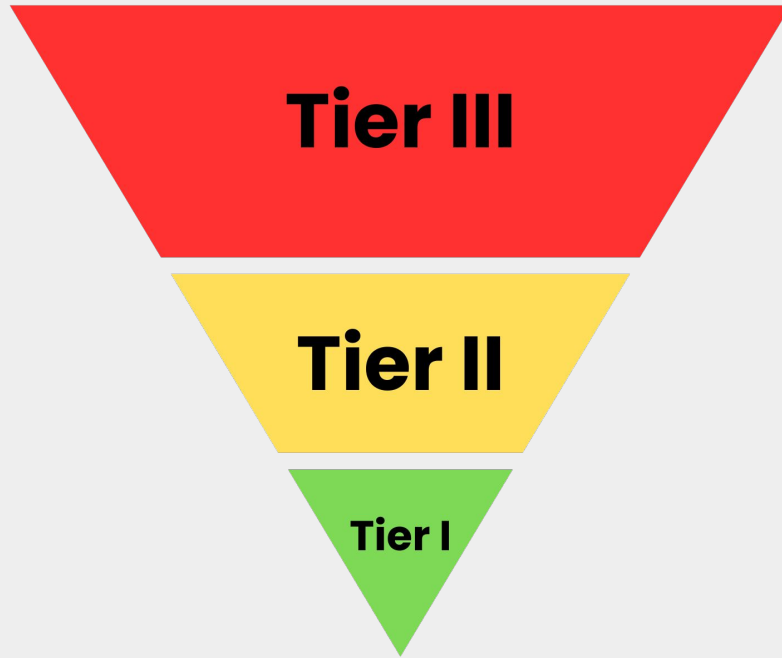
MTSS Systems



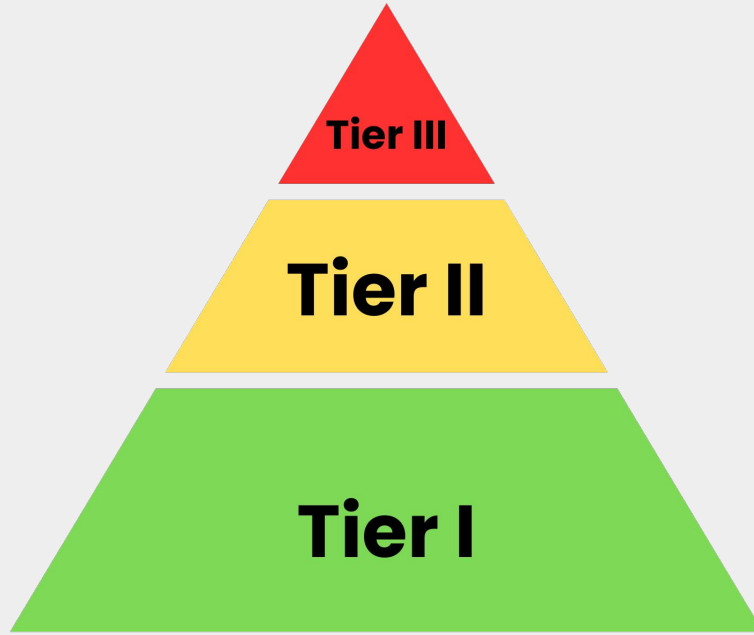
MTSS Systems



MTSS Systems



MTSS Systems



3 min

What's your system?

2

**How do you architect
coherence at the district
and school level?**

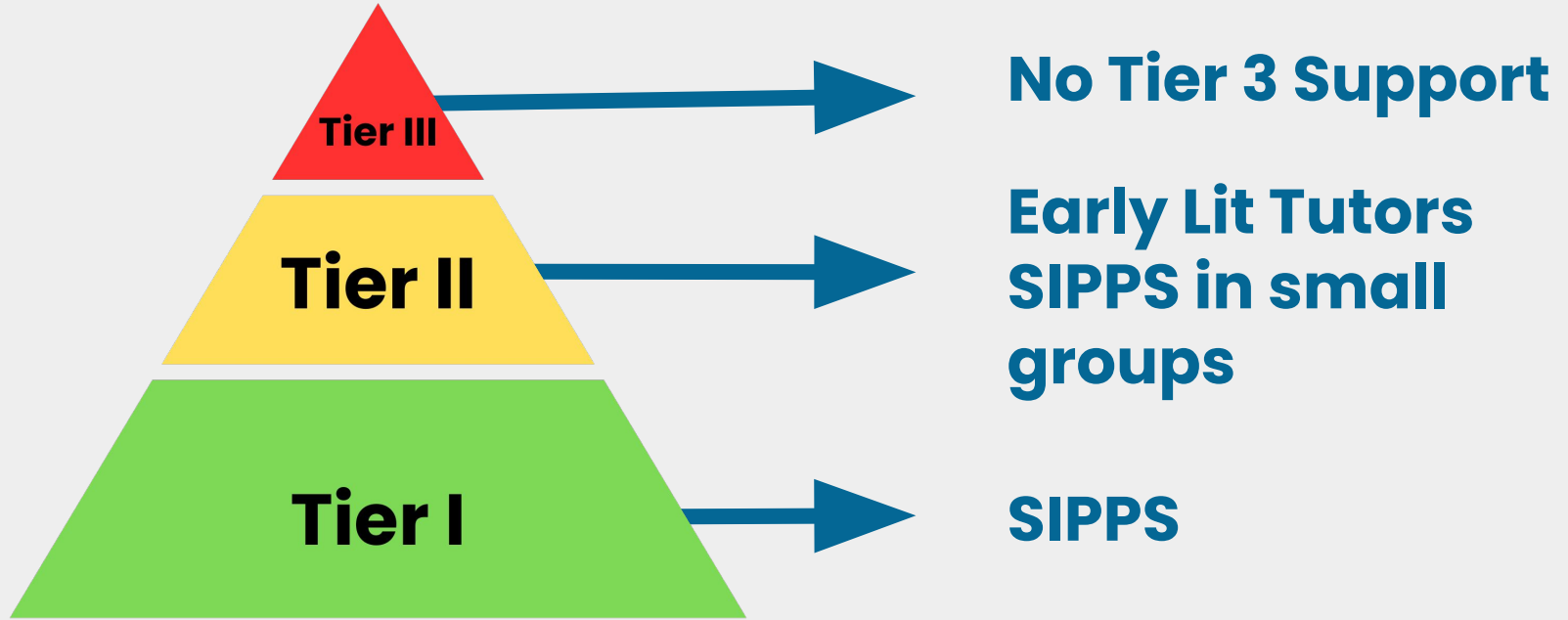




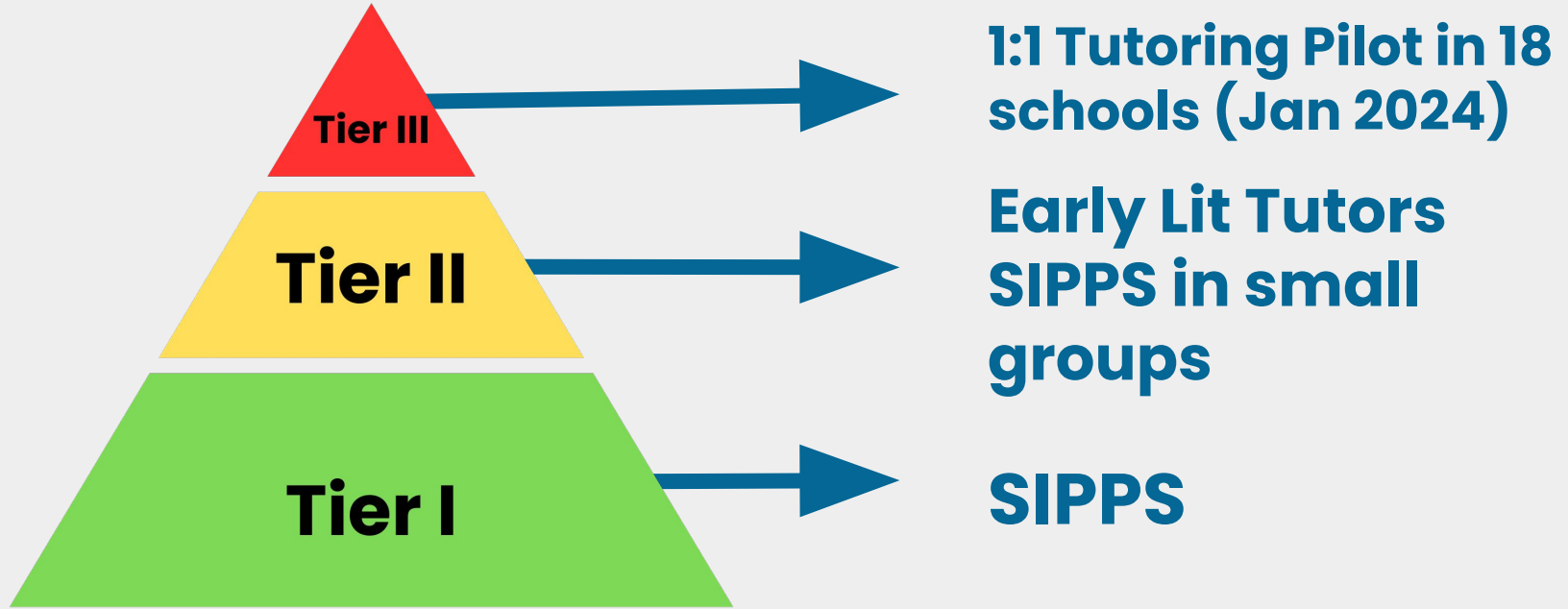
I really enjoyed watching my students grow in their ability to read fluently, gain confidence in their skills, and grow into the people they desire and deserve to be.

Byron, Early Lit Tutor
(Tier 2 small group Instruction)

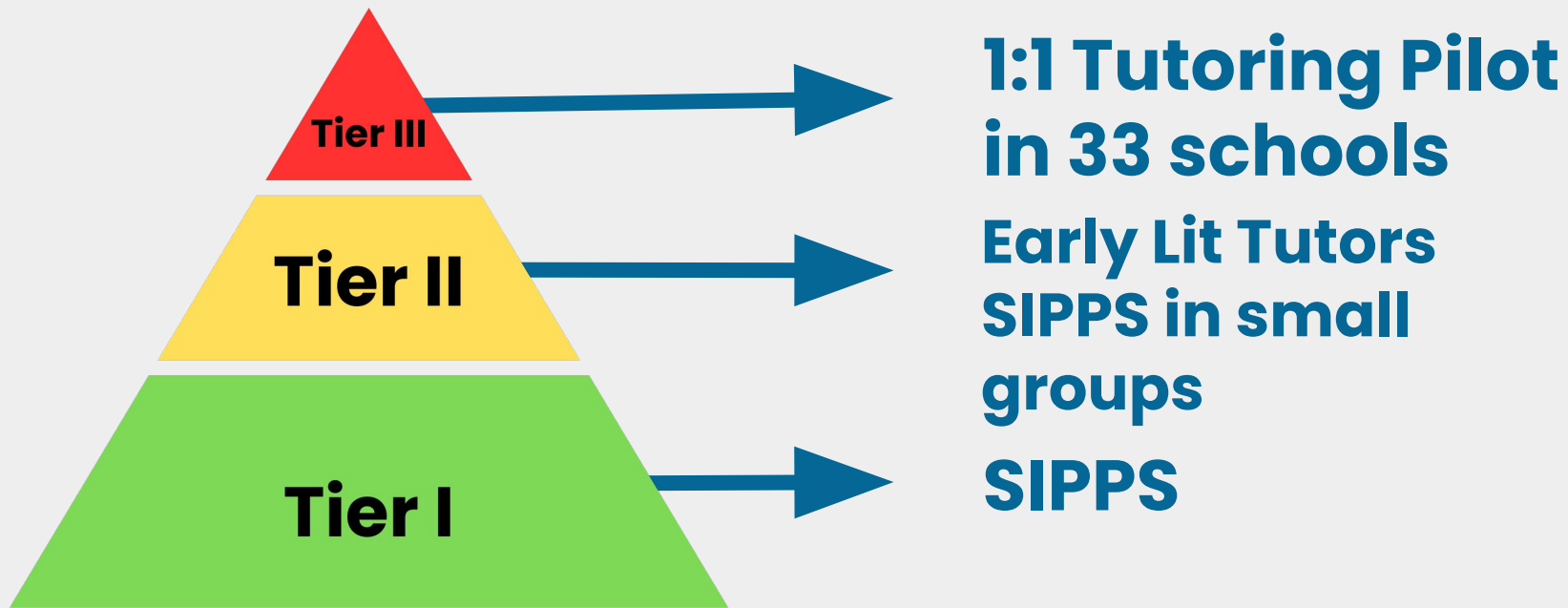
OUSD's System: 2022-2023



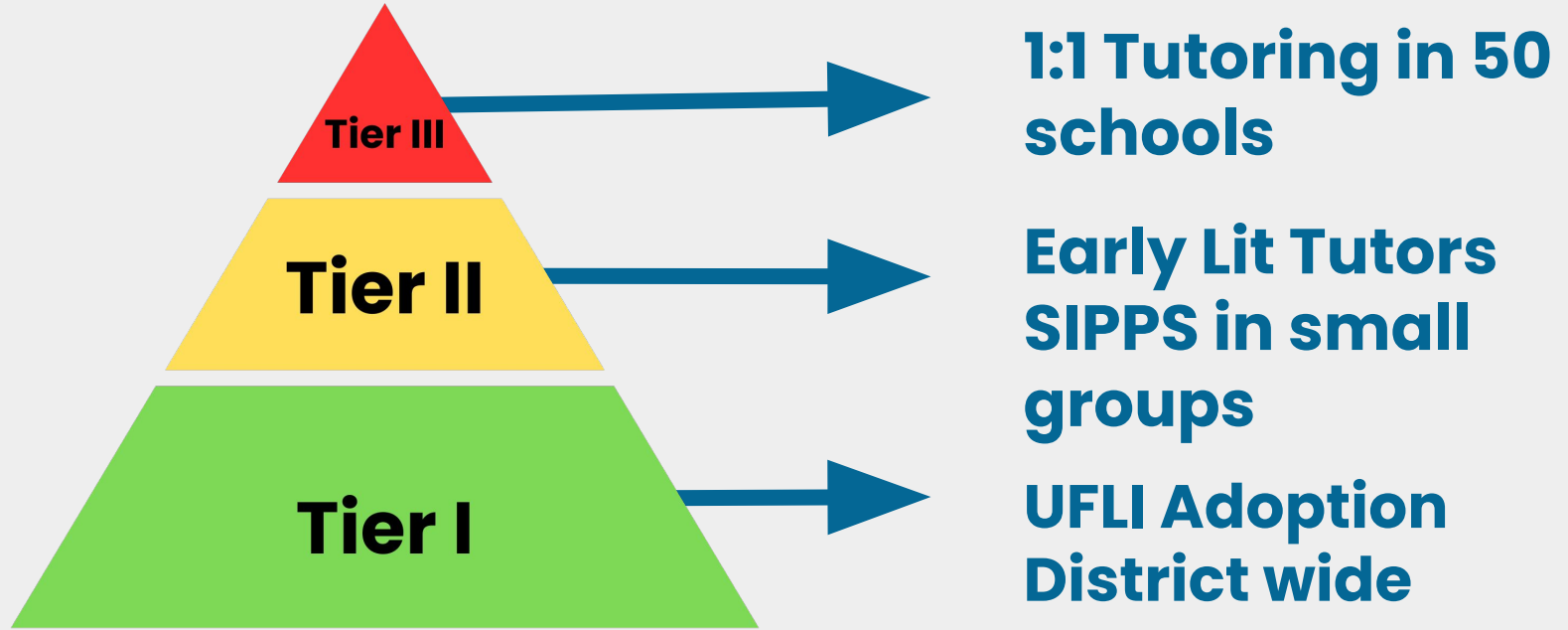
OUSD's System: 2023-2024



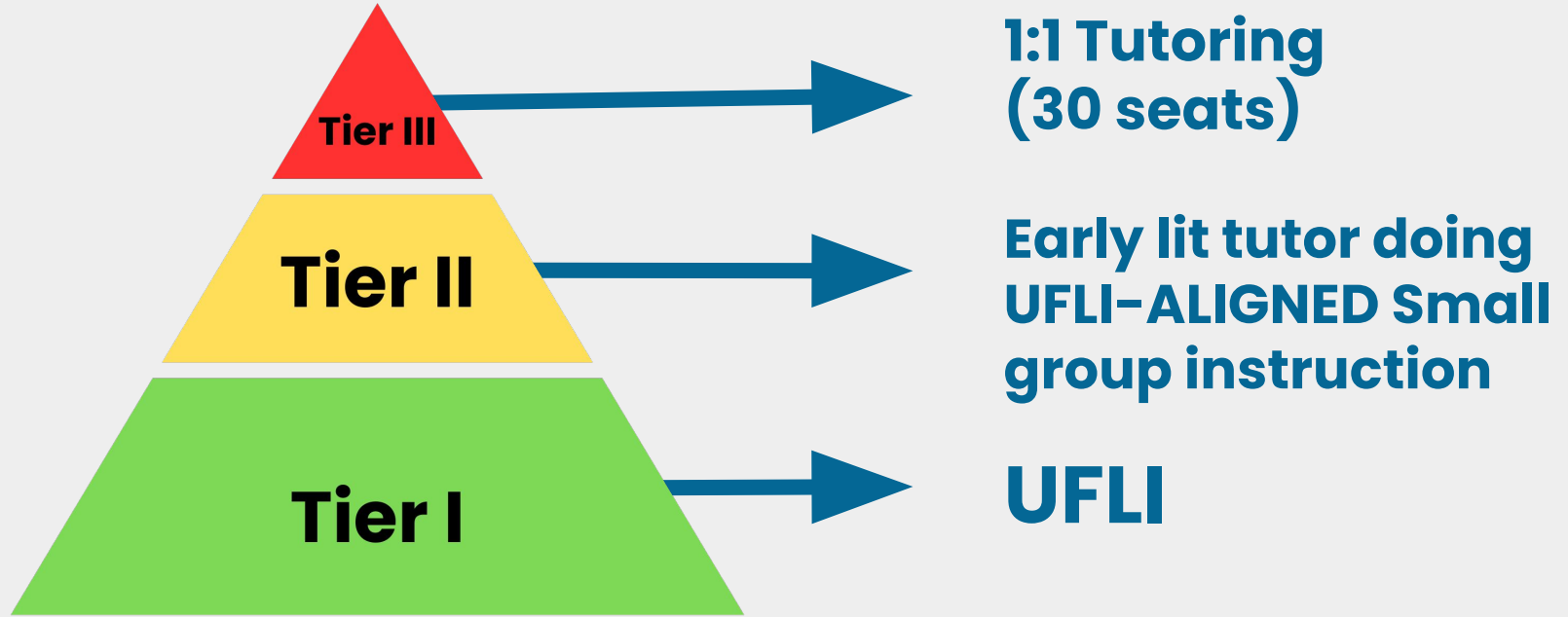
OUSD's System: 2024-2025



OUSD's System: 2025-2026



Carl B. Munck: 2025-2026

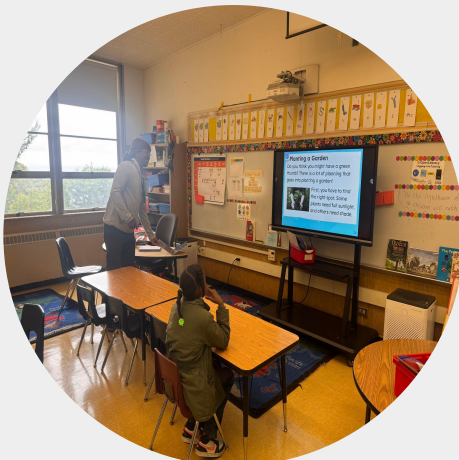


Carl B. Munck's MTSS System



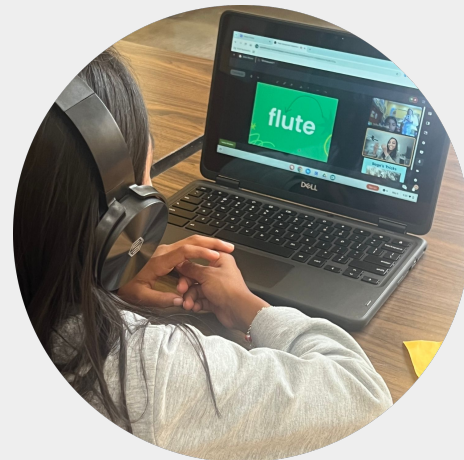
Tier 1

UFLI



Tier 2

OpenLiteracy Elevate



Tier 3

OpenLiteracy 1:1 Tutoring

Carl B. Munck's MTSS System



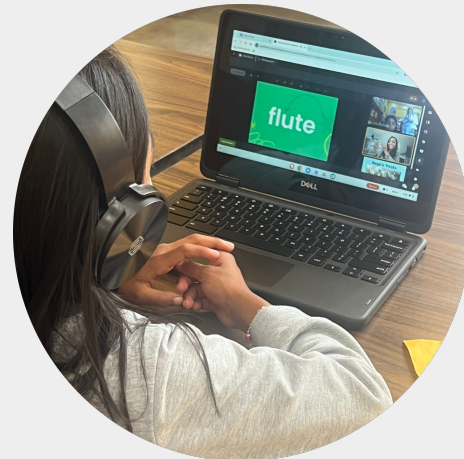
Tier 1

UFLI



Tier 2

OpenLiteracy Elevate



Tier 3

OpenLiteracy 1:1 Tutoring

Coherent & Aligned System



Reflections & Lessons Learned: Year 1

- The system is much less complex! **Teacher & student cognitive load is reduced.** We aren't asking our lowest skilled readers to stitch together multiple scopes and sequences.
- **We now have a true tiered approach:** previously Tiers 1 and 2 were pretty similar - everyone doing small SIPPS groups.
- **Data is moving!** Compared to last year, more students are meeting grade level benchmark as measured by iReady.

Reflections & Lessons Learned: Year 1

- **Tiers 2 and 3** still feel a bit siloed from tier 1. How do you integrate what a student is working on with their classroom teacher (even just building awareness of what a student is working on!)
- **Data management is a challenge.** There's a lot of it. OpenLiteracy has strong dashboards, the district has its own, and the lift for teachers to pull it together and act on it is too high.



**How is your current MTSS system set up
for alignment and coherence across all
three tiers?**

Turn and Talk with Someone Sitting Near You

3

**What does it feel like
to work in a coherent
system?**

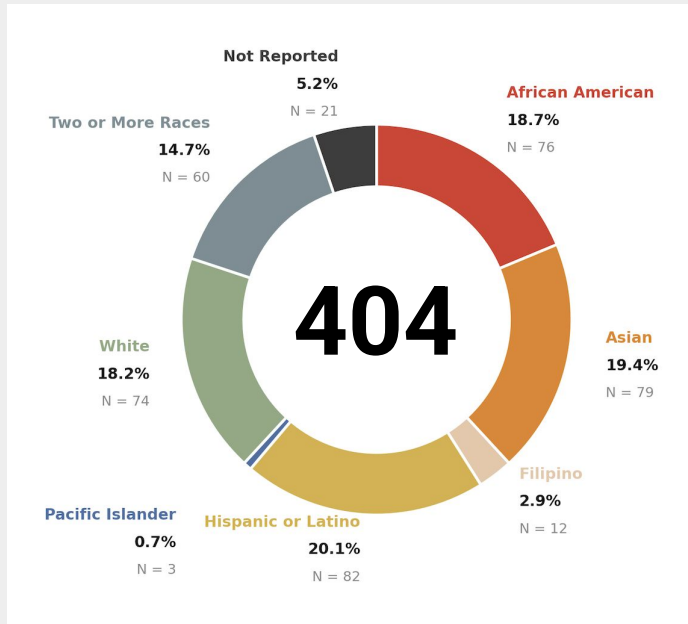


Meet Cleveland Elementary

Our Vision: Students develop strong relationships with classmates and teachers in identity safe spaces, and work in classrooms on high rigor tasks that will decrease academic outcome gaps. Educators collaborate on planning, data, and work analysis with a focus on decreasing academic outcome gaps between student groups. Parents and the community understand their student's progress and experience through regular communication from staff members.



Meet Cleveland Elementary



- Cleveland serves 404 students across TK–5
- A richly multilingual community
- Over 1 in 6 students is an active or former English Learner
- Equity is the why behind our MTSS work

Cleveland's Literacy Journey

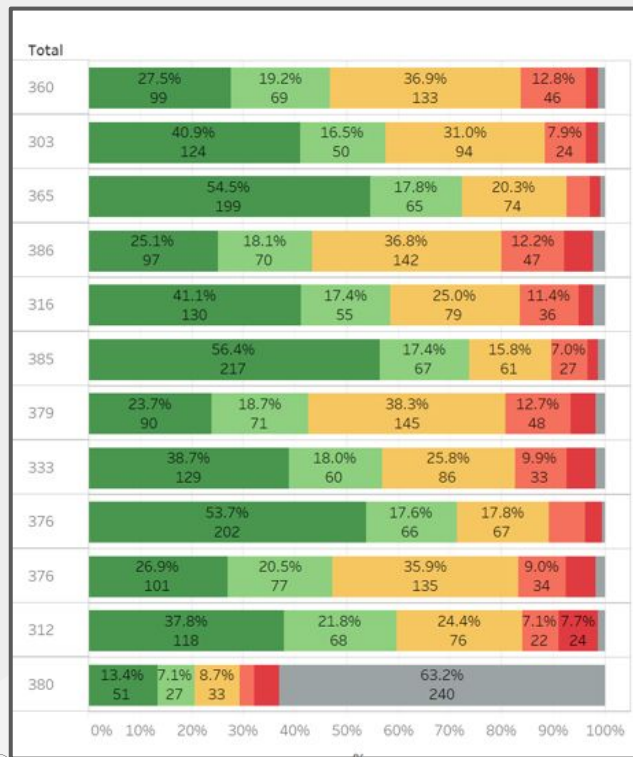
2023-2024: Pilot site for Tier 3 Tutoring with OpenLiteracy (17 weeks)

**2024-2025: Full year implementation of Tier 3 tutoring with OpenLiteracy
Pilot site for UFLI Phonics Curriculum
Early Lit Tutor is a 1 person pilot of Elevate**

**2025-2026: District Wide adoption of UFLI for Tier 1
Continuing 1:1 tutoring with OpenLiteracy
Join bigger Elevate Pilot**



Cleveland's Literacy Data



- **Four-year low** in below-grade-level readers
- Tier 2 and Tier 3 are both shrinking
- Our interventions move students within the year

Cleveland's Literacy Data

New Levels Passed	Date of Assessment	1 Letter Sounds	2 CVC	3 Blends	4 Digraphs and -tch Trigraph	5 CVCe	6 Inflectional Endings & Syllable Types	7 Ending Spelling Patterns	8 R-controlled Vowels	9 Vowel Teams	10 Variant Vowels	11 Affixes and Spelling Rules	12 Low Frequency Spellings	13 Advanced Affixes
5	10/1/2025 12:18	26	10	9	10	10	8	8	0	0	0	0	0	0
6	11/4/2025 12:01	26	10	9	10	10	9	8	6	7	4	2	2	2
6	11/6/2025 11:59	26	10	9	10	10	9	8	5	8	5	5	5	4
6	11/6/2025 11:59	26	10	9	10	10	9	8	5	8	5	5	5	4
7	11/13/2025 11:58	26	10	9	10	10	9	9	5	8	5	4	6	7
7	11/13/2025 11:58	26	10	9	10	10	9	9	5	8	5	4	6	7
8	12/17/2025 12:00	26	10	9	10	10	9	9	10	6	7	5	6	3
9	1/7/2026 11:55:1	26	10	9	10	10	9	9	10	10	4	6	6	3
10	2/12/2026 11:56	26	10	9	10	10	9	9	10	10	9	6	5	4
10	2/12/2026 11:57	26	10	9	10	10	9	9	10	10	9	6	5	4
10	3/5/2026 12:13	26	10	9	10	10	9	9	10	10	9	8	6	4
11	3/24/2026 12:00	26	10	9	10	10	9	9	10	10	9	9	0	0
11	3/24/2026 12:00	26	10	9	10	10	9	9	10	10	9	9	6	7
11	4/23/2026 12:11	26	10	9	10	10	9	9	10	10	9	9	7	4
12	4/29/2026 11:55	26	10	9	10	10	9	9	10	10	9	9	9	8
12	4/29/2026 11:55	26	10	9	10	10	9	9	10	10	9	9	9	8

Voices from the field

“The up-to-date data-driven selection of **Tier 3 focal students** allows those with the greatest need of support to receive targeted phonics instruction in a small setting. Because of this, they are able to get what they need and be closer to the pacing with the UFLI program.”

Jason Dowd, Kindergarten Teacher

“Since Tier 1 is using UFLI, I like that Elevate in Tier 2 follows the same scope and sequence. It makes everything feel more aligned instead of students learning something totally different during intervention. They’re getting extra practice on the same skills they’re already being introduced to in Tier 1. It helps with consistency for students and makes it easier for them to build confidence because they are seeing the same skills across both settings.”

Lilly Tern, Literacy Tutor

What does coherence get us?

Students get more at bats!

Intervention time is gold: **dosage** and **time on task** are key variables for closing reading gaps. By aligning across all three tiers, we are able to maximize minutes because the system is coherent and they see Tier 1 content in Tiers 2 and 3.

What does coherence get us?

Teachers feel like the job is doable

Having 1:1 tutoring and an early lit tutor as part of our MTSS system means that teachers get partners and allies all working together to move students towards grade level reading.

What does coherence get us?

Same scope and sequence across all tiers

Learning to read requires explicit, **systematic, cumulative** instruction. A fragmented MTSS system where Tier 1 uses one scope and sequence and Tiers 2/3 use another breaks the **cumulative** chain and forces students to constantly reorient.

4 | Your Turn



Systems design as the problem to solve: 5-minute coherence audit

Systems design as the problem to solve: 5-minute coherence audit

Identifying your north star	Scheduling and Capacity: Who will deploy it and when?
Accountability: How do you know it's working and for whom?	What are the mechanisms of continuous improvement?

Identifying your north star

Our North Star:

Strong Foundational Skills for Every Student

All OUSD students will
“break the code” and
**read fluently by 3rd
grade**



Scheduling and Capacity: Who will deploy it and when?

Library Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:30	Cruz	Open	Renee	Open	Landes
9:35 - 10:05	Library Work *	Library Work *	Library Work *	Heath	Library Work *
10:10 - 10:25	K/1 Recess	K/1 Recess	K/1 Recess	K/1 Recess	K/1 Recess
10:30-11:00	Open	Loh	Keen	Open	Smith
11:00-11:30	Open Literacy	Open Literacy	Open Literacy	Open Literacy	Open Literacy
11:45 -12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:35-12:55 (2nd-3rd)	Lunchtime Library	Lunchtime Library	Lunchtime Library	Lunchtime Library	Lunchtime Library
1:00 -1:30	Open Literacy	Open Literacy	Open Literacy	Open Literacy	Open Literacy
1:35-2:05	McSweeney	Book Club	Early Dismissal	Pena	Book Club
2:10-2:40	Mr. A	Linda		McNeal	Nixon



Accountability: How do you know it's working and for whom?

Year	Evaluation
Year 1: Pilot: 6 schools (18 total)	Evaluation study, propensity matched control group
Year 2: Year long pilot: 11 schools (33 total)	Evaluation study, propensity matched control group
Year 3: Full implementation (50 schools)	Randomized Control Trial (Johns Hopkins Center for Research and Reform)

Continuous Improvement: How will the system get better over time?

Year	What OUSD has improved
Year 1: Pilot: 6 schools (18 total)	Serving English Learners Scheduling tutoring in the morning
Year 2: Year long pilot: 11 schools (33 total)	Student selection criteria (more guidance on eligibility) Data transparency
Year 3: Full implementation (50 schools)	Guidance on bell schedules so that tutoring is embedded in an intervention block Scheduling conversations in June Attendance more prominent role in selection criteria

**What is one action you can commit to to
move towards coherence and alignment
in your MTSS system?**

Turn and Talk with Someone Sitting Near You

Next:

Keynote Conversation

McCaw Hall

