

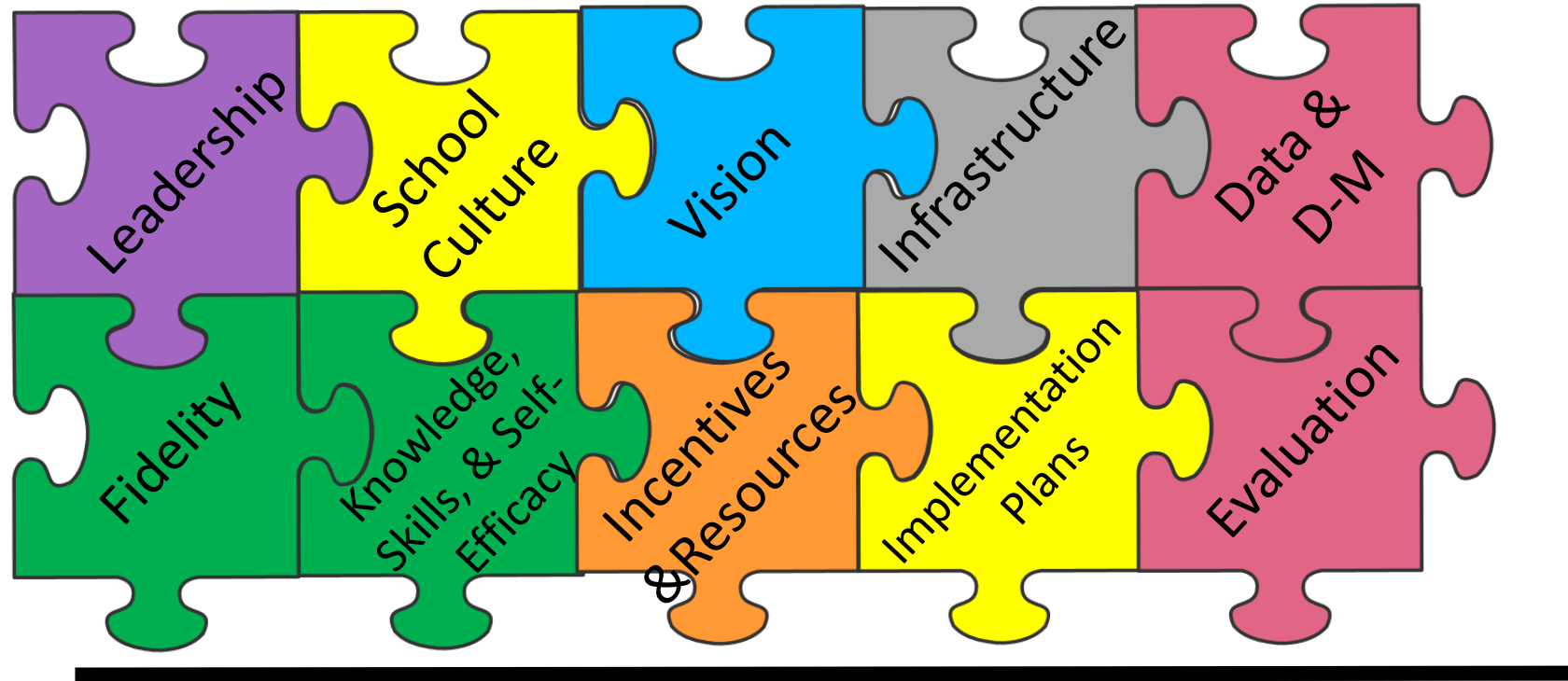
Leading with Vision: Using Data to Promote System Change

Kim Gibbons, Ph.D.

Agenda for the Next Hour

- Review sustainability factors.
- Importance of leadership and vision.
- Fidelity matters!
- Evaluating the impact of an MTSS.

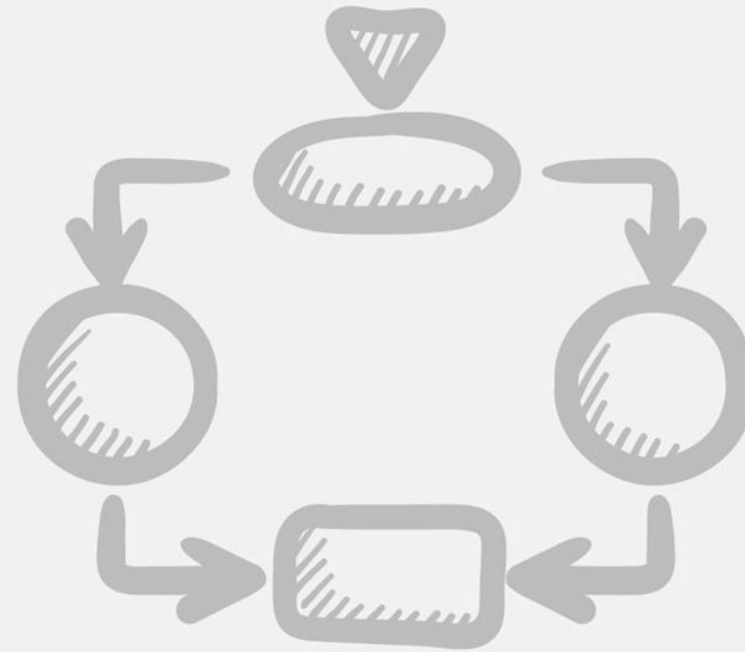
Implementing MTSS



A.K.A. - Managing Complex Change

The First Law of Improvement and Sustaining Results

Every system is
perfectly designed
to achieve exactly the
results it gets



Although not all change is improvement,
all improvement is change.

MTSS: Five Areas of Implementation

1. Assessment
2. Data-based decision making
3. Multilevel instruction
4. Infrastructure and support
5. Fidelity and evaluation


AMERICAN INSTITUTES FOR RESEARCH

**Center on
RESPONSE to INTERVENTION**
at American Institutes for Research

RTI Fidelity of Implementation Rubric

The Response to Intervention (RTI) Fidelity Rubric is for use by individuals who are responsible for monitoring school-level fidelity of RTI implementation. The rubric is aligned with the essential components of RTI and the infrastructure that is necessary for successful implementation. It is accompanied by a worksheet with guiding questions and score points for use in an interview with a school's RTI leadership team.

Measures	1	3	5
Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).
Data Points to Verify Risk	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based assessment, performance on state	Screening data are used in concert with at least two other data sources (e.g., classroom performance, performance on state assessments, diagnostic assessment

RTI Fidelity of Implementation Rubric—1
2094_05/14

Center on Response to Intervention
Copyright © 2014 American Institutes for Research. All rights reserved.

Multi-Tiered System of Supports (MTSS)

Big Ideas 3

1 Assessment of student performance

2 Effective instruction and intervention

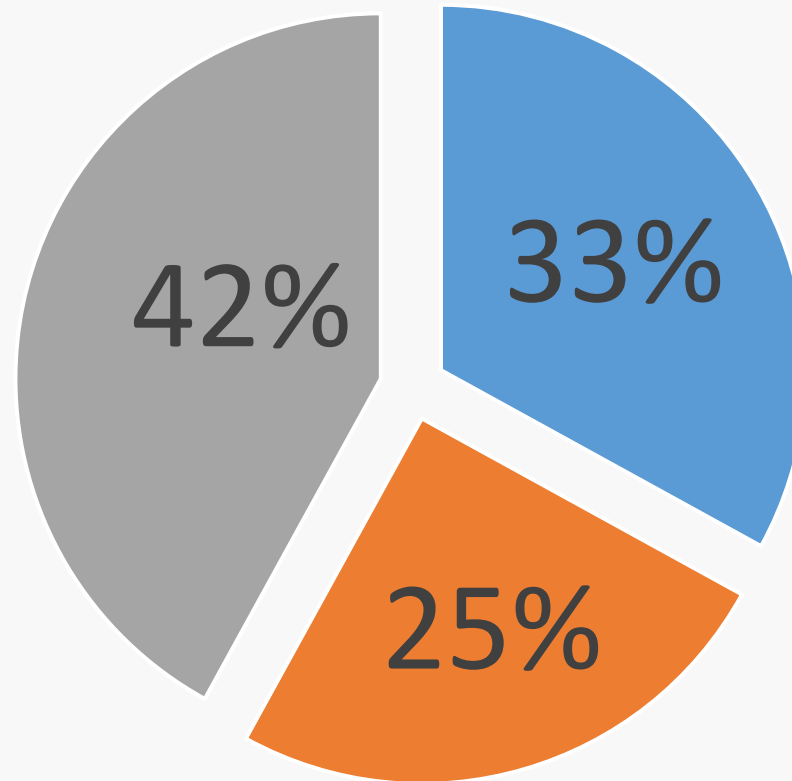
3 Collaborative teams use data to make instructional decisions

**“School leadership is second
only to classroom teaching
as an influence on pupil
learning.”**

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D.(2007). *Seven strong claims about successful schools leadership*. Nottingham, England. National College of School Leadership.



Impact on Student Achievement



■ Teacher ■ Principal ■ Others

Key Responsibilities

Data

- ✓ Link to Instruction

Environment

- ✓ Engaging
- ✓ Safe
- ✓ Culture of Collaboration



Vision

- ✓ High Standards
- ✓ Roadmap
- ✓ Connections

Collective Leadership

- ✓ Encourage others
- ✓ Coordination

Wallace Foundation Study

Principal Efforts to
Improve Instruction

+

Teacher Trust in
Principal

+

Shared Principal-
Teacher Leadership

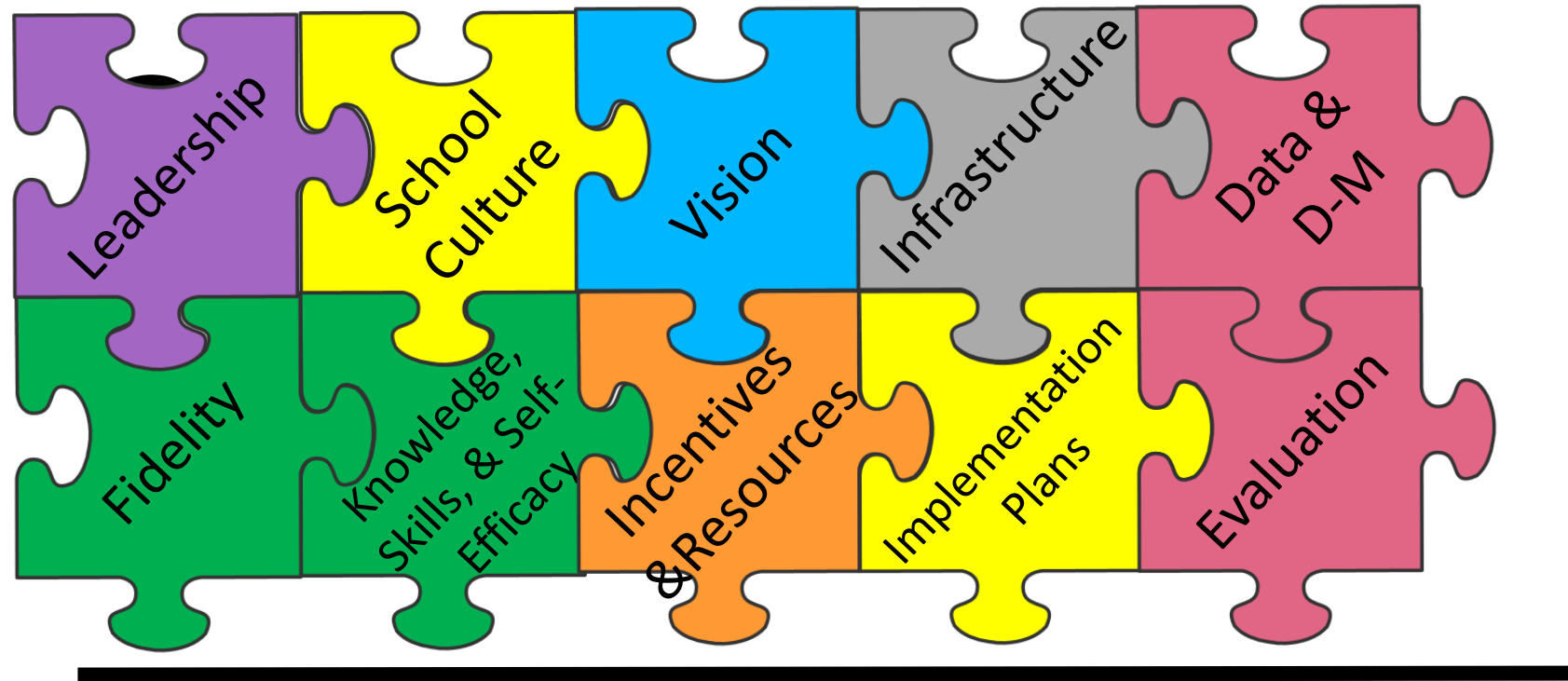
=

Higher Scores
on
Standardized
Achievement
Tests

Louis et al, (2010). *Learning from leadership: Investigating the links to improved student learning.*



Implementing MTSS



Anarchy

The Importance of Vision



Can
You
Focus?



Where are Your
Eyes ?
Is Your Rhetoric
Consistent with
Your Focus?

Why Have a Vision?

- Helps staff understand “Why”
- Provides basis for a clear plan
- Leads to initiative braiding
- Defines school culture





“MTSS is great but our plate is too full!”

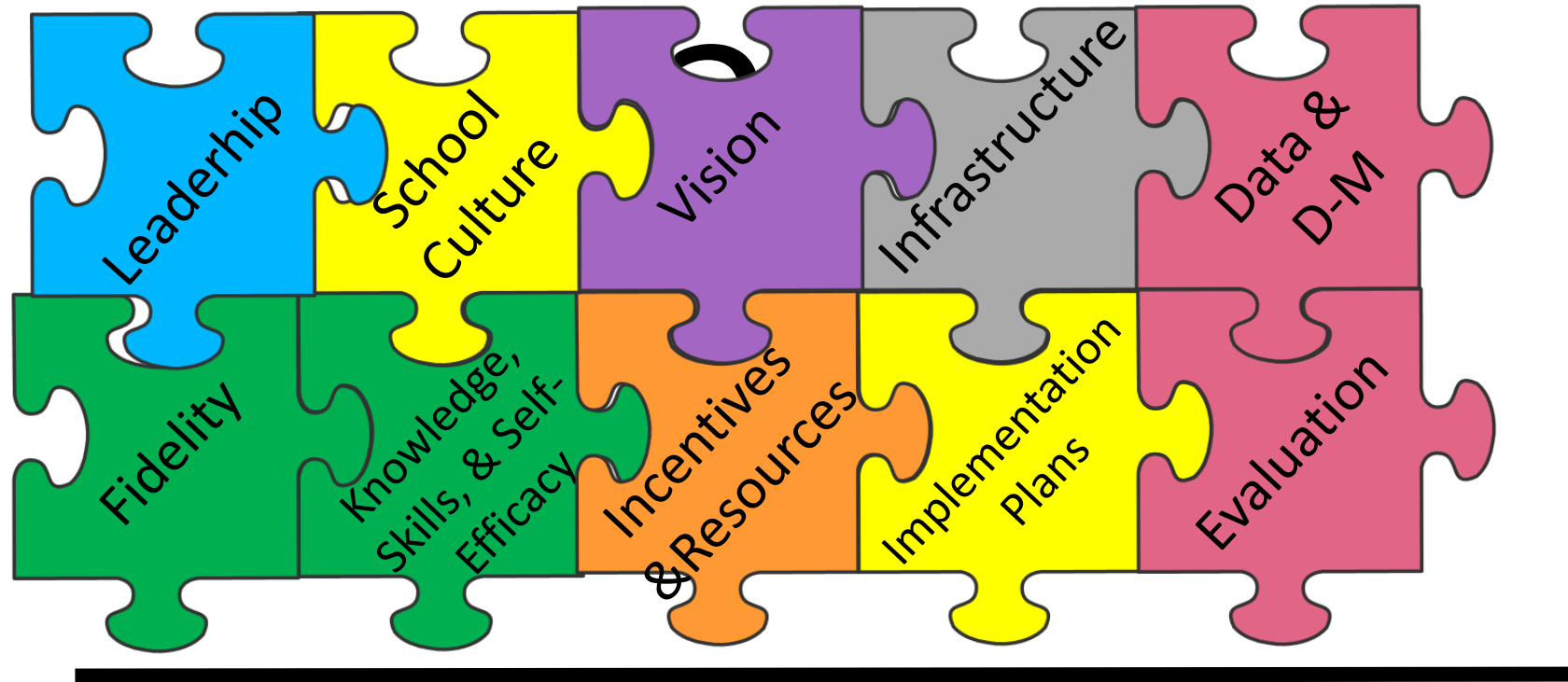


Initiative Braiding



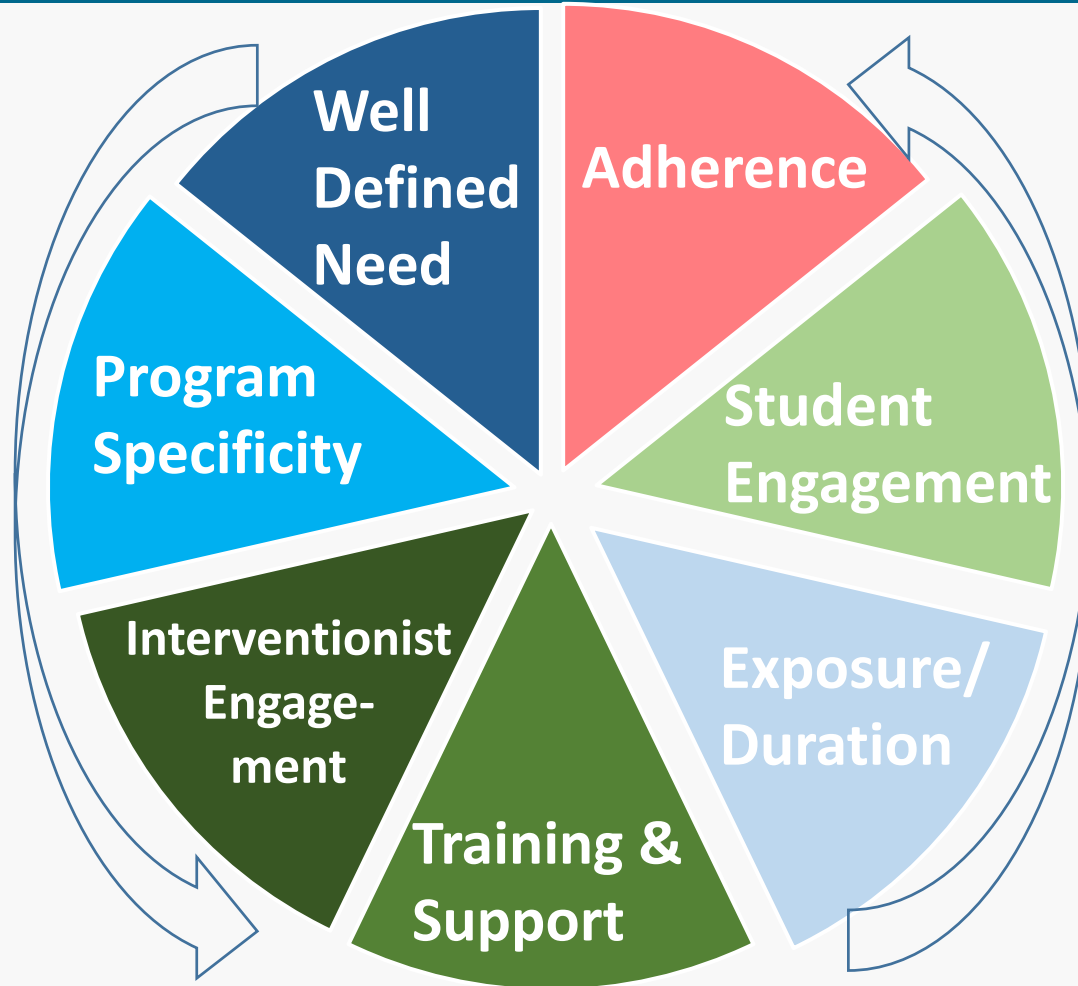
Braid other district and building initiatives into the MTSS framework.
This should help your district accomplish its goals.

Implementing MTSS

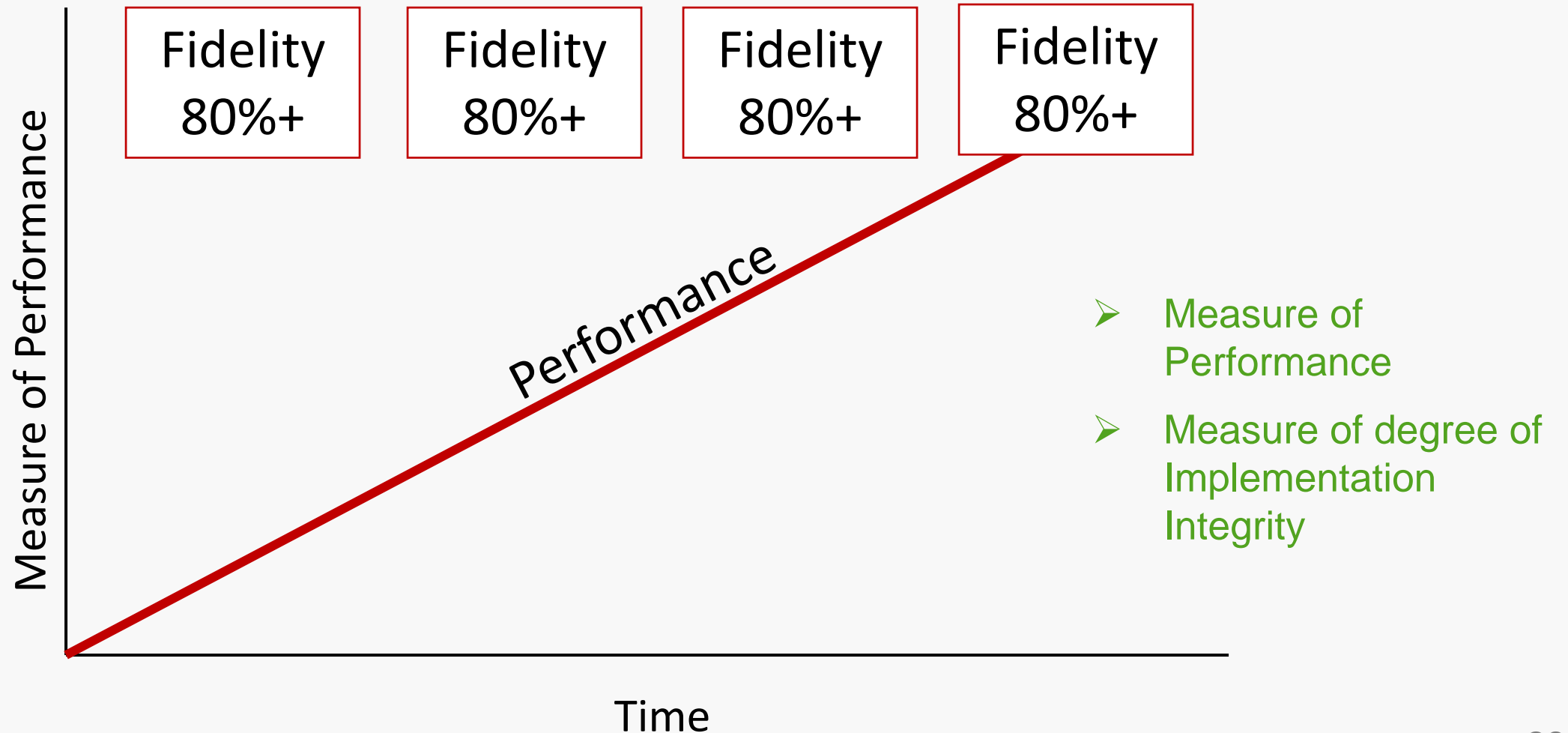


Confusion

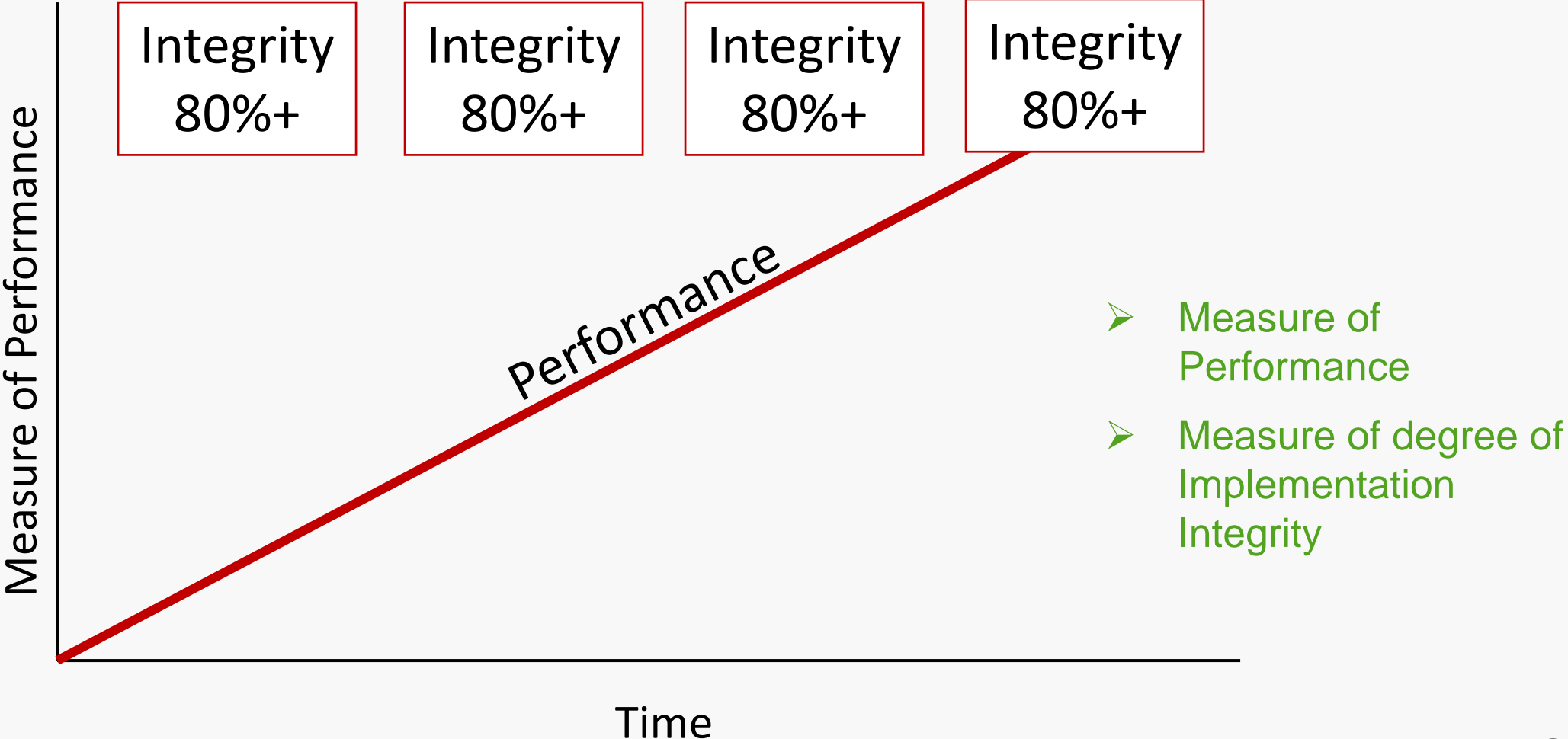
7 Elements of Fidelity



Always 2 Measures



If Always 2 Measures, How Do You Decide?



Decision-Making Matrix (Coulter 2016)

Implementation Fidelity Measures	Student Performance Measures		
	Good (@ or above the Aim Line)		

Decision-Making Matrix (Coulter 2016)

		Student Performance Measures		
		Good (@ or above the Aim Line)	Question- able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
Implementation Fidelity Measures				

Decision-Making Matrix (Coulter 2016)

Student Performance Measures

Implementation Fidelity Measures		Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
	Good (80% +)			

Decision-Making Matrix (Coulter 2016)

Student Performance Measures

Implementation Fidelity Measures	Good (@ or above the Aim Line)	Questionable (Inconsistent Scores)	Poor (Consistently below the Aim Line)
	Good (80% +)		
	Questionable (50% – 79%)		
	Poor (<49%)		

Decision-Making Matrix (Coulter 2016)

		Student Performance Measures		
		Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
Implementation Fidelity Measures	Good (80% +)	Interpret Data & Act (Continue? Or, Is this Intervention Needed?)		
	Question-able (50% – 79%)			
	Poor (<49%)			

Decision-Making Matrix (Coulter 2016)

Student Performance Measures

Implementation Fidelity Measures		Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
	Good (80% +)	Interpret Data & Act (Continue, Is this Intervention Needed?)		<u>Consider Changing</u> Intervention
	Question-able (50% – 79%)			
	Poor (<49%)			

Decision-Making Matrix (Coulter 2016)

Student Performance Measures

Implementation Fidelity Measures

	Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
Good (80% +)	Interpret Data & Act (Is this Intervention Needed?)	Drill Down (What other data/info are available?)	Consider Changing Intervention
Question-able (50% – 79%)			
Poor (<49%)			

Decision-Making Matrix (Coulter 2016)

		Student Performance Measures		
Implementation Fidelity Measures		Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
	Good (80% +)	Interpret Data & Act (Is this Intervention Needed?)	Drill Down (What other data/info are available?)	Consider Changing Intervention
	Question-able (50% – 79%)			
	Poor (<49%)			Coach Interventionist

Decision-Making Matrix (Coulter 2016)

Student Performance Measures

Implementation Fidelity Measures

	Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
Good (80% +)	Interpret Data & Act (Is this Intervention Needed?)	Drill Down (What other data/info are available?)	Consider Changing Intervention
Question-able (50% – 79%)			
Poor (<49%)		Coach Interventionist	Coach Interventionist

Decision-Making Matrix (Coulter 2016)

		Student Performance Measures		
		Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
Implementation Fidelity Measures	Good (80% +)	Interpret Data & Act (Is this Intervention Needed?)	Drill Down (What other data/info are available?)	Consider Changing Intervention
	Question-able (50% – 79%)			
	Poor (<49%)	Drill Down Coach Interventionist	Coach Interventionist	Coach Interventionist

Decision-Making Matrix (Coulter 2016)

		Student Performance Measures		
		Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
Implementation Fidelity Measures	Good (80% +)	Interpret Data & Act (Is this Intervention Needed?)	Drill Down (What other data/info are available?)	Consider Changing Intervention
	Question-able (50% – 79%)	Drill Down Coach Interventionist		
	Poor (<49%)	Drill Down Coach Interventionist	Coach Interventionist	Coach Interventionist

Decision-Making Matrix (Coulter 2016)

Student Performance Measures

Implementation Fidelity Measures		Good (@ or above the Aim Line)	Question-able (Inconsistent Scores)	Poor (Consistently below the Aim Line)
	Good (80% +)	Interpret Data & Act (Is this Intervention Needed?)	Drill Down (What other data/info are available?)	Consider Changing Intervention
	Question-able (50% – 79%)	Drill Down Coach Interventionist	Drill Down Coach Interventionist	Drill Down Coach Interventionist
	Poor (<49%)	Drill Down Coach Interventionist	Coach Interventionist	Coach Interventionist

What Works to Improve Integrity?

- Training, including Modeling, Coaching, & Feedback
- Test Drive Several, Teacher Choice
- Routine Integrity Checks with Feedback
- Routine Progress Monitoring with Feedback



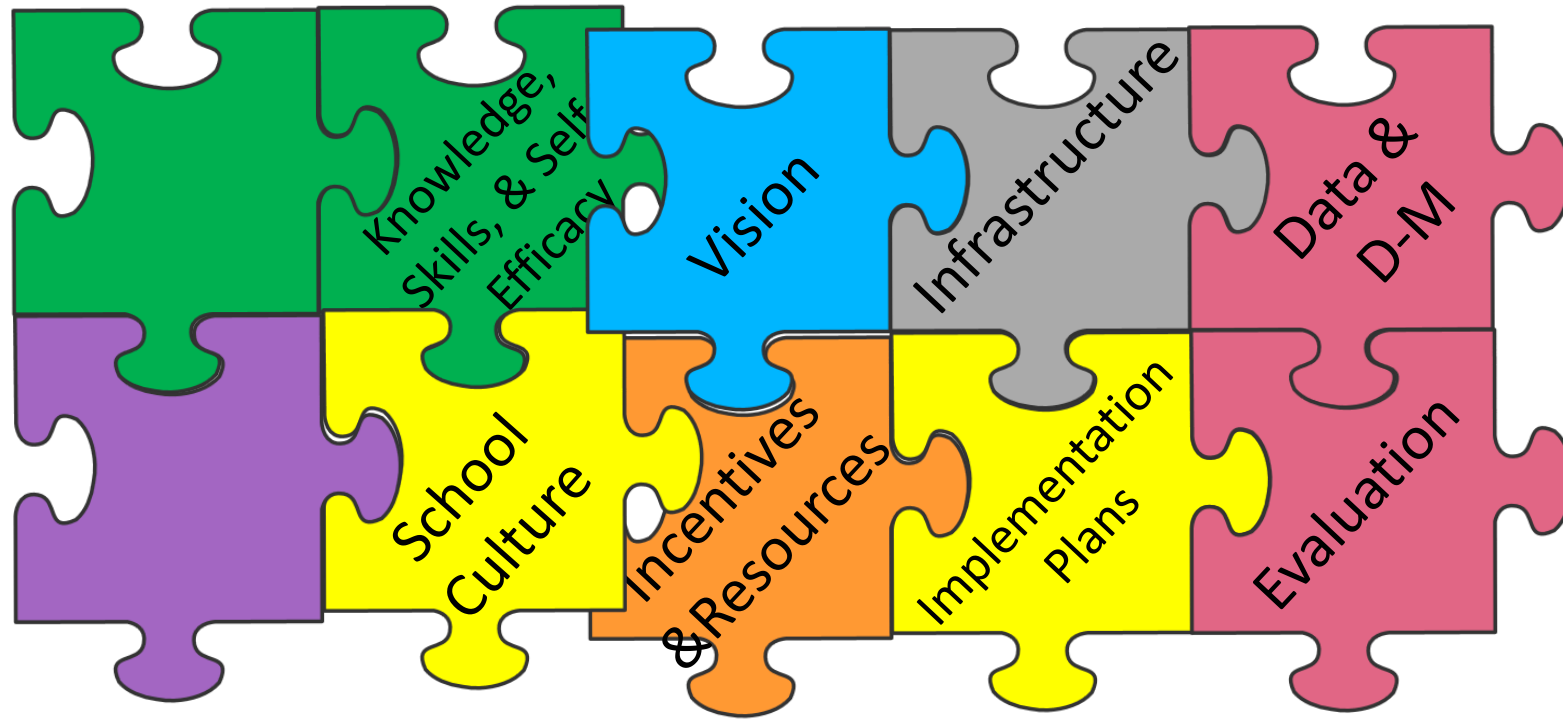
Ingredients Needed to Solve the Integrity/Fidelity Problem

- Begin with a specific, research proven, process for what to do.
- Train teachers and provide ongoing support- RTI Lead, Coach, etc
- Supportive but firm administration.
 - ✓ Expectations and assessment of integrity/fidelity and outcomes.
- Support and Leadership from State DoE
- Stay the course –
 - ✓ Monitor outcomes and tweak

Summary: Key Factors in Fidelity

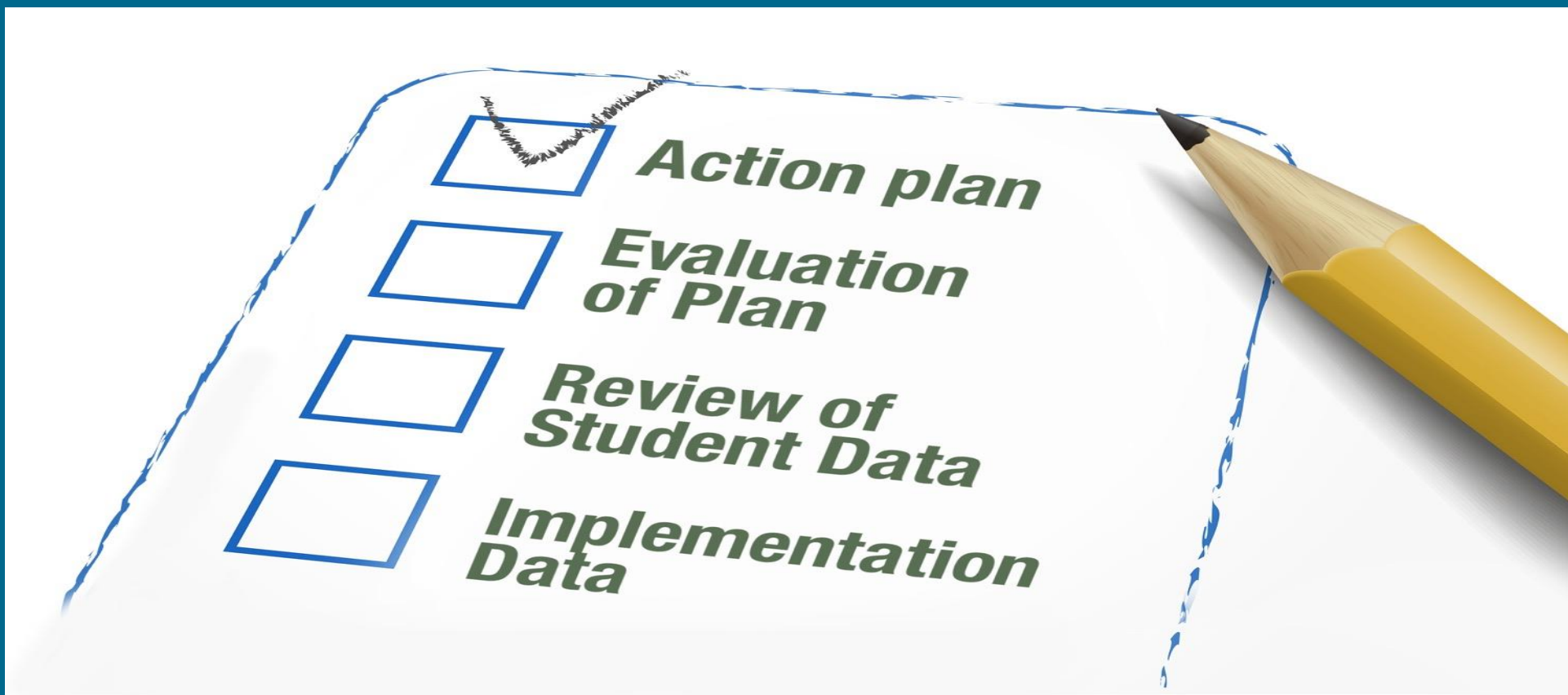
- Collaborative Culture is Essential
- Not Evaluation of Implementer – Helps Everyone (Trainer to Teacher or Interventionist to Student)
- Never a Punitive Exercise

Implementing MTSS

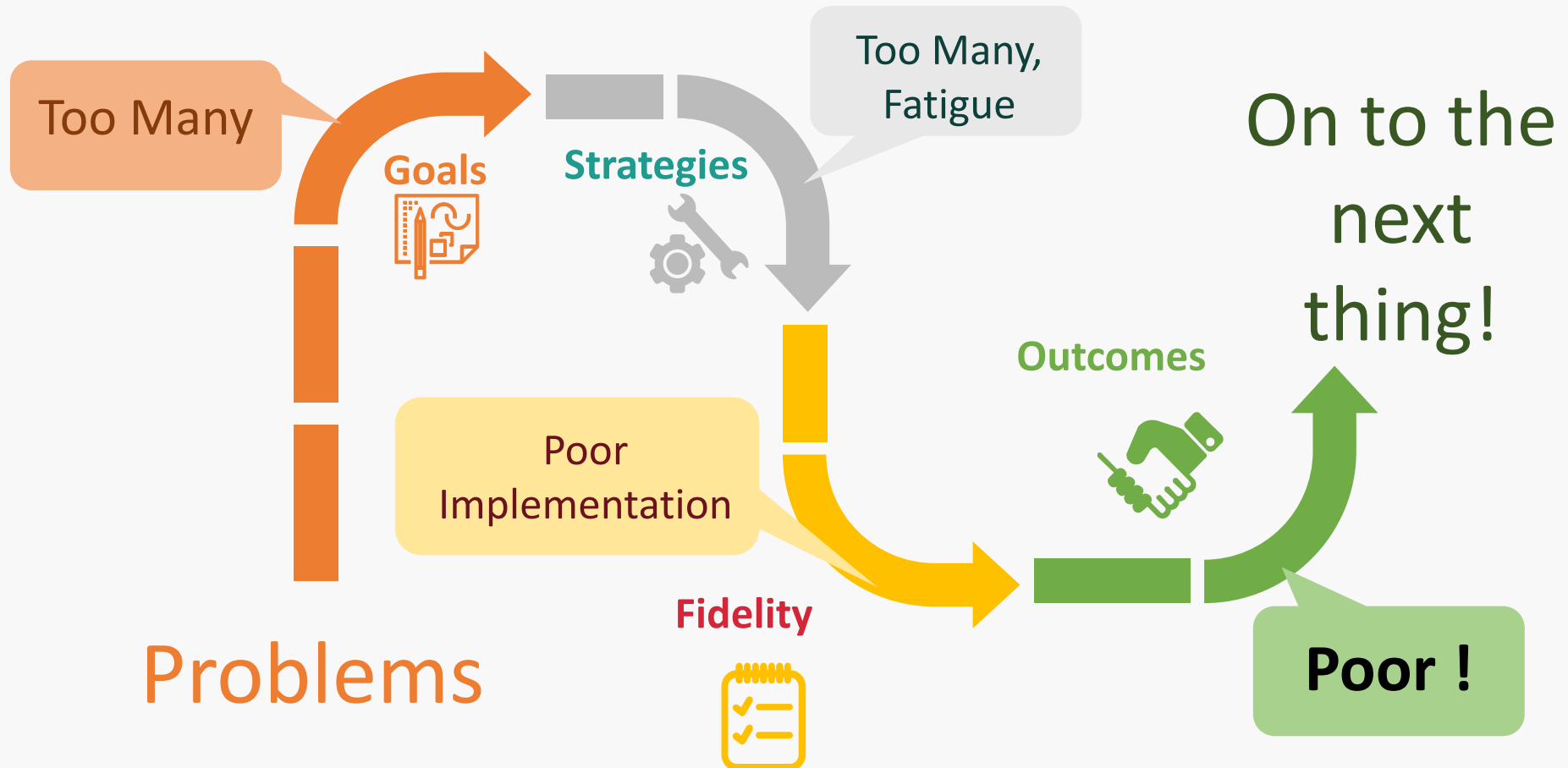


Bad Decisions

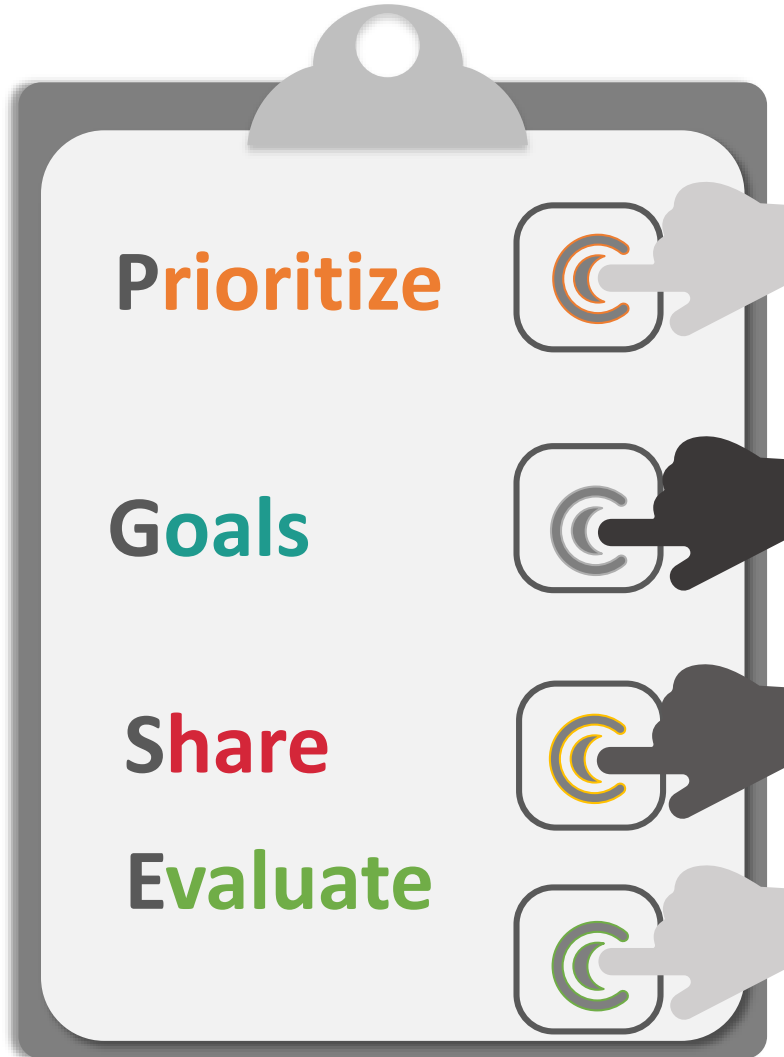
Evaluation



Problems with Most Improvement Plans



Action Plans



Assess needs across five areas of implementation and prioritize



Short and long term goals over multiple years



Communicate the plan



Evaluate the plan and make adjustments

Four Purposes of Assessment

1. Screening
2. Diagnostic
3. Progress monitoring
4. Outcomes



Evaluate Outcomes

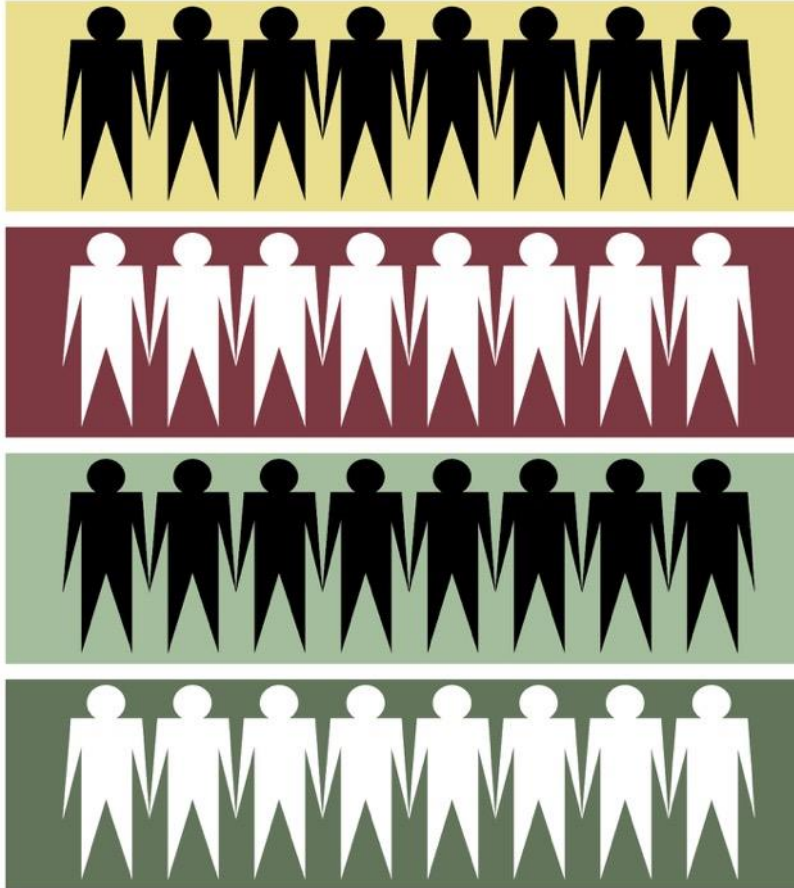
- Use assessments to evaluate outcomes at the system level, building level, grade level and classroom level.



The Role of Teams in Reviewing Data



Consider Nested Teams to Support MTSS Implementation



1. **A district-level RTI team** to make things happen for the district
2. **A building leadership team** to make things happen for the school
3. **Grade-level or core team** with support to make things happen for groups of students
4. **A problem-solving team** to make things happen for individual students

Data Action Teams (PLC's, Grade Level

Teams, Core Teams, etc.)

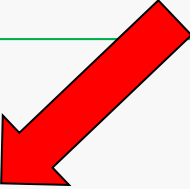
- Set and work toward grade level goals for academics
- Collaborate to create core instruction that meets the needs of most students
- Identify ways to differentiate instruction to meet the needs of all students.
- Identify students needing additional academic support, and plan for standard interventions
- Review data and make decisions

Principals Set the Stage

To See Improvement-

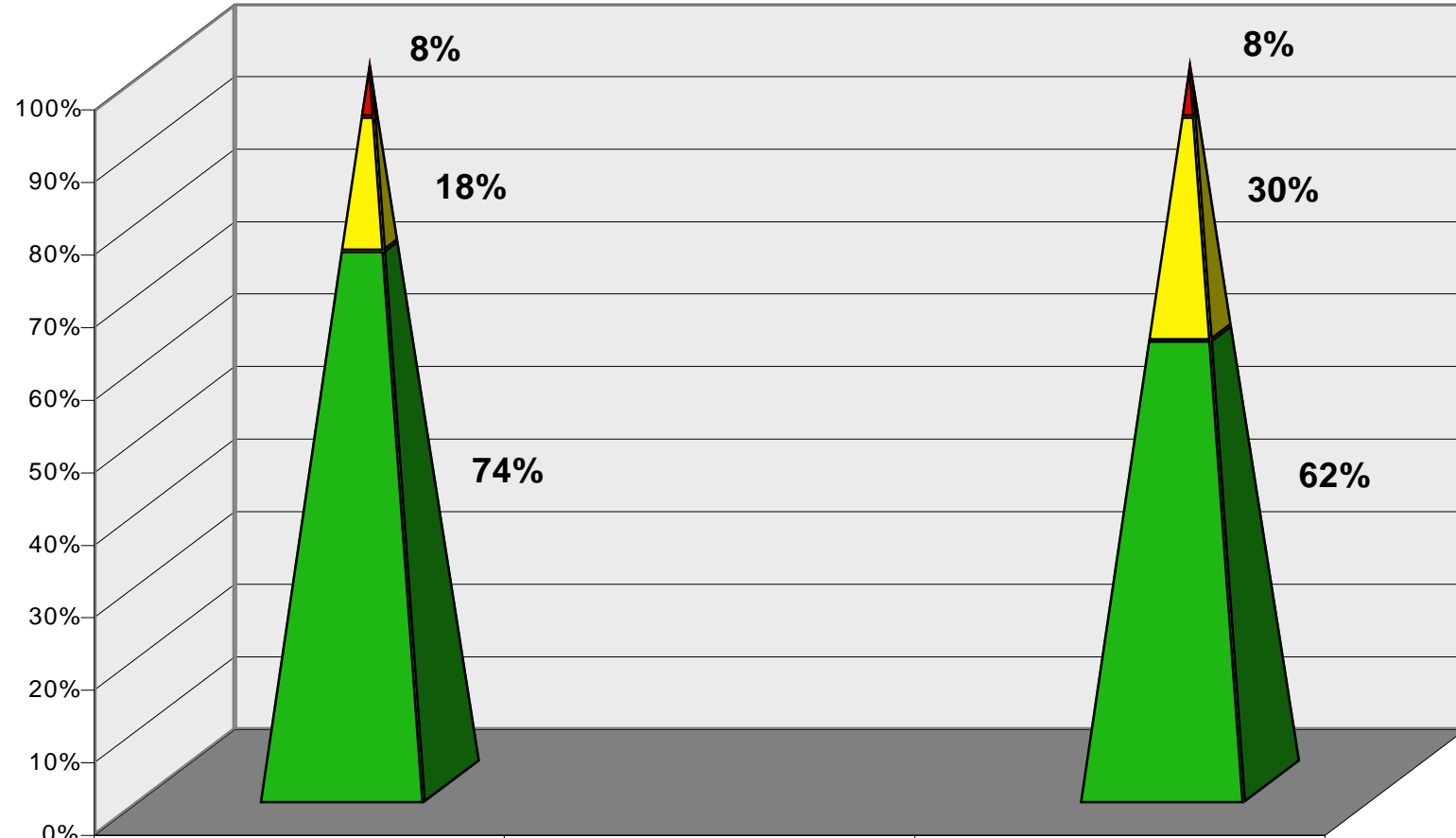
- ✓ **Established PLCs/ Data Action Teams (DATs)**
- ✓ **Established measurable goals for instructional improvement based on Data**
- ✓ **Measuring and reporting progress towards the instructional goals using Data**
- ✓ **Provided for Collaborative Common Planning Time**

Guiding Questions for MTSS Implementation

1. Is the core program sufficient?
 2. If the core program is not sufficient, why isn't it?
 3. How will the needs identified in the core be addressed?
 4. How will the effectiveness and efficiency of the core be monitored over time?
 5. Have improvements to the core been effective?
 6. For which students is the core program sufficient and not sufficient and why?
 7. What specific supplemental and intensive instruction is needed?
 8. How will supplemental and intensive instruction be delivered?
 9. How will effectiveness of supplemental and intensive instruction be monitored?
 10. Which students need to move to a different level of instruction?
- 

Sharon Kurns, Heartland AEA #11

Seventh Grade Summary of Program Effectiveness Based on MAP Reading RIT Score



■ Tier 3 (High Risk)	8%		8%
■ Tier 2 (Some Risk)	18%		30%
■ Tier 1 (Low Risk)	74%		62%

What percentage of students who began the year at or above target also ended the year at or above target?

Fall - Proficiency	Fall - Student Count	Fall - Student %		Spring - Student Count	Spring - Proficiency	Spring - Student Count	Spring - Student %
Meets Standards	150	76%	M	136	Meets Standards	147	75%
			P	8			
			D				
Partially Meets Standards	43	22%	M	7	Partially Meets Standards	42	22%
			P	31			
			D	2			
Does Not Meet Standards	5	3%	M		Does Not Meet Standards	6	3%
			P	1			
			D	4			

Fall 76% above target
Spring 75% above target

$\frac{136}{150} = 91\%$ stayed proficient



Performance Changes Across Norm Periods by School Type

School Year : 2012-13
 School Type : 02 Elementary School
 School : Lakeside Elementary
 (Optional) School

Test Kind : MAP
 Subject : READ
 Grades : 03

Norm Period 1 : Fall
 Norm Period 2 : Spring
 Norm Period 3 : None

Student Group (optional) :

School Type	Fall - Proficiency	Fall - Student Count	Fall - Student %		Spring - Student Count	Spring - Proficiency	Spring - Student Count	Spring - Student %	
02 Elementary School	Exceeds Standards	1	1%	E	1	Exceeds Standards	7	4%	
				M					
				P					
				D					
	Meets Standards	66	72%	E	3	Meets Standards	137	79%	
				M	61				
				P	3				
				D					
	Partially Meets Standards	17	18%	E		Partially Meets Standards	22	13%	
				M	8				
				P	8				
				D					
	Does Not Meet Standards	8	9%	E		Does Not Meet Standards	7	4%	
				M	1				
				P	2				
				D	4				

Student: _____ Date Form Completed: _____

Step 1: List all hypothesis regarding cause or function of prioritized problem:		Step 2: List all relevant data to support or refute each hypothesis listed			
	HYPOTHESES	R REVIEW	I INTERVIEW	O OBSERVE	T TEST
INSTRUCTION I	1. 2. 3.	Instructional approaches, pacing, difficulty, class schedule, attendance, lesson plans	Expectations, alignment of instruction and curriculum, preferred practices, teachers philosophical orientation	Effective teaching practice, evidence of teacher expectations, modification of materials, classroom routines and behavior management	Aggregated peer performance on class assessments, class standing on district or statewide assessments, Checklists and questionnaires.
CURRICULUM C	1. 2. 3.	Permanent student products, scope and sequence of lessons, Curriculum materials, books, worksheets, curriculum guides	District policy regarding adoption and use of curriculum materials, philosophical orientating of curriculum	Alignment of curriculum and materials, use of mandated curriculum, use of modified materials, assignments, assessments	Level of assignments and curriculum difficulty
ENVIRONMENT E	1. 2. 3.	Reports about school rules, class size, policy on disruptive behavior, peer's work	Classroom routines, rules, behavior management plans, expectations	Physical environment, interaction patterns, opportunity to learn, distractions,	Classroom environment scales (TIES), Aggregated peer performance on class assessments
LEARNER L	1. 2. 3.	Health records, student work, teacher intervention records	Interviewees perception of the problem, significance to student and peers, patterns of behavior, current knowledge and skill	Present levels of performance, targets for instruction, nature and dimensions of target behavior, response to interventions, interaction patterns	

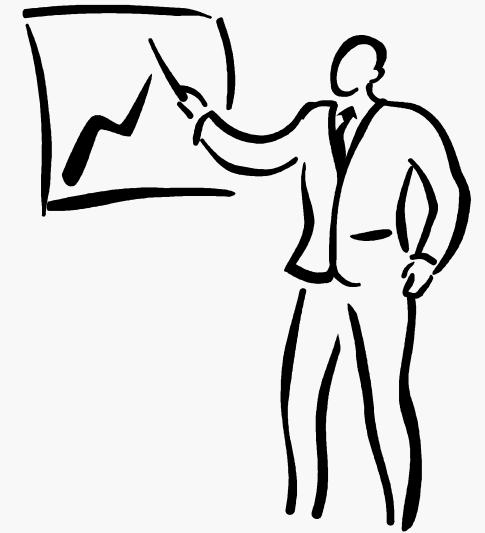
Step 3: Indicate selected hypothesis (circle or bold type). Selected hypothesis must have convergent data to support including quantitative data.

<p style="text-align: center;">I Instruction</p>	<p>Standards-Driven Learning Units, High-Quality Lesson Plans (Acquisition, Extending/Refining, Acceleration, Differentiation, Review); Research-Based Instructional Practices (i.e., previewing, explicit instructional skill/strategy, modeling, scaffolding, graphic organizers, summarizing), Student Movement (Grouping strategies, levels of support (instructional time, content, level, intensity)...</p>
<p style="text-align: center;">C Curriculum</p>	<p>Standards-Based (Benchmarks), Scientifically validated programs, Prioritized Maps, Alignment, Relevance, Rigor, Connections/Integration, Resources/Materials...</p>
<p style="text-align: center;">E Environment</p>	<p>Resource Rich Environments (i.e., materials, word walls, student work displayed); Peers (Expectations, Reinforcement, Values, Support); Classroom (Rules, Distractions, Seating, Schedule, Physical Plant), Home/Family Support, Culture, Climate</p>
<p style="text-align: center;"><i>L</i> <i>Learner</i></p>	<p>Skills, Strategies, Motivation, Health, Family, Social/Emotional, Development, Engagement, Executive Functioning, Efficacy...</p>
<p style="text-align: center;">O Organization</p>	<p>Resource Allocation, Scheduling, Systems, Structure, Management, Planning, Job Embedded Professional Development, Continuum of Services, Movement of Students, Instructional Time, Procedures...</p>

Evaluating Core Instruction Requires Knowledge of Data!

Question 1: Is the core program sufficient?

- What screening and progress monitoring data do your districts use?
- Are the data reliable and valid?
- What are your proficiency cut points?

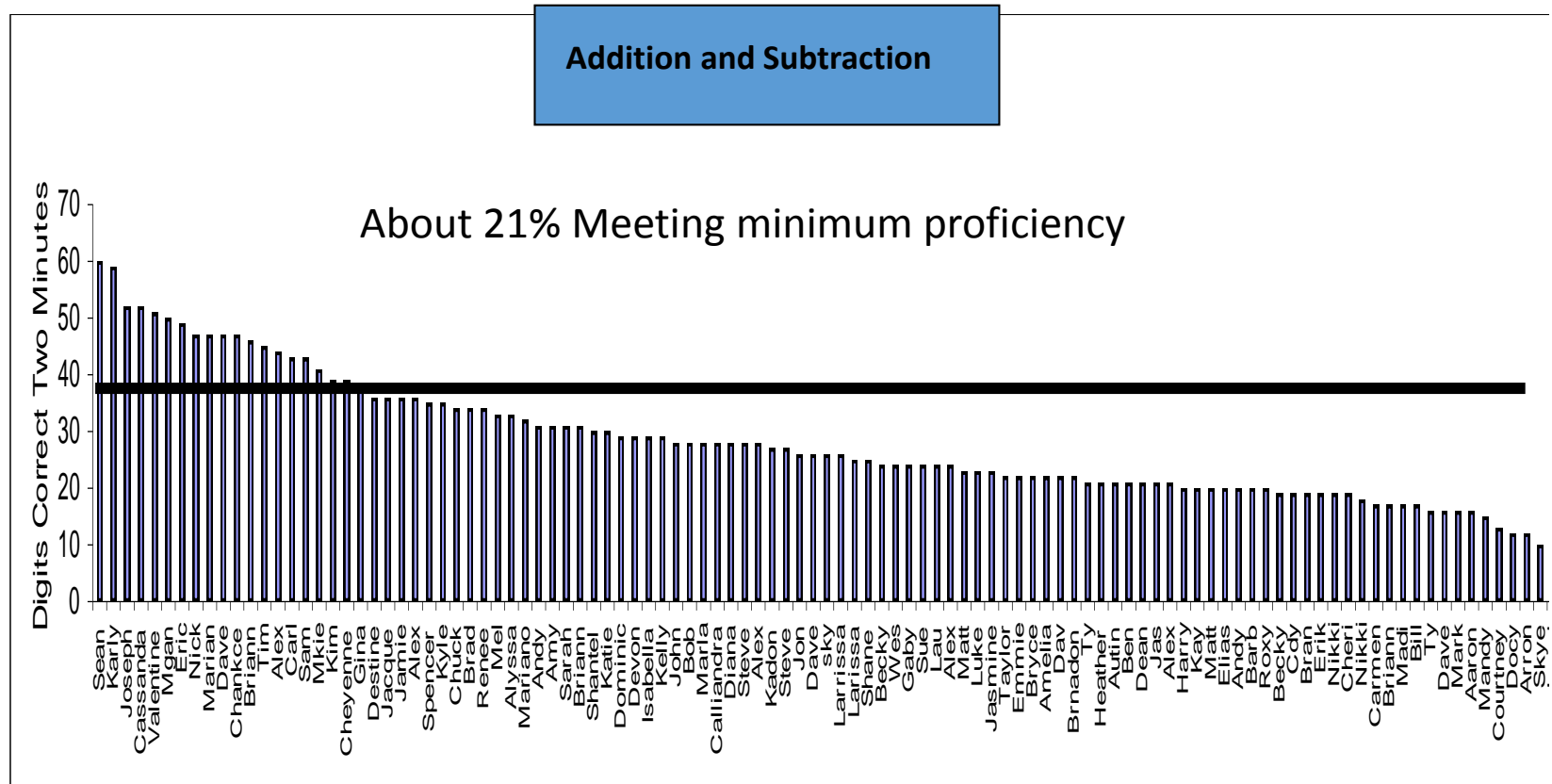


Guiding Questions

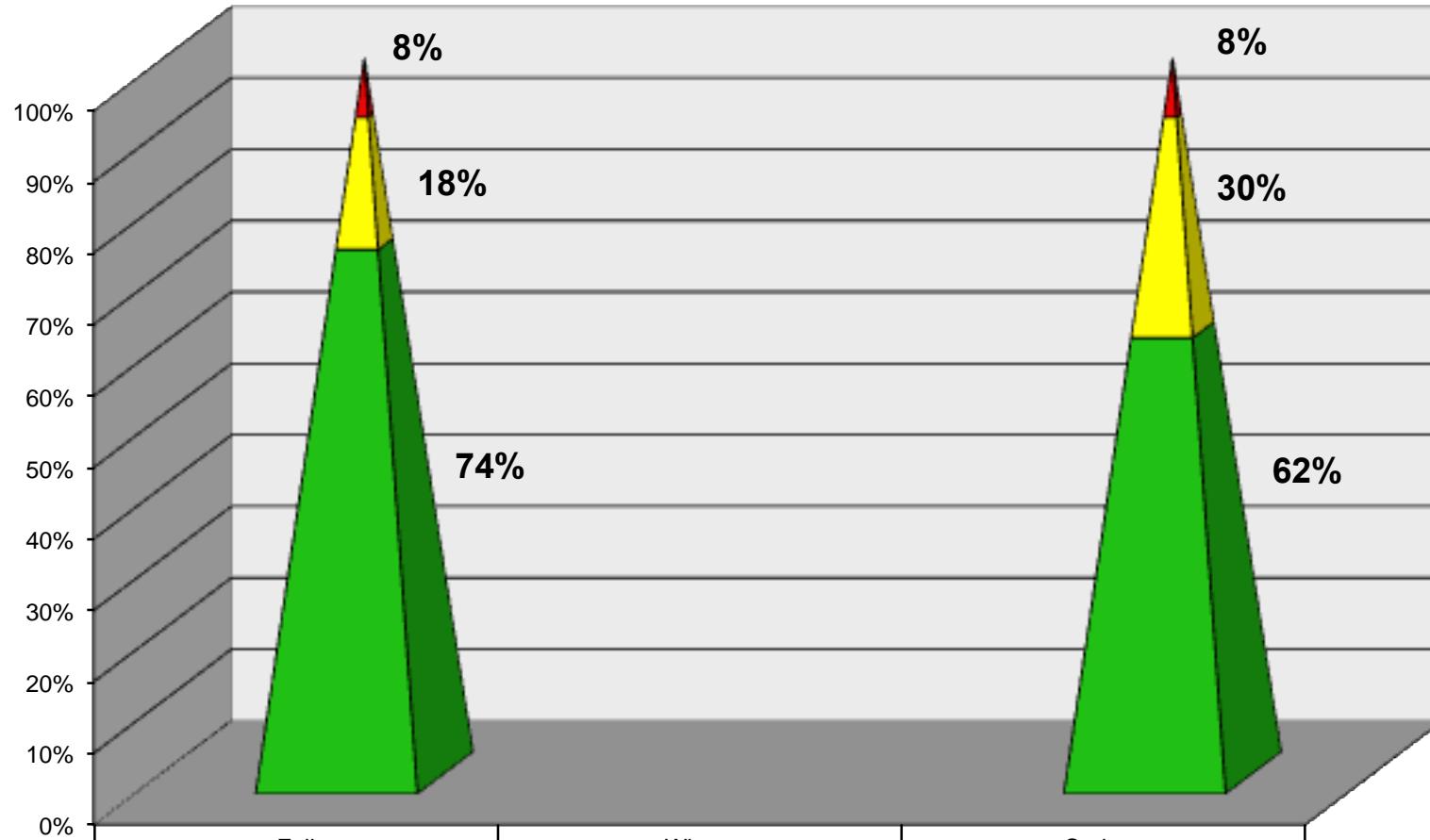
1. Is our core program sufficient? (Problem Identification)
 - a) Identify screening tool(s)
 - b) Identify proficiency cut points for identified tools
 - c) Collect universal screening data
 - d) Enter, organize, summarize data
 - e) What percentage of proficiency is acceptable?
 - f) What percentage of our students are proficient and not proficient?
 - g) Make Comparison
 - h) Fork in the Road - What work, if any, do we need to do with our Core programming?

Screening Indicates Math Problem Grades 3 to 5 Given Your Standard – Do We Have a Problem With Our Core?

Third Grade Math



Third Grade Summary of Program Effectiveness Based on MAP Math RIT Scores



	Fall	Winter	Spring
■ Tier 3 (High Risk)	8%		8%
■ Tier 2 (Some Risk)	18%		30%
■ Tier 1 (Low Risk)	74%		62%

Guiding Questions

2. If the core is not sufficient, why isn't core sufficient?

(Problem Analysis)

- a) Review Assessment
- b) Review Instruction
- c) Review Curriculum/Standards
- d) Review CIA Alignment
- e) Consider other distal factors

Guiding Questions

3. How will needs identified in core be addressed? (Plan Development)
 - a) Determine needs
 - b) Identify resources/training needed to address identified needs.
 - c) Develop an action plan
 - d) Implement the plan.
 - e) Evaluate the impact of the plan on your core program.

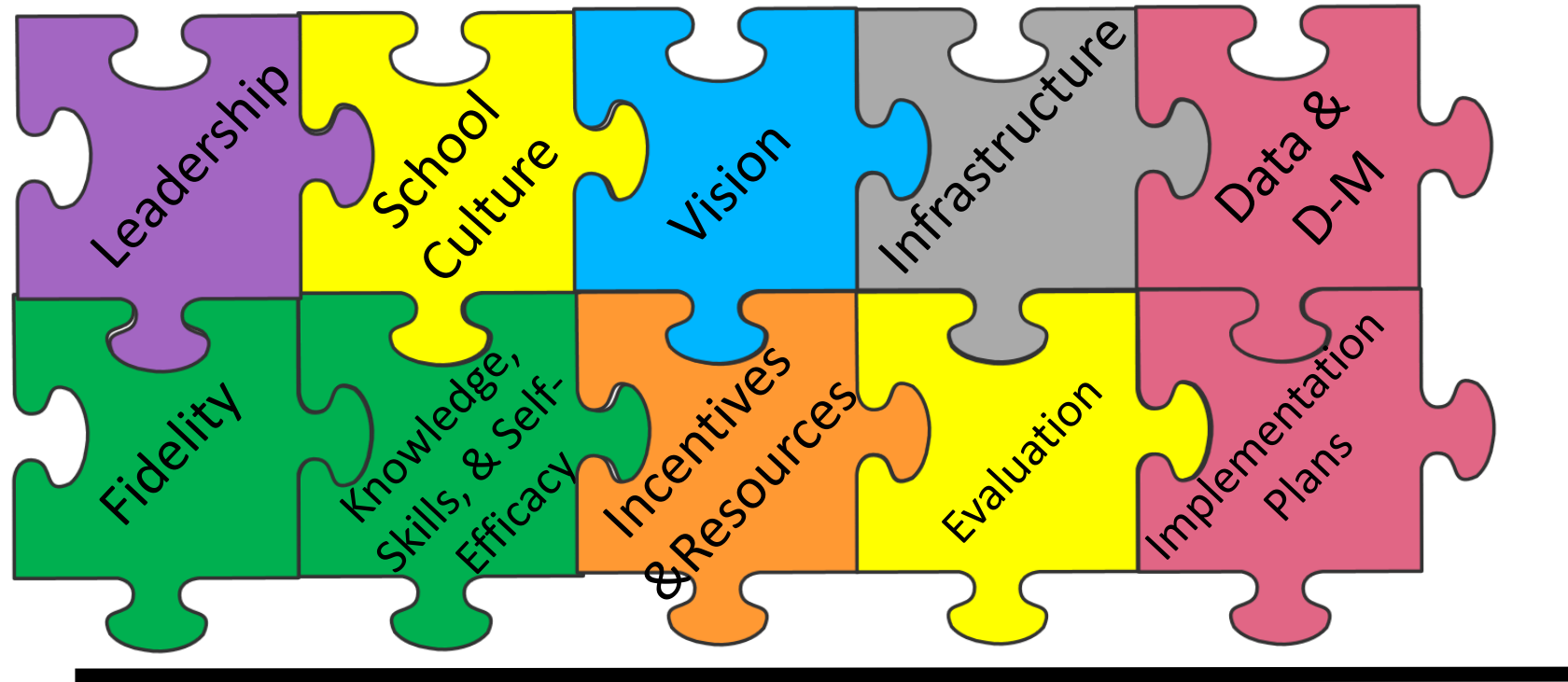
Guiding Questions

4. How will the sufficiency and effectiveness of the core program be monitored over time? (Plan Implementation)
 - a) What are the key indicators of success?
 - b) What is baseline performance?
 - c) What is the desired goal?
 - d) Determine your data collection plan.
 - e) Is core instruction being implemented with fidelity?
 - f) Make decisions about sufficiency and effectiveness of the core.

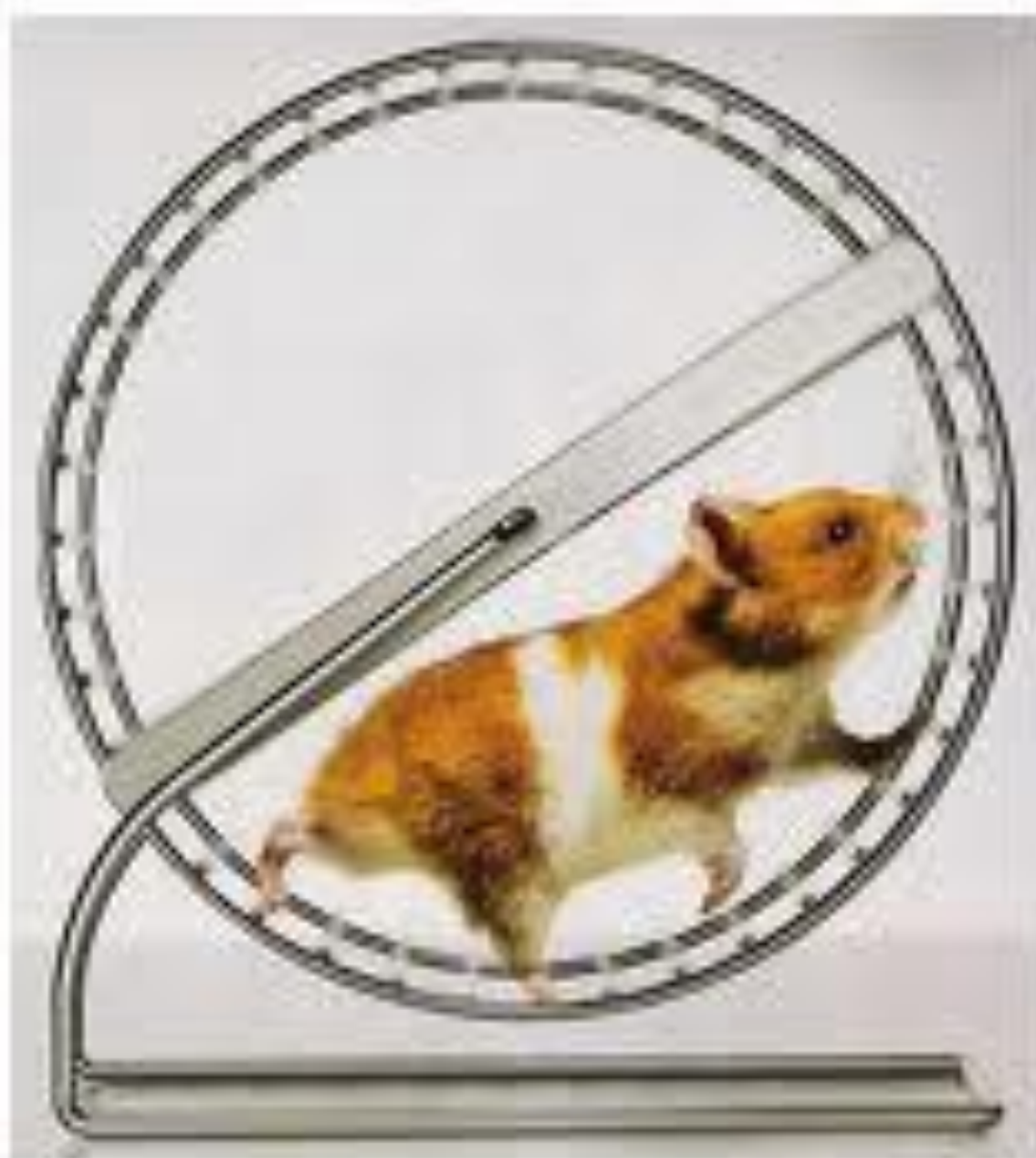
Guiding Questions

5. Have improvements to the core been effective? (Plan Evaluation)
 - a) Consider student achievement data (Screening)
 - b) Compare current with baseline data
 - c) Consider implementation data
 - d) Make decision about effectiveness
 - e) Begin needs assessment again

Implementing MTSS



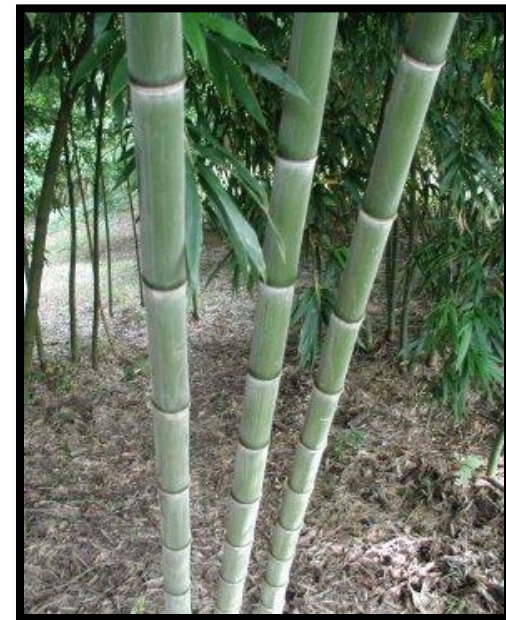
Treadmill



The Moso Bamboo Tree

The Moso bamboo plant grows in China & the far east. After the Moso is planted, growth occurs slowly for up to 5 years - even under ideal conditions! Then, as if by magic, it suddenly begins growing at the rate of nearly 2 ½ feet per day, reaching a full height of 75 feet within 6 weeks.

But it's not magic. The Moso's rapid growth is due to the extensive root system it develops during those first five years, five years of getting ready.



Thank you!

kgibbons@umn.edu