


*A Multi-Tiered System of Student Supports*

## DEVELOPING A DISTRICT LEVEL EVALUATION PROCESS FOR ACADEMICS & BEHAVIOR

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## Agenda

- Florida's Integrated Approach
- Guiding Questions for Evaluation
- Illustration of District Level
- Evaluating MTSS
- Future Instruments

## Behavior & Academic Support

The integration/combination of the two:

- are critical for school success
- utilize the three tiered prevention model
- incorporate a team approach at school level, grade level, and individual level
- share the critical feature of data-based decision making
- produce larger gains in literacy skills than the reading-only model
  - (Stewart, Benner, Martella, & Marchand-Martella, 2007)

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## Historical Perspective

- PSRTI has piloted 30+ schools and 7 districts in developing district and school-based MTSS across all three tiers.
- FLPBS has supported over 1100 schools and 52 districts to implement Tier 1 PBS and ~300 schools to implement Tier 2 PBS.
- PSRTI has participated in the DA Process by supporting 5 Rtl Specialists to be part of the DA teams/

## Collaboration

- Approximately 2 years ago, leadership in both projects and from DOE began to discuss the commonalities and collaboration of the two projects.
- The formal collaboration between projects began last year and was reflected in shared trainings, work groups, and similar action steps in RFAs.

## Efficient Delivery of Highly Effective Practices

- **Statewide District Needs Assessment Results:**
  - Integrate Practices to Reduce Duplication, Increase Effective Use of Personnel and Provide Greater Support for Instruction **Less is More.**
  - Focus Resource Development and District Resources On:
    - Evidence-based Coaching Strategies
    - Leadership Skills to Support MTSS
    - Family and Community Engagement
    - Aligning K-12 MTSS-Focus on Secondary
    - **Evaluation Models to Demonstrate Outcomes**
    - Common Language/Common Understanding Around an Integrated Data-Based Problem-Solving Process
    - Integrating Technology and Universal Design for Learning

### District Support Process

- **Step 1:** Initiation of District Collaboration
- **Step 2: Needs Assessment Process**
- **Step 3:** Needs Assessment Debriefing/Action Planning
- **Step 4:** Implementation of Training Technical Assistance and/or Support to Districts
- **Step 5: Evaluation Protocol**

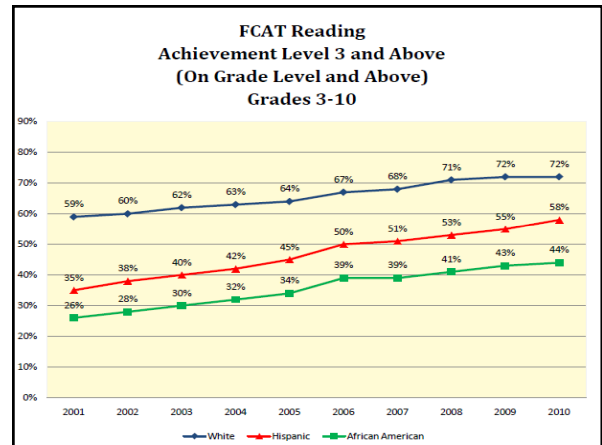
### Evaluation Questions

- The data you collect should be driven by the **questions** you want to answer
  - To what extent are students meeting expectations for performance and growth? Academically? Behaviorally?
  - To what extent are we implementing MTSS with fidelity?
  - What is our capacity to implement successfully?
  - How much do staff buy into implementing MTSS?

### How Are Students Performing?

Examples of data sources

- **Academics**
  - FCAT
  - FAIR
  - Core K-12
  - End of Course Exams
- **Behavior**
  - Attendance
  - Tardies
  - Suspensions
  - Discipline referrals
- **Global Outcomes**
  - Graduation Rates



PRS	Median Percentile Rank		Target Passage	Total Questions Correct	
	Vocabulary	Spelling		Reading Comprehension	Listening Comprehension
KG Summary 	47 <sup>th</sup> 103	N/A	N/A	No data available.	
1 <sup>st</sup> Grade Summary 	34 <sup>th</sup> 90	N/A	44% Able to Read 1.1+ n=48	Comprehension at instructional reading level.	
2 <sup>nd</sup> Grade Summary 	41 <sup>st</sup> 85	15 <sup>th</sup> 83	50.5% Able to Read 2.2+ n=99	Comprehension at instructional reading level.	

#### CLASS DETAIL TDI REPORT 1<sup>st</sup> GRADE-ASSESSMENT PERIOD 1

[Show Legend](#)

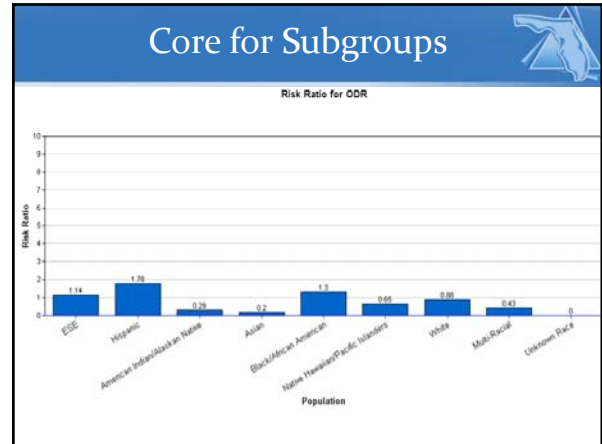
TDI Task	Number Below Expectations	Students
Letter Sound Knowledge	1	Student 07
Phoneme Deletion	4	Student 01 Student 02 Student 05 Student 10
Phoneme Deletion - Link	1	Student 06
Phoneme Deletion - Flow	0	Student 01 Student 02 Student 05 Student 10
Word Substitution - Consonants	0	Student 01 Student 02 Student 05 Student 10

[Show Class TDI Report](#)

### Sufficiency of Behavior Core

- District-wide % of Students w/0-1 ODRs

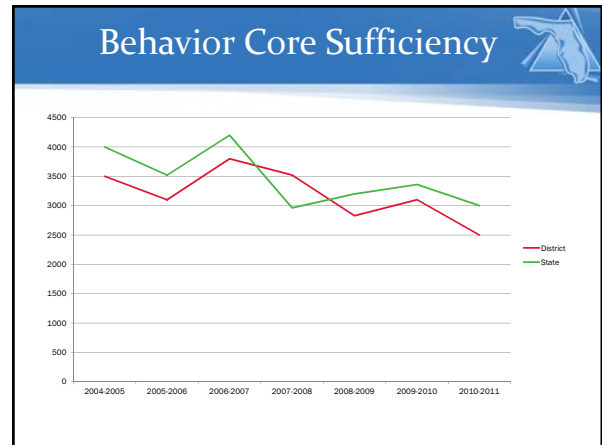
# schools >80% of students w/1 or fewer ODRs  
# of schools in analysis



### Behavior Core by Subgroups

# schools with RR of 2.0 or higher  
# of school in analysis

ESE	Hispanic	AI/AN	Asian	B/AA	NH/PI	White
3/6	1/6	0/6	4/6	1/6	4/6	1/6
Elem 1 Elem 2 HS 1	Elem 2		Elem 1 Elem 2 Elem 3 HS 1	HS 1	Elem 1 Elem 2 HS 1 MS 3	Elem 1

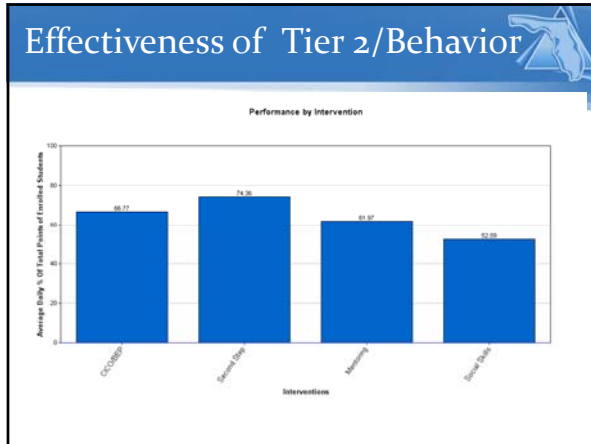


### Sufficiency of Tier 2/3

- # schools <20% of students w/2-5 ODRs  
# of schools in analysis
- # schools <5% of students w/6+ ODRs  
# of schools in analysis

### Sufficiency of Tier 2

- # and % of students enrolled in Tier 2 across entire district
- # and % of students successfully completing a Tier 2 intervention
- # and % of students w/decrease in ODR rate after Tier 2 enrollment
- # of students making progress (+slope)  
# of students in Tier 2 intervention



### Implementing w/Fidelity?

Examples of data sources

- Curriculum and Instruction/Intervention
  - Principal walkthroughs
  - Lesson plans
  - Intervention Documentation Worksheets
- Components of MTSS and Data-Based Problem-Solving\*
  - **MTSS Domain Survey**
  - BOQ, PIC, BAT
  - SAPSI, Tier I & II CCCs, Tier III CCCs

\* See <http://flpbs.fmhi.usf.edu/> and <http://floridarti.usf.edu> for more information

### MTSS Domain Survey

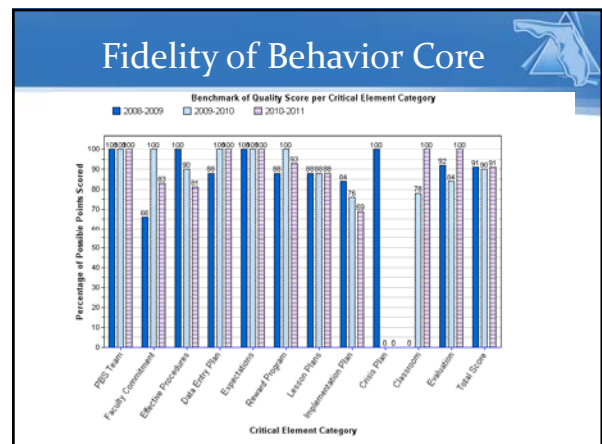
- District Leadership Team completes
- 25 items; ID “characteristic” descriptors
- 6 domains
  - Leadership
  - Capacity/Infrastructure
  - Communication/Collaboration
  - Data-base Problem Solving
  - 3-tiered instruction/intervention
  - Data/evaluation system

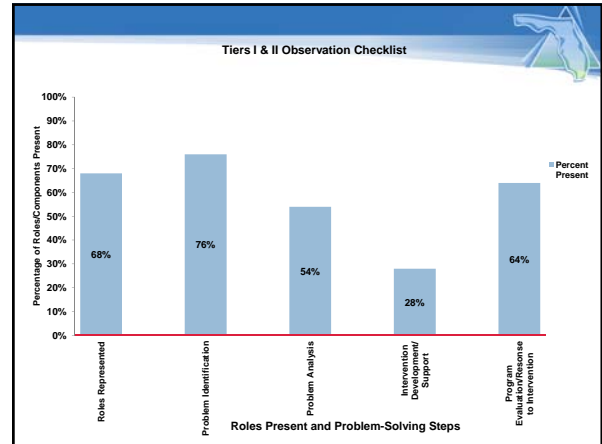
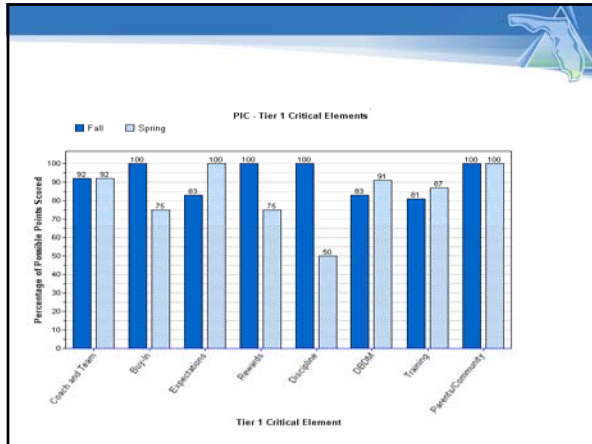
### MTSS Domain Survey

- Based on “models”
- “Cognitive Interviewing” reviewed by District Coordinators
- Additional validation activities

### MTSS Domain Survey Sample

- Which of the following characterize the individual(s) providing coaching for a “typical school” in your district? (select all that apply)
  - Skilled in consultation, time and organizational management and team facilitation
  - Possess content knowledge (academics & behavior) both at instructional and systems levels
  - Possess leadership skills
  - Able to provide professional development training and TA
  - Possess effective problem solving facilitation skills





### What is Our Capacity to Implement MTSS with Fidelity?

**Examples of data sources**

- **Leadership Team structure and functioning**
  - Organizational charts
  - Minutes/meeting summaries
  - SAPSI, BOQ, PIC
- **Staff knowledge and skills**
  - Florida Educator Accomplished Practices & teacher evaluation system
  - Staff development evaluations
  - Work samples
- **Resources allocated to match needs**
  - SIP, DIP
  - Master calendar/schedule
  - School rosters
  - Resource maps

### Teacher Evaluation Domains

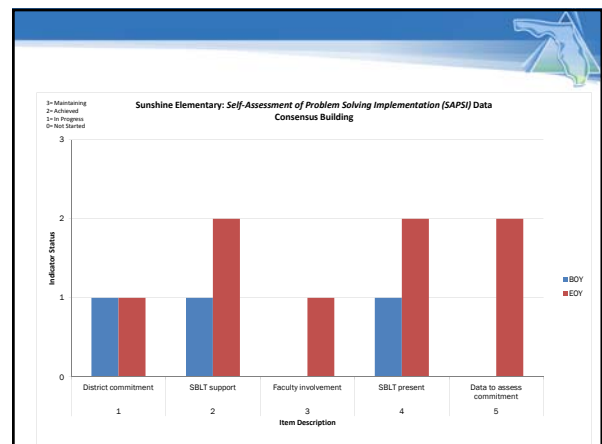
(Marzano)

- Classroom Strategies and Behaviors
- Preparing and Planning
- Reflecting on Teaching
- Collegiality and Professionalism

### Staff Buy In Regarding Implementing MTSS?

**Examples of data sources**

- **Leadership vision and commitment**
  - SAPSI, BOQ, PIC
  - Required and non-required plans
- **Staff buy in**
  - SAPSI, BOQ, PIC
  - District/school staff and climate surveys
  - Dialogue
  - Brief interviews with key personnel



### Future Activities

- New Instruments
  - Coaching
  - Family and Community Engagement
- Evaluating Inter-Project Effectiveness
  - Achievement of district implementation goals
  - Impact on student performance
- And more...

### Questions?

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