


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**

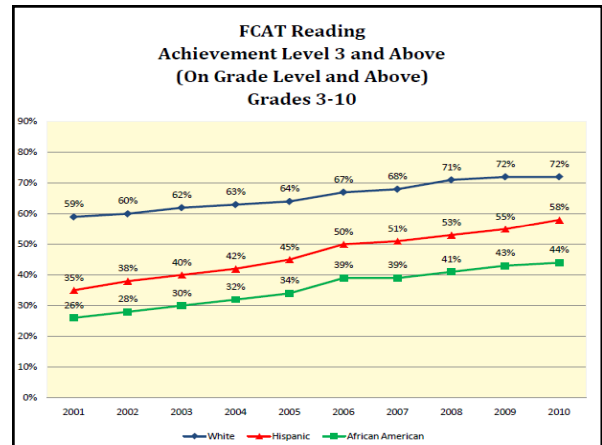
Evaluation Questions

- 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 th 103	N/A	N/A	No data available.	
1 st Grade Summary 	34 th 90	N/A	44% 109	Able to Read 1.1+ Comprehension at instructional reading level. n=48	
2 nd Grade Summary 	41 st 85	15 th 83	50.5% 109	Able to Read 2.2+ Comprehension at instructional reading level. n=99	

CLASS DETAIL TDI REPORT 1st GRADE-ASSESSMENT PERIOD 1

Targeted Diagnostic Inventory
(19 Students in Class)

TDI Task	Number Below Expectations	Students
Letter Sound Knowledge	1	Student 17
Phoneme Deletion	4	Student 1 Student 11 Student 15 Student 19
Phoneme Deletion - Link	1	Student 16
Phoneme Deletion - Flow	0	Student 1 Student 11 Student 15 Student 19
Word Substitution - Consonants	0	Student 1 Student 2 Student 11 Student 15 Student 19

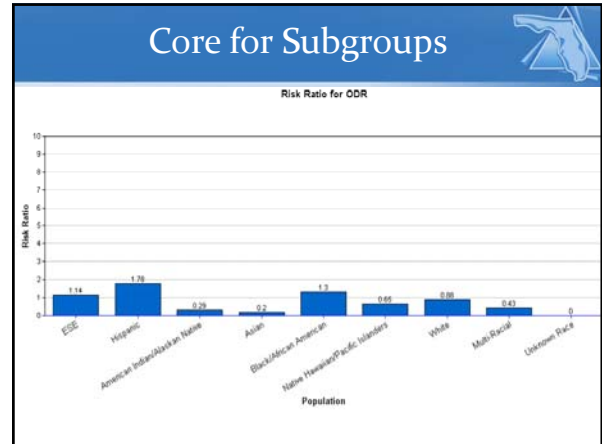
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[Show Class TDI Detail](#)

Sufficiency of Behavior Core

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

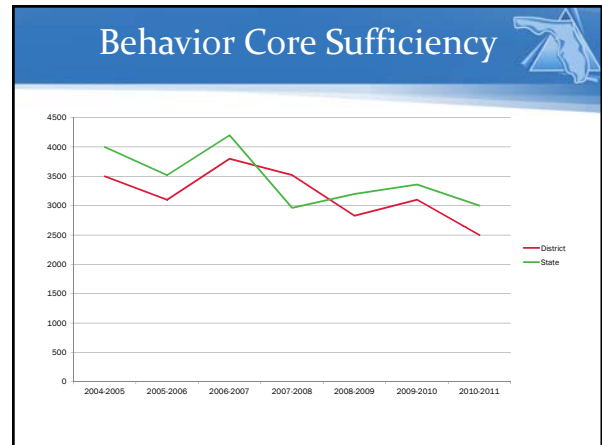
schools >80% of students w/1 or fewer ODRs
of schools in analysis



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

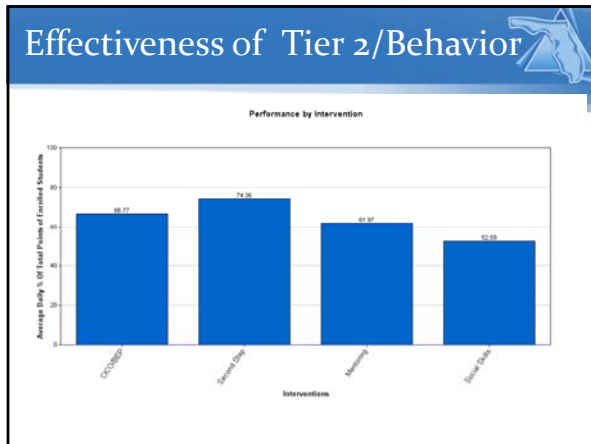


Sufficiency of Tier 2/3

- # 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

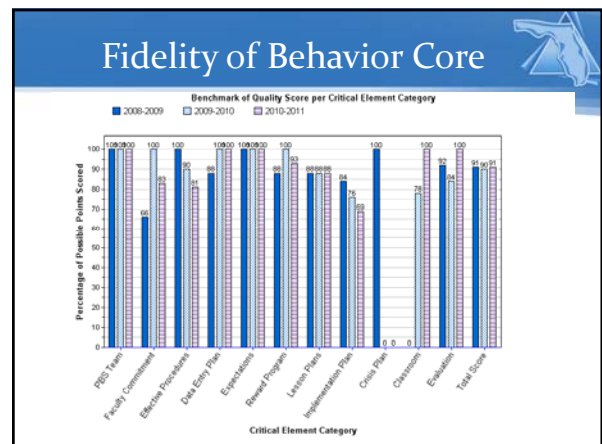
- District Leadership Team completes
- 25 items; ID “characteristic” descriptors
- 6 domains
 - Leadership
 - Capacity/Infrastructure
 - Communication/Collaboration
 - Data-base Problem Solving
 - 3-tiered instruction/intervention
 - Data/evaluation system

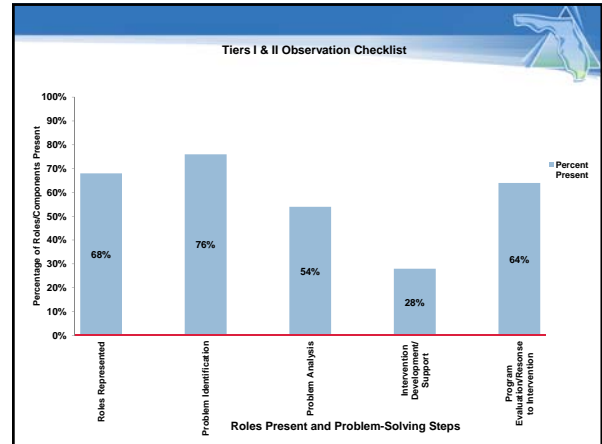
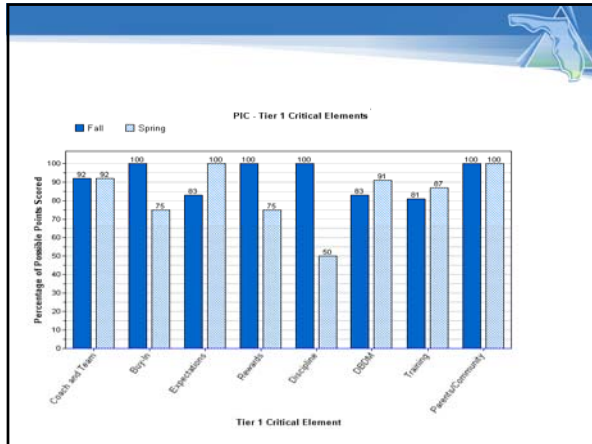
MTSS Domain Survey

- 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

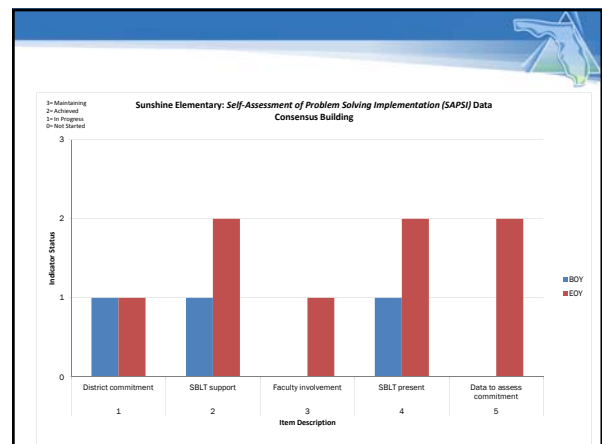
(Marzano)

- 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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