The Integration of MTSS and District & School Improvement Plans

Summit on School Climate and Culture

August 8th-9th 2016

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- ✓ Explore how to align the DIP & SIP process with MTSS

- ✓ Reflect on current DIP/SIP practices and results

Lots of Moving Parts!
Lots of Resources!

Just a few things going on right now in IA…


Mentoring and Induction Plans
MTSS
Schoolwide Plan for Title I Schools
SINA/DINA Plans
CSIP
LAU
CASA
ESSA
Chapter 62
DDSDP
Differentiated Accountability (DA)
APR
IA Professional Development Model
TAG
Culture Climate of Schools

Differentiated Accountability 2016-2017

- Statewide
- Applies to **all** districts, accredited nonpublic schools, and AEAs
  - All districts, schools and AEAs will do a universal desk audit
  - All districts, schools and AEAs will have Healthy Indicator data
  - All districts schools and AEAs will receive Universal support
  - Some will receive Targeted or Intensive support

Basic Tenets of Differentiated Accountability

1. Tiered support
2. Healthy Indicators
3. Earned autonomy
4. Collaborative Inquiry Questions
5. A single continuous improvement process
6. Streamlined reporting
7. Emphasis on results for Iowa learners

IOWA DEPARTMENT OF EDUCATION

Consolidated Accountability and Support Application (CASA)

Comprehensive School Improvement Plan (CSIP) 2016-2017

Purpose

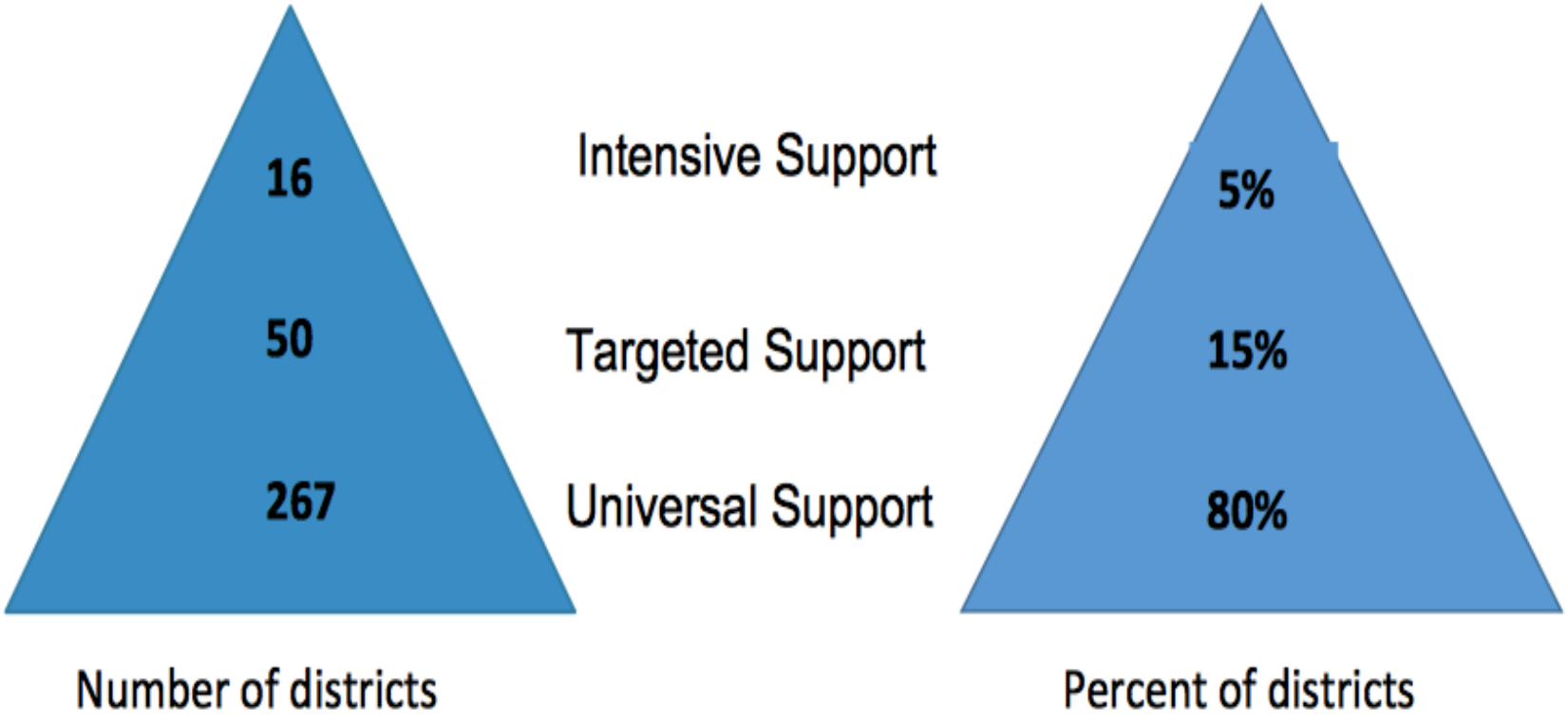
The purpose of the Comprehensive School Improvement Plan is to chart the course for improved student learning. Through CSIP development, districts and schools will work collaboratively to review data, set goals, determine strategies or actions to accomplish goals, and evaluate the results. This process of continuous improvement focuses efforts on instructional improvement linked to student learning.

Requirements

School districts and accredited nonpublic schools will develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards and student achievement levels. Iowa Code 256.7(21)(a)

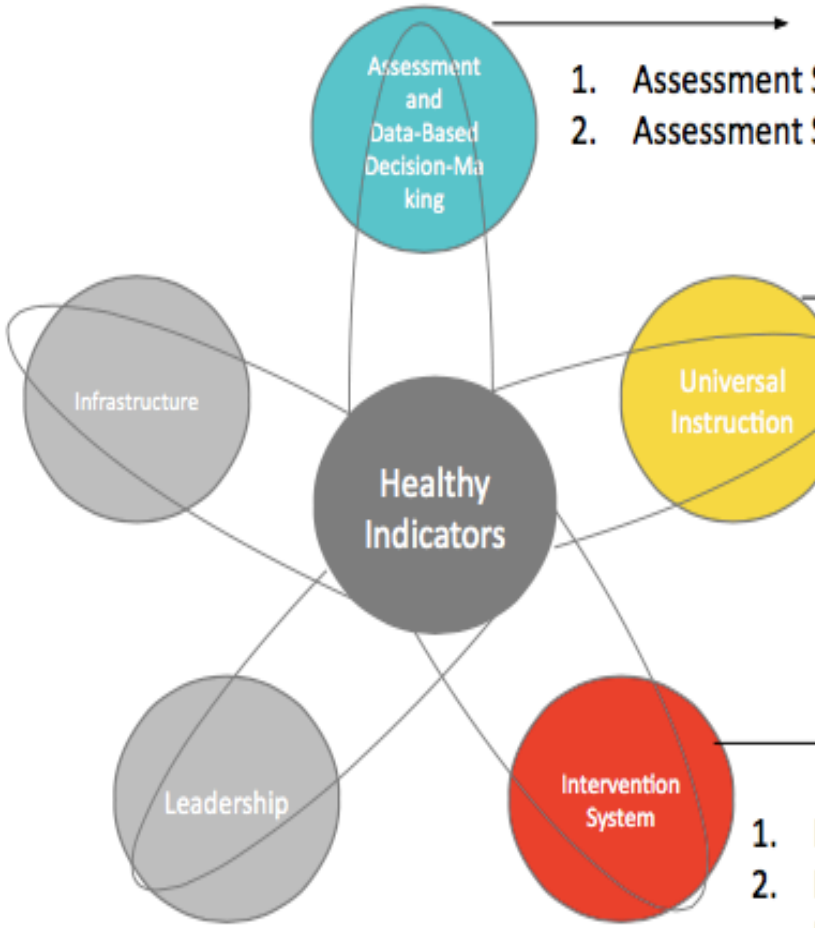
September 2016 Submission Requirements Summary

2016-2017 School Year: Anticipated Use of Resources



Continuous Improvement Process

6 Tools



1. Assessment System Protocol
2. Assessment System Facilitation Guide

1. Universal Instruction Protocol
2. Universal Instruction Facilitation Guide

1. Intervention System Protocol
2. Intervention System Facilitation Guide

2016-2017:
PK-6 Literacy Only

Intervention System Guide

Collaborating for Iowa's Kids (C4K)

April 2016 v2.1

The following are individual pages from the Iowa Professional Development Model Technical Guide.

Steps	Tools
Establish a Professional Development Leadership Team	1 District & Building-level PD Leadership Teams
Collecting & Analyzing Student Data	2.1 Discussing Our District's Data 2.2 Discussing Our Building's Data
Goal Setting & Student Learning	3.1 Goals & Professional Development Target 3.2 Writing a SMART Goal
Selecting Content	4 Considering the Research Base
Designing Process	5.1 Alpha School District Example 5.2 Finding Time for Training & Collaboration
Training & Learning Opportunities	6 Worksheet for Designing Training & Learning Opportunities
Collaboration	7 A Guide for Collaborative Structures
Implementation	8 Implementation Worksheet
Formative Evaluation	9 Formative Data Planning Tool
Program Evaluation (Summative)	10.1 Discussing Our District's Summative Data 10.2 Discussing Our Building's Summative Data
Developing an Individual Teacher Professional Development Plan	11.1 Individual Teacher PD Plan - Blank Sample 1 11.2 Individual Teacher PD Plan - Blank Sample 2
	12 Professional Growth System

What Do We Know About Systems Change?

- Communicate a clear and common vision
- Planned and pursued in a systematic manner over time
- One size does ***not*** fit all
- Professional development is critical
- Outcome evaluation is critical

Connecting the dots…

How MTSS and the Problem Solving Process connect with the DIP and SIP

The Purpose of SIP is…

- To strategically move and improve school data, both quantitative & qualitative, across multiple measures

- To build upon, extend, and generalize currently successful practices

Some reasons why SIP data don't move…

1. The logic or development of what to do may be faulty.

2. A darn good plan but organizational issues / barriers got in the way.

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Collaborating for Iowa's Kids:
Collaborative Inquiry Questions

The Questions

"D2 Guide"

CONSENSUS	
A. Is there initial and ongoing administrator consensus to develop and implement MTSS?	
B. Is there initial and ongoing staff consensus to develop and implement MTSS?	
CONSENSUS, INFRASTRUCTURE AND IMPLEMENTATION	
C. Is there a leadership team willing to accept responsibility for development, implementation, and sustainability of MTSS?	
D. Do we have an established and ongoing collaborative inquiry process for implementation of MTSS?	
Universal Tier	1. Is the Universal Tier sufficient?
	2. If the Universal Tier is not sufficient, what are the needs that must be addressed?
	3. How will Universal Tier needs be addressed?
	4. How will the implementation of the Universal Tier actions be monitored over time?
	5. Have Universal Tier actions been effective?
Targeted/Intensive Tiers	6. Which students need support in addition to the Universal Tier?
	7. Which of the Targeted and/or Intensive Tier resources are needed to meet the needs of identified students?
	8. How will the Targeted and/or Intensive Tier options be implemented?
	9. How will the implementation of the Targeted and Intensive Tiers be monitored over time?
	10. How will the effectiveness of the Targeted and Intensive Tiers be evaluated?
CONSENSUS, INFRASTRUCTURE, IMPLEMENTATION, AND SUSTAINABILITY	
E. Do you have an established structure to provide on-going professional learning and coaching to support all staff members?	
F. How do you ensure evaluation of MTSS implementation and impact on achievement?	
G. What structures does the leadership team have in place to support sustainability of MTSS over time?	

Intervention Flow Chart (p9)

IDE Intervention System Guide April 2016

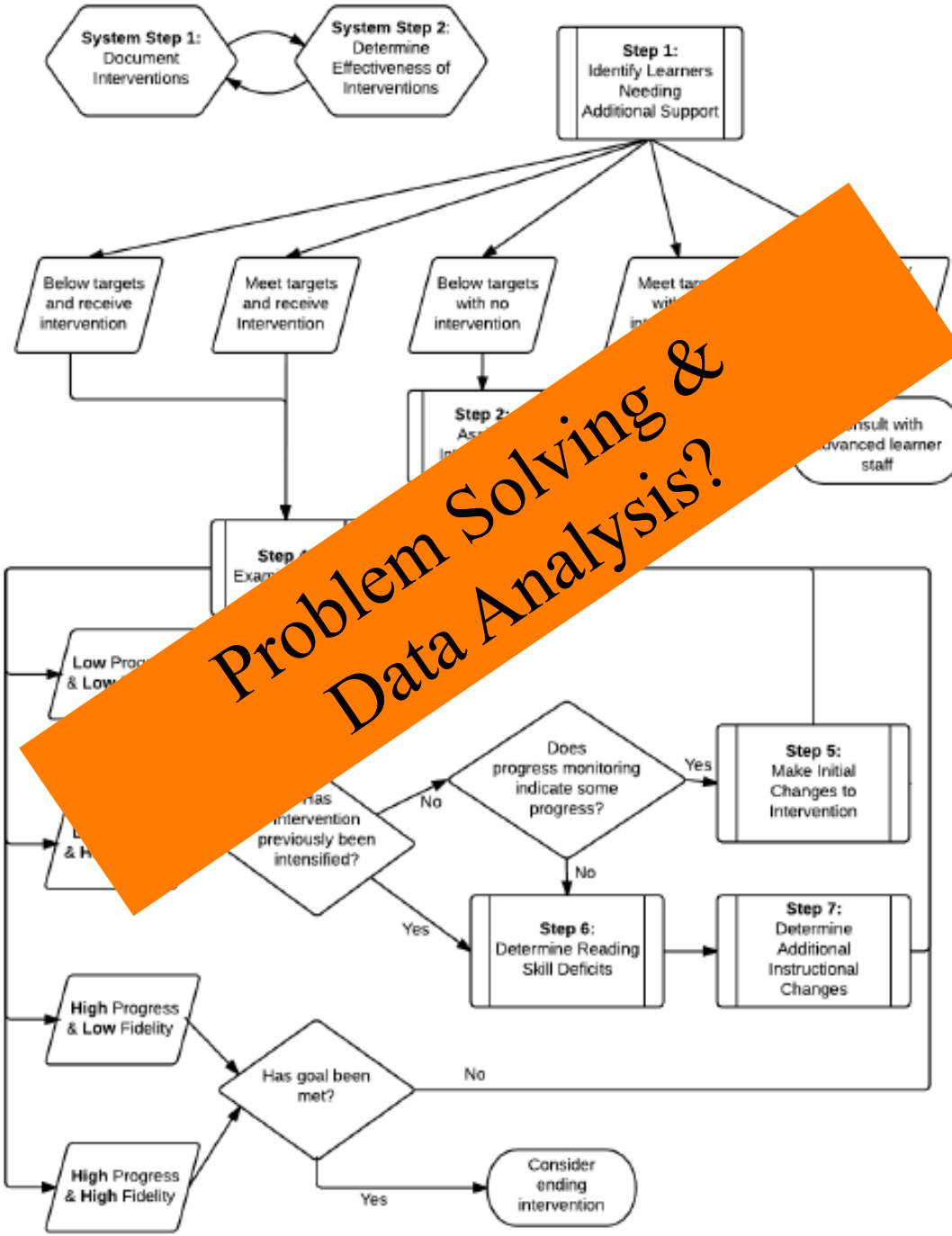
Problem Solving Process

Define the Problem. Identify the goal
•What do we want students to know, understand, and be able to do ?

Problem Analysis
Why is the goal *not* being attained?
•Validating Problem
•Identify Variables that contribute to Problem
•Hypotheses/Data Collection

Implement Plan
What are we going to do about it?
•Implement as Intended
•Progress Monitor
•Modify as Necessary

Evaluate
Did it work?
•Response to Instruction & Intervention

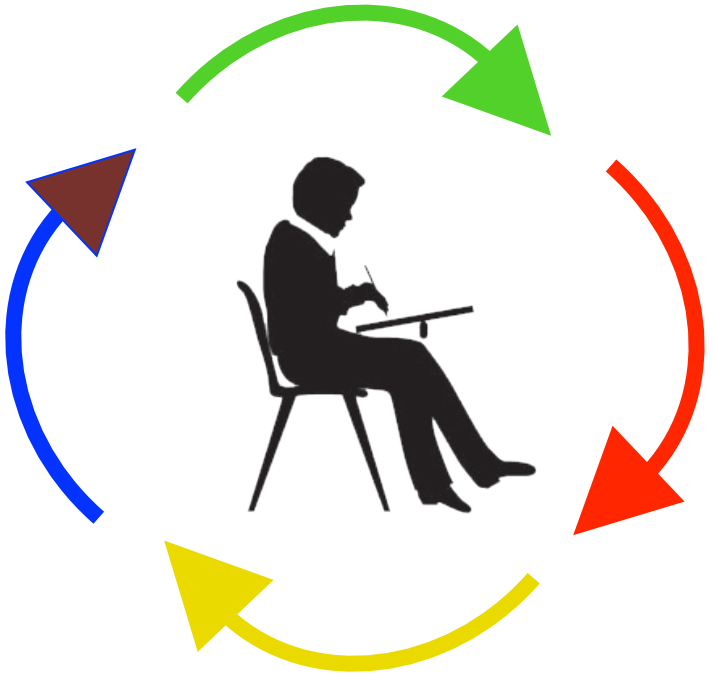


Problem Solving & Data Analysis?

Problem Solving Process

Define the Problem. Identify the goal

•What do we want students to know, understand, and be able to do ?



Problem Analysis

Why is the goal *not* being attained?

•Validating Problem
•Identify Variables that contribute to Problem
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Implement Plan

What are we going to do about it?

•Implement as Intended
•Progress Monitor
•Modify as Necessary

Evaluate

Did it work?

•Response to Instruction & Intervention

The 4-Step Problem Solving Process…

- Helps guide the development of targeted data driven implementation and evaluation plans prior to writing goals

- All documents reviewed have Steps 1, 3, & 4
  - The process moves from identifying areas of needed improvement, assign intervention, implement intervention and makes changes to instruction/ intervention

Steps in the Problem-Solving Process

1. Define the Problem
(What is the Goal?)

- Determine the gap or difference between the expectation and what is actually occurring in terms of student performance or behavior

2. Problem Analysis
(Why is it occurring)?

- Hypothesize possible root causes
- Analyze supplemental data to support or refute each hypothesis
- Validate whether your hypothesis is true based on the additional data

3. Implement Plan
(What can be done to solve it?)

- Select the intervention(s) or strategies that will address the problem
- Develop and implement the plan with fidelity

4. Evaluate
(Did it work?)

- Collect and use school-wide, small group, and individual student data to determine if the plan is working to address the problem
- Progress monitor and modify, if necessary
- Evaluate the response: good, questionable, poor

Step 2 Problem Analysis
(Why is it occurring?)

- Develop root cause hypotheses

- Using data validate or invalidate hypotheses

Developing a Hypothesis involves…

- **Answering**: Why isn't the goal being attained?
- **Identifying** possible root causes
- **Analyzing** and **validating** supplemental data to support or refute each hypothesis

Develop Hypothesis: ICEL

- We must ask questions to form a hypothesis regarding“Why is the goal not being attained?

- We ask questions across four domains.

Key Domains of Learning

I	**Instruction**	Instruction is **how** the curriculum is taught.
C	**Curriculum**	Curriculum refers to **what** is taught.
E	**Environment**	The environment is **where** the instruction takes place.
L	**Learner**	The learner is **who** is being taught.

Problem-Solving using the ICEL/RIOT Matrix

Domain		Variables	Review	Interview	Observe	Test
Instruction	Instruction is how curriculum is taught. How content is presented to students can vary in many different ways: Level of Instruction Rate of Instruction Presentation of Instruction Is the curriculum being differentiated to meet the needs of the learners? Consider: • instructional techniques • presentation style • clarity of instruction • questioning • feedback technique • cooperative learning • use of graphic organizers • instructional conversations • development of academic language/ vocabulary	**Group/System** • Instructional decision making regarding selection and use of materials • Use of progress monitoring • Explicit Instruction • Differentiated Instruction • Sequencing of lesson designs to promote success • Use of a variety of practice and application activities • Pace and presentation of new content • Block of time allotted per subject **Individual** • Instructional decision making regarding placement of the student • in groups • Use of progress monitoring Communication of expectations and criteria for success • Differentiated Instruction • Direct instruction with explanations and cues • Use of a variety of practice and application activities • Pace and presentation of new content	• Unit/Lessons Plans • Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements • Benchmarks / standards • Assignments (calculate % of assign turned in, average amount-%- of assignments completed), • Length/time required to complete assignments	Stakeholders about: • Effective teaching practices • Instructional decision making regarding choice of materials, placement of students, instructional strategies • Sequencing/pacing of instruction • Choice of screening, diagnostic and formative assessments • Product methods (e.g. dictation, oral retell, paper pencil, projects) • Grouping structures used • Accommodations/ modifications used • Reinforcement management/ engagement strategies • Allowable repetition for mastery/ understanding • Who is providing the supplemental/ intensive instruction • Use of supportive technology • Student/group performance compared to peers • Patterns of performance errors/ behavior • Setting(s) where behavior is problematic • Significance of academic, speech, social, task or motor difficulties • Onset and duration of problem • Consistency from day to day, subject to subject • Interference with personal, interpersonal, and academic adjustment • Performance using different modes of expression (e.g. verbal, written, kinesthetic) • Teacher perceptions/hypotheses regarding why the student is unable to demonstrate the desired behaviors- academic and/or behavioral • Philosophical orientation of curriculum (e.g. whole language, phonics) • Expectations of district for pacing/coverage of curriculum	• Teachers' instructional styles/preferred styles of presenting • Clarity of instructions/ directions • Effective teaching practices • Communication of benchmarks/expectations and criteria for success • How new information is presented • Percent of time with direct instruction, whole group instruction, practice time, differentiated instruction, etc. • How teachers gain/ maintain student attention • Academic engaged time • Transitions • Large group instruction • Small group instruction • Independent work time • Group work time • Teachers use of positive reinforcement, student-teacher interaction quality/quantity, (use of direct observation protocols) • Time on task • External supports necessary to sustain engagement	Classroom environment survey Develop checklists on effective instruction "Things to Look For" and "Ask About"

Test and Validate Hypotheses

R	eview	Review of historical records and products
	and/or	
I	nterview	Interviews of key stakeholders
	and/or	
O	bserve	Observe performance in real time functional settings
	and/or	
T	est	Test through careful use of appropriately matched measurement strategies/methods

Some reasons why SIP data don't move…

1. The logic or development of what to do may be faulty.

2. A darn good plan but organizational issues / barriers got in the way.

Elbow Share…

- What are some organizational barriers you have encountered when trying to implement a ‘good’ plan?

- When DIPs and SIPs are not implemented well and/or unsuccessful does the fault lie within the content of the plan or failure to address organizational barriers?

The 8-Step Problem Solving Process

- The purpose of the 8-step PSP is to eliminate and/or reduce barriers to the implementation of a ‘good’ plan

- You know what to do but there are barriers to its implementation.

Problem-Solving crosswalk:

4-step	8-step
1. Problem Identification	1. Set a goal and ID how you will measure that goal
2. Problem Analysis	2. Identify Resources & Obstacles to attaining that goal. 3. Prioritize the Obstacles.
3. Intervention Development	4. Identify strategies to eliminate or reduce the obstacle 5. Develop action plan to implement strategies. 6. Develop follow-up plan.
4. Response to Intervention (RtI)	7. Evaluate impact of the action plan. 8. Evaluate progress on original goal.

Florida's MTSS | A Multi-Tiered System of Supports

A Collaborative Partnership Between Florida's Problem Solving/Response to Intervention Project, Florida's Positive Behavior Support Project, and the Florida Department of Education

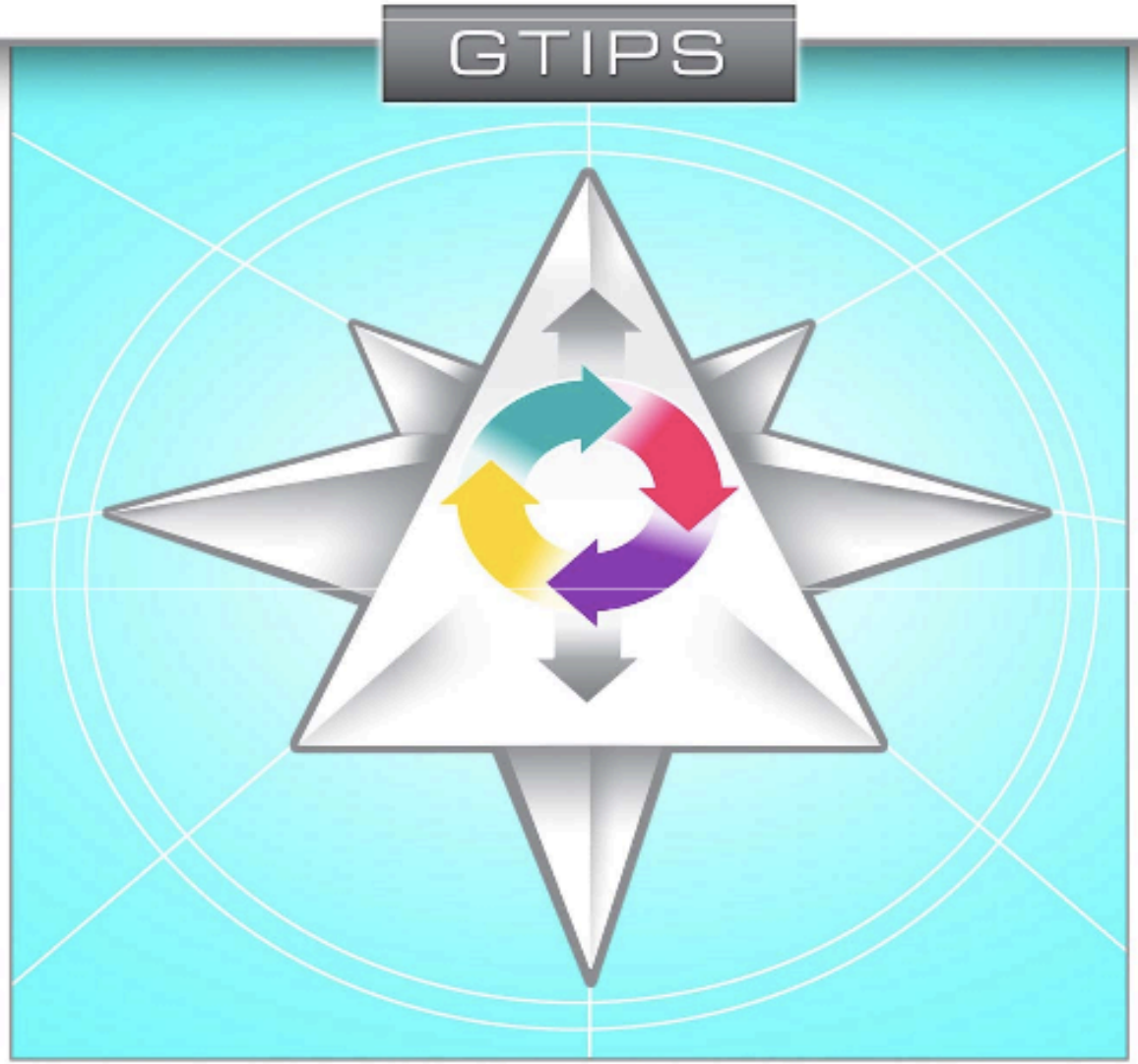
Problem-Solving Crosswalk

4-Step Problem-Solving Model	**---------- connections ----------**	**8-Step Small Group Planning & Problem Solving Process**
Step 1: Problem Identification *(Is there a problem and what is it?)*	The function of this step is to identify the problem and goal (in concrete, descriptive, behavioral, measurable terms) and the discrepancy between current and expected performance.	Step 1: Establish priority; define Desired Outcome and how it will be measured
Step 2: Problem Analysis *(Why is the problem happening?)*	This step is designed to Identify the reasons why the goal has not yet been achieved. Hypotheses targeting barriers to success are considered and those most likely to be impeding goal achievement are specified for further plan development.	Step 2: Brainstorm resources/positive factors *and* potential barriers
		Step 3: Identify one barrier and identify in behaviorally descriptive terms
Step 3: Intervention Design *(What can be done about the problem?)*	Based upon verified hypotheses and/or identified barriers, comprehensive intervention plans are created with detailed direction as to what, and when specific instruction/intervention activities will occur with fidelity, including the identification of personnel to implement the instruction/intervention and the support structured for them.	Step 4: Brainstorm strategies to reduce or eliminate identified barrier
		Step 5: Develop multiple action plans to reduce or eliminate identified barrier: who, what, by when
		Step 6: Specify follow-up plan for each action plan (verification and evaluation)
Step 4: Response to Intervention *(Did the intervention work?)*	Plans for gathering the data necessary to determine the effectiveness of the instruction/intervention are made and rules for the determination of good, questionable, or poor response are created. Data are then collected and evaluated to inform subsequent instruction/intervention.	Step 7: Develop plan for evaluating reduction or elimination of identified barrier
		REPEAT PROCESS (STEPS 3 – 7) FOR ALL BARRIERS IDENTIFIED IN STEP 2
		Step 8: Develop plan for evaluating progress toward achievement of desired outcome

Organizational Barriers…

- What process does you use to reduce or eliminate organizational barriers to the implementation of the improvement plan at the school and district levels?

Guiding Tools *for* Instructional Problem Solving



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An Example

MTSS Aligned District Improvement Plan

(Work in Progress)

Des Moines Public Schools (DMPS)
District Improvement Plan

Multi-tiered System of Support (MTSS)

The Multi-Tiered System of Supports (MTSS) is a framework used to guide the implementation of an **evidence-based model** of schooling that uses **data based problem-solving** to **integrate academic and behavioral instruction and intervention**. The integrated instruction and intervention is delivered to students **in varying intensities (multiple tiers) based on student need. "Need-driven"** decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to **accelerate the performance of all students** to achieve and/or exceed proficiency

District Improvement Plan for Des Moines Public Schools

- Enhance the capacity of the Des Moines Public Schools to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school.
- Accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational systems.
- Inform the development, implementation, and on-going evaluation of an integrated, aligned, and sustainable instruction and intervention system that prepares all students for post-secondary education and/or successful employment within our global society.
- Provides high quality integrated academic and behavioral instruction and intervention in varying intensities matched to student need.
- Monitors student progress frequently to determine the effectiveness of the instruction and to make decisions regarding any instructional modifications necessary to achieve learning, and/or behavior goals.
- Allocates district and school resources to ensure that schools achieve learning and/or behavior goals based on MTSS implementation and student outcome data.

Des Moines PS DIP Components:

Component 1: Strong Shared Leadership

Component 2: Culture, Climate, Shared Responsibility

Component 3: Evidenced based and Intensive Instruction

Component 4: Four Step Problem Solving Process

Component 5: Data Systems and Data Collection

Component 6: Data Based Professional Learning

Component 7: Program Evaluation

Component 1: Shared Strong Leadership

Definition -

Evidence of Need:

Component 1: Strong Shared Leadership				
Goal:				
	Actions	**Point Person**	**Progress Monitoring Dates**	**Monitoring Updates**
1.0	Outcome: *****			
1.1				
1.2				

Component 1: Effective Leadership

DEFINITION:
Highly effective leadership is key to successful implementation of any large-scale effort. The district leadership team focuses on evaluation of our work among and across district offices in support and service to schools to ensure that the district policies, data systems, professional development and technical assistance support, and implementation protocols and evaluation processes support the school capacity to implement a culturally proficient MTSS.

EVIDENCE OF NEED:

1. Strategic Leadership Design survey results indicate varied levels of quality support for schools from district offices.
2. Current metrics indicate underperformance, including:
    - K-12 academic data
    - K-12 behavioral data
    - K-12 disproportionality data, for example advanced learner (Gifted and Talent) program enrollment, special education referrals and identification, African American student suspensions
    - Special education referrals, identification, and placement including the amount of time students have access to core in the general education environment
    - Number of students placed in special programs (such as special education, District Middle School Alternative Program, or ELL programs) or special schools
    - Variance of student outcomes from classroom to classroom
    - Significant achievement gap for all subgroups
    - Lack of consistency student access to programs and courses throughout the district
    - No standard expectation of instruction to address academic or behavioral needs of students
    - Dropout rates and graduation rates
3. District offices are not collaboratively and consistently utilizing the above systemic metrics to make decisions and allocate resources in support of schools.
4. Consistent evaluation practices for district offices using the Marzano Leadership evaluation framework are not in place.
5. Conflicting messages are communicated to schools regarding priorities.
6. Roles and responsibilities at the district office level are not clearly defined.
7. Lack of appropriate and timely response to identified school needs from district offices.

GOALS:

- District offices share the collective responsibility to systematically eliminate disproportionality while simultaneously supporting schools to improve all student outcomes across multiple measures.
- District offices share the collective responsibility to work collaboratively to make decisions and allocate resources in support of schools.

OUTCOMES:

1.0 Clearly articulated expectations for implementation of district priorities as evidenced by district office use of the School Improvement Plan data to make decisions and allocate resources in support of schools.

2.0 Use of a consistent evaluation model for Office of Academics and Office of Schools staff as evidenced by the implementation of the Marzano Leadership Evaluation model.

3.0 Establish collaboration structures for the District Improvement Team as evidenced by regularly scheduled meetings with agendas focused on monitoring and adjusting our District Improvement Plan in support of improved outcomes for students.

Component 2: Evidence Based and Intensive Instruction
Definition

Evidence of Need:

Component 2: Evidence Based and Intensive Instruction				
Goal:				
	Actions	**Responsible Person**	**Progress Monitoring Dates**	**Monitoring Updates**
2.0	Outcome: *****			
2.1				
2.2				

Component 3: Four Step Problem Solving Process
Definition

Evidence of Need:

Component 3: Four Step Problem Solving Process				
Goal:				
	Actions	**Responsible Person**	**Progress Monitoring Dates**	**Monitoring Updates**
3.0	Outcome: *****			
3.1				
3.2				

Component 3: Evidence Based and Intensive Instruction

DEFINITION

It is imperative that the DMPS MTSS system accounts for the needs of all students and begins with an effective core (Tier 1).

The MTSS framework emphasizes the need for targeted and intensive instruction (academic and behavior) for students requiring additional support beyond what differentiation in Core instruction can provide. Access to supports is based upon a student's data driven needs, not a program title (e.g., GT, Special Education) using the four-step problem-solving process. Reliable and valid data for both academic and behavior from multiple sources are needed to inform multi-tiered instruction and support.

EVIDENCE OF NEED

1. K-12 academic data
2. K-12 behavioral data
3. K-12 disproportionality data, for example advanced learner (Gifted and Talent) program enrollment, special education referrals and identification, African American student suspensions
4. Special education referrals, identification, and placement including the amount of time students have access to core in the general education environment
5. Number of students placed in special programs (such as special education, District Middle School Alternative Program, or ELL programs) or special schools
6. Variance of student outcomes from classroom to classroom
7. Significant achievement gap for all subgroups
8. Lack of consistent student access to programs and courses throughout the district
9. Lack of standard expectation of instruction to address academic or behavioral needs of students
10. Dropout rates and graduation rates
11. Lack of a systematic process/procedures to assist teachers with differentiating instruction and developing cognitively complex tasks
12. Lack of evidence related to the effectiveness of system-wide treatments
13. Lack of evidence related to student success in college and career advancement
14. Lack of fidelity with the implementation of the PLC model

GOALS

1. District office guarantees access for all students to rigorous integrated academic and behavioral instruction in Tier 1.
2. District office will routinely engage in a highly effective standards-based PLCs.
3. District office guarantees intervention in varying intensities matched to student need. (SY17-18)

OUTCOMES

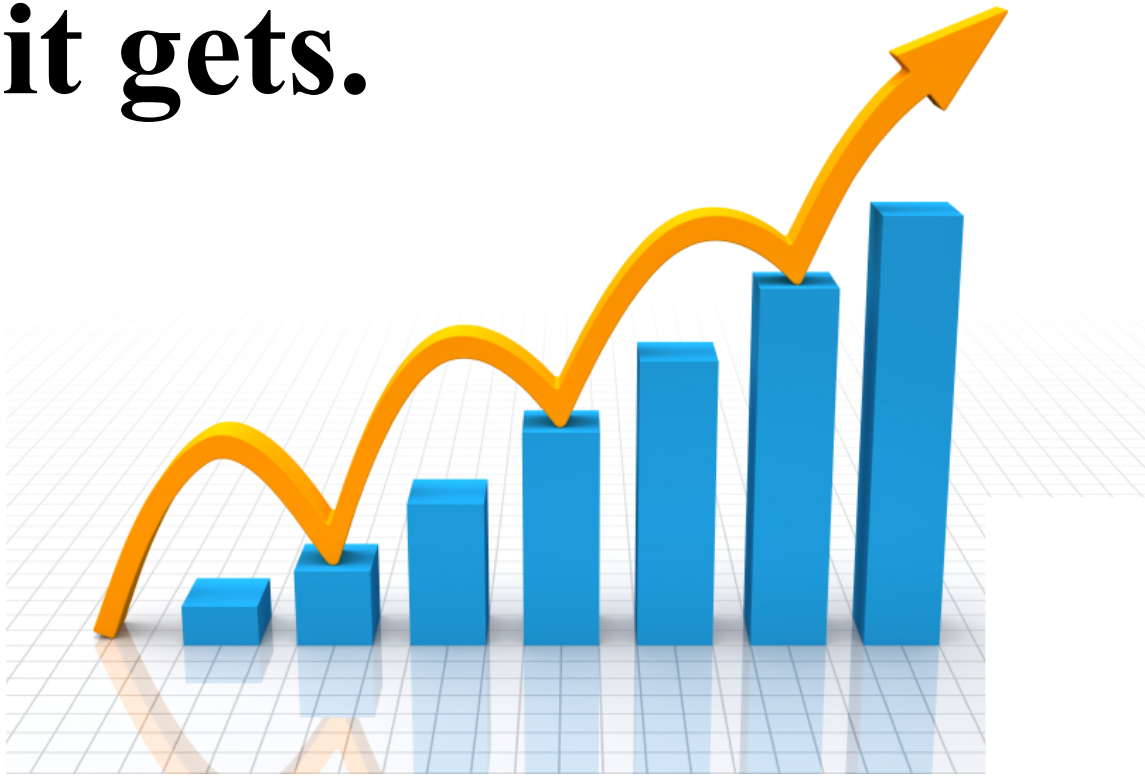
1.0 Clearly articulated vision for Tier 1 academic and behavioral instruction as evidenced by communication of the Tier 1 vision in district meeting agendas and documents.

2.0 Support and monitor the implementation of highly effective standards-based district PLCs as evidenced by data gathered through PLC agendas and action plans.

ACTIONS

1. Create a vision for Tier 1 academic and behavioral instruction
2. Create a plan for supporting and monitoring PLCs

Every system is perfectly aligned for the results it gets.

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