Agenda For the Next Hour

I will:
• Discuss factors necessary for sustaining improvement frameworks.
You should:
• Reflect on these factors and implementation within your district and building.
• Where do you need to focus?

Predict the Graduation Rate by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Predicted National Graduation Rate</th>
<th>Actual National Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1946</td>
<td>1900</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
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<tr>
<td>2015</td>
<td></td>
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</tbody>
</table>
Products of Interactions of People in Systems

Tools and Materials

Collaboration

Performance of Any System

JUMP

Hot

Lack

Popular

Solutionitis

Research Base

Quickly on a solution before understanding the problem.

Ideas move quickly.

Ideas become the new hammer.

MTSS

• Is not just a process of providing interventions to a small group of students.
• Is a school reform model that involves new ways of thinking and doing business in education.
Instruction is like a Roller Coaster

Status Quo in U.S.
Implementation of RtI/MTSS (EdWeek)

68% LEAs Report Implementing RtI/MTSS
RtI Could Be a Mess

• “Results reflect disparities among many states and their districts in terms of the procedures collected, and evaluated.”

• “Results indicate that (a) RTI is often used to identify specific learning disabilities without clear guidelines, (b) implemented state and district differences in states that mandated RTI is the required specific learning disability assessment determinant in a significant percentage of districts in states that allow that choice.”

Milwaukee Study

✓ 68 schools assessed (Volunteered)
(Priority, Focus, Other)

✓ 5 Components
  1. Screening
  2. Multi-level Prevention/Intervention (most challenging)
  3. Progress Monitoring
  4. Data-Based Decision-Making
  5. Overarching Factors

Milwaukee Study

✓ 53% of Schools Assessed = ‘Adequate Implementation’
  ✓ 32% of Priority Schools
  ✓ 58% of Focus Schools
  ✓ 68% of ‘Other’ Schools

✓ Least Implemented Component?
  ✓ Multi-Level Instruction (18% of Priority Schools)
  ✓ Evaluation (41% of schools)

✓ Most Implemented Component?
  ✓ Data-Based Decision-Making
Sustaining Just What?

Implementation is a Puzzle that We are Only Beginning to Solve

Implementing MTSS

A.K.A. - Managing Complex Change

Gibbons & Coulter (2017)
Impact on Student Achievement

Impact

- Teacher: 25%
- Principal: 33%
- Others: 42%

Marzano, Waters, & McNulty, 2005

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Key Responsibilities

- Vision
  - High Standards
  - Roadmap
  - Connections
- Collective Leadership
  - Encourage others
  - Coordination
- Environment
  - Engaging
  - Safe
  - Culture of Collaboration
- Data
  - Link to Instruction

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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.
Help Staff Focus on Alterable Variables

Spend less time making predictions about students' lives and more time finding ways to make a difference in their lives.

Things that matter: 
- Teacher Developmental Reverse
- Feedback
d = 1.57

Things you can control:

What you should focus on:

Teacher Desired Effects

Collective Teacher Efficacy

d = 1.57
Collective Teacher Efficacy

• Can be manipulated at a whole school level.
• Involves helping all teachers on the staff to understand that the way they go about their work has a significant impact on student results – for better or worse.
• Involves stopping them from using other factors (e.g. home life, socio-economic status, motivation) as an excuse for poor progress.
• Although these factors hinder learning, a great teacher will always try to make a difference despite this, and they often succeed.

If the water in the aquarium is dirty, don’t spend time diagnosing individual fish.

Don’t diagnose the fish, change the water.
3 Critical Errors

1. Failures in Leadership, Vision, or Action Planning
2. Failing to Attend to Infrastructure
3. Failing to Design & Implement Multi-Tier Instruction w/Fidelity

Can You Focus?

Where are Your Eyes? Is Your Rhetoric Consistent
Why Have a Vision or Design Purpose?

- 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.
Do MORE for Better Results?

• Many times we think the answer is to do more, when actually, if you do less in a focused way, you get better results.
Implementing MTSS

Anarchy

Gibbons & Coulter (2017)

A.K.A. - Managing Complex Change

Gibbons & Coulter (2017)
Tools should be reliable and valid. Staff should be able to articulate how and why they are.

Assessments
Screen all students. Collect data multiple times per year to ensure implementation accuracy for making decisions.

Use screening data plus two other data sources that paint a picture of each student’s progress.
Compare performance using multiple forms with equal difficulty. Benchmark in fall, winter and spring.

Develop schedules and put procedures in place to ensure that the process is being implemented accurately.

Key Purposes of Assessment
• Screening
• Diagnostic
• Progress Monitoring
• Outcomes
Data – Too Little? Too Much?

- Audit What Data you currently collect
- Audit Why you collect each Measure (Data)
- Audit How these Data are Used
- Respect Qualitative Data

Assessment Tools and Purpose(s)

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Purpose(s)</th>
</tr>
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<tbody>
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</table>

Sustaining MTSS

Blind & Biased

Gibbons & Coulter (2017)
Implementing MTSS

A.K.A. - Managing Complex Change

Gibbons & Coulter (2017)

9 out of 1,300 Studies met Standards as Evidence-Based
- More PD Time = More Gains in Student Achievement
- Substantial PD Time (avg. = 49 hours) Boosted Achievement
  21 Points
- Little PD Time (5 – 14 hours) Produced No Sig. Effect on Achievement

Impact of Training Components on Teacher Learning and Use

<table>
<thead>
<tr>
<th>Training Component</th>
<th>Concept Understanding</th>
<th>Skill Attainment (Mechanical Use)</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theory</td>
<td>85%</td>
<td>15%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Modeling by Trainer</td>
<td>85%</td>
<td>18%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Practice &amp; Low-Risk Feedback</td>
<td>85%</td>
<td>80%</td>
<td>5-10%</td>
</tr>
<tr>
<td>Coaching (on-site)</td>
<td>85%</td>
<td>90%</td>
<td>80-90%</td>
</tr>
</tbody>
</table>
Percent of Adult Recall In the Learning Process*

- 20% Just seeing
- 10% Just listening
- 70% Direct, purposeful experiences

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**Effective PD**

- Explain: Trainer explains the procedure to the interventionist.
- Show: Trainer demonstrates the intervention.
- Practice: Interventionist practices the procedure with the trainer as mock student.
- Feedback: Trainer provides specific feedback.

Repeat as necessary and apply in instructional setting.

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**Implementing MTSS**

Anxiety

Gibbons & Coulter (2017)
Implementing MTSS

A.K.A. - Managing Complex Change

School District Action Plans

NO (52%)

YES (48%)

Without an action plan you are likely to experience false starts.

Problems with Most Improvement Plans

- Too Many Strategies
- Fatigue
- Poor Implementation
- Fidelity
- Outcomes
- On to the next thing!
- Poor!
Prioritize Goals
Share Evaluate

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

Getting Started: Ways you can help!

• Conduct a needs assessment
• AIR Fidelity of Implementation Rubric
• List all areas of need
• Prioritize as a group (dot exercise)
• Develop a multi-year plan around priorities
• Area of need
• Barriers to implementation
• Actions to address barriers
• Person Responsible
• Target Date

Implementation Plans
Keep in Mind:

• It Will Take Time...More Than You Think
• What are the Negotiables & Non-Negotiables?
• How Will You Communicate the Plan to Staff?
• How Will You Evaluate the Plan?
• You Will Probably Need to Modify the Plan
Implementing MTSS

Treadmill

Gibbons & Coulter (2017)

Student Performance Measures

Implementation Fidelity Measures

Decision-Making Matrix

<table>
<thead>
<tr>
<th></th>
<th>Good (80% +)</th>
<th>Question-able (50% – 79%)</th>
<th>Poor (&lt;49%)</th>
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<tr>
<td>Good</td>
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## Decision-Making Matrix

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<th>Questionable (50% – 79%)</th>
<th>Poor (&lt;49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good</strong> (80% +)</td>
<td>Interpret Data &amp; Act (is the intervention needed?)</td>
<td>Drill Down Coach Interventionist</td>
</tr>
<tr>
<td><strong>Questionable</strong> (50% – 79%)</td>
<td>Drill Down Coach Interventionist</td>
<td>Drill Down Coach Interventionist</td>
</tr>
<tr>
<td><strong>Poor</strong> (&lt;49%)</td>
<td>Drill Down Coach Interventionist</td>
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### 7 Elements of Fidelity

- **Need Well Defined:** Specificity to identify intervention
- **Program Specificity:** Intervention Evidence-Based & Aligned to Core & Tier 2/3 Intervention
- **Engagement:** How Acceptable is Intervention/Activity? Bought In?
- **Exposure/Duration:** Training & Support: At criterion w/follow-up?
- **Interventionist Engagement:** Adherence: How well sticking to procedure/plan?
- **Student Engagement:** How Engaged & Involved in Intervention/Activity?
- **Exposure/Duration:** How often student receives intervention? How long?

### Summary: Key Factors in Fidelity

- **7 Pieces Implies This is Complex**
- **Collaborative Culture is Essential**
- **Not Evaluation of Implementer:** Helps Everyone (Trainer to Teacher or Interventionist to Student)
- **Never** a Punitive Exercise
What percentage of students who began the year at or above target also ended the year at or above target?

Fall 76% above target
Spring 75% above target

136 = 91% stayed proficient
150
Implementing MTSS?

Sustained CHANGE

What’s Next?
Is Change Necessary?

“Insanity is doing the same thing over and over and expecting a different result.”

— Albert Einstein
Questions?

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