

District MTSS Assessment System

Participant Workbook

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Comprehensive MTSS Assessment System and Data Coordination

The workbook contains the activities and support materials that support the District Installation Series: Comprehensive MTSS Assessment System and Data Coordination Professional Learning Series.

Review

Activity 1.1 True or False

1. The MTSS framework must support an effective practice (evidence-based) like reading, math or social, emotional behavior.
2. A district can expect to install and implement an effective practice at exactly the same rate and training plan at each site.
3. The key components of a written communication plan are identifying your critical groups and partners, mutually agreeing on the information to share back and forth as well as how and when that information will be shared. Then lastly gaining feedback if communication has been effective.
4. Initial implementation of an effective practice is the most fragile state of implementation because it is the stage that teachers and leaders encounter challenges or barriers.
5. Having valid and reliable data available when teams meet is crucial to the continuous improvement process.

Foundational Elements

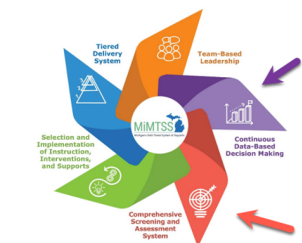
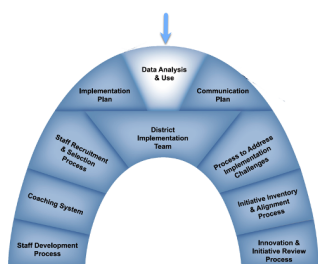
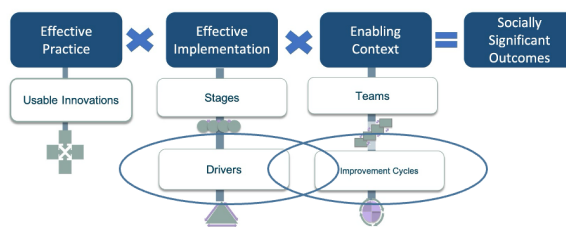


Figure 1. MDE's five essential components of a Multi-Tiered System of Supports (MTSS) framework



DISTRICT CAPACITY ASSESSMENT

Items 13-15

Data-based decision-making is a cornerstone of an effective MTSS Framework. Two of the essential components of the MDE MTSS Practice Profile are dedicated ensure the collection and use of valid and reliable data to support student outcomes.

MTSS Assessment System

Definition A comprehensive assessment system is a coordinated system of multiple assessments and measures each of which is valid and reliable for its specified purpose and for the population with which it will be used. The system is designed to help educators make informed instructional and programmatic decisions and provides information about the needs and assets of each and every learner from a whole child perspective. The data acquired through the system are used to systematically evaluate the quality, equity, and efficiency of instruction, interventions and supports and create a responsive system that enhances individual learner outcomes.

A comprehensive assessment system includes:

1. A balanced student assessment system (e.g., formative, progress monitoring, universal screeners, diagnostic, benchmark/interim, and summative)
2. System assessments (e.g., capacity, fidelity)

MDE MTSS Practice Profile 2020

Activity 2.1 MTSS Assessment Types Review (Game)

Read each definition and determine which assessment it is describing.

1. An assessment used to measure **how much** students have learned related to content being assessed **after a given time**
 - a. *Formative, Summative, Diagnostic, Universal Screener*
2. Typically, a **skill-based** measure **sensitive to change** that supports decision-making about intervention effectiveness
 - a. *Formative, Summative, Progress Monitoring, Universal Screener*
3. Tool that measures use and adherence to instructional routines and procedures for evidence-based practices.
 - a. *Formative, Fidelity Inventory, Universal Screener, Capacity Assessment*
4. Provides data to design individual instruction / intensifying intervention for students not responding to Tier 2 instruction
 - a. *Formative, Summative, Diagnostic, Universal Screener*
5. Districts use this tool to measure **leadership, organizational, and competency** drivers to **support MTSS across schools**.
 - a. *Formative, Fidelity Inventory, Universal Screener, Capacity Assessment*
6. **Screen ALL** students 3x/year to monitor skill progression. An important tool for accessing intervention support
 - a. *True or False*
7. Order the MTSS Data Types by Frequency of Collection (most to least)
 - a. *Universal Screening, Attendance Rates, Progress Monitoring, Perception Surveys*
8. I understand the different types of assessments included in a comprehensive MTSS assessment system. *1→5 rating scale*

Activity 2.2 Reflecting on our Current Status

- Identify and discuss the various assessments your district will use to support your MTSS framework
- How does your district currently organize assessment information?
- Does that system include information like:
 - Staff involved in the assessment organization and delivery
 - Timelines when assessments are given
 - Methods to ensure staff understand the purpose of assessments and are trained to use them appropriately
 - Methods to ensure that data is accurate and available when needed

Activity 2.3 Key Actions and District Infrastructure

To enact a Comprehensive Screening and Assessment System a district will need to establish several components of infrastructure. This activity is designed to support teams understand the role the district plays to support the timely and valid administration of assessment for continuous data-based decision making to improve student and staff outcomes.

1. Read the definition and selected key action items from the MDE MTSS Practice Profile.
2. Read the list of DCA items and short description
3. Match the DCA item to the Key Action item listed.
4. Action item 4.1 has been done for you.

The sentence stem for each is the District Implementation team...[has]

5 *Written process for selection*

6 *Written process for alignment*

7 Allocates resources to support use

10 Communication Plan

13 Supports use of fidelity measures

14 Has access to data

15 Actively uses data

16 Process for using data for decision making

22 Plan to strengthen staff skills

23 Secures training

DCA Items	Comprehensive Screening and Assessment System
	Expected Use in Practice
<p>5:for the written selection process</p> <p>6:if we are intentional about aligning</p>	<p>4.1 The district team has developed a written process, that is consistently used over time, to select and deselect learner outcome, fidelity, and capacity assessments. The process includes an analysis of all the following assessment and implementing site indicators:</p> <ul style="list-style-type: none"> • Evidence to demonstrate the validity and reliability of the assessment for the intended use. • Usability in terms of being a well-defined measure with replicated use (e.g., ease of use). • Supports needed to use the assessment with fidelity (e.g., professional learning, data systems, funds). • Need within the district (e.g., addresses an assessment gap). • Fit and alignment with other assessments, instructional practices, interventions and supports based on an initiative inventory. • Capacity within the district to successfully implement the assessment (e.g., staff, professional learning, data systems, funds).
	<p>4.2 The district team ensures time and resources are allocated to support ongoing, high-quality professional learning for the use of all assessments. The professional learning includes information about all the following:</p> <ul style="list-style-type: none"> • the purpose and intended use of the assessment • why the district selected the assessment • the technical adequacy of the assessment • how to correctly administer and score the assessment • how to interpret the data and use the results of the assessment to inform planning, instruction, and support <p>Professional learning needs are evaluated by the district team at least annually to determine training effectiveness, align learning to current needs, and identify future learning opportunities.</p>
	<p>4.3 The district team ensures that educators are provided guidance on assessments annually. The guidance includes all the following for each assessment:</p> <ul style="list-style-type: none"> • Data collection window(s) for the entire school year (calendar). • Individuals who will administer the assessments. • Individuals who will enter the data/scores (if applicable). • Individuals/team who will use the results and when they will be used. • Individuals who will serve as data coordinator(s).
	<p>4.5 The district team has developed a written process, that is consistently used over time, for monitoring the fidelity of implementation, which includes:</p> <ul style="list-style-type: none"> • names of the fidelity measures (e.g., R-TFI, SWPBIS TFI, Check-In Check-Out intervention checklist). • identification of what the measure is assessing to determine fidelity. • a schedule for when fidelity data will be collected and analyzed to inform planning for continuous improvement. • names of individuals responsible for assessing fidelity. • a description of how the fidelity data will be collected, stored, visually displayed, aggregated across the district and school/center levels, and used. • protocol for continuous improvement to meet fidelity.

The sentence stem for each is the District Implementation team...[has]

7 Allocates resources to support use

10 Communication Plan

13 Supports use of fidelity measures

14 Has access to data

15 Actively uses data

16 Process for using data for decision making

22 Plan to strengthen staff skills

23 Secures training

DCA Items	Continuous Data-Based Decision-Making
	<p>Definition The utilization of all relevant whole child and system data to analyze, evaluate, and plan strategies that support sustainable systemic improvement and whole child learner outcomes. Data-based decision making is inclusive of efficient data collection practices for multiple data sets and a formal continuous improvement process. Data used are timely, valid, reliable, accurate and reviewed in ongoing cycles. The roles and responsibilities for data-based decision making within the system are clearly defined and executed.</p>
	<p>Expected Use in Practice</p>
	<p>5.1 The district team analyzes data three times a year to determine the:</p> <ul style="list-style-type: none"> • effectiveness of the district wide system. • needs and progress of all learners, with explicit consideration for special populations.
	<p>5.2 The district utilizes and synthesizes all the following types of data to inform decision making:</p> <ul style="list-style-type: none"> • Capacity data are used to enhance leadership, organizational and competency drivers within the district wide system. • Fidelity data are used to improve supports to ensure implementation as intended (e.g., staff selection, training, coaching supports). • Scale/Reach data are used to examine the extent implementation is occurring across the district and to inform the differentiation of plans for schools/centers based on their current stage of implementation (i.e., exploration, installation, initial implementation, full implementation). • Impact data are used to determine whether learner, staff, and community outcomes are improving (e.g., attendance rates, test scores, graduation rates, perception surveys, community data).
	<p>5.3 The district maintains an efficient data collection system and protocol to ensure collection, entry and access to whole child and system data.</p>

DCA Items	Continuous Data-Based Decision-Making
	<p>5.4 The district team uses an effective continuous improvement process that includes all the following:</p> <ul style="list-style-type: none"> • Needs are assessed by analyzing whole child and system data, both aggregated and disaggregated, to determine current needs, assets, gaps, and resource allocation within the district. • Root cause analysis is conducted to prioritize needs and define measurable goals. • Selection and alignment processes are used to identify strategies to achieve identified goals. • Implementation and evaluation plans are developed and revised to ensure effective implementation and monitoring for adjustments needed to achieve intended outcomes. • Resources are mapped, aligned, and reallocated in response to plans and outcomes (e.g., fiscal, personnel, time, facilities).

Assessment System Components

- Purpose
- Annual Assessment Schedule
- Measure Information and District Decisions

Activity 2.4 Review Worked Examples

- Review the three examples (Sunny Valley, LCS, & NWCS) found in the electronic materials for the session.
- What assessments have they included?
- What other information did they include?
- How has each systematized their MTSS data collection and use?

District Data Coordinators

Provide a critical role in supporting the collection and use of assessment data

- Clearly communicate the purpose and value of selected assessments
- Support district staff in making assessment decisions which ensure
 - Accurate and efficient data collection procedures
 - Effective data analysis and use
- Prompt the use of the assessment system to document and guide the collection and use of data

Name(s), contact information and certification requirements are included for each data coordinator role

Aligns with the MDE MTSS Practice Profile key action items 4.2 and 4.3

Activity 2.5 Data Coordinators Training

Individuals that support the efficient and effective collections of data to support data-based decision making is critical to your MTSS framework. The individuals need high quality training and support.

Review this choice board and the links provided. Note what information will be helpful to include in your Assessment System to make sure the level up support is able to sustain for staff and students.

After 10 minutes share

1. What professional learning might you need to prompt?
2. How might you document professional learning in your assessment system?
3. Is there additional research you may need to do?

Capacity/CBMs	Tiered Fidelity	Early Childhood
District Capacity Assessment Measures implementation capacity Edupaths.org -District Capacity Overview - Administering the District Capacity Assessment	Reading Tiered Fidelity Assessment (R-TFI) Measures K-12 level implementation certification	Benchmarks of Quality (BOQ) Measures PBIS implementation often used in Early Childhood
National Council on Intensive Intervention (NCII) Academic Screener Tools Chart <ul style="list-style-type: none">• Click Title of CBM/Measure• Click Training & Technical Support• Click Administration• Scroll down page for additional details	Schoolwide PBIS Tiered Fidelity Assessment (SWPBIS TFI) Measures K-12 level implementation certification	Teaching Pyramid Observation Tool (TPOT) Measures implementation of Pyramid Practices EC behavior/PBIS

Assessment System Use

As the district and schools install and use assessments to guide their MTSS work, the Assessment System is used to organize information to support data accuracy and availability.

Examples of consistent use include

- Annual updates in the spring to prepare for the subsequent school year
- District Coordinator prior to meetings to drive agenda topics
- District Data Coordinators to ensure data collection accuracy, and reporting

Big Ideas and Assignments

- Collection and use of assessment data is critical in an MTSS framework
- Districts need to establish a process in place to organize assessment information
- Development and use of a district assessment system increase our confidence that data is accurate and available when needed

Assignment: MTSS Assessment System

Determine what the district has already has in place

1. Consider an assessment audit or make a table/chart to identify how you measure capacity, fidelity, student impact, and scale/reach
2. What gaps, overlaps, or misalignments did you find?

Organize the assessment information

1. What format will the district use to organize the information? Are the worked examples helping you with the format?
2. What will be included?

Communicate how to use the assessment system

1. Who needs to know?
2. When?

Review: Assignments from Sessions 1-4

1. Vision
 - a. Articulate and communicate why MTSS is a priority for your district?
 - b. What effective practice(s) will be included in your MTSS framework?
 - c. How you will support MTSS at the district level?
2. Effective practice work
 - a. Continue the initiative inventory
3. Team-based leadership
 - a. Check on the status of team formation at both the district and school level
4. Communication
 - a. Who are your critical groups and teams?
 - b. What and how are you intentionally communicating with them?
 - c. Is the communication plan working for them?
 - d. How do you know?
5. Process to address challenges
 - a. How are schools and team communicating with the correct decision makers to overcome implementation challenges?
 - b. What system has been set up?
 - c. What adjustment need to be made?

URLs Used in Document

[District Capacity Assessment](https://mimtsstac.org/district-capacity-assessment-dca)

<https://mimtsstac.org/district-capacity-assessment-dca>

[Edupaths.org](https://www.edupaths.org/)

<https://www.edupaths.org/>

[National Council on Intensive Intervention \(NCII\) Academic Screener Tools Chart](https://charts.intensiveintervention.org/ascreening?_gl=1*1bzdjuv*_ga*Nzc1Mjl5MjE3LjE3Mzk4MTkxOTc.*_ga_8HTR3VBRFZ*MTczOTgxOTE5Ny4xLjAuMTczOTgxOTE5Ny4wLjAuMA..)

https://charts.intensiveintervention.org/ascreening?_gl=1*1bzdjuv*_ga*Nzc1Mjl5MjE3LjE3Mzk4MTkxOTc.*_ga_8HTR3VBRFZ*MTczOTgxOTE5Ny4xLjAuMTczOTgxOTE5Ny4wLjAuMA..

[Reading Tiered Fidelity Assessment \(R-TFI\)](https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tfi-certification)

<https://mimtsstac.org/reading-tiered-fidelity-inventory-r-tfi>

[certification](https://mimtsstac.org/reading-tiered-fidelity-inventory-facilitator-certification)

<https://mimtsstac.org/reading-tiered-fidelity-inventory-facilitator>

[Schoolwide PBIS Tiered Fidelity Assessment \(SWPBIS TFI\)](https://www.pbisapps.org/products/tfi)

<https://www.pbisapps.org/products/tfi>

[certification](https://www.edupaths.org/catalog?Search=SWPBIS%20TFI)

<https://www.edupaths.org/catalog?Search=SWPBIS%20TFI>

[Benchmarks of Quality \(BOQ\)](https://www.pbisapps.org/resource/benchmarks-of-quality-boq-manual)

<https://www.pbisapps.org/resource/benchmarks-of-quality-boq-manual>

[Teaching Pyramid Observation Tool \(TPOT\)](https://brookespublishing.com/product/tpot/)

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