MTSS Essential Components
Comprehensive Screening and Assessment System &

Continuous Data-based Decision Making

2024

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Acknowledgments

The content for this training day was developed based on the work of:

- MDE's MTSS Practice Profile

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share "air-time"
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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Purpose

Develop a common understanding and shared language around MTSS and how the five essential components can be applied at both the district and school levels

Intended Outcomes

Describe a comprehensive assessment system applied to

- district level

- school level

Describe continuous data-based decision-making protocols applied to

- district level

- school level

Identify next steps for your organization to implement a comprehensive assessment system & continuous data-based decision-making protocols

Agenda

1.0 MDE MTSS Practice Profile: Comprehensive Assessment System & Continuous Data-based Decision-Making

2.0 Comprehensive Assessment System & Continuous Data-based Decision-Making Applied to the District Level

3.0 Comprehensive Assessment System & Continuous Data-based Decision-Making Applied to the School level

4.0 Next Steps

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1.0 MDE MTSS Practice Profile

Comprehensive Assessment System & Continuous Data-based Decision-Making

MDE MTSS Practice Profile
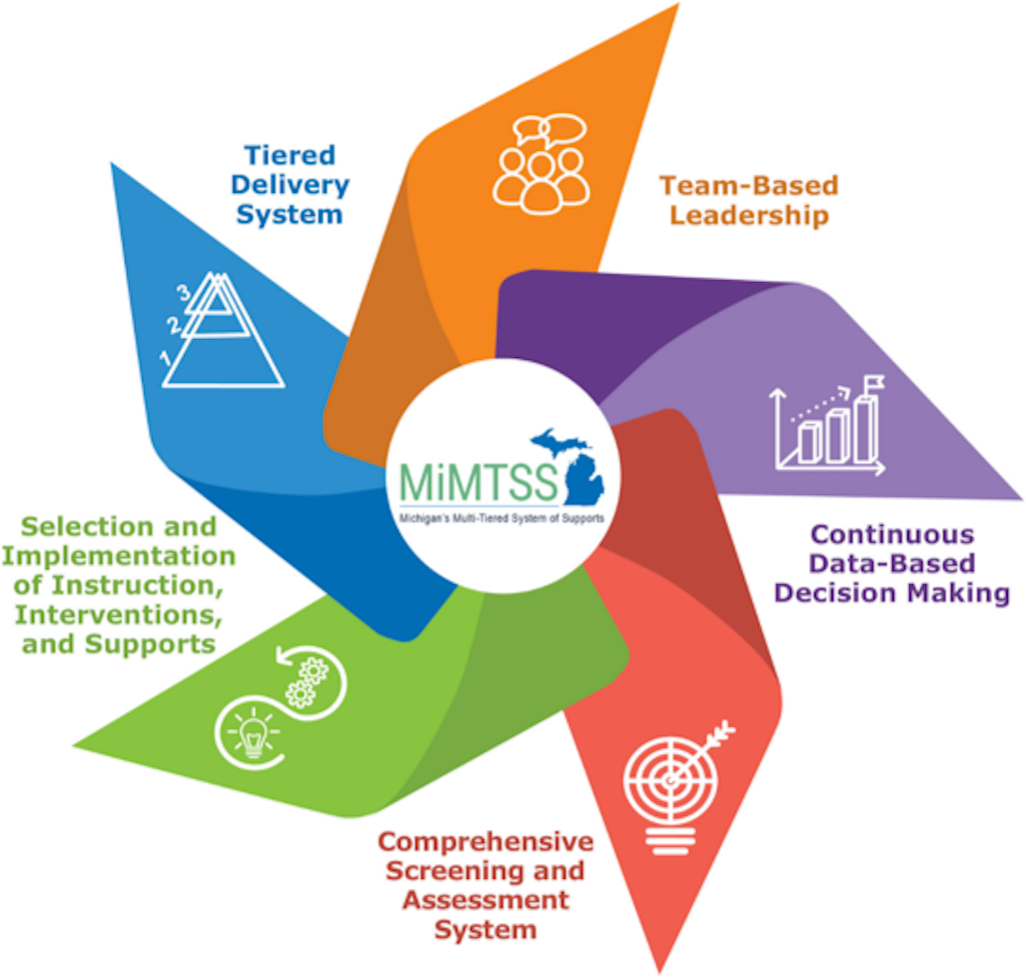
(MDE 2020)

Activity 1.1

In your small group, discuss:

In previous sessions you have been talking about implementing something like SEB or Reading (academic initiative):

1. How does a district measure if the initiative is successful or effective?

2. What does that process look like?

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Comprehensive Screening and Assessment System

- District has a written process to select or <u>deselect</u> learner outcome, fidelity, and capacity assessments.
- District team ensures that annual professional learning are available to understand the purpose of the assessment, how to administer, score and interpret results
- Staff understand <u>when</u> data are collected and analyzed & <u>who</u> administers, scores and uses results

From Systems to Student Outcomes

- Need to apply MTSS to a specific content area (e.g., reading, behavior)

- Screening and Assessment Systems will match the content area MTSS is applied to (e.g., Curriculum Based Measure for Reading, Social/Emotional/Behavioral Screener for Behavior)

- Only when it is informing interactions between teachers and students will outcomes change as a result

Fidelity

Definition: The implementation of a practice or program as intended by the researchers or developers

- To implement a practice or program with fidelity, you should:
  - Understand how to implement the EBP as intended
  - Gather and organize the resources necessary for implementation
  - Adhere to the essential features of the practice or program (outlined in fidelity assessments)
- R-TFI, SWPBIS TFI, EWIMS Fidelity Tool (in development), Check-In Check-Out Intervention Checklist, etc.

District Capacity Assessment (DCA)

- Typically completed by a District Implementation Team

- Responses are framed around an "Effective Innovation"

  - SEB-MTSS

  - Academic (Reading-MTSS)

- District will reflect on specific process/procedures that promote

  - Leadership

  - Competency

  - Organization

- Data is used for on-going action planning and improvement

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Continuous Data Based Decision Making

- District teams analyzes <u>district wide system data</u> for effectiveness three times a year
- Data analysis includes **capacity, fidelity**, scale/reach, and impact
- Data is collected into an efficient system/platform
- District uses a data review protocol to promote continuous improvement (MiCIP)
- Current status and plans for improvement are shared with all interested groups (e.g., staff, families/caregivers, school board)

Continuous Data Based Decision Making

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Big Ideas from the Practice Profile

Assessment System

- Ensures that valid and reliable assessments are selected

- Provides guidance for data collection: who, how, and when

- Allocates resources to assessment professional learning

Data Based Decision Making

- Review Data 3x per year

- Analyze multiple data sources including; capacity, fidelity, scale/reach and impact data

- Engage in continuous improvement process activities

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Activity 1.2

1. Review the resource Sunny Valley's Assessment System and their MTSS Data Dialogue/Schedule

2. Review the Expected Use Column of the Practice Profile Pages 29-36

3. Create a T-Chart and list a few big ideas that Sunny Valley has in place

Comprehensive Assessment System	CDBDM

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2.0 Assessment System and CDBDM Applied to the District Level

Northwest Community Schools

Snapshot of NW Student Population

Population 22-23 MI School Data

- Enrollment — 3551
- College Enrolled 19-20 — 47.8% (0-6 mos.)
- Economically disadvantaged — 58.4%
- Students with Disabilities — 13.3%
- Poverty Rate — 13.7%
- Reduced Lunch Percentage — 70%+

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MTSS Data Collection

Attendance Teams

- Fidelity Inventory
- Class/hour attendance rates

Behavior Teams

- Fidelity Inventory (all tiers)
- SWIS Discipline Referrals

Content Teams

- Reading Fidelity Inventory
- Acadience Benchmark data

Multidisciplinary Team

Intervention Effectiveness Data
- Attendance
- Lesson Completion
- Lesson Fidelity
- Progress Monitoring
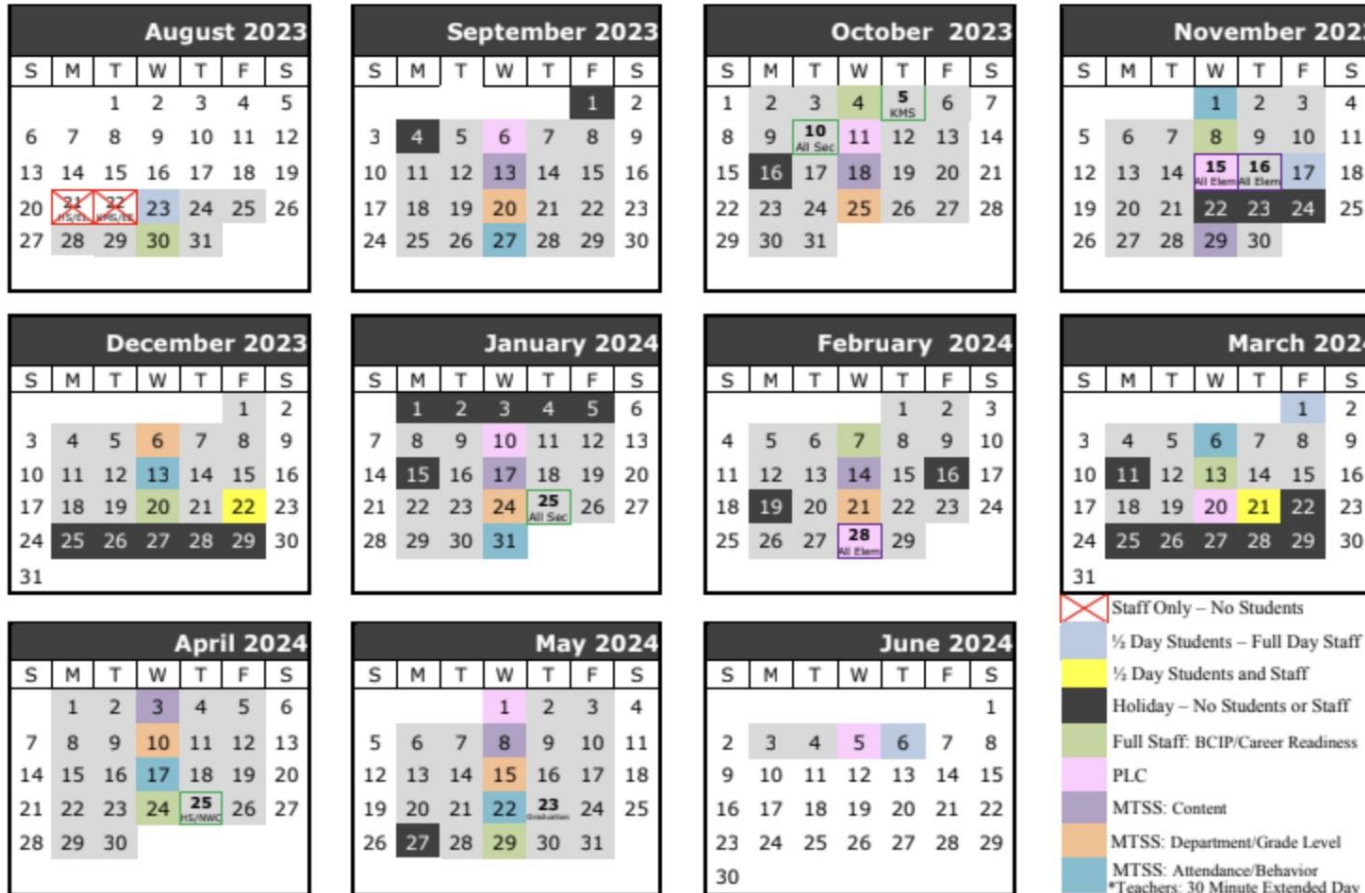Reading RTI Advanced Tiers

District Implementation Team

- District Capacity Assessment
- Overview of Fidelity Measures (ABC)
- Overview of Outcome Measures (ABC)

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Northwest Professional Learning Calendar

Professional learning every Wednesday connected to data.

- Building Continuous Improvement
- PLCs
- Content/Reading
- Dept/Grade Level
- Attendance/Behavior

Conversation with MTSS District Coordinator
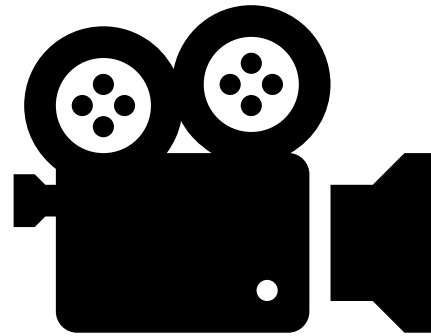
Activity

In your breakout room, discuss:

Based on the Comprehensive Assessment System (p 29-32) & Continuous Data-Based Decision-Making (p.34-37) "Expected Use" criteria.

- What would be some areas of strength for your organization?
- What are opportunities for growth for your organization?
- What questions do you have?

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3.0 Assessment System and CDBDM Applied at the School Level

Portage North Middle School

Portage North Middle School

- Approximately 600 students

- 50% free and reduced lunch rate

- Highest mobility rate among Portage Public Schools

- Promoting Adolescent Reading Success (PARS)

(Source: 2023 MTSS Spring Tour)

Setting the Context

Portage North Middle School invested time and professional learning to set the expectation of:

Tier One Instruction (All Core Areas)

- Explicit Instruction
- Explicit Vocabulary Instruction
- Text Summarization
- Writing Frames

Tier Two Platform

- Systematic access to intervention with data
- Multiple programs addressing continuum of needs

(Source: 2023 MTSS Spring Tour)

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Identifying Students

- Middle School considerations identifying the spring before due to master schedule.

- Use academic screeners, SEB, and attendance information.

(Source: 2023 MTSS Spring Tour)

Grade Level	Measure & Cut Point for Risk	Time of Year
Sixth	NWEA Assessments - Reading and Math	Fall, Winter, Spring - all students
	DIBELS Next Daze (Considered at risk if Below or Well Below Benchmark)	Fall, Spring - All Students Winter (Only students in reading intervention or move in's)
	DIBELS Next DORF & Retell	Fall, Winter, Spring (Only students in Reading Intervention or move in's)
	SRSS	All Students Fall-End of 1st Q; Winter-End of 1st Sem; End of 4th Q for following year
	Early Warning Indicator: Incoming Risk (locally defined)	May; gathered from previous year teacher; data is provided by district office. *Next slide*
	Early Warning Indicator: Attendance (present for 80% or more of instructional time)	First 20 Days, End of First Semester, End of Third Quarter First 20 Days, End of First Semester, End of Second Semester
	Early Warning Indicator: Behavior (suspension or expulsion)	First 20 Days, End of First Semester, End of Third Quarter First 20 Days, End of First Trimester, End of Second Semester

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Data-Based Decision Making

LEP	SE	ED	Ethn	2016 M-STEP Math PL	2016 M-STEP Math SGP	2016 M-STEP Math SS	2016 M-STEP ELA PL	2016 M-STEP ELA SGP	2016 M-STEP ELA SS	2016 M-STEP Science PL	2016 M-STEP Science SS	2016-17 Dibels composite beg status	2016-17 Dibels composite beg percentile (District)	2016-17 Dibels composite mid status	2016-17 Dibels composite mid percentile (District)	2016-17 Dibels composite end status
N	Y	Y	White									Well Below Benchmark	2	Well Below Benchmark	1	Well Below Benchmark
N	Y	N	Hispanic	1	34	1366	1	30	1370	1	1371	Well Below Benchmark	3	Well Below Benchmark	2	Well Below Benchmark
N	N	Y	White	1	14	1365	1	9	1365	1	1339	Well Below Benchmark	4	Well Below Benchmark	2	Well Below Benchmark
N	N	N	White									Well Below Benchmark	3	Well Below Benchmark	2	Well Below Benchmark
N	Y	N	White	2	33	1377	1	4	1345	1	1330	Well Below Benchmark	3	Well Below Benchmark	3	Well Below Benchmark
N	N	Y	Black	1	20	1363	1	39	1369	1	1339	Well Below Benchmark	5	Well Below Benchmark	3	Well Below Benchmark
N	Y	N	White	2	73	1397	2	75	1395	1	1344	Well Below Benchmark	3	Well Below Benchmark	3	Well Below Benchmark
N	Y	N	White	2	48	1395	1	59	1378	1	1334	Well Below Benchmark	4	Well Below Benchmark	3	Below Benchmark
N	N	Y	Hispanic	1	50	1363	1	33	1364	1	1329	Below Benchmark	7	Well Below Benchmark	5	Well Below Benchmark
N	Y	Y	White	1	18	1364	1	19	1362	1	1351	Well Below Benchmark		Well Below Benchmark		Well Below Benchmark

(Source:2023 MTSS Spring Tour)

Monthly Meetings

- Review progress monitoring data

- Watch and critique video clip of each other's lessons (fidelity checks)

- Training for programs

- Modeling

(Source: 2023 MTSS Spring Tour)

School Fidelity Measures

Tier 1

1.4 The school has comprehensive Tier 1 assessment system and personnel to support the system

1.5 The school leadership team uses data to monitor the effectiveness of the Tier 1 adolescent literacy components of an MTSS framework

1.6 The school leadership team uses a process for data-based decision making

Advanced Tiers

2.12 Individuals responsible for monitoring the fidelity of interventions

2.14 General outcome progress monitoring

2.15 Team uses data to monitor advanced tiers effectiveness

2.16 Team uses data to monitor effectiveness of intervention supports

Reading Tiered Fidelity Inventory 2.0 (Secondary-Level Edition)

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Activity 3.1

In your breakroom as a group,

1. Choose an inventory from the first column

2. Choose a tier

3. Read through the corresponding items

4. Discuss how the 2-point criteria compares to your current work with an assessment system and decision-making processes.

Tiered Fidelity Inventory			
	Tier 1 items	Tier 2 items	Tier 3 items
Reading (K-5)	1.4 - 1.6, 1.19, 1.20	2.11- 2.15,	2.18, 2.22
Reading (6-12)	1.4 - 1.6 1.17, 1.18	2.11- 2.15,	2.18, 2.22
SWPBIS (Behavior)	1.12. - 1.14	2.10 - 2.12	3.14-3.16

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4.0 Next Steps

Reflect back

Reflect on where your **district** is with the comprehensive assessment system & continuous data-based decision-making processes.

- What might be some next steps to strengthen what already exists?

- Who might you communicate with?

If you are from an **ISD**, how might you support your districts in strengthening their:

- Assessment system and data-based decision-making processes?

- MTSS Framework / Infrastructure?

Reflect on where your **district** is with the MTSS Framework and Infrastructure to support

- What might be some next steps to strengthen what already exists?

- Who might you communicate with?

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Move forward
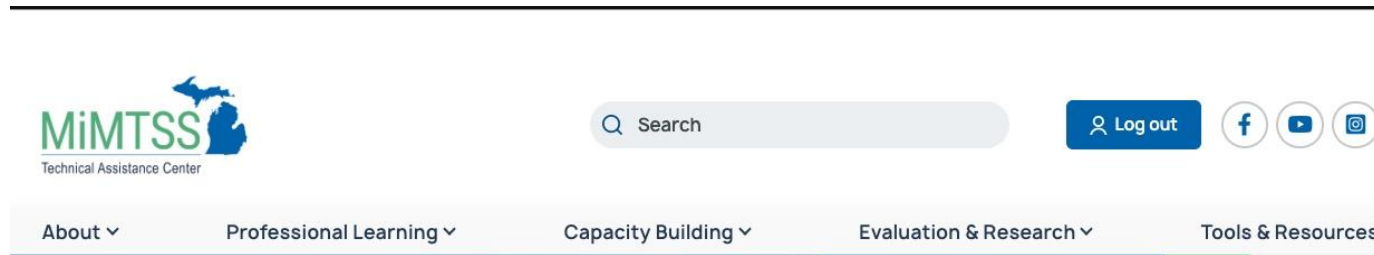
Professional Learning

- District Implementation Infrastructure

- Preparing to Training District Implementation Infrastructure

- Sustaining a District Implementation Infrastructure

MiMTSS Capacity Building Tools

- Reflection questions

- Data, Systems Practice

- MCIP connections

- Staff Learning Plans

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Parting Advice
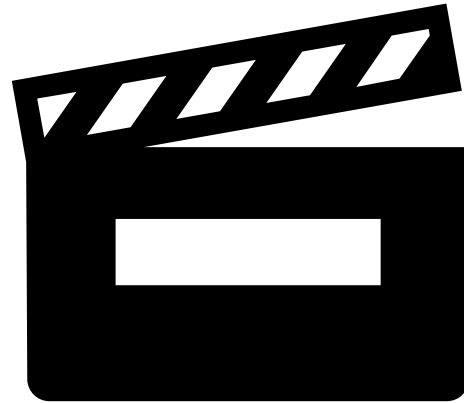
Activity 4.1

Take 2 minutes and make a commitment to your next step or action.

Here are some ideas to get you started:

- 1 minute action plan
- One next step
- One thing you can share with a colleague or an influencer
- One affirmation you are on the right track and the next step

- Share?

Wrapping Things Up

- The Practice Profile provides an operational definition of MTSS for districts

- MTSS needs to be framed around an academic or SEB initiative

- Fidelity measures are key to school level implementation

- Teams at the school and district level are crucial to the success of MTSS
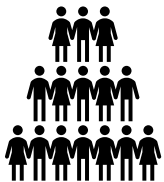
Big idea: Get started, Get better.
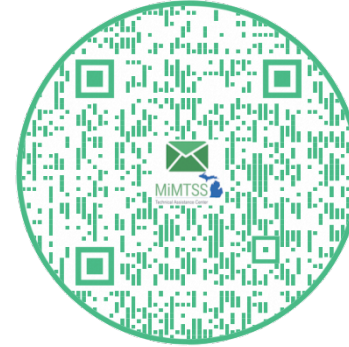
References

Michigan Department of Education, (2020). Michigan Department of Education Multi-Tiered System of Supports Practice Profile vs 5.0, Lansing, Michigan.

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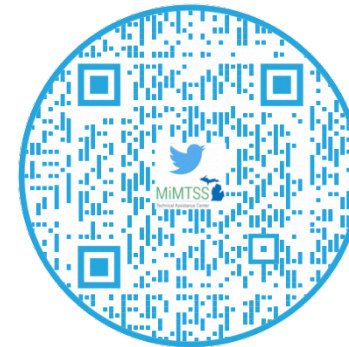- @MiMTSSTACenter
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