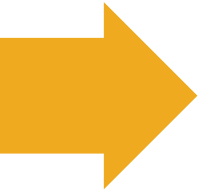


MTSS in Charter Schools: Program Evaluation and Improvement Planning

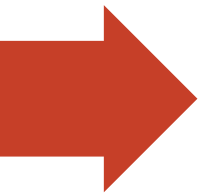
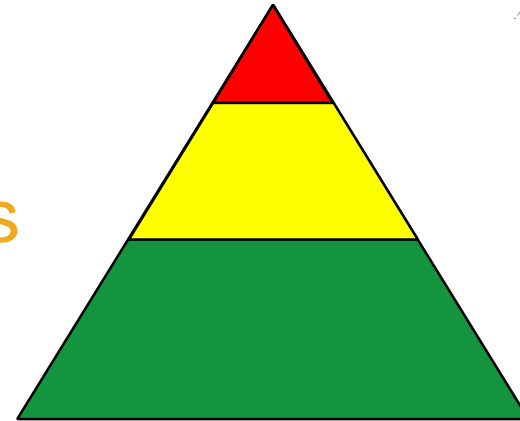
Greg Nusz, PhD

Assessment and Program Evaluation Specialist

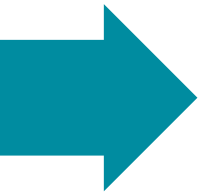
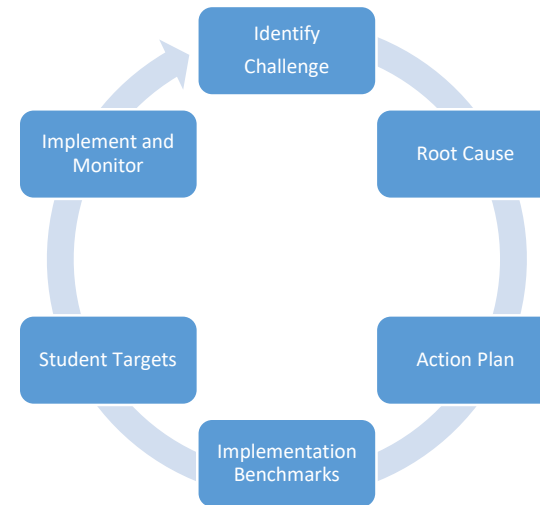
Colorado Charter School Institute



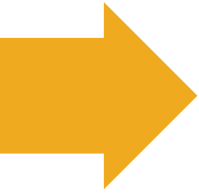
MTSS in Charter Schools



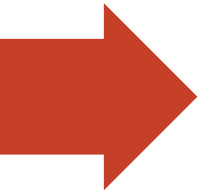
Continuous School Improvement in with MTSS



Questions/Discussion



Common Challenges!



Tools!



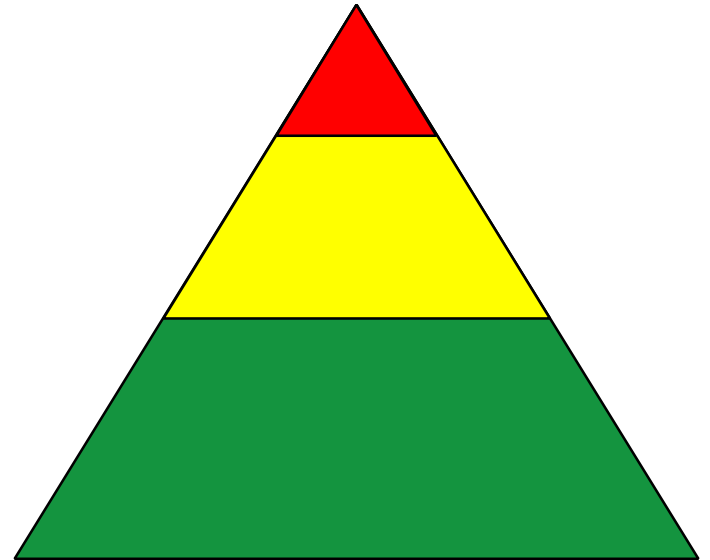
Multi-Tiered Systems of Supports (MTSS) in Charter Schools

This presentation:
tinyurl.com/y43r6wg9



Multi-Tiered Systems of Supports

- Framework within which supports for students can be built and refined
- Efficiency gained through the targeting of supports to those who most need it
- Can be applied to other stakeholder groups, not just students





5 Essential Components of MTSS



Team-Driven Shared Leadership



Layered Continuum of Supports



Family School and Community Partnering



Evidence-Based Practices



Data-based Problem Solving and Decision Making



CDE MTSS

<https://www.cde.state.co.us/mtss>



Team-Driven Shared Leadership

What is it?

The distribution responsibility and shared decision-making to coordinate training, implementation and evaluation of adult activities

Special Concerns for Charter Schools:

Lasting improvement strategies require many years of intentional implementation. Shifting roles and relatively high turnover in charters make this difficult.



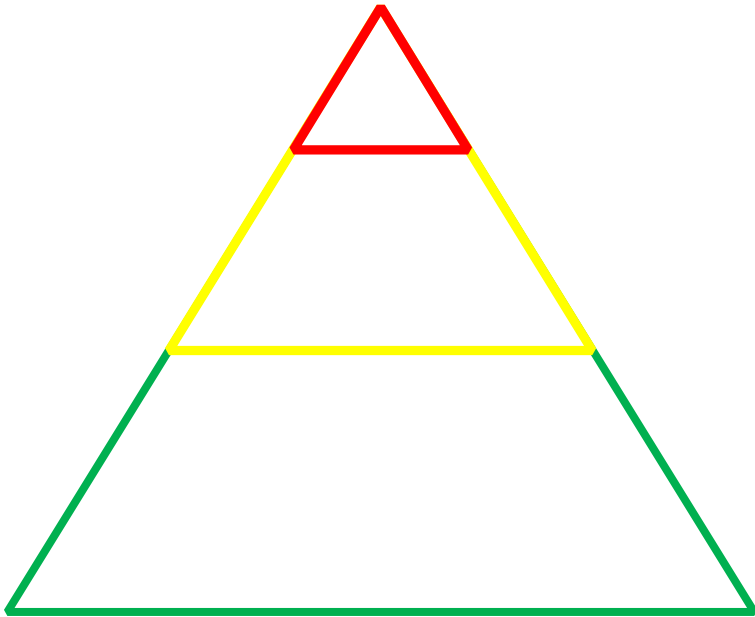
Common Challenges

- Short Term (1 year) Improvement Cycles
- No teaming between Leadership and Implementers

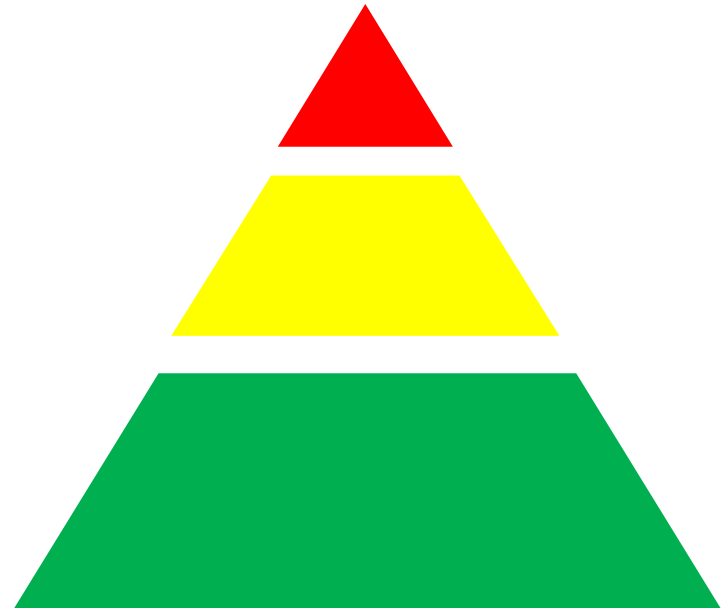


Team-Driven Shared Leadership

District-Level versus School Level MTSS



District Level – Structure, Continuity
CDE: MTSS Leadership Team (MLT)



School Level – Programs, Context
CDE: Building Leadership Team (BLT)



Team-Driven Shared Leadership

- Charter School Teams serve as ***both*** MTSS Leadership Teams (MLT), and Building Leadership Teams (BLT)



MTSS Leadership Team Self-Assessment

<https://www.cde.state.co.us/mtss/mlt-selfassessment>

Building Leadership Team Self-Assessment

<https://www.cde.state.co.us/mtss/mtss-schoolself-assessmentevaluationtool>



Team-Driven Shared Leadership

MTSS LEADERSHIP TEAM (MLT) SELF-ASSESSMENT




Team-Driven Shared Leadership - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.

MLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
MLT establishes infrastructure, including policies, procedures, practices, and teaming structures to create real systems change.	1. The MLT is representative of diverse stakeholder groups (e.g., special education, general education, families, mental health, early childhood). The MLT includes a liaison to school teams (e.g., coach), and at least one member of executive leadership (e.g., superintendent, cabinet-level administration).	Team membership represents some relevant programs, populations, and community members. Executive leadership attends between 50% and 75% of meetings.	Team membership fails to adequately represent the programs, populations, and the diversity of the community, OR executive leadership attends less than 50% of meetings.		
	2. The MLT has clearly-defined roles and responsibilities (e.g., facilitator, note-taker, data analyst), norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	Roles and responsibilities are somewhat defined, OR teaming effectiveness is measured with anecdotal data only.	Roles and responsibilities are unclear, OR there is no measurement of teaming effectiveness.		
	3. The MLT meets at least quarterly and uses a consistent meeting process (agenda, minutes, etc.). A regular meeting calendar is defined.	The Team meets less than quarterly, OR uses an inconsistent meeting process.	The Team meets less than quarterly AND uses an inconsistent meeting process.		
	4. The MLT demonstrates a long term commitment (5-7 years) to MTSS implementation.	The MLT demonstrates some commitment to MTSS implementation.	The MLT has no commitment to MTSS implementation.		
	5. The MLT has identified current priorities and initiatives and actively braids or blends those priorities and initiatives.	The Team has identified current priorities and initiatives but does not actively braid or blend them.	The Team does not align the system by exploring current priorities and initiatives.		
	6. The MLT allocates time and resources for Building Leadership Teams (BLTs) to meet and engage in collaborative teamwork.	The Team allocates some, but insufficient time and resources for BLT meetings, or only provides limited ongoing support (e.g., coaching).	The Team does not allocate time or resources for BLT meetings.		
	7. The MLT develops and continuously monitors	The MLT develops an MLT	The MLT has not developed		



Team-Driven Shared Leadership

CO-MTSS Building Leadership Team (BLT) SELF-ASSESSMENT

 Team-Driven Shared Leadership - Teaming structures and expectations distribute responsibility and shared decision-making across school, district, and community members (e.g. students, families, generalists, specialists, district administrators, etc.) to organize coordinated systems of training, coaching, resources, implementation, and evaluation for adult activities.					
BLT Function	Ideal "Gold Standard" (2)	Partially in Place (1)	Not in Place (0)	Score	Evidence and Notes
The Building Leadership Team (BLT) is a cadre of committed people with decision-making authority that aligns data, systems, and practices.	1. The BLT is developed with representation from all stakeholders (e.g., special education, general education, preschool, families, students, mental health, community, etc.). Also, it includes a liaison with the district or BOCES MTSS Leadership Team (e.g., coach) and someone who can make decisions about funding (e.g., principal or director).	The Team membership represents some relevant programs, populations, and community members. Decision-making personnel attend(s) between 50% and 75% of meetings.	The Team membership fails to adequately represent the programs, populations, and the diversity of the community, OR decision-making personnel attend(s) less than 50% of meetings.		
	2. The BLT has clearly-defined roles and responsibilities (e.g., facilitator, note-taker, data analyst, active participant etc.), norms, expectations, decision rules, and intentional measurement of teaming effectiveness.	Team roles and responsibilities are somewhat defined, OR teaming effectiveness is measured with anecdotal data only.	Team roles and responsibilities are unclear, OR there is no measurement of teaming effectiveness.		
	3. The BLT meets at least monthly and uses a consistent meeting process (e.g., agendas).	The Team meets less than monthly OR with an inconsistent process.	The Team meets infrequently with an inconsistent process.		
	4. The BLT creates a clear plan for communicating decisions, implementation, and outcomes to stakeholders (e.g., school staff, district, families, and community).	The Team communicates to some stakeholders, but does not have a strategic plan for doing so.	The Team does not communicate with stakeholders.		
	5. The BLT has identified current priorities and initiatives and actively braids or blends those priorities and initiatives.	The Team has identified current priorities and initiatives but does not actively braid or blend them.	The Team does not align the system by exploring current priorities and initiatives.		
	6. The BLT coordinates the teaming structures within the school, analyzing for redundancy and distributing leadership among stakeholders (through strategic teaming).	The Team has analyzed existing teams AND equitable distribution of stakeholder contribution on various teams is unclear.	The Team has not analyzed existing teams to develop and/or diminish requisite collaborative experiences.		



Layered Continuum of Supports

What is it?

Academic and behavioral supports that increase in intensity to match student needs.

Special Concerns for Charter Schools:

Limited district-level guidance informing structure.



Common Challenges

- MTSS is not RtI
- Jumping straight to Tier II



MTSS, RTI, PBIS Crosswalk

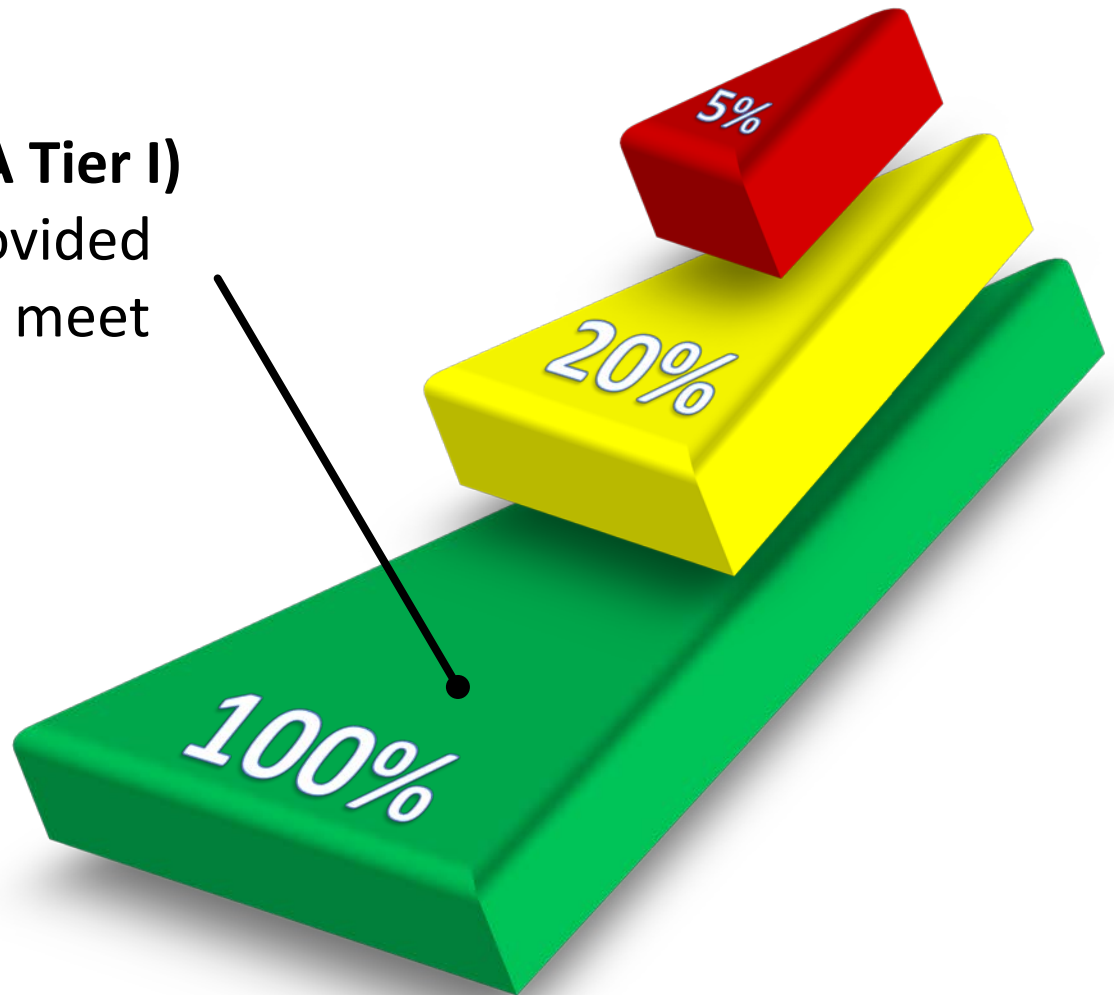
<https://www.cde.state.co.us/mtss/mtss-rti-pbis-crosswalk>



Layered Continuum of Supports

Universal Supports (AKA Tier I)

Schoolwide supports provided to **all** students. Supports meet needs of 80% students.

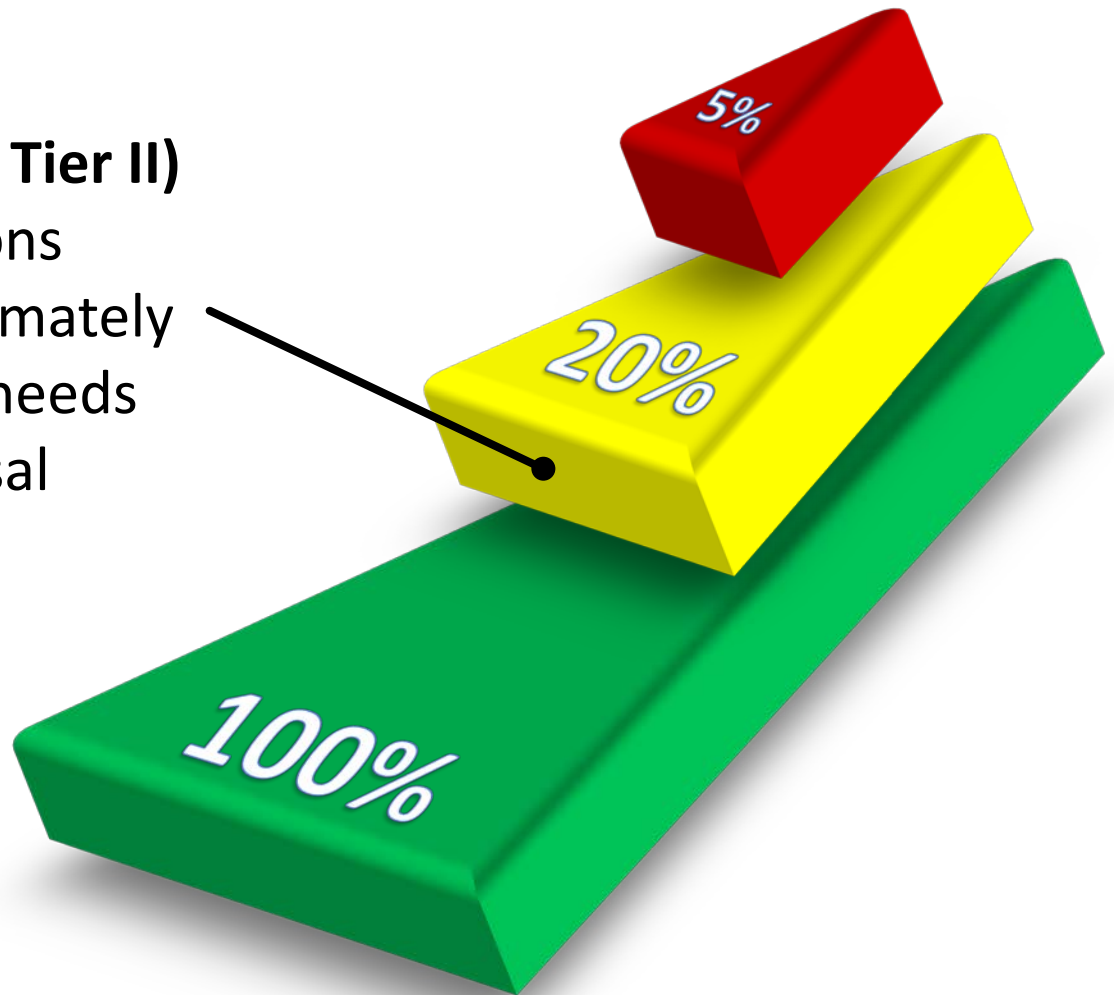




Layered Continuum of Supports

Targeted Supports (AKA Tier II)

Group-based interventions provided for the approximately 20% of students whose needs are not met with universal supports

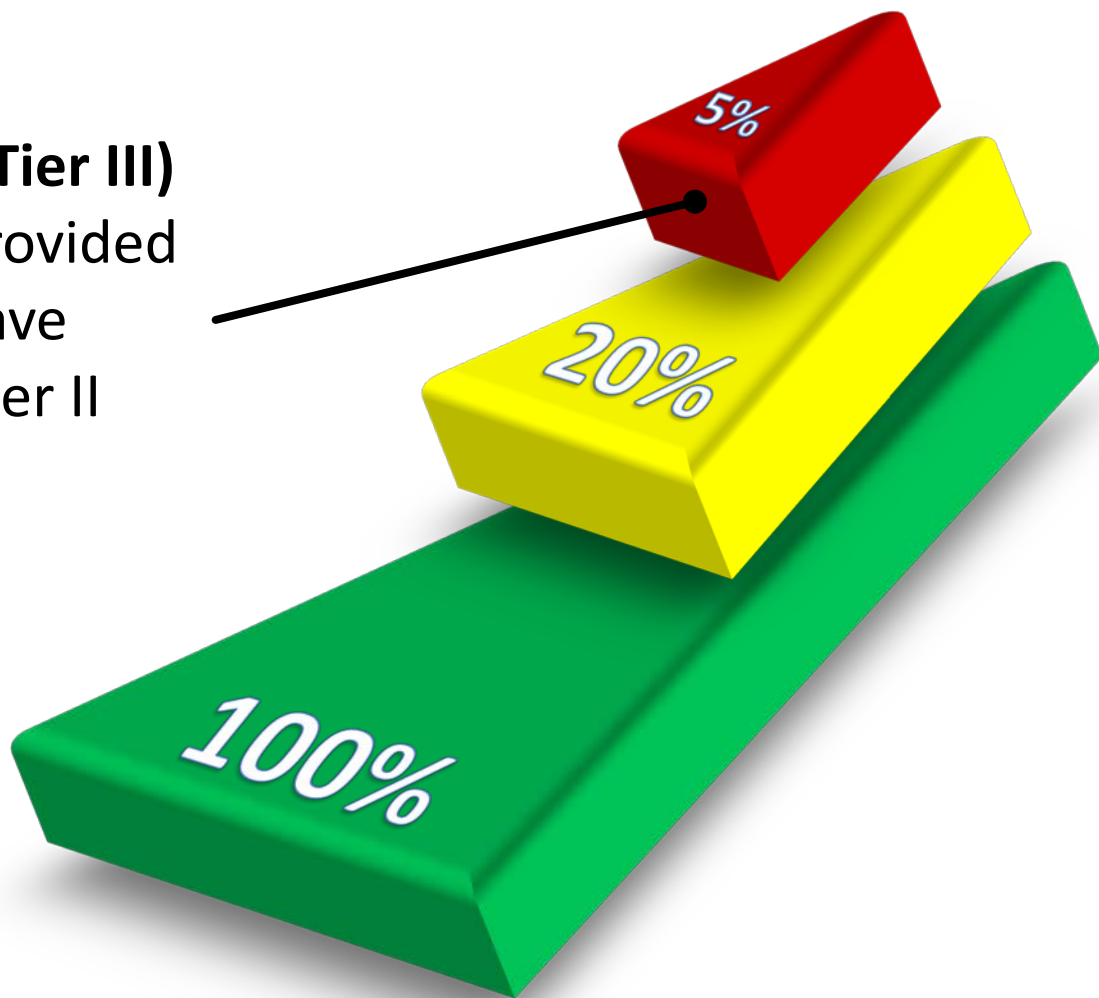




Layered Continuum of Supports

Intensive Supports (AKA Tier III)

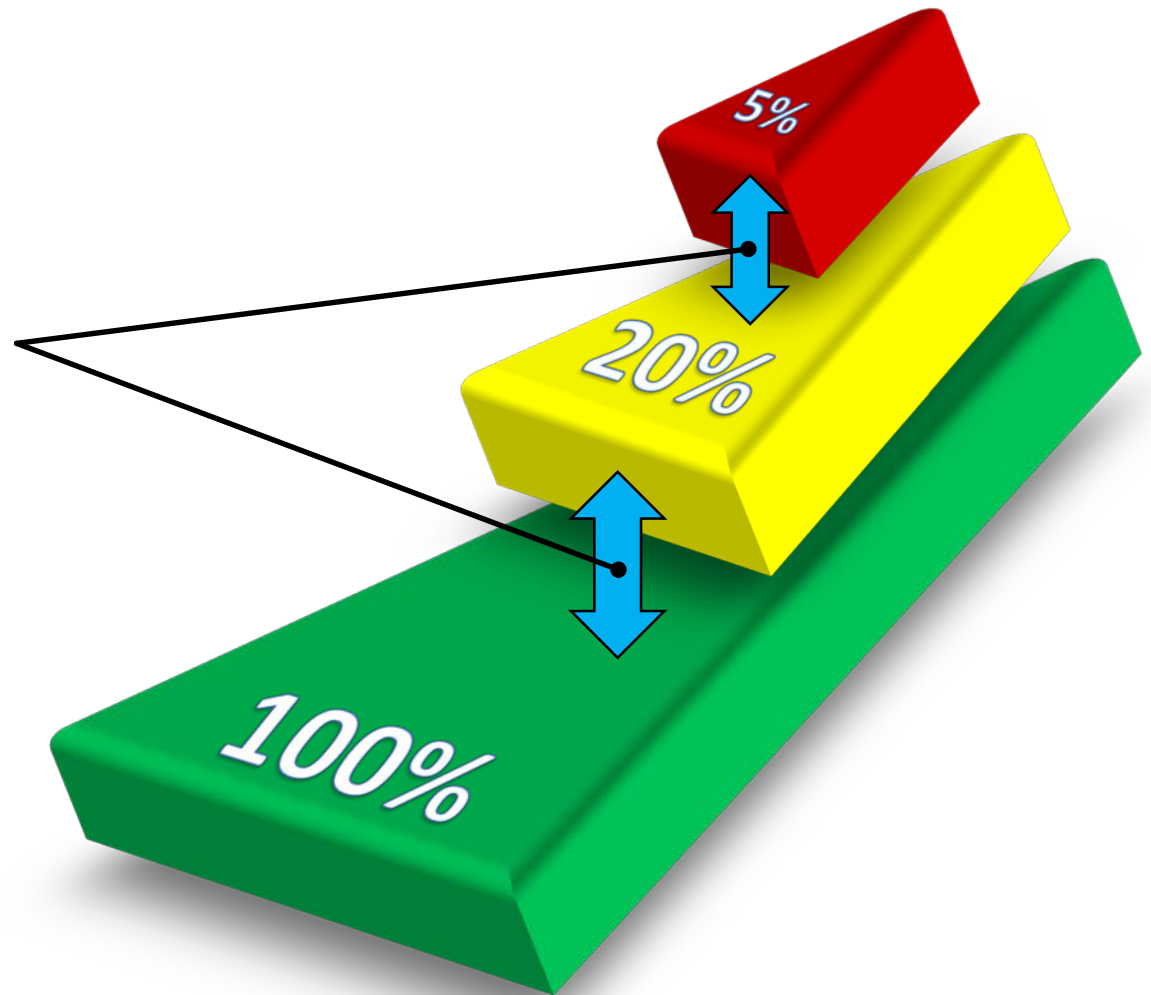
Individualized supports provided to students that do not have needs met by Tier I and Tier II supports.





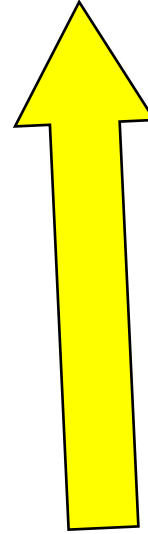
Layered Continuum of Supports

Data-based, specific criteria for moving students **into and out of** each support tier, as well as communications protocols for each transition (students, parents, teachers).



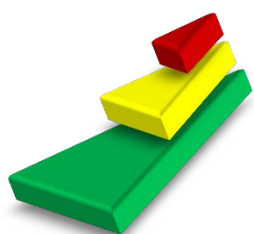


Multi-Tiered Systems of Supports

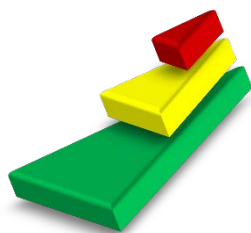




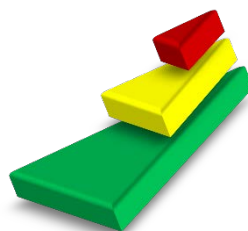
Multi-Tiered Systems of Supports



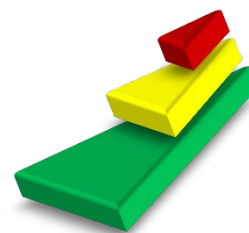
Student ELA



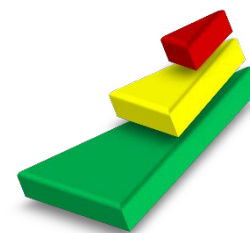
Student
Math



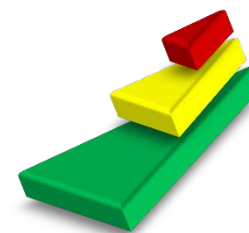
Student
English
Language
Proficiency



Student
Social
Emotional



Parents



Teachers

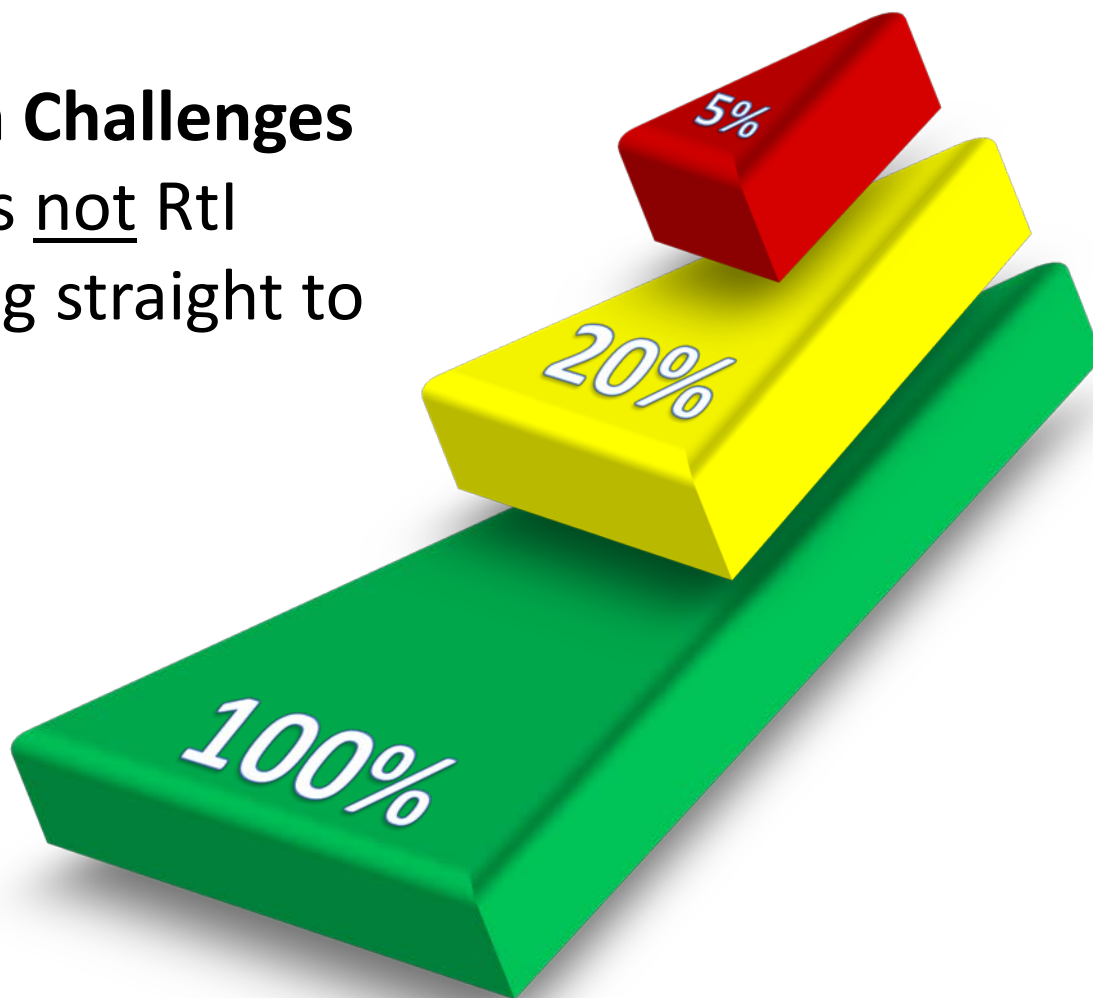


Layered Continuum of Supports



Common Challenges

- MTSS is not RtI
- Jumping straight to Tier II





Family School and Community Partnering

What is it?

The collaboration of families, schools and communities as active partners to improve student outcomes.

Special concerns for charter schools: Partnering is very mission specific



Common Challenges

- No tiered supports for family engagement
- Family communication not part of MTSS workflow



CDE FSCP Partnering Website

(Includes practices guidance and Higher Ed. Resources)

<https://www.cde.state.co.us/mtss/fscp>



Evidence-Based Practices

What is it?

Using educational practices that have been proven effective at improving student outcomes in similar circumstances

Special concerns for charter schools:

School autonomy means no district-required professional development, instructional practices, curricula, etc.



Evidence-Based Practices



Common Challenges

- Preferred Solutions
- Shiny Object Syndrome



Results First Clearinghouse

(multi-database search for evidence-basis and practice guidance)

<https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>



National Center on Intensive Intervention

(assessments, tools, templates)

<https://intensiveintervention.org/>



Data-based Problem Solving and Decision Making

What is it?

Using consistent processes to analyze relevant information to plan and implement strategies to support improved student outcomes.

Special concerns for charter schools:

Lack of economy of scale often limits analytical capacity within a school



Data-based Problem Solving and Decision Making



Common Challenges

- Only collecting data on student outcomes, not adult implementation.
- Only using data summatively



ICEL/RIOT Matrix – Tool for identifying leverage points and data sources

http://www.floridarti.usf.edu/resources/pl_modules/intensive_interventions/days4&5/GeneralSession/ICEL%20RIOT%20Matrix.pdf



Data-based Problem Solving and Decision Making

Problem-Solving using the ICEL/RIOT Matrix

Key Domains of Learning		
I	Instruction	Instruction is how the curriculum is taught and can vary in many different ways including: level of Instruction, rate of Instruction, and presentation of Instruction
C	Curriculum	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance
E	Environment	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management
L	Learner	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accommodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

Potential Sources of Information	
R	Review of historical records and products
I	Interview of key stakeholders
O	Observe performance in real time functional settings
T	Test student through careful use of appropriately matched measurement technologies



Data-based Problem Solving and Decision Making

ICEL/RIOT Matrix Example

Domain		Variables	Review	Interview	Observe	Test
Curriculum	Curriculum refers to what is taught. Scope and sequence would be included here as well as pacing within and between topics.	Group/System <ul style="list-style-type: none"> • Presence of Core Curriculum • Universal behavior expectations/PBIS • Staff training in curriculum • Percentage of students at benchmark/meeting grade level expectations • Long-range direction for instruction • Alignment to standards • Instructional philosophy/approaches • Instructional materials • Stated outcomes for the course of study Individual <ul style="list-style-type: none"> • Accommodations • Supplementary instruction • Interventions • Access to instruction (time, attention, behavior, attendance) • Instructional materials • Arrangement of the content/instruction 	Curriculum selected <ul style="list-style-type: none"> • scientific researched based • implemented with integrity • integration of supplemental and intensive curriculum, as appropriate 	Stakeholders about: <ul style="list-style-type: none"> • Core curriculum • Support curricula used for supplemental and intensive instruction • Supplemental teaching materials • Expanded core curriculum (e.g. community skills, study skills) • Flexibility for teacher to modify curriculum • Use of data-based decision making • Philosophical orientation of curriculum (e.g. whole language, phonics, direct instruction) • Expectations of district for pacing /coverage of curriculum • Content/outcomes of course • Modifications of benchmarks made for students • Readability of textbook and other resources • Prerequisite skills/prior understanding needed for success • Allowable repetition for mastery/understanding • Technology integration • Cultural competency/relevance of the curricular content to student demographics 	<ul style="list-style-type: none"> • Peer group response to curricular demands • Target student group response to curricular demands • Variety of practice opportunities • Allowance for peer sharing/ mentoring during work time • Student/peer response to curricular materials • Types of student performance options: how are students expected to demonstrate the skill/standards? 	Readability/ level of text books and other resources Readability level/difficulties of tests “Things to Look For” and “Ask About”
	Is curriculum appropriate for student? Consider: <ul style="list-style-type: none"> • sequencing of objectives • teaching methods • materials provided • difficulty • presentation • length • format • relevance 		Scope and sequence of textbooks and other resources Permanent products (e.g. books, worksheets, curriculum guides) Benchmarks/ Standards			



5 Essential Components of MTSS



Team-Driven Shared Leadership



Layered Continuum of Supports



Family School and Community Partnering



Evidence-Based Practices



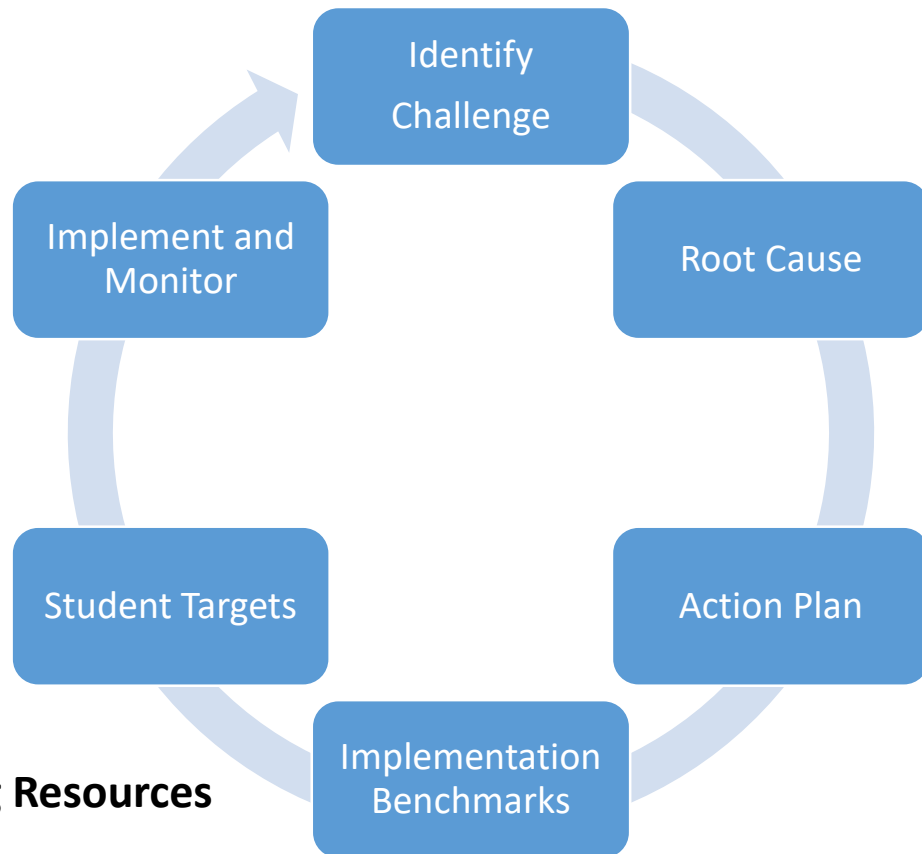
Data-based Problem Solving and Decision Making

Continuous School Improvement with MTSS



Continuous School Improvement with MTSS

1. Identify Challenge
2. Identify Root Cause
3. Create Action Plan
4. Identify Implementation Benchmarks
5. Identify Student Targets
6. Implement and Monitor



CSI Unified Improvement Planning Resources

Includes 2019 UIP Handbook

<https://resources.csi.state.co.us/unified-improvement-planning-uip/>



Continuous School Improvement with MTSS

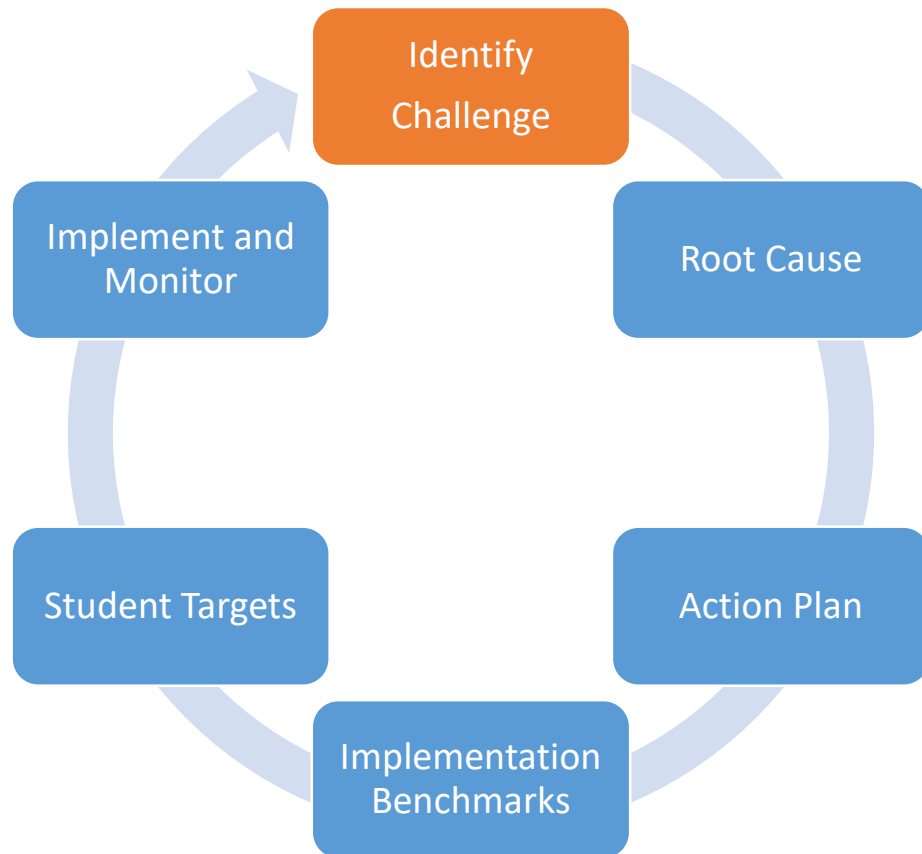
1. Identify Challenge

What problem are you trying to solve?



Common Challenges

- Seeing Beyond the SPF



Continuous School Improvement with MTSS

2. Identify Root Cause

What is truly causing the problem you observe?



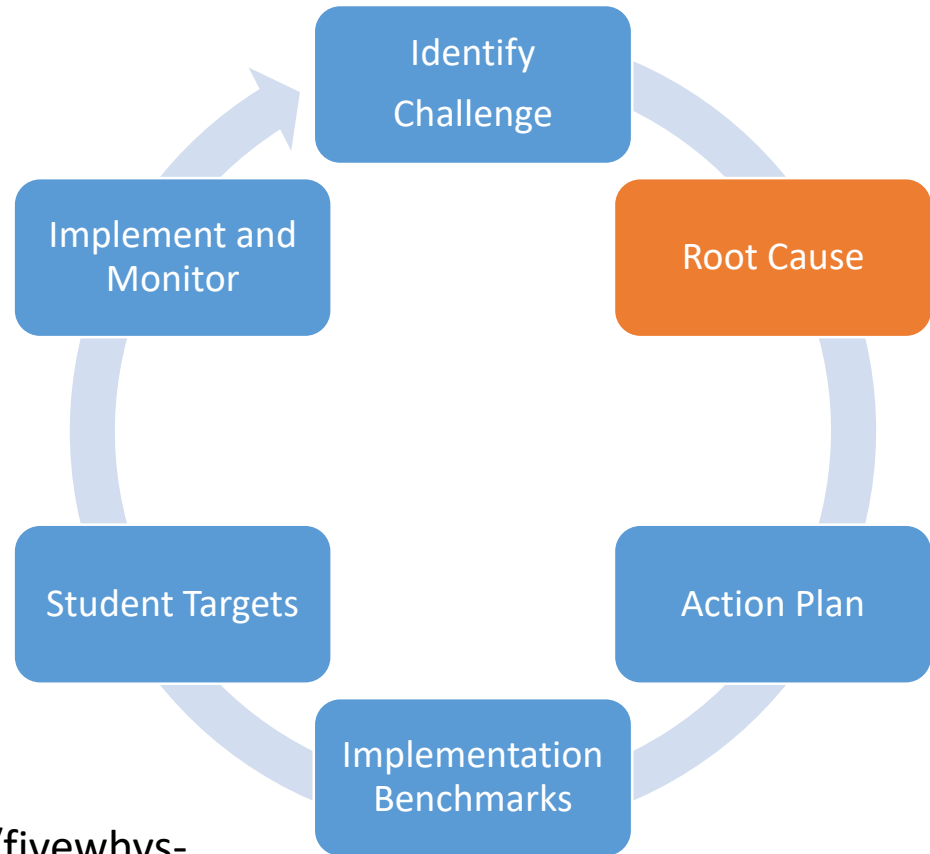
Common Challenges

- Tendency to jump to solutions
- “Lack of” Root Causes



“The 5 Why’s” Tool

<https://www.cde.state.co.us/mtss/fivewhys-data-basedproblemsolvingdecision-making>





Root Cause: The 5 Why's

5 Whys Worksheet

Define the problem (precise problem statement):

Why is it happening?

1.

→ Why is that?



2.

→ Why is that?



3.

→ Why is that?



4.

→ Why is that?



5.



As you process through the “whys,” focus on alterable variables.

If the last answer is something that you can't control, go back up to the previous answer.



COLORADO
Department of Education



Root Cause and MTSS

Consider the scale of your challenge:

If half of your students are not meeting expectations, you have a Tier I problem, not a Tier II problem!



Continuous School Improvement with MTSS

3. Create Action Plan

Ask: What will your school look like when this programming change is fully implemented?



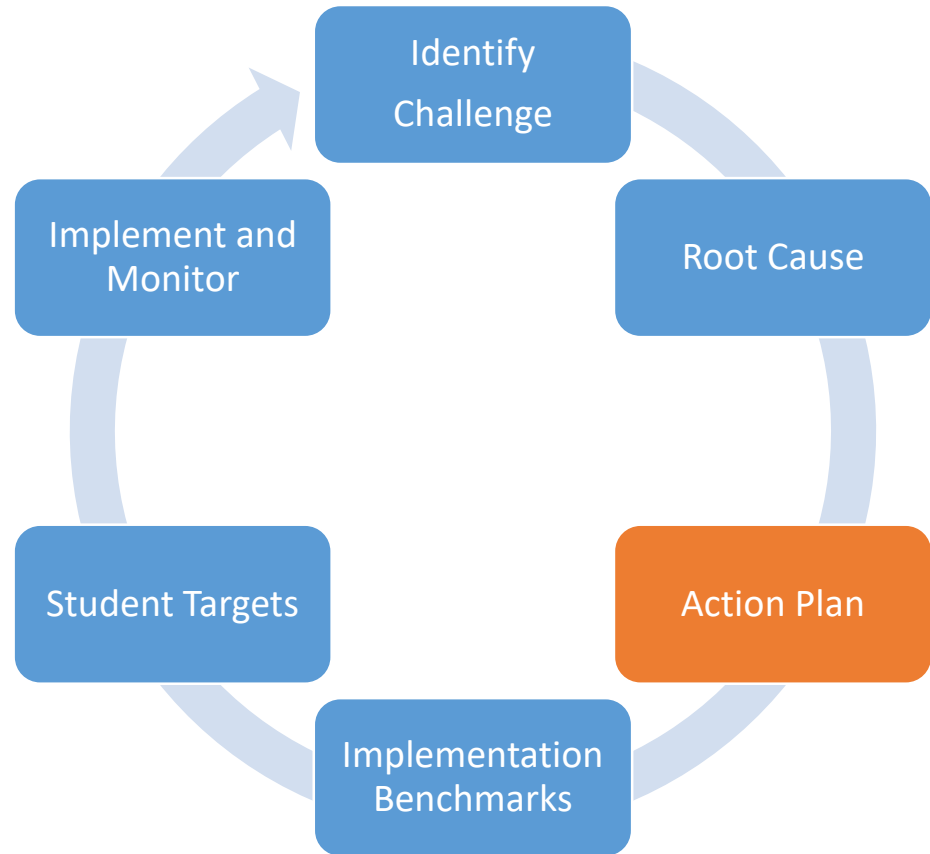
Common Challenges

- Preferred Solutions



Force Field Analysis Tool

http://www.cde.state.co.us/uip/majorimprovementstrategies_actionsteps





Action Planning: Force Field Analysis Tool



Force Field Analysis

Major Improvement Strategy:

DRIVING FORCES	→	←	RESTRAINING FORCES	PRIORITY LEVEL
1.			A.	
2.			B.	
3.			C.	
4.			D.	
5.			E.	
6.			F.	
7.			G.	
8.			H.	
9.			I.	
10.			J.	



Continuous School Improvement with MTSS

4. Implementation Benchmarks

What adult behaviors need to change before we can say this programming has been put into effect?

How will you measure that?

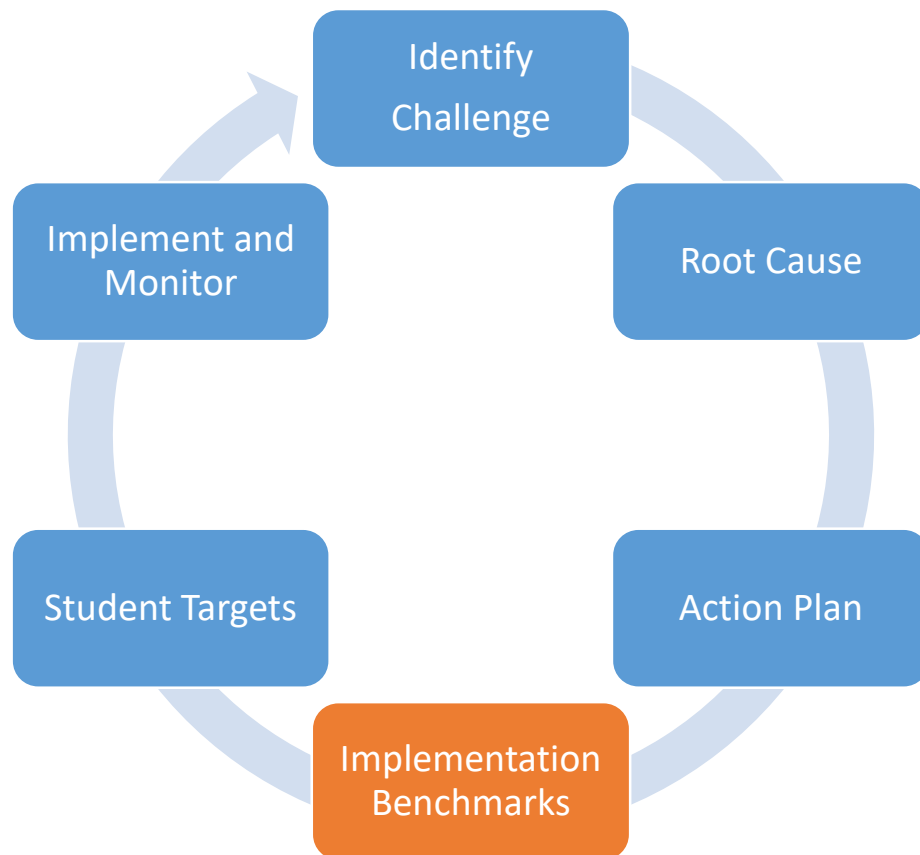


Common Challenges

- This step in general



Your MTSS Team!





Continuous School Improvement with MTSS

5. Student Targets

What change in student outcomes will you expect to see after full implementation?

How will you measure that?

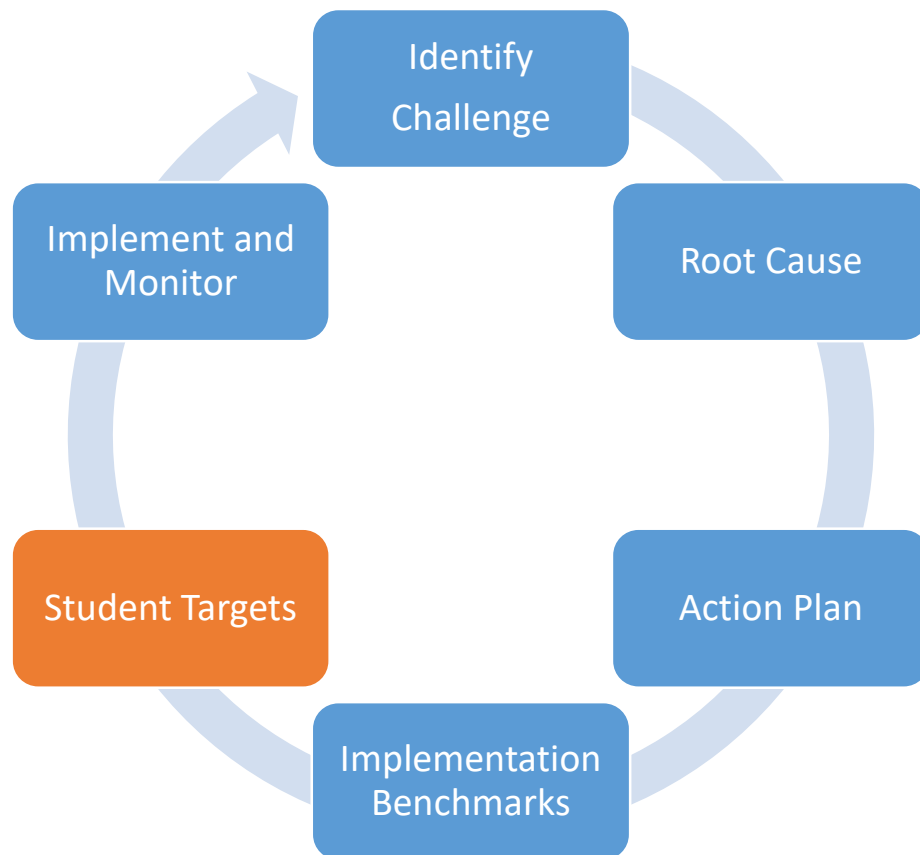


Common Challenges

- Seeing past CMAS



Interim Assessments with rapid turnaround (MTSS Tiers?)



Continuous School Improvement with MTSS

6. Implement and Monitor

- It won't be perfect the first time around.
- Your context may change, so programming should respond
- Long-term programming change can take multiple years before student outcomes significantly change

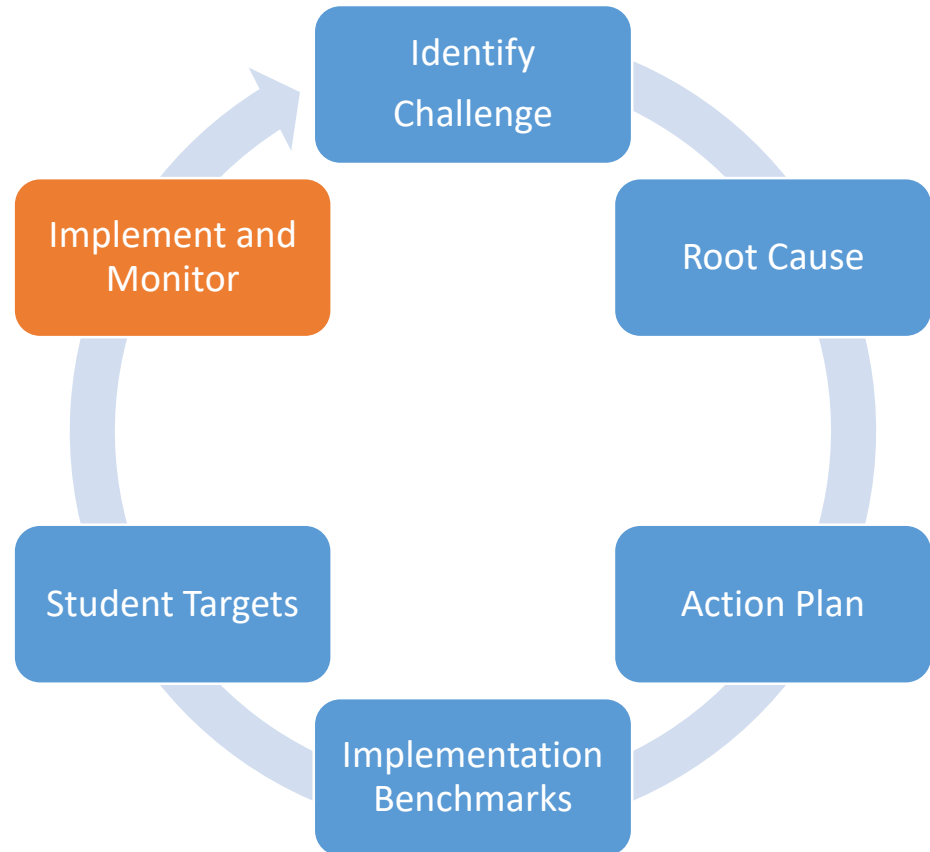


Common Challenges

- Patience – we want our kids to improve ***NOW!***

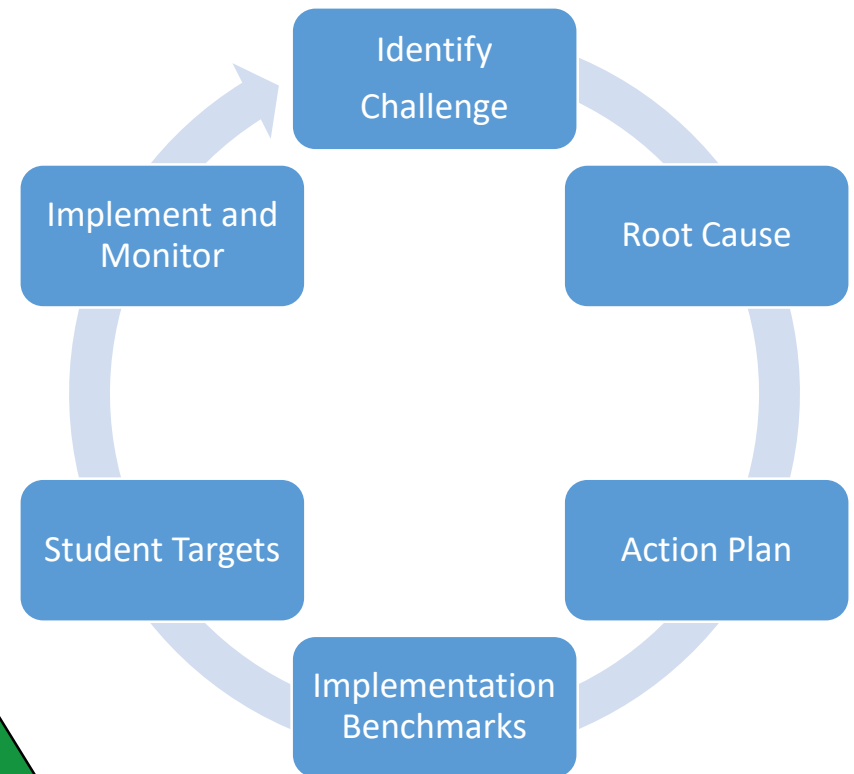
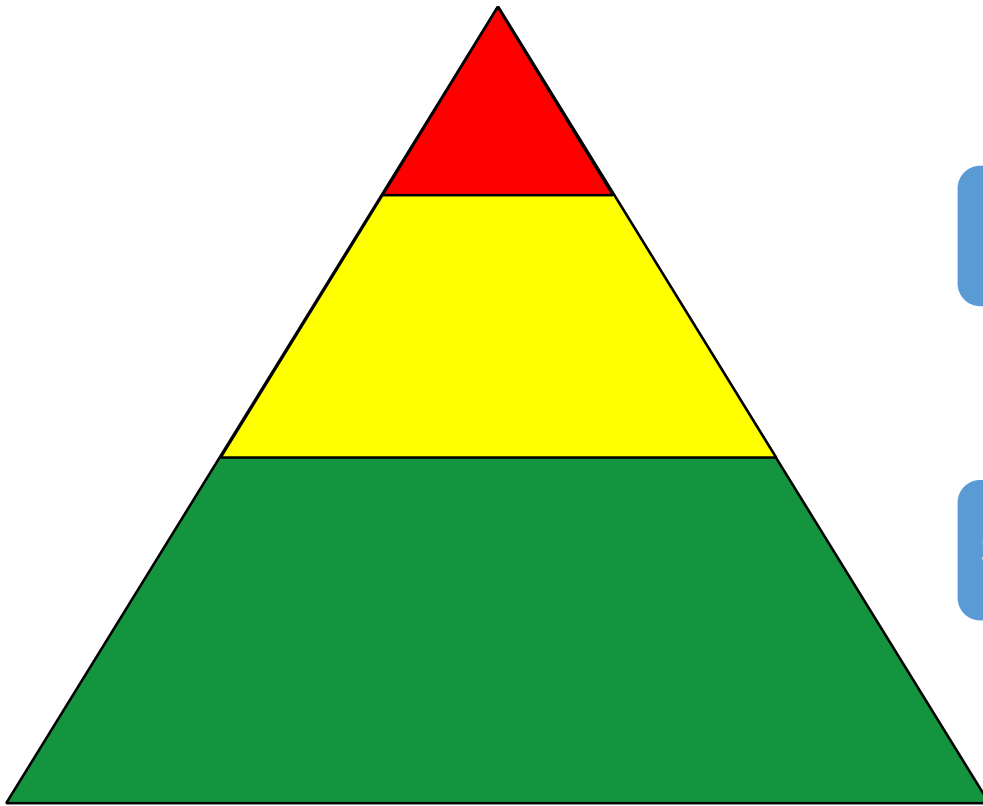


Watch your benchmarks!





MTSS and School Improvement



Thank you!

gregnusz@csi.state.co.us