Florida's MTSSS
A Multi-Tiered System of Student Supports

Using an Evaluation Logic Model to Drive Integration of Statewide Initiatives

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Agenda

- Florida's Integrated Approach to Service Delivery
- Logic Model
- Evaluating Multi-Tiered System of Supports (MTSS)
  - Guiding Questions for Evaluation
  - Translation to Our Work w/ Districts
- Future Work

Behavior & Academic Support

The integration/combination of the two:

- are critical for school success
- utilize the three tiered prevention model
- incorporate a team approach at school level, grade level, and individual level
- share the critical feature of data-based decision making
- produce larger gains in literacy skills than the reading-only model
  - (Stewart, Benner, Martella, & Marchand-Martella, 2007)

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Two FL Projects

Problem Solving/Response to Intervention (PSRTI)

- Established 2007
- Original mission
  - Program evaluation project to inform MTSS implementation in selected schools and districts
  - Conduct statewide trainings to support implementation
- Current mission
  - Build district capacity to implement MTSS

Florida's Positive Behavior Support Project (FLPBS)

- Established 1996
- Original mission
  - Supporting individual students with severe challenging behavior through school-based teams
  - Increase capacity of districts to address problem behaviors using Positive Behavior Support
- Current mission
  - Build district capacity to implement MTSS

Historical Perspective

- PSRTI has piloted 30+ schools and 7 districts in developing district and school-based MTSS across all three tiers.
- FLPBS has supported over 1200 schools and 52 districts to implement Tier 1 PBS and ~300 schools to implement Tier 2 PBS.
- PSRTI has participated in the Differentiated Accountability (DA) Process by supporting 5 RtI Specialists to be part of the DA teams

Collaboration

- Approximately 2 years ago, leadership in both projects and from DOE began to discuss the commonalities and collaboration of the two projects.
- The formal collaboration between projects began last year and was reflected in shared trainings, work groups, and similar action steps in RFAs.

Mission and Vision

Multi-Tiered System of Student Supports - Inter-Project Collaboration

The collaborative vision of the Florida Problem-Solving/Response to Intervention (FL PS/RtI) and the Florida Positive Behavior Support/Response to Intervention for Behavior (FLPBS/RtI:B) Projects is to:

- Enhance the *capacity* of all Florida school districts 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 system;
- Inform the *development, implementation, and ongoing evaluation* of an *integrated, aligned,* and *sustainable system of service delivery* that prepares all students for *post-secondary education and/or successful employment within our global society.*

Translating Mission to Motion

- Created workgroups to develop vision and resources:
  - Leadership
  - Coaching
  - DBPS
  - **Evaluation**
  - PreK-12 Alignment
  - Family and Community Engagement
  - Technology
  - Sub Leadership team – protocol and logistics

Efficient Delivery of Highly Effective Practices

- Statewide District Needs Assessment Results:
  - Integrate Practices to Reduce Duplication, Increase Effective Use of Personnel and Provide Greater Support for Instruction Less is More.
  - Focus Resource Development and District Resources On:
    - Evidence-based Coaching Strategies
    - Leadership Skills to Support MTSSS
    - Family and Community Engagement
    - Aligning K-12 MTSSS-Focus on Secondary
    - **Evaluation Models to Demonstrate Outcomes**
    - Common Language/Common Understanding Around an Integrated Data-Based Problem-Solving Process
    - Integrating Technology and Universal Design for Learning

PATH

November 2010 **UBER Evaluation PATH**

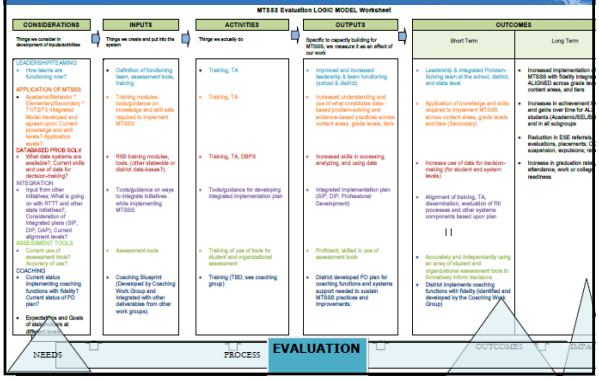
Formative, ongoing, Important questions to answer, Honesty, Joy, SEA, LEA, Classroom, Field, Pleasure, Discoveries, RtI, PBS, Problematic, New Research, MT
Positive outcomes. #1

Current Status	Enroll	Strengths	1st Steps	3 Months	1 Year
1.Some strong, some weak & different levels of people in different districts. We don't know who knows each other. 2.PBS eval system is established. RtI has been piloted. Process on paper & good foundation. Start working together.	Work Group & Uber Team RTTT database Todd Clark? Bambi FI DOE	Cookies Ongoing Sharing Employment Figure out who the players are Being aware of US status and	1. Schedule time for proposal planning. All remember calendars – Jose 2. Share population of database – Don and others 3. Contact to find out who is RTTT persons - All 4. Work Group 1st	We know the name of the RTTT database person to contact/connect. Proposal for the year's work to the Uber team including activities, etc. Contact Mary Jane Tappen, State	1. The World has Not Ended! 2. We have identified the players in the RTTT activities 3. Proposed integration plan to the Uber team 4. RtIB database is functioning in 20 districts 5. FCRR and database

1. GREAT Connections with Schools & districts

2. Established a unified netw support for entire state (FLD District Schools)

Logic Model



Sample Questions from Logic Model

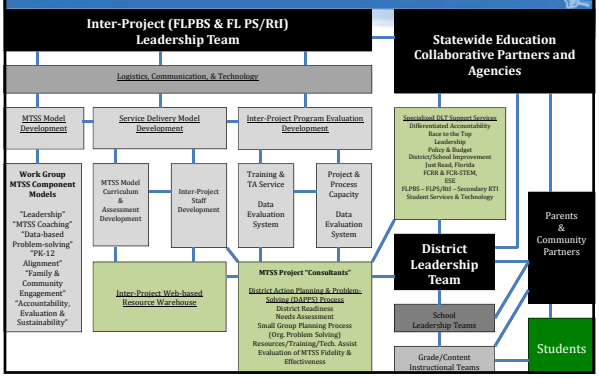
Long Term Outcomes - To what extent are schools sustaining implementation of an integrated and aligned MTSS model with fidelity across:

- Grade levels? Content areas? Tiers?

Outputs - Did participants know the core components of MTSSS? Did participants demonstrate the knowledge and skills to engage in data-based problem-solving?

- Across grade-levels? Across content areas? Tiers?

Organizing for Collaboration



District Support Process

- **Step 1:** Initiation of District Collaboration
- **Step 2: Needs Assessment Process**
- **Step 3:** Needs Assessment Debriefing/Action Planning
- **Step 4:** Implementation of Training Technical Assistance and/or Support to Districts
- **Step 5:** Evaluation Protocol

Working w/ Project & District Stakeholders

- Logic model questions consolidated to facilitate interpretation and communication
  - Projects' staff
  - District stakeholders
- Workgroup constructed to facilitate staff buy-in regarding evaluation and make needed modifications to the model
  - Service delivery and evaluation representatives from both projects included
  - Focus on evaluation questions and data sources that should drive needs assessment and formative evaluation
- Data sources selected to answer questions

Evaluation Questions

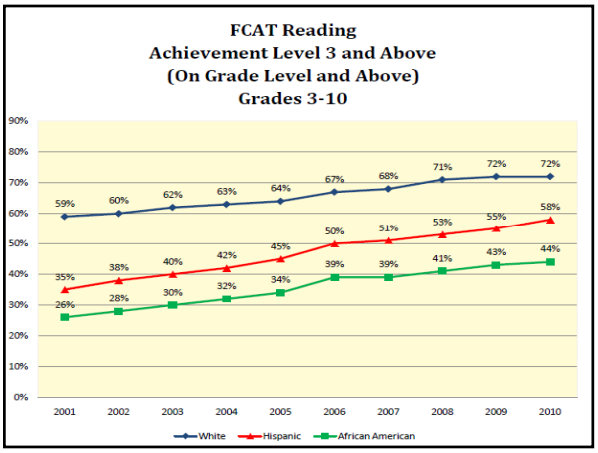
The data you collect should be driven by the questions you want to answer: *(Remember the Long-Term and Short-term Objectives from Logic Model?)*

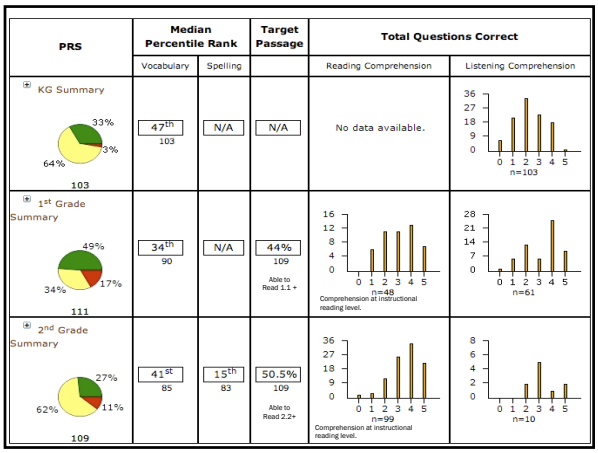
1. To what extent are students meeting expectations for performance and growth? Academically? Behaviorally?
2. To what extent are we implementing MTSSS with fidelity?
3. What is our capacity to implement successfully?
4. How much do staff buy into implementing MTSSS?

How Are Students Performing?

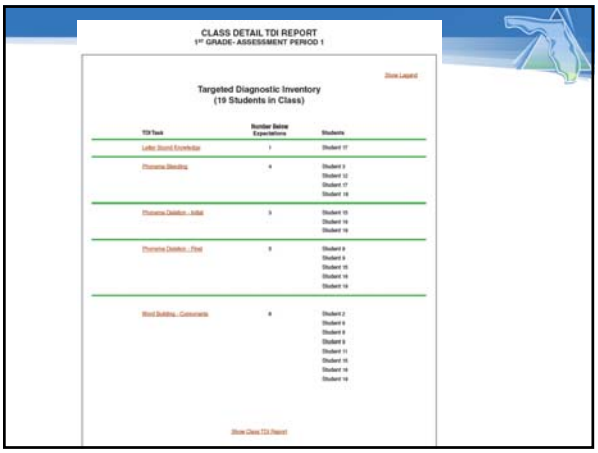
Examples of data sources

- Academics
  - Florida Comprehensive Assessment Test (FCAT)
  - Florida Assessment for Instruction in Reading (FAIR)
  - Core K-12
  - End of Course Exams
- Behavior
  - Attendance
  - Tardies
  - Suspensions
  - Discipline referrals
- Global Outcomes
  - Graduation Rates





PRS	Median Percentile Rank		Target Passage	Total Questions Correct	
	Vocabulary	Spelling		Reading Comprehension	Listening Comprehension
KG Summary (33%, 3%, 64%) 103	47th 103	N/A	N/A	No data available.	n=103
1st Grade Summary (49%, 17%, 34%) 111	34th 90	N/A	44% 109 Able to Read 1.1 +	n=48 Comprehension at instructional reading level.	n=61
2nd Grade Summary (27%, 11%, 62%) 109	41st 85	15th 83	50.5% 109 Able to Read 2.2+	n=99 Comprehension at instructional reading level.	n=10



Sufficiency of Behavior Core

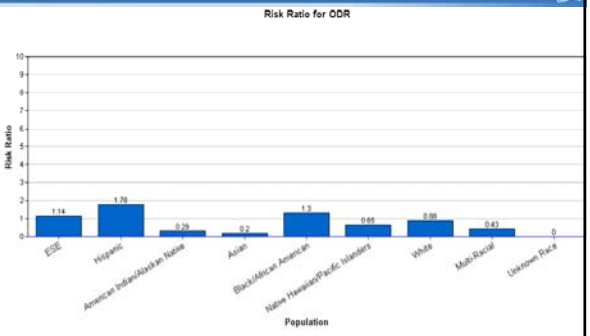
- District-wide % of Students w/0-1 ODRs

schools >80% of students w/1 or fewer ODRs
of schools in analysis

35 schools
52 schools

33% (17)not sufficient core;
67% (35) of schools sufficient

Core for Subgroups



Behavior Core by Subgroups

schools with RR of 2.0 or higher
of school in analysis

ESE	Hispanic	AI/AN	Asian	B/AA	NH/PI	White
3/6	1/6	0/6	4/6	1/6	4/6	1/6
Elem 1 Elem 2 HS 1	Elem 2		Elem 1 Elem 2 Elem 3 HS 1	HS 1	Elem 1 Elem 2 HS 1 MS 3	Elem 1

Sufficiency of Tier 2/3

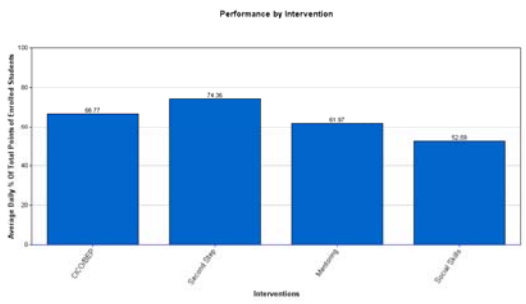
- # schools <20% of students w/2-5 ODRs
  # of schools in analysis
- # schools <5% of students w/6+ ODRs
  # of schools in analysis

Sufficiency of Tier 2

- # and % of students enrolled in Tier 2 across entire district *[126/19% of students in T2]*
- # and % of students successfully completing a Tier 2 *[25/20% of students completed T2]*
- # and % of students w/decrease in ODR rate after Tier 2 enrollment *[98/78% of students in T2]*
- # of students *making progress* (+slope)

  # of students in Tier 2 intervention *[102/81%]*

Effectiveness of Tier 2/Behavior



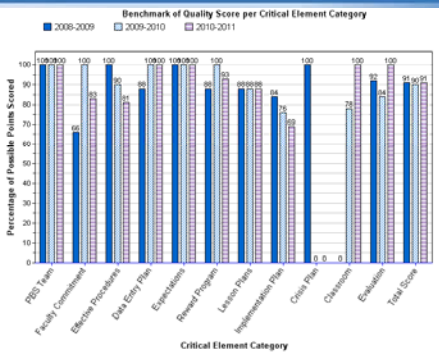
Implementing w/Fidelity?

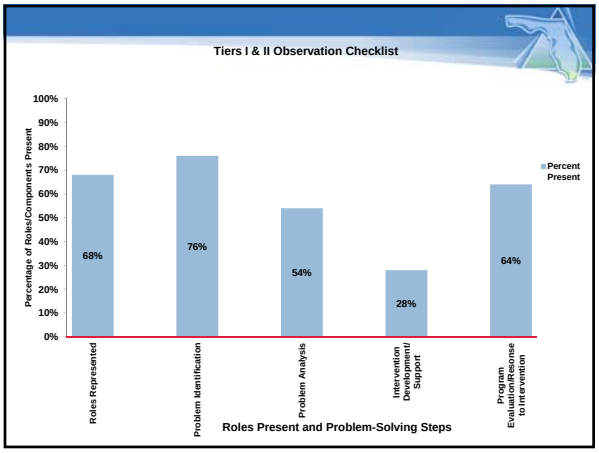
Examples of data sources

- Curriculum and Instruction/Intervention
  - Principal walkthroughs
  - Lesson plans
  - Intervention Documentation Worksheets
- Components of MTSS and Data-Based Problem-Solving*
  - **MTSS Domain Survey**
  - BOQ, PIC, BAT
  - SAPSI, Tier I & II CCCs, Tier III CCCs

* See http://flpbs.fmhi.usf.edu/ and http://floridarti.usf.edu for more information

Fidelity of Behavior Core





What is Our Capacity to Implement MTSS with Fidelity?

Examples of data sources

- Leadership Team structure and functioning
  - Organizational charts
  - Minutes/meeting summaries
  - SAPSI, BOQ, PIC, **MTSS District Survey***
- Staff knowledge and skills
  - Florida Educator Accomplished Practices & teacher evaluation system
  - Staff development evaluations
  - Work samples
- Resources allocated to match needs
  - School Improvement Plan, District Improvement Plan
  - Master calendar/schedule
  - School rosters
  - Resource maps

MTSS District Survey

The survey contains 26 items organized in the following 6 domains:

- Leadership
- Building the Capacity/Infrastructure to Implement
- Communication and Collaboration
- Data-based Problem Solving
- Three-Tiered Instruction/Intervention Model
- Data-Evaluation System

Each domain contains items related to the current status of "typical" schools at the elementary and secondary levels as well as the current status of district level functioning.

Sample Item

11. Which of the following characterize the allocation of resources and personnel for a "typical school" in your district? (*select all that apply*)

- ❑ Personnel and fiscal resources are driven by student needs as identified through data
- ❑ Schedules provide necessary time for delivery of instruction and intervention
- ❑ Schedules provide necessary time for meetings to engage in data-based problem solving

MTSS Domain Survey

- Based on "models"
- "Cognitive Interviewing" reviewed by District Coordinators
- Additional validation activities

Teacher Evaluation Domains

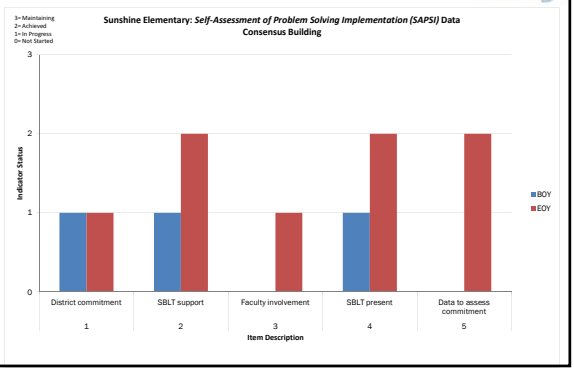
(Marzano)

- Classroom Strategies and Behaviors
- Preparing and Planning
- Reflecting on Teaching
- Collegiality and Professionalism

Staff Buy In Regarding Implementing MTSS?

Examples of data sources

- Leadership vision and commitment
  - SAPSI, BOQ, PIC, MTSS District Survey
  - Required and non-required plans
- Staff buy in
  - SAPSI, BOQ, PIC, MTSS District Survey
  - District/school staff and climate surveys
  - Dialogue
  - Brief interviews with key personnel



Future Activities

- New Instruments
  - Coaching
  - Family and Community Engagement
- Evaluating Inter-Project Effectiveness
  - Achievement of district implementation goals
  - Impact on student performance
- And more…

Questions?

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