

2014 Implementation Portrait of Multi-Tiered System of Supports and English Language Arts Standards

Presentation to MTSS Task-Force

November 10, 2014

Critical findings



- Implementation of MTSS and ELA standards is further along in elementary than high school.
- Implementation capacity across the regions is significantly different
- Sustained implementation is vulnerable to turnover.

Overview of the survey

Administration



- Survey developed from national and state surveys
- Survey items cover critical features of school-wide implementation of MTSS and ELA standards
- Principals were asked to convene a team to complete the online survey together
- Timeline: February-mid April 2014

Definitions

Not in place: No action is occurring on this area. This is not a priority at this time.

Exploring: At this stage, the school spends time identifying needs and exploring: increasing knowledge, building awareness, communicating intentions or developing plans. A representative may attend training with the express purpose of bringing information back.

Installing infrastructure: School acquires data systems, assessments, and/or trains staff on selected practices. Students are not yet receiving the benefits of what teachers have been trained to do

Partial implementation: At this stage, a few or some staff are implementing their training and making use of the infrastructure supports on a daily basis. Some but not all the practices and processes are being used school-wide. Partial implementation applies to use of the practices consistently with a few grade levels when the intention is for all staff to use them.

Full implementation: At this stage, school has successfully moved to deepening understanding and refining use of data and practices; implementation of practices and use of data has become ingrained as a way of being for staff. Leadership continues to plan training and coaching to prevent erosion and promote sustainable implementation. Accountability and monitoring fidelity of practices is a norm.

Clusters of implementation



1. Assessment
2. Curriculum and instruction
3. Collaboration among staff
4. Leadership and organizational structures

Who completed the survey?

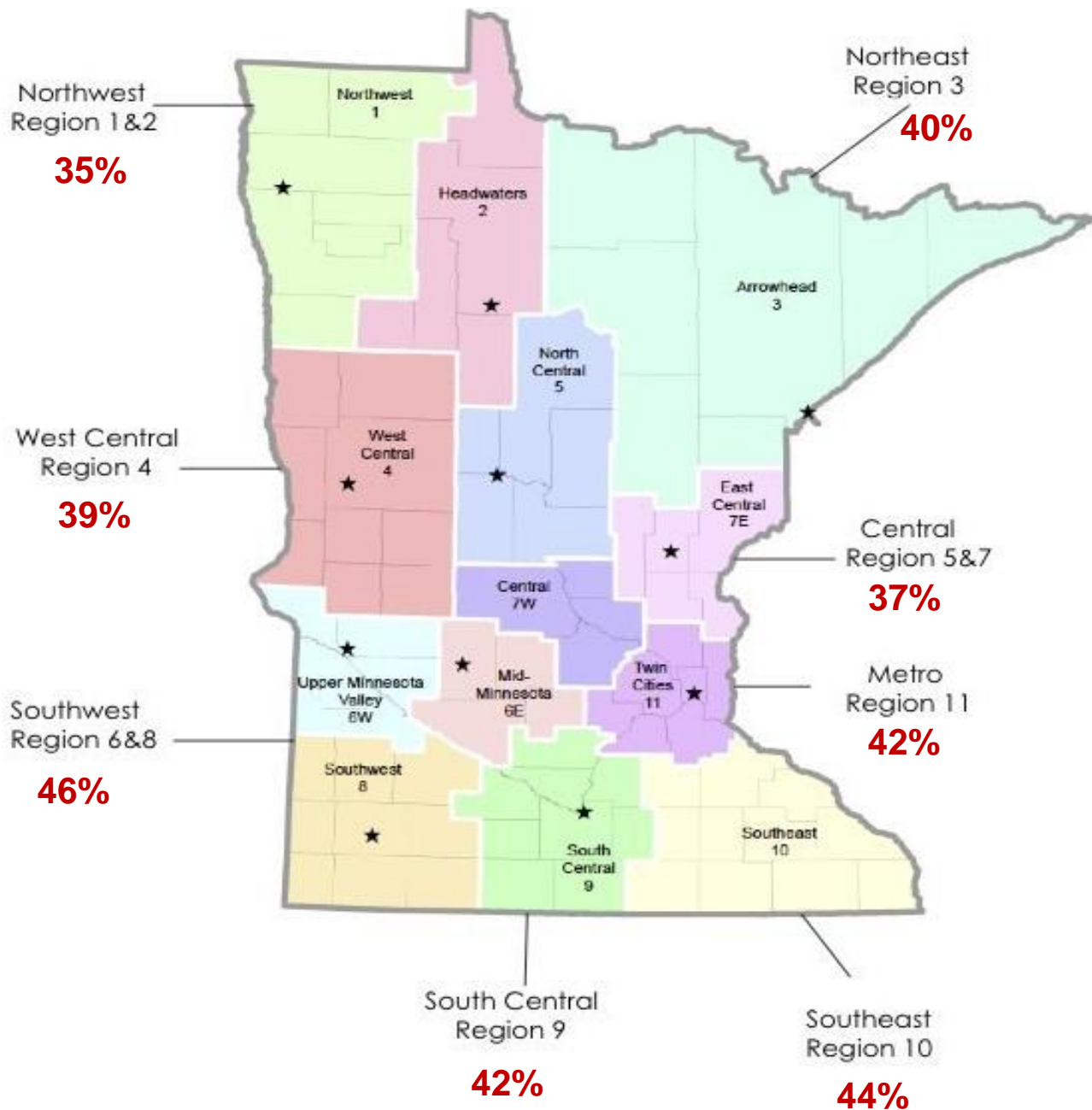


- Team (leadership, Rtl, PBIS)
- Principal, Assistant Principal, Superintendent
- General and Special Education Teachers
- Curriculum director, Special Ed. director
- Social worker
- Coaches
- Parents

Who completed the survey?

| Grade Level | YEAR 1 SURVEY | | YEAR 2 SURVEY | |
|----------------------|---------------|---------------|---------------|---------------|
| | Percent | Total schools | Percent | Total schools |
| Elementary/K-12 | 47% | 825 | 51% | 819 |
| Middle School | 37% | 206 | 47% | 205 |
| High School | 46% | 355 | 42% | 352 |
| Charter (all grades) | 52% | 163 | 52% | 163 |

Regional Response Rates



Results of the Survey:

The 30,000 foot view

Make-up of Leadership Teams--



Principal, General Education, and Special Education Teachers



Reading Specialist, School Psychologist School Counselor, Social Worker,
Title 1 Specialist, Academic Coach, Rtl Coordinator

Schools in full implementation in 2014

| Area of implementation | Elementary/ K-12 | Middle school | High school | Charter | All schools |
|--|---------------------|------------------|----------------|---------|----------------|
| English Language Arts standards | 16% | 12% | 6% | 15% | 13% |
| Overall MTSS and ELA | 22% | 10% | 4% | 28% | 18% |
| Assessment | 37% | 12% | 9% | 33% | 27% |
| Curriculum and instruction | 18% | 12% | 3% | 20% | 14% |
| Collaboration among staff | 36% | 23% | 12% | 39% | 30% |
| Leadership and organizational structures | 29% | 15% | 6% | 24% | 22% |

Note: Stages of implementation are categorized as “not in place” (mean score: 0.0-1.49); “exploring” (mean score: 1.50-2.49); “installing infrastructure” (mean score: 2.50-3.49); “partial implementation” (mean score: 3.50-4.49); and “full implementation” (mean score: 4.50-5.0).

Systems of assessment

A system of assessment is in place in order for staff to monitor and adjust instruction

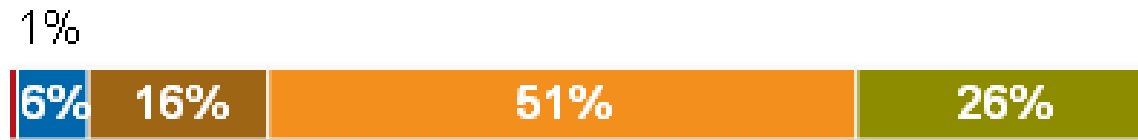


Data used for decision-making are accessible and timely for instructional planning.



Curriculum and instruction

Instructional staff...implement principles of effective instruction including research-based practices in literacy



The school has a plan... to accelerate learning for all students receiving supplemental interventions so they meet grade-level standards in 2-3 years.



Leadership and collaboration

School-level leadership team gathers data and makes real time decisions to further the implementation of the MN ELA.*

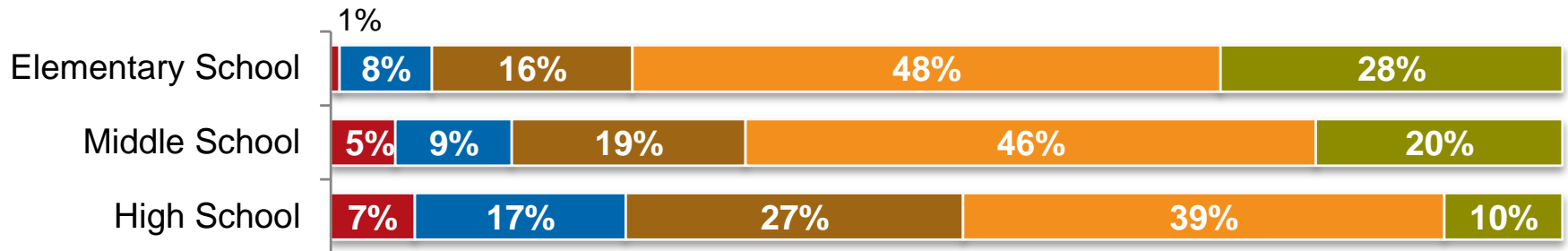


Leadership has team reviews and adjusts core and supplemental instruction to increase effectiveness and efficiency for all groups of students

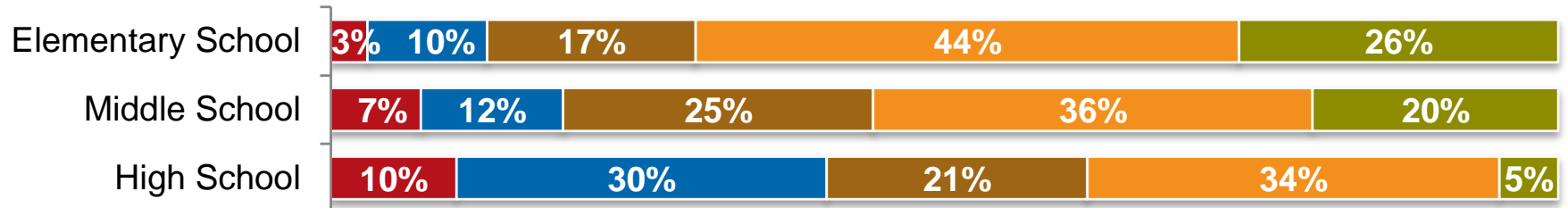


Leadership of ELA

Multiple measures are used to review the overall effectiveness of core curricula and instruction for **all students** and instruction is adjusted accordingly.



Multiple measures are used to review the overall effectiveness of core curricula and instruction for **sub-groups** of students and instruction is adjusted accordingly.



Leadership of MTSS

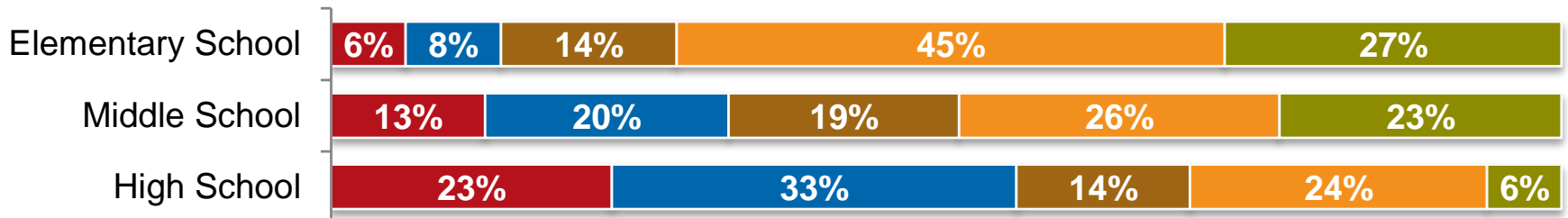
Higher-level of implementation

The principal and school leadership team are actively committed to a multi-year RtI implementation



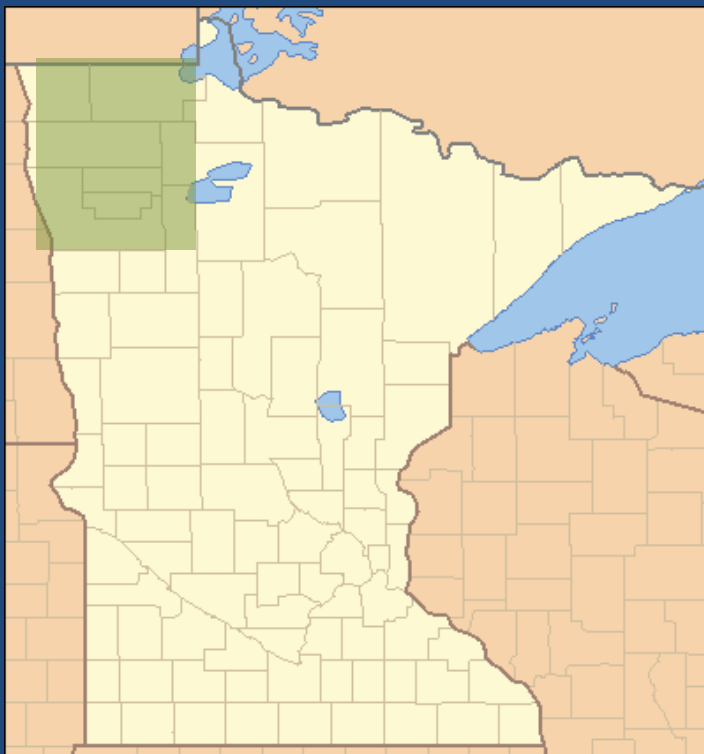
Lower-level of implementation

Instructional staff have been trained on how the RtI framework is represented in the school



Regional Differences

Action Planning, Product
Development, and Service
Delivery Needs to be
Differentiated



Region 1 & 2 LF

IMPLEMENTATION BATTING RECORD

| | | | | | |
|---------------------------|-------|-------|-------|-------|-------|
| Leadership & Organization | 8.7% | 10.1% | 12.3% | 34.0% | 19.3% |
| Curriculum Tier 2/3 | 6.4% | 18.4% | 15.2% | 36.9% | 23.0% |
| Curriculum Tier 1 | 2% | 10.4% | 20.1% | 43.4% | 24.1% |
| Assessment Tier 2/3 | 5.1% | 14.4% | 8.4% | 41.4% | 30.7% |
| Assessment Tier 1 | 4.4% | 13.8% | 9.8% | 38.6% | 33.4% |
| Collaboration Tier 2/3 | 14.8% | 11.1% | 7.4% | 38.9% | 27.8% |
| Collaboration Tier 1 | 6.2% | 9.6% | 12.0% | 40.5% | 31.7% |

Priority Leadership Items

- Leadership team gathers data team makes real time decisions about implementation of **MTSS** and **ELA**
- Measures of fidelity are included in planning professional development

Priority Curriculum and Assessment Items

- Analyzing student work to improve lessons
- Staff trained to administer and interpret assessments
- Using a standard process/protocol in using data to improve instruction

All percent's represent at or below installation stage

***There is significant variation in commitment to MTSS between Regions 1 & 2 (24% report not in place vs. 6%)*

Turnover in last Year : up to 42%, most often principal.

Simultaneous Implement Focus:

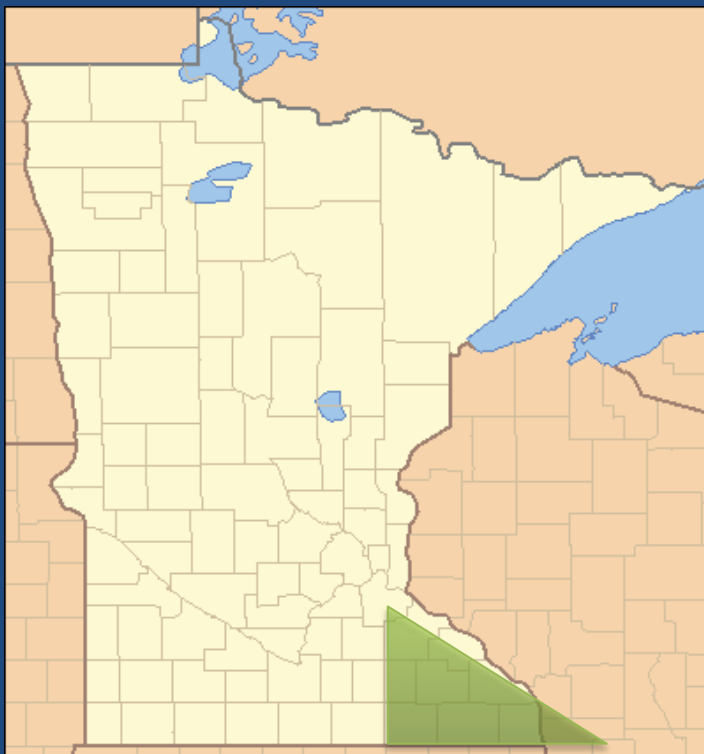
- 54% Math
- 34% Behavior

Participants: 39 Total: 111 Percent: 35%



2014

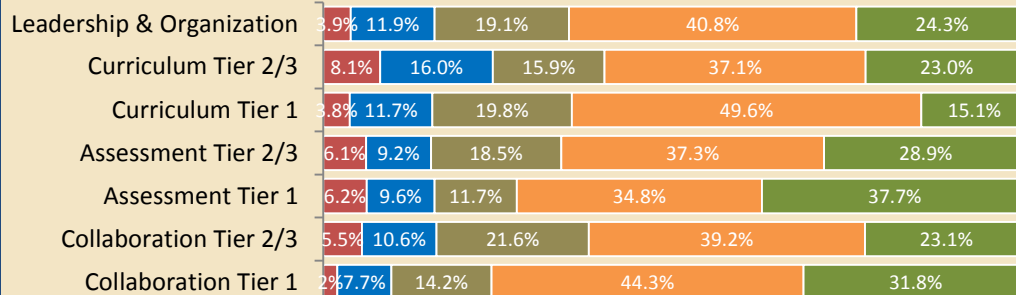




Region 10

1B

IMPLEMENTATION BATTING RECORD



Priority Leadership Items

- Training on MTSS
- School leadership team gathers data and makes real time decisions to further the implementation of ELA
- Leadership has team reviews and adjusts core and supplemental instruction

Priority Curriculum and Assessment Items

- Staff who provide interventions can articulate the evidence-base and corresponding ELA standards' benchmarks that the interventions
- Interventions are evaluated for performance of sub-groups
- Staff are trained to administer, interpret, use and communicate assessments

Turnover in last Year: up to 41%, most often principal and data leaders

Simultaneous Implement Focus:

- 59% Math
- 60% Behavior

Participants: 88 Total: 199 Percent: 44%



2014



Moving Implementation Forward

Changes from Year 1 to Year 2

Changes from 2013

Curriculum and instruction

Multiple measures (such as screening, growth measures, formative assessments, walk-throughs, student surveys, observations) are used to review the overall effectiveness of core curricula and instruction for sub-groups (e.g., low income, of racial/ethnic minority background, ELL) of students and instruction is adjusted accordingly.

Curricula and instruction are differentiated based on student needs. (Differentiation is what a teacher does to make instruction accessible; it is altering of process, content, product to attain end outcome.)

Multiple measures (such as screening, growth measures, formative assessments, walk-throughs, student surveys, observations) are used to review the overall effectiveness of core curricula and instruction for all students and instruction is adjusted accordingly.

Instructional staff are knowledgeable about and implement principles of effective instruction (i.e., high rates of engagement, questioning, eliciting thinking, grouping, opportunities to respond, immediate feedback), including research-based practices in literacy.

Percent of schools improved or in full implementation in both years

Percent of schools stayed the same (exploring or partial in both years)

Percent of schools declined or not in place in both years

30%

34%

36%

34%

36%

30%

35%

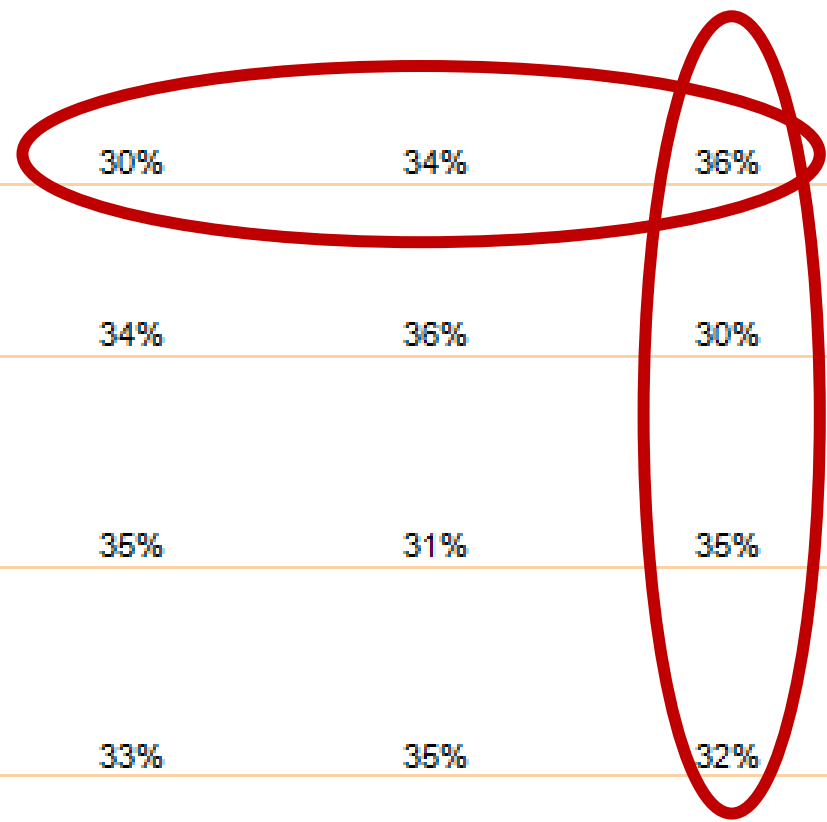
31%

35%

33%

35%

32%



Overall take-away

- The survey has yielded a significant amount of data
- Professional development, products, and services to be generated are dependent on how one looks at the data
 - Age-level, regional needs, implementation stages
- Strengthening statewide implementation will require:
 - a multi-organizational approach
 - systematic collection and use of data
 - sustainable and scalable infrastructure