

National Comparisons of MTSS Outcomes and Implementation

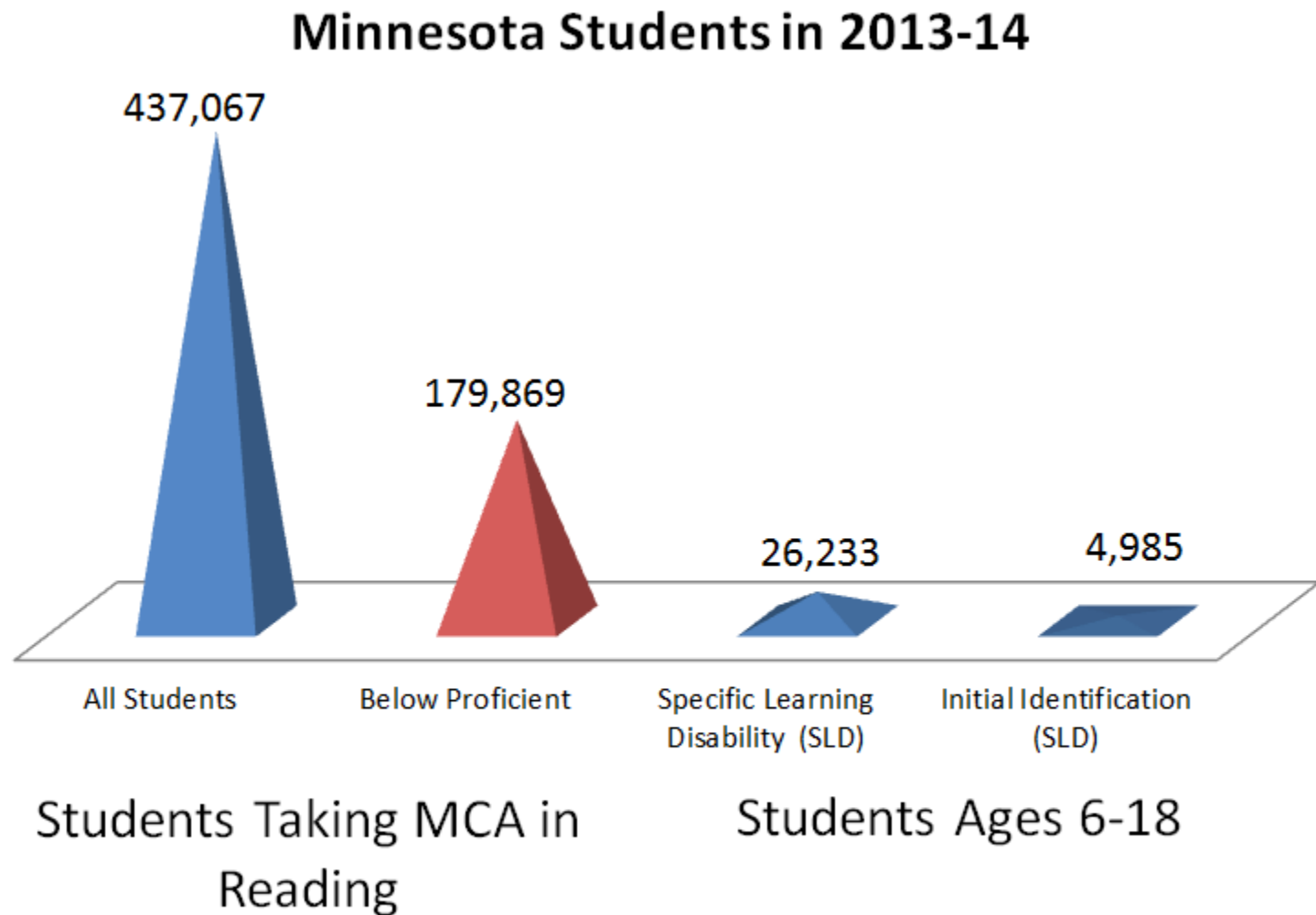
Report

MTSS Task-force

January 26, 2015

What outcomes do we expect to see
from advanced implementation of
MTSS?

What is the Scale of MTSS Impact



Uniformly Defined and Available Outcome Data for Comparing States

Source	Uniformly Defined and Available for Comparisons		
	State	District	School
General Outcome Measure			X
State accountability tests		X	X
Graduation		X	X
Engaged in Competitive Employment or Post-Secondary Options		X	X
National Assessment of Educational Progress (NAEP)	X	X	
Special Education Prevalence Rates	X	X	

- NAEP are the most comparable achievement data for state level analysis.
- Trend data are the most appropriate given time needed to implement and achieve outcomes at a state level.

Given Scalable Implementation of MTSS, What Would We See in Outcome Data?



Possible hypothesis 1:

- NAEP scores will be trending upward for all states implementing MTSS.

Possible hypothesis 2:

- The achievement gap for students in two lowest categories of proficiency will be closing for states using MTSS.

States Included in the Analysis

- State and national trend data on NAEP at 4th grade
- States with advanced implementation of MTSS are marked
 - Requested states 
 - States with Implementation and Measurement 
- Results are analyzed for reading and math
 - All students
 - Students below basic proficiency
 - Students at or above basic proficiency

Findings from the Data

- Minnesota is one of top performers on NAEP.
- States with more advanced MTSS implementation with respect to reading
 - Their baselines were significantly lower than MN
 - Data showing cumulative gain looks better than disaggregated data for proficiency groups.

NAEP 4th Grade **Reading**– At or Above Basic

Change from 2011 to 2013



States that are tan colored are improving at similar rates to Minnesota.

Minnesota out-performs states in red.

NAEP 4th Grade **Reading**– **Below Basic** Change from 2011 to 2013



States that are tan colored are improving at similar rates to Minnesota.

States in green outperform Minnesota.

Direct Comparison of NAEP **Reading** Scores: Advanced MTSS States

Increase in percent of students **at or above basic proficiency** from

	2011	2013	Improvement
National	67%	68%	+1
Minnesota	70%	74%	+4
Florida	71%	75%	+4
Colorado	71%	74%	+3
Kansas	71%	71%	--
Michigan	66%	64%	+2
North Carolina	68%	69%	+1
Pennsylvania	74%	73%	+1
Wisconsin	68%	68%	--

Direct Comparison of NAEP **Reading** Scores: Advanced MTSS States

Decrease in percent of students **below basic proficiency**

	2011	2013	Improve ment
National	33%	32%	-1
Minnesota	30%	26%	-4
Florida	29%	25%	-4
Colorado	29%	26%	-3
Kansas	29%	29%	--
Michigan	34%	36%	+2
North Carolina	32%	31%	-1
Pennsylvania	26%	27%	+1
Wisconsin	32%	32%	--

NAEP 4th Grade **Math**– Below Proficient Students Change from 2011 to 2013



National public

States that are tan colored grew an equivalent amount.

States that are red grew less Minnesota.

Direct Comparison of NAEP Math Scores: Advanced MTSS States

Change in percent of students at or above basic proficiency from

	2011	2013	Improvement
National	82%	83%	+1
Minnesota	88%	90%	+2
Florida	84%	84%	--
Colorado	84%	87%	+3
Kansas	90%	89%	-1
Michigan	78%	77%	-1
North Carolina	88%	87%	-1
Pennsylvania	87%	85%	-2
Wisconsin	68%	68%	--

Direct Comparison of NAEP Math Scores: Advanced MTSS States

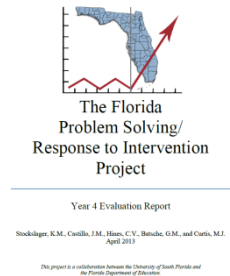
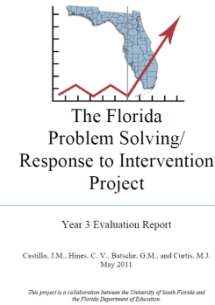
Change in percent of students below basic proficiency

	2011	2013	Improvement
National	18%	17%	-1
Minnesota	12%	10%	-2
Florida	16%	16%	--
Colorado	16%	13%	-3
Kansas	10%	11%	+1
Michigan	22%	23%	+1
North Carolina	12%	13%	+1
Pennsylvania	13%	15%	+2
Wisconsin	14%	15%	+1

Florida and Colorado are the states scaling implementation MTSS efforts that are also seeing improved achievement.

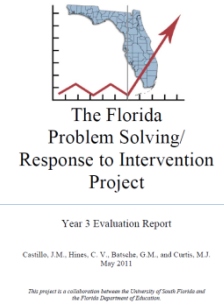
What are the variables that matter?

Take-a-Ways from Florida's Evaluation of MTSS Implementation



- Take a systems change approach
- Intensive and systematic training and coaching lead to higher use of problem solving and critical features of MTSS.
 - “Schools that receive more training and coaching implement MTSS more quickly and with greater fidelity”.
 - Ensure sufficient practice opportunities and explicit instruction and continue until staff reach full implementation with fidelity
 - Use implementation data to design next professional development steps
 - Building leadership team’s competence and staff competence may differ. Actively monitor and use data to advance competence across all levels simultaneously or implementation will be threatened.

Florida's Lessons from Scaling-up



- Use data to identify and address barriers to sustainable implementation. E.g. uncommitted leadership, high turnover, lack of “buy-in”
- 3 year implementation effort was insufficient
 - Consider 4-6 year implementation supports—full and fluent implementation address turnover and district supports
 - Ensure infrastructure, technical assistance, coaching, and strong leadership continue to be supported until staff reach full implementation with fidelity
 - Build buy-in and commitment “consensus” at the building and district level simultaneously.

Implementation Foci in Colorado

Prof Development Domain	Prof Development Component	Rtl	
		SR	PA
A(1) Selection	Clear expectations for PD	3	✓
A(2) Selection	Clear expectations for trainers	3	✓
B (1) Training	Accountability for delivery/quality	3	
B (2) Training	Adult learning principles used	4	
B (3) Training	Skill-based	4	
B (4) Training	Outcome data collected/analyzed	3	
B (5) Training	Trainers are trained, etc.	3	
C (1) Coaching	Accountability	3	
C (2) Coaching	Coaches use multiple sources	4	
D (1) Performance Assessment	Accountability for fidelity	4	
D (2) Performance Assessment	Data used to make decisions	4	
D (3) Performance Assessment	Implementation/shared outcome	3	
D (4) Performance Assessment	Goals are created with benchmarks	3	✓
D (5) Performance Assessment	Provide data for SPDG	4	
E (1) Fac Admin Support / Systems Interv	Admin are appropriately trained	3	
E (2) Fac Admin Support / Systems Interv	Leadership analyzes feedback	4	

The Self-Ration (SR) reflects components in place for 150 sites receiving training. Priority Area (PA) the focus for year 5 of Rtl Initiative

Kansas's Evaluation Measures Change at Local and State Level

Implementation Lessons from Kansas

Take-a-Ways from Kansas' Evaluation of MTSS Implementation

Comprehensive data and emerging findings from this evaluation are beginning to provide clear direction for what it takes for a school to reach full implementation of MTSS. Successful implementation needs, but is not limited to:

- Improvement in group level data and progress monitoring data at the school level is happening, but improvements on state assessments is not yet happening.
- A formal MTSS building-based facilitator/coordinator is not a guarantee for full implementation with fidelity, “The designation of a building-based MTSS Facilitator/Coordinator is reported by 42.8% of the “fully implementing” schools with 57.1% reporting that no such position exists.”
- “Assessing and grouping students are not enough for full implementation. A coherent system that starts with a strong curricular and instructional foundation, informed by assessments is needed.”
- All staff need to speak a common language about MTSS, and majority of staff support MTSS.
- Time for collaboration around instruction and assessment needs to be protected.
- Ongoing professional development for new and sustaining staff is essential.
- Integration and alignment of MTSS with other needs and initiatives is critical for sustaining MTSS

Take-a-Ways from Kansas' Evaluation of MTSS Implementation

Recommendations moving forward:

- Investment in cadre of recognized MTSS facilitators could be reduced if district level/wide training and capacity development
- Explore ways to focus school and district efforts on improving fidelity
- Ensure robust and accurate data are collected to establish and monitor impact—considering state-wide data system interventions and student progress and require districts to submit annually.
- Disseminate updates on MTSS and profiles of different types of schools successful implementing MTSS.

MN Survey of Implementation Findings

Leadership Across Levels

- Train and coach leadership teams to review and adjust instruction
 - All tiers, All students, movement between proficiency ratings
 - All Use data to drive real-time decision and implementation (leadership team as well as problem solving teams)

Competency and Capacity

- Teach teams to use measures of competency to plan next professional development opportunities
- Support training and coaching that is accessible for school teams and can be redeployed school-wide
- Train, coach, and measure use of data, selection of practices based on student need, and problem solving (across all levels)
- Protect time for cross content/disciplinary analysis of data and collaboration on improving instruction

System Supports

- Equal access to data systems that include effort, fidelity, and outcome data
- Equal access to systems of assessment in reading and math
- Equal access to evidence-based practices and fidelity measures

Data-based Summary of Positive Influences on Implementation

Focus on systems and implementation capacity.

1: Accessible and Functional Data Systems

Increase access and reduce school based costs for data supports and decision making

- Districts and school teams need a:
 - Dashboard that allows active monitoring of implementation.
 - Dashboard includes fields for effort, fidelity, and outcome
 - Dashboard allows for disaggregation and trend analysis

Support ongoing training on using data to make leadership and implementation decisions

2. Selection of Evidence-based Practices

Systematize information available to decision makers

- Evidence-base and defined critical features
- Fidelity checks and indicators of impact
- Training and coaching requirements
- Evidence of effectiveness with similar students
- Demonstration sites to observe practices in place

Enable sharing of outcomes and practices that work

- Searchable data-based example from St. Paul available upon request

3: Systematize Problem Solving Behaviors Across Levels

- Define systems and infrastructure that would make this a typical behavior at every level
 - Define team functions and systematize effective behaviors
 - Establish easily accessible means of training, coaching and measuring performance at multiple levels
 - Create reliable and predictable infrastructure for problem solving and measure fidelity of problem solving efforts

3. Provide Coaching Supports and Follow-up

- Establish criteria for effective coaching and coaching practices at district level
- Provide accessible and durable infrastructure for training and coaching of coaches
 - Pre-service, current practitioners, areas with shortages.
 - Online, face-to-face supports, facilitated modules
- Behavior based trainings and sufficient practice opportunities
 - Consuming data and problem solving
 - Using performance data to drive professional development
 - Making real time improvement decisions for systems and processes

Four Ideas to Work With

- All schools and districts have a data system useful for implementation efforts
- Information on Evidence-based Practices with proven track record of achievement
- Develop capacity of work-force to understand and fulfill their role in an MTSS system
- Core instruction and assessments of core instruction function well and align to tiered supports

Analysis of Implementation for Schools With Desired Achievement Outcomes schools in MN

Portraits of three MN schools who are
closing the achievement gaps and
corresponding levels of implementation

Profile of High Performing Schools

	Demographics	Gap for FRP	Gap for Sped	Gap for Minority
State	Minority 29% Special Education 15% Low income 39%	Math 40% Reading 47%	Math 26% Reading 33%	Math 30% Reading 30-33%
Global Academy	<ul style="list-style-type: none"> •Change in students tested 150-290 •Low income 93% •Minority 99% 	Math 1%, Reading 1%--steady	Math 41%--steady except 2012, Reading 32%	
Sleepy Eye	<ul style="list-style-type: none"> •Ave tested 160 •Low income 58% •Minority 38% 	Math 11%, Reading 5% closing	Math 14% closing, Reading 15% variable	Hispanic: Math 16%, Reading 8%--closing
Frazee	Ave tested 260+ students Low income 55% Minority 11%	Math 7% Reading 4% and closing	Math 10%, Reading 4%	Native American Math 14% , Reading -6%